

**Metodología Basada en Proyectos para el
aprendizaje del idioma inglés en Bachillerato**

**Project-based methodology for English
language learning in High School**

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RESUMEN

Los estudiantes de Bachillerato en las Unidades Educativas Fiscales en el Ecuador no han desarrollado habilidades en el idioma extranjero inglés, tampoco pueden reconocer problemas dentro de su entorno y contribuir así con una solución efectiva y eficiente a éstos. La aplicación de metodologías activas de comunicación como es el aprendizaje basado en proyectos puede ayudar a solucionar el problema conjuntamente con el uso de la tecnología, así aportar con la práctica de la destreza oral para presentar propuestas innovadoras a un proyecto específico que puede ser sostenible en el tiempo. Es evidente la falta de prácticas metodológicas activas en las instituciones fiscales del país sumado al poco control en los establecimientos educativos de la aplicación de este tipo de herramientas que promueven trabajos en equipo, esto dificulta el mejoramiento de la calidad de la educación; especialmente en la asignatura de inglés. Es necesario el seguimiento al desempeño docente y a la aplicación de esta metodología (ABP) para poder generar nuevos retos en el área educativa y especialmente en los estudiantes de Bachillerato, y completar su perfil de salida con éxito en el idioma inglés.

El enfoque de este estudio realizado es cualitativo con un alcance descriptivo del contenido para lo cual se recurre a la bibliografía previa sobre el tema propuesto haciendo una revisión de la literatura sobre la metodología basada en proyectos, (MBP) y su influencia en el desarrollo de la comunicación oral del idioma inglés en el alumnado.

Palabras claves: metodología basada en proyectos, aprendizaje activo, destreza oral, innovación educativa, perfil del bachiller.

ABSTRACT

High School students in Ecuador's Fiscal Educational Units have not developed skills in the English foreign language, nor can they recognize environmental problems and contribute with an effective and efficient solutions to them. The application of active communication methodologies such as project-based learning can help solve the problem together with the use of technology, thus contributing to the practice of oral skills to present innovative proposals for a specific project that can be sustainable over time. It is evident the lack of active methodological practices in the country's fiscal institutions, added to the little control in the educational establishments of the application of this type of tools that promote teamwork, hinders the improvement of the quality of education, especially in the subject of English. It is necessary to follow up on the teaching performance and the application of this methodology to generate new challenges in the educational area, especially in high school students, and complete their exit profile successfully in the English language. An article template and instructions on the editorial process and the text, figure, and references format are provided.

The approach of this study is qualitative with a descriptive scope of the content for which the previous bibliography on the proposed topic is used, making a review of the literature on the project-based methodology (MBP) and its influence on the development of oral communication in the English language in the students.

Keywords: project-based methodology, active learning, oral skills, educational innovation, baccalaureate profile

Introduction

The national curriculum for the teaching of English in Ecuador has not considered the time necessary to reach the expected level of language proficiency in high school students, for the beginning of the school year 2023-2024, they issued the MINEDUC-MINEDUC-2023-00008-A AGREEMENT No. MINEDUC-2023-00008-A; which states in its Art. 8: "Curriculum for the high school level: The curriculum development of the common core for the high school level will be based on the areas of Mathematics, Language and Literature, Natural Sciences, Social Sciences, Cultural and Artistic Education, Physics Education and Social Studies. The curriculum development of the common core for the High School level will be based on the areas of Mathematics, Language and Literature, Natural Sciences, Social Sciences, Cultural and Artistic Education, Physical Education, Foreign Language, and an interdisciplinary module", determining 3 hours of class time for Foreign Language (English). Therefore, the application of a (MBP) is proposed to improve the quality of education, in addition to considering the Common European Framework of Reference for Languages (CEFR), which is a standard for measuring the level of oral and written comprehension and expression in a language, which constitutes a shared basis for establishing levels of competence and equivalences. Rebeca Gutiérrez (Council of Europe)

One of the main challenges is to improve the level of English proficiency of the Ecuadorian population. According to the EF EPI (English Proficiency Index) 2021 report, Ecuador ranks 80th out of 113 countries evaluated, with a score of 440 out of 1000. This means that most Ecuadorians have a basic level of English or lower. When high school students can establish fluid communication channels and an adequate pronunciation of the English language, it would be considered that they have reached Level B1, which establishes the exit profile of the high school, hence the importance of applying the (MBP) that allows students' learning to be

meaningful, active, collaborative, cooperative, achieving the development of communication skills and abilities focused on the use of digital resources and active dynamics, which is expressed in the curriculum prioritized by competencies.

According to what has been evidenced in the field of teaching English as a foreign language, there is a lack of motivation, materials, and technology for its treatment, and the difficult accessing these, constitutes the barriers that prevent practicing projects focused on common interests, high school students must build their knowledge and acquire the necessary competence in oral expression demonstrating their ability along with effective communication.

One of the main causes of these low grades for the country is the lack of preparation of the teachers who teach this subject. The Minister of Education, Monserrat Creamer, acknowledged in an interview that there are two clear problems: there are not enough teachers in this area and those that do exist do not have the necessary knowledge to prepare their students well. (<https://www.primicias.ec/noticias/sociedad/idioma-ingles-estudiantes-convenio-educacion-profesores/>)

This shows that another factor affecting the low level of English language learning is the poor training of teachers in the application of active techniques for the development of spoken language skills, the poor certification of teachers for proper teaching, and the fact that students leave school below the level required by the Ministry of Education as a high school exit profile. The fiscal educational units do not use adequate and innovative methodological strategies to develop the communicative use of the English language to be practiced. The excessive number of students in the classrooms makes it impossible for the communicative ability to be evidenced and practiced effectively. There is a lack of effective methodologies to develop the use of this language skill, as well as an annual control of the progress of the plans

that teachers must submit to the coordination to be able to take the necessary corrective measures during their implementation. The practice of continuous control and correction on the part of the academic area is essential for an improvement in project-based education.

The project-based methodology will be the door that will allow students to be more critical and reflective when solving problems that arise in different circumstances in everyday life since English is not only a foreign language but also the prelude to the search for new horizons, to which must always be added the appropriate use of technology, The methodology will be adequate in the different high school courses of the country, without neglecting the educational inclusion, which allows giving the required attention to the students who need it; Although the (MBP) focuses on collective work, it is the best strategy to achieve empathy in the classroom.

As the project-based methodology is active, innovative, and inclusive; teachers must apply what students require based on the experience they bring to the classroom, that is the real reason why MINUEDUC should consider teacher training as the primary element to improve educational standards. This research work will attempt to establish the use of the MBP as an instrument of change in the educational system at the high school level, based on the Fiscal Educational Units of Ecuador.

Project-based learning is an effective model to help the development of communication skills through cooperation and collaboration to respond to situations and problems of everyday life and to face the challenges of the globalized world to which high school students must respond positively upon completion of their studies, being an essential part of the student's training in learning a foreign language (English), which is considered one of the most widely spoken languages in the world.

In the context where communities can be more cohesive, it is relevant to consider the support and collaboration between students and teachers to foster the learning of English in a meaningful way, using a project-based methodology where the educational approach focuses on learning through the realization of practical and concrete projects, instead of simply receiving information passively, students are actively involved in problem-solving, research, creation of products and clear solutions that will allow them to work in an interdisciplinary and collaborative way in the teaching and learning processes with the (ABP) to the students of the baccalaureate.

Project Based Learning (PBL) is a didactic methodology that places students at the center of the learning process, through problem-solving or answering complex questions. This methodology is based on the idea that students learn best when they face real challenges and have the opportunity to apply their knowledge and skills to daily life situations because they have acquired significant learning through praxis in the educational system that determines the strengths of students, especially high school students who respond to the PBL process, whose main characteristic is that it does not have a single path to reach a product; on the contrary, it unfolds in a series of contributions, answers, ideas, solutions to which the teacher will have to consider at the moment of evaluating the final products, see graph N° 1 the elements that the PBL contains are:

Figure 1

ABP Elements



English is not a language that student uses daily and can develop their daily activities, its use is mainly within the academic

environment where through controlled activities can be achieved systematically a high degree of development of the foreign language one of the methodologies to be applied to their study, understanding and practice is project-based. PBL offers several advantages for English language learning, including: (1) Motivation: PBL can help motivate students, as it allows them to work on projects that interest them and have a real purpose, (2) Active learning: PBL encourages active learning, as students must research, gather information, and work in teams to complete projects, (3) Application of knowledge: PBL helps students apply their knowledge and skills to real-world situations, (4) Development of cross-cutting skills: PBL also helps students develop social-emotional, cultural learning, communication, logical-co-mathematical reasoning skills; axes that are raised within the national curriculum.

It is necessary to consider that as English learning progresses, the number of hours of study for this area of knowledge should also increase. The perception that high school students have about the English language has an impact on their enthusiasm to study it. As an educational policy, institutions should train students about the value of learning English as an added value for the high school graduate's exit into the labor market and his or her professional performance in the context in which he or she will develop in the future. The co-communicative competence implies the expression, interpretation, and valuation of the message to be transmitted between people. The oral communication that the students are expected to reach is through the procedure of group work, role plays, and activities in which they are immersed in their daily life.

Research Background

Several scientific and previous articles contribute to the objective related to the teaching of English as a foreign language using the project-based methodology where solid foundations are provided in response to the development of the communicative factor with the knowledge and

skills that the teacher provides to the student in a given time to be able to solve a problem found in their immediate environment and thus consolidate the foundations of the language using creativity, writing and collaboration as suggested by Causil Vargas & Rodriguez de la Barrera (2021). The importance of developing and contributing with new forms of learning, which are focused on the social constructivism of Lev Vygotsky where the student is the author of his knowledge considering the environment and social interaction. It is complemented by the contributions that John Dewey made in education where he was very evident in his theory on social learning. He believed that the school should be representative of a social environment and that students learn best in natural social environments. According to Ribero-Silva, Santos-Pastor, & Amorim, (2022), project-based teaching promotes students to take an active part in their development by focusing on problem-solving and developing competencies, and values that are supported by the collective.

The practice of oral expression of the English language is reinforced with the implementation of the Project Based Learning model thus allowing its development for an interaction of different cultures as commented by Solorzano Intriago & Loo Salmon (2023). Bonilla Lucero & Morocho Quintuña (2021), state the importance of real learning based on the project method, aimed at high school students so that they can apply it in their work and daily life and promote meaningful learning. In recent years, the English language has had significant growth in the working world, to the point of being considered a lingua franca, a term that refers to the language used as a means of communication between speakers whose mother tongue is not English (Artime Contreras, Morales Vazquez, & Silvan Almeida, 2023). According to Rivera Zambrano, Zambrano Mendoza, Andino Pilco, Pilco Lopez, & Gavin Quishpe, (2023) a methodological strategy based on the communicative factor makes English language learning effective.

It is imperative for the constant training of teachers to be able to deliver knowledge according to the globalized society since it is a requirement and a trend in education as suggested by Verde Fol & Lara Villanueva, (2023) and thus achieve an implementation of effective and efficient methodologies. Teacher training is a process that needs constant research and practice to strengthen professional competencies and thus the enrichment of the teacher's skills to achieve the quality standards sought in education. Training the teacher becomes a necessity to provide an optimal education and thus be able to establish and recognize weaknesses in teaching, which can be corrected in time, so the teacher will be the guide that contributes to the graduate profile of the high school student in the English language, which in Ecuador is very ambitious trying to reach an exit level such as B1 according to the Common European Framework of Reference for Languages.

It is evident that the use of the methodology based on projects develops learning significantly, the English language teacher will complement his work in the teaching and learning processes using active evaluations that allow differentiating the role of the student and the teacher. This methodology gives high school students control of their learning process and it is here where the teacher must seek a balance between skill and challenge to unleash a positive learning stimulus, understanding the specific role of the teacher as a guide within the student's learning process. Currently, the most functional methodologies for learning English are the Grammar-Translation (G-T) method, the Direct method, the Audio-Lingual method, and the Total Physical Response (TPR) method.

The most widely accepted pedagogical model for English language learning is the constructivist one. The basis is focused on providing students with the necessary resources so that they are the ones who construct their knowledge. Their experiences are the basis of their development. The concept of constructivism is reinforced by the theories of Jean Piaget, Lev

Vygotsky, Da-vid Ausubel, and Jerome Bruner. Under this concept, ICTs can be used as tools in the construction of a different experience in the learning process, making them better linked to the construction of their knowledge, immersing the student, teacher, and institution in the digital world to execute the learning processes, as well as to effectively evaluate them, making learning dynamic, modern, motivating and very active, requiring educational actors to walk at the forefront of scientific and technological changes required by the digital world.

Some factors hinder the normal development of English language learning in Ecuador's Fiscal Educational Units, among the main ones are the constant change of the national curriculum, the curriculum (reduction of class hours), the development and management of curricular instruments (planning, evaluation) vary constantly, and the excessive number of students in the classroom prevents the practice of personalized education, which causes the lack of progress of students in the area of English, as well as applying corrective measures to teachers based on their performance, i.e. continuous training.

With this background, the realization of this research work will seek to provide an adequate solution to significantly evaluate the Project Based Methodology for the learning of the English language in students of the Fiscal Educational Units of Ecuador, considering the continuous training of teachers in English.

General Objective

To evaluate in a meaningful way the Project-based methodology for the learning of the English language in High School students in the Fiscal Educational Units of Ecuador.

Specific Objectives

To identify effective strategies in PBL by training teachers to teach English.

To continuously apply the project-based methodology in the teaching and learning processes.

To use techniques and instruments for an adequate evaluation of learning (PBL) in English.

Justification

The importance of applying a project-based methodology is currently relevant worldwide. This is due to the contributions that the process, when developed, contributes to the exit profile of high school students in the English language. It is necessary to work in an interdisciplinary way using technology and educational innovation, promoting reflection and research among students. Considering that the approach will allow teachers to constantly act in the use of tools in the classroom to make the teaching-learning process viable and meaningful. The application of the MBP will be a fundamental tool for the development of collaborative and cooperative work among peers, teachers, and the educational community in general.

When the project-based methodology is applied, it is necessary to use the appropriate evaluation techniques and instruments that facilitate student participation in the development of products based on the problem posed and be sure that their work will be evaluated, analyzed, observed, compared by the teacher, among peers and individually, i.e., self-evaluation can be applied. In this particular case, to evaluate the PBLs meaningfully, the role of the teacher will be highlighted as a guide of the process where he/she will be able to show the impact, achievement, and scope of the product; He/she can also observe and correct errors and be truthful in his/her appraisals.

This qualitative research work for the application of this active methodology (ABP) in the area of English has been considered based on studies, articles and editorials related

to the subject where the low level in Ecuador is determined as seen in an opinion journal that expresses The EF English Proficiency Index 2019 exam revealed that the country has a “very low level of English proficiency” due to the lack of capacity of its teachers and the little knowledge of the language that its students have. Ecuador scored only 46.57 points out of 100 in the latest English Proficiency Index test, one of the most widely used indexes worldwide to rate the level of English. The grade shows a setback about 2018, when Ecuador reached 48.52 points. (<https://www.primicias.ec/noticias/sociedad/idioma-ingles-estudiantes-convenio-educacion-profesores/>)

The statistics shown by the different means of consultation make it clear that it is time to take the necessary correctives since the low level of the English foreign language persists with the following figures, Ecuador remains one of the two countries in Latin America with the worst level of English language proficiency, only above Mexico. The score is 440 out of 1000, according to the EF EPI (English Proficiency Index) 2021 report. This score is equivalent to an A1 level, which is very low. There was a slight improvement about 2020, which obtained 411/100. But it dropped to 90th place among 112 participating countries, when in 2020 it was 81st, among 100 nations.

Despite the approaches that MINEDUC determines year after year in the application of the foreign language English, it is evident that the standards of education in this subject are not improved, having a deficiency from the Central Level which does not allow to accurately determine data of high school students and their level of English to consider whether it is complying with the exit profile of this age group. For this reason, various sources of information were used to support this research work. According to reports, Quito is the city with the third-best English in the country, surpassed only by Guayaquil and Ambato, but it has a low level of English proficiency. Deficiencies occur especially in municipal and public schools,

according to the Quality-of-Life Report of Quito *Cómo Vamos*. Data from the local municipality show that only 1.29% of students in municipal educational units had a B1 level, the first of the intermediate levels. The rest of the students are among the lowest standards. In private institutions, on the other hand, they tend to be higher.

This is the reality that the country lives in terms of the level of English that students have, Quito establishes the causes of this problem, so Renata Castillo says that one of the main causes is that teachers do not have a sufficient level to teach English or are not trained for teaching, that makes classes are based on memorizing verbs and vocabulary or only be guided by the textbook. Another factor that also affects the learning of a second language is the time dedicated to it. The Ministry of Education determined that for the 2022-2023 school year, there will be 3 hours per week between the second and seventh years of basic education. From the eighth through the second year of high school, 5 hours will be given. In the third year of high school, there are only 3.

For this reason, a non-experimental qualitative research design is applied for this work, where the project-based methodology is evaluated through the analysis of criteria, experiences, points of view, and comments from previous research. The approach has a descriptive scope of the content for which the bibliography on the proposed topic is used in a literature review.

The research will be based on high school students and how active methodologies can be applied to improve English language learning in Ecuador’s Fiscal Educational Units. The qualitative research approach is an approach that focuses on understanding the meaning of human experiences. This approach is proposed to know the social groups that are part of the fiscal educational institutions of the country, which have individual and cultural differences, but that belong to the same determined range such as the high school. The scope of the qualitative research

approach concerning high school students is broad. It can be used to investigate a variety of topics related to students’ education such as: (1) The experiences of high school students in the classroom to strengthen unity, companionship, and respect for teachers and among peers who seek appropriate strategies to achieve learning, but above all to strengthen the social fabric in an attempt to experience new forms of coexistence in the educational space, (2) The predisposition to be part of the structural change in educational approaches as an integral basis for teaching and learning processes, (3) The promotion of reflection and self-evaluation as elements of judgment and values in students.

According to data from the Ministry of Education of Ecuador, in the 2021-2022 school year, the enrollment of students at the high school level was 674,965 students. The high school enrollment is distributed among the different specialties offered by MINEDUC, focusing this research on fiscal support (see Table 1).

Table 1

Educational Institutions offering the General Baccalaureate

General High School Offer	Type	No. Schools	No. Students
High School in Science	FISCAL	1289	248 802
Technical High School		415	74326
Technical and Science High School		682	351 837
TOTAL:		2386	674 965

Sources: MINEDUC Administrative Records

Prepared by MINEDUC 2022 Team

For the 2022-2023 school year, there will be an increase of 297 students for this period in all provinces of the country, giving a total of 675,262 students in the fiscal high school, see Table 2.

Table 2

Total enrolled students in 24 provinces, support, and level year 2022-2023

Ecuador's provinces	Type	Level	Number of Students
24 provinces around the country	FISCAL	BACHILLERATO	675. 262

Source: Educational Statistics Volume 4 (2023)

The number of high school students in Ecuador has been increasing in recent years. In the 2012-2013 school year, high school enrollment was 380,000 students. The increase in high school enrollment is due to several factors, including the increase in educational coverage, the increase in female participation in education, and the growing importance of high school for access to higher education and the labor market. The scope of the qualitative research approach concerning high school students is based on the project-based methodology for learning English where the students' experiences.

About English teachers, the application of an evaluation published in an information media is considered, in which Ricardo Restrepo, director of the Education Observatory of the National University of Education (UNAE), agrees with Creamer. For him, "the lack of preparation of teachers directly influences these results because students do not receive the necessary knowledge to obtain good grades". In addition, he says that according to tests conducted on Ecuadorian teachers, of the 9,624 English teachers who belong to the teaching profession, only five have a C1 (advanced) level. Another 2,715 reached B2 (intermediate) level and 6,904 have knowledge ranging from elementary to low, or intermediate (A1-B1). Restrepo says that the numbers are a sign that "it is necessary to train English teachers since it is a universal language" See Table 3.

Table 3

English proficiency level of teachers of English as a foreign language

Zona	A1-B1	B2	C1	Total
Zona 1	741	241	0	982
Zona 2	487	138	0	625
Zona 3	805	480	1	1.286
Zona 4	821	235	0	1.056
Zona 5	899	259	0	1.158
Zona 6	546	312	1	859
Zona 7	756	386	0	1.142
Zona 8	876	231	0	1.107
Zona 9	973	433	3	1.409
Total	6.904	2.715	5	9.624

Table: Silvio Guerra - Primicias Source: UNAE (2019)

The information that evidences the difficulty that the subject of English is going through in the public educational institutions of Ecuador is quite notorious at the time of being evaluated by both students and teachers, the results that they show are not those expected by the governing body of education MINEDUC, the same that tries to somehow alleviate this situation without having greater results. The variables of this research are clear, and they are precisely posed with the direct actors of education, teachers, students, and institutions.

The independent variable is the MBP, which has the dimensions of interdisciplinarity, development of competencies for the 21st century, and digital skills applicable to the real world, its indicators will achieve the desired results and will use the appropriate resources such as a bibliography. Another of the independent variables is professional teacher training (CPD), its dimension focuses on the use of English as a foreign language, considering the number of hours of seminars, and workshops and the hours allocated to these, which will allow them to have their certification.

The dependent variable will be the learning of the English language as a specialty of

the high school student, considering as indicators the number of hours of learning and the number of projects developed in each of the specialties of the high school.

Development

The work carried out is non-experimental qualitative research, based on information, reading, and a bibliography of experts who know in depth the application of PBL, which in particular, can help students to develop competencies for the 21st century among them (a) Critical thinking: PBL requires students to think critically to solve problems and make decisions, (b) Problem solving: PBL requires students to use critical thinking skills to solve complex problems, (c) Communication: PBL requires students to communicate their ideas effectively through different media, (d) Collaboration: PBL requires students to work in teams to achieve a common goal, (e) Creativity: PBL requires students to be creative in generating innovative solutions.

Ongoing professional teacher training in project-based methodology (PBL) is essential for teachers to be able to implement this methodology effectively. Training should address the following aspects: (a) Fundamentals of PBL: Teachers should understand the fundamentals of PBL, including its principles, characteristics, and benefits, (b) Project planning and development: Teachers should learn how to plan and develop effective projects, taking into account learning objectives, students' interests, and available resources, (c) Project evaluation: Teachers must learn to evaluate projects effectively, using a variety of instruments and methods.

Training can be provided by different entities, such as schools, school districts, universities, or non-profit organizations. Training can be face-to-face, online, or a combination of both. MINEDUC in coordination with several national and international entities develops events that benefit teachers in their professional development such as: (1) The courses in its

modality can be face-to-face or online and provide teachers with a general understanding of the fundamentals of PBL and the skills needed to complement this methodology. (2) Workshops help teachers have opportunities to plan and apply project-based learning processes. (c) Accompaniment by an experienced mentor can help teachers implement PBL in their classroom, leading to the development of (a) Planning skills: (a) Planning skills: they will be able to plan effective projects that meet the learning objectives and are relevant to the student's interests, (b) Teaching skills: they will provide students with clear and precise guidance to achieve knowledge within the learning process, (c) Assessment skills: they will be able to evaluate student's progress effectively, dynamically and actively using a variety of instruments and techniques.

The project-based methodology (PBL) takes as its central idea that students learn by facing real challenges, thus having the opportunity to apply their knowledge and skills in real situations. In the case of high school students, who have a generally higher level of maturity and motivation than elementary or middle school students, they can reach B1 if they dedicate at least 5 hours a week to the study of English.

To help high school students achieve B1 English, clear objectives should be set to help them stay motivated and focused on what is most important in the project. The creation of a study plan to help them achieve the objectives should include specific study activities, as well as a timetable for completing them. Students should look for opportunities to practice English outside of the classroom. This may include activities with native speakers, watching movies and television programs in English, or reading books and articles in English. The evolution and trends in PBL have had a significant impact on the way the English language is taught. In the past, English language learning focused on memorizing rules and vocabulary. However, PBL allows students to develop their communication, mathematical, social-emotional, and digital skills. In general,

PBL is an effective methodology for learning English, offering several advantages, such as motivation, active learning, application of knowledge, and development of transversal skills. However, it also presents some challenges, including the need for planning, preparation, and the possibility of being competitive among students.

Project Based Learning (PBL) is a teaching methodology that has been gradually incorporated into the Ecuadorian educational system in recent years. Although it is not yet a widespread practice, there has been a growing interest on the part of teachers, who recognize the advantages that this methodology offers for student learning. For PBL to be effective in English language development, teachers must plan projects carefully and provide students with the necessary support and guidance. Projects should also be relevant to students' interests and needs as they present some challenges. Up-to-date teachers, autonomous students, and uses of didactic resource materials, school exchanges, and use of ICTs.

Conclusions

(1) Choose projects that are meaningful, relevant, and of interest to students. This will keep them motivated and committed, (2) Provide students with the opportunity to work in teams in a cooperative, collaborative manner in the development of projects that allow them to solve problems of daily life, thanks to the application of PBL, (3) Determine clear actions to establish the proposed objectives with the application of the project-based methodology, (4) Teachers should provide students with the necessary support and guidance about the project-based methodology to research, gather information, complete and elaborate projects, (5) The Physical Education Units of Ecuador should consider establishing in the high school the application of PBL in the teaching and learning processes in the subject of English through planning, in the curriculum adapting it to the needs and interests

of the students and the institutional management model.

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