

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADOS

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA**

**TEMA: PROBLEM-BASED LEARNING IN THE SPEAKING SKILL IN
LEARNERS OF ENGLISH**

Trabajo de Investigación, previo a la obtención del grado académico de Magister
en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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2019

A la Unidad de Titulación de la Universidad Técnica de Ambato

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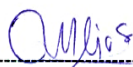
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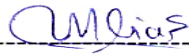
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TABLE OF CONTENTS

UNIVERSIDAD TÉCNICA DE AMBATO	i
A la Unidad de Titulación de la Universidad Técnica de Ambato	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN	iii
DERECHOS DE AUTOR	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES	x
AGRADECIMIENTO	xi
DEDICATORIA	xii
INTRODUCTION.....	1
CHAPTER I.....	4
PROBLEM STATEMENT	4
1.1 Theme of the problem	4
1.2 Problem Statement.....	4
1.3 Problem contextualization	4
1.3.1 Critical analysis	7
1.3.2 Prognosis	9
1.3.3 Setting of the problem.....	10
1.3.4 Research Questions	10
1.3.5 Research Delimitation.....	10
1.4 Justification.....	11
1.5 Objectives	13
1.5.1 General Objective.....	13
1.5.2 Specific Objectives.....	13

CHAPTER II	14
THEORITICAL FRAMEWORK	14
2.1 Research Background.....	14
2.2 Foundations	17
2.2.1 Epistemological Foundation.....	17
2.2.2 Philosophical Foundation.....	17
2.3 Legal Basis	18
2.4 Key Categories	20
2.4.1 Theoretical Foundation of the Independent Variable.....	21
2.4.2 Theoretical Foundation of the Dependent Variable	50
2.5 Hypothesis	62
2.6 Signaling hypothesis variables	62
CHAPTER III	63
METHODOLOGY	63
3.1 Approach	63
3.2 Basic research modality.....	64
3.2.1 Field Research.....	64
3.2.2 Documentary Research	64
3.3 Level or type of research	64
3.3.1 Quasi-experimental Level	64
3.3.2 Descriptive Level	65
3.4 Population and Sample	65
3.4.1 Population	65
3.4.2 Sample.....	66
3.5 Operationalization of variables.....	67

3.6	Techniques and instruments	70
3.7	Data collection plan.....	72
3.8	Data collection and analysis	72
CHAPTER IV.....		75
ANALYSIS AND INTERPRETATION		75
4.1	Analysis of results	75
CHAPTER V		108
CONCLUSIONS AND RECOMMENDATIONS.....		108
5.1	Conclusions	108
5.2	Recommendations	109
CHAPTER VI.....		111
THE PROPOSAL.....		111
6.1	Informative Data.....	111
6.2	Background of the proposal.....	111
6.3	Justification.....	112
6.4	Objectives	114
6.4.1	General Objective.....	114
6.4.2	Specific Objectives.....	115
6.5	Feasibility Analysis	115
6.6	Foundation.....	116
APPENDIX 1		161
APPENDIX 2		162
APPENDIX 2.1		163
APPENDIX 2.2		164
APPENDIX 2.3.....		165

APPENDIX 3	166
APPENDIX 4	167
APPENDIX 5	168
APPENDIX 6	169
APPENDIX 7	170
APPENDIX 8	171
APPENDIX 9	172
APPENDIX 10	173
APPENDIX 11	175
APPENDIX 12	177
APPENDIX 13	178
References	179
ANNEXES	192
ANNEX 1. Approval sheet from Unidad Educativa Huachi Grande	192
ANNEX 2. Test Training B – Speaking section.....	193
ANNEX 3. Rubric for Test Training B	194
ANNEX 4. Evaluation criteria for Test Training B.	196
ANNEX 5. Validated Observation Checklist 1.....	197
ANNEX 6. Validated Observation Checklist 2.....	200
ANNEX 7. Planning for the appliance of Problem Based Learning Guide. ...	203
ANNEX 8. Photographs	205

LIST OF TABLES

Table 1: Characteristics of CLT	28
Table 2: Elements For PBL.....	42
Table 3: Student and Teacher Roles in Problem Based Learning	45
Table 4: Features of Learners' Speech	60
Table 5: Speaking Micro Skills	61
Table 6. Population	65
Table 7: Sample	66
Table 8: Independent Variable: Problem-Based Learning Strategies	67
Table 9: Dependent Variable: Speaking Skill	69
Table 10: Test Training B – Speaking Section Performance	71
Table 11: Data Collection Plan	72
Table 12. Checklist – Question 1. Active Participation.....	76
Table 13. Checklist – Question 2. Intrinsically Motivation	77
Table 14. Checklist – Question 3. Problem – Solving Strategies.	78
Table 15. Checklist – Question 4. Prior Knowledge Activation.....	80
Table 16. Checklist – Question 5. Investigation Strategies.	81
Table 17. Checklist – Question 6. Group Work Interaction.	82
Table 18. Checklist – Question 7. Speaking Ability (Coherence)	84
Table 19. Checklist – Question 8. Pronunciation	85
Table 20. Checklist – Question 9. Oral Presentation Interaction.	87
Table 21. Checklist – Question 10. Group Assessment.	88
Table 22: Micro-Skill: Range. Pre-Test And Post-Test. Experimental Group.....	90
Table 23: Micro – Skill: Accuracy. Experimental Group	91
Table 24: Micro – Skill: Fluency. Experimental Group.	92
Table 25: Micro – Skill: Coherence. Experimental Group.	94
Table 26: Micro – Skill: Interaction. Experimental Group.	95
Table 27: Final Results - Test Training B. Experimental Group.	97
Table 28. Comparison of Pre-Test. Experimental And Control Groups	98
Table 29. Comparison of Post-Test. Experimental Vs. Control Group.	100
Table 30: Comparison of Experimental vs. Control Groups. Pre-Test And Post-Test....	101
Table 31: Calculation Values	103
Table 32: Descriptive Statistics of Spss. Test Related Samples	105
Table 33. Descriptive Statistics of Spss. Test Related Samples.....	106

Table 34: Test Related Samples	106
Table 35: Checklist for Developing a Problem	119
Table 36: Summary of what happened in each session	123

LIST OF FIGURES

Figure 1: Mind Map of Problem.....	7
Figure 2: Key Categories	20
Figure 3: Hierarchical Interrelation Of Terms	23
Figure 4. Checklist – Question 1. Active Participation.....	76
Figure 5. Checklist – Question 2. Intrinsically Motivation.....	77
Figure 6. Checklist – Question 3. Problem – Solving Strategies.	79
Figure 7. Checklist – Question 4. Prior Knowledge Activation.....	80
Figure 8. Checklist – Question 5. Investigation Strategies.	81
Figure 9. Checklist – Question 6. Group Work Interaction.	83
Figure 10. Checklist – Question 7. Speaking Ability (Coherence)	84
Figure 11. Checklist – Questions 8. Pronunciation	86
Figure 12. Checklist – Question 9. Oral Presentation Interaction.....	87
Figure 13. Checklist – Question 10. Group Assessment.....	89
Figure 14: Micro – Skill: Range. Pre-Test And Post-Test.	90
Figure 15: Micro – Skill: Accuracy. Experimental Group.....	91
Figure 16: Micro – Skill: Fluency. Experimental Group.	93
Figure 17: Micro – Skill: Coherence. Experimental Group	94
Figure 18: Micro – Skill: Interaction. Experimental Group.....	95
Figure 19: Final Results – Test Training B. Experimental Group.	97
Figure 20. Comparison of Pre-Test vs. Post-Test. Experimental and Control Groups.....	99
Figure 21. Comparison of Post-Test. Experimental vs. Control Group.	100
Figure 22: Comparison of Experimental vs. Control Groups. Pre-Test and Post-Test. ..	101
Figure 23. Test Related Samples	107
Figure 24 Application of PBL.....	130

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Lic. Andrea Natalia Salazar Cruz

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TEMA:

“PROBLEM BASED LEARNING IN THE SPEAKING SKILL IN LEARNERS
OF ENGLISH”

AUTORA: Licenciada Andrea Natalia Salazar Cruz

DIRECTOR: Licenciado Jimmy Henry Torres Padilla

FECHA: 20 de Marzo del 2019

RESUMEN EJECUTIVO

La necesidad de que los estudiantes de Inglés utilicen el idioma dentro y fuera de la institución ha motivado a la realización del presente estudio “el aprendizaje basado en problemas en la habilidad oral” en los estudiantes de décimos años de educación general básica de la Unidad Educativa “Huachi Grande” segundo quimestre año lectivo 2017-2018, que tuvo como propósito determinar cómo las estrategias del aprendizaje basado en problemas desarrollan la habilidad oral del idioma Inglés. Se llevó a cabo una investigación cuasi experimental de campo con un enfoque cualitativo y cuantitativo, donde 75 estudiantes formaron parte del grupo experimental y 70 del grupo de control. Además, se aplicó el Test Training B para establecer el nivel de la comunicación oral de los estudiantes al inicio y al fin de la investigación. De la misma manera se utilizó una lista de verificación que determinó el uso de las estrategias del aprendizaje basado en problema. El Training Test B se aplicó en dos fases: como prueba previa y prueba posterior con los dos grupos, experimental y de control. La comprobación de la hipótesis se realizó mediante el T- Test. Los resultados demostraron que hubo un impacto positivo en el desarrollo de la habilidad oral de los estudiantes, el uso de las estrategias del Aprendizaje Basado en Problemas lograron que los estudiantes tengan la oportunidad de utilizar el idioma de manera fluida, activa, colaborativa y real. Para la aplicación del estudio, se diseñó una guía de seis actividades del Aprendizaje Basado en Problemas mismas que fueron elaboradas según el texto A2.1 otorgado por el Ministerio de Educación para el desarrollo de la destreza oral del idioma Inglés en los estudiantes. Se recomienda que en futuras investigaciones se aplique este estudio en los Bachilleratos de manera que ellos se beneficien de la implementación de las estrategias del ABP.

DESCRIPTORES: Estrategias del Aprendizaje Basado en Problemas, habilidad oral, micro habilidades orales, trabajo colaborativo, idioma inglés, fluidez lingüística, guía de actividades.

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THEME:

“PROBLEM BASED LEARNING IN THE SPEAKING SKILL LEARNERS OF
ENGLISH”

AUTHOR: Licenciada Andrea Natalia Salazar Cruz

DIRECTED BY: Licenciado Jimmy Henry Torres Padilla

DATE: March 20th, 2019

ABSTRACT

The need for English learners to use the target language inside and outside of the institution has motivated the undertaking of the present study "problem-based learning in oral skills" in students of the tenth grade of general education at Unidad Educativa Huachi Grande, in the second semester of the academic year 2017-2018. A quasi-experimental field research was conducted with a qualitative and quantitative approach, in which 75 students were part of the experimental group and 70 students formed the control group. Test Training B, speaking part, was applied to establish the level of oral communication of students at the beginning and at the end of the investigation. Furthermore, a checklist was used to determine the use of Problem-Based Learning strategies. Test Training B was applied in two phases: as a pre-test and post-test with the two groups, experimental and control. The hypotheses were checked using the Student T-Test. The results showed that there was a positive impact on students and there was an improvement in oral ability attributable to the use of the Problem-Based Learning strategies. Students had the opportunity to use the language in a fluid, active, collaborative and authentic way. In applying the study, a guide of six Problem-Based Learning activities was made. These activities were based on the text A2.1, authorized by the Ministry of Education for the development of the oral skills of English learners. It is recommended that further research be conducted into the implementation of PBL strategies with high school students in order to maximize the potential impact on this key skill area.

KEY WORDS: Problem Based Learning strategies, oral ability, oral micro-skills, collaborative work, English language, linguistic fluency, activity guide.

INTRODUCTION

English language has become a powerful tool that is consolidating nations, governments and people around the world. Nowadays, English is considered a *lingua franca*, used and adopted by communities for purposes as diverse as business, medicine or in the educational field. For this reason, learning English as a foreign language is significant because it helps to increase an individual's opportunities to live and work abroad, to obtain better job positions, to earn a higher salary, or to study and obtain advanced qualifications. Alternatively, it can be used for tourism, social interaction and as a marker of social status.

In Ecuador, the government has seen it necessary to reform the English curriculum for primary and secondary education, which has had a significant impact on public schools, Kamhi-Stein, Diaz , & de Oliveira (2017) indicate that after 2012 regulations ecuadorian English education had to improve, the purpose of this was to enhance English ecuadorian public education and be at the same level of 21st – century global teaching, to achieve that goal, teachers were evaluated and required to pass a B2 level exam according to CEFR standars. Similarly, students are required to obtain a B1 level of the CEFR upon finishing high school. The new curriculum was introduced to Ecuadorian public education in 2016, and it notably follows a constructivist model, together with a grounding in the communicative approach. According to Ministerio de Educacion (2012) the new curriculum follow the communicative – functional approach which is focus on real-world tasks for students to develop the receptive and productive skills for communication in day-to-day environments. Therefore, the main purpose of the new curriculum is to develop different abilities, attitudes and knowledge in students which enable the English learner to apply oral and written language in real contexts.

Despite the implementation of this communicative curriculum, students of the tenth grade at Unidad Educativa Huachi Grande demonstrate difficulties in the development of speaking skill. Among the reasons for this problem are: a lack of

student confidence in using the language; a lack of motivation for learning the language; a sense of embarrassment and a fear of making mistakes when speaking. Apart from these reasons, there is a clear continuation of grammar focus activities and teacher-centered classes alongside the new approaches, which limits students' opportunities to develop their speaking ability. Therefore, this study was principally designed to determine how Problem-based learning strategies may help develop the speaking skill of English learners, and how the application of these strategies may improve the level of the spoken language.

The general structure of this investigation is described as follows:

CHAPTER I. – This contains information about the theme of the problem, presenting the contextualization of the problem at macro, meso and micro levels. Besides, it provides a critical analysis and prognosis, a setting-out of the problem, and a general justification of the research. The objectives of the study are also enumerated in this chapter.

CHAPTER II. - This is about the research background, philosophical foundation, legal basis and the key categories of the dependent and independent variables. The research hypothesis is also set out here.

CHAPTER III. - This makes reference to the methodology employed in the study, including information about the approach, basic research modality, and type of research, population, and operation variables. It also presents evidence about the method of data collection and analysis.

CHAPTER IV. - This explains the approach to data analysis and interpretation of the results. The results were obtained through a pre-test, a post-test and a checklist.

CHAPTER V. - This gives the conclusions and recommendations of the research, with reference to the results obtained in the previous chapter and to the objectives.

CHAPTER VI. - This chapter sets out the six activities based on Problem Based-Learning strategies to develop speaking skills in the form of a proposal. It also has information about the background, justification, objectives, feasibility analysis, foundation and methodology of the proposal.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

Problem-Based Learning in the speaking skill of English learners

1.2 Problem Statement

1.3 Problem contextualization

One of the most important skills in need of development in a foreign language is speaking since the learner has to demonstrate his / her ability to give and receive a message orally in order to communicate their feelings, needs or interests. However, this productive skill is often found to be the most difficult in the process of learning a foreign language. Baker & Westrup (2003) remark that the reasons students find speaking English difficult are poor motivation, cultural differences, lack of confidence, insufficient time for practicing speaking in real life, and the different speech sounds that are difficult to be pronounced. Globally, students who are studying English as a foreign language have reported difficulties in the speaking skill. Senel (2012) led a study of 32 Turkish EFL students who demonstrated that the teachers' error corrections, the teacher-centered methodology and traditional strategies limited students in their oral proficiency. Another study, by Jamal (2017), indicated that Jordanian EFL students agreed that the excessive use of L1 and the limited time for practicing oral exercises hindered oral communication development. In another instance, Souresshjani & Riahipour (2012) found that 215 EFL students and EFL instructors believed that inappropriate teacher methodology, out-of-date equipment, the reduced time for speaking practice, and the high level of anxiety students experienced in class were the main obstacles to students' development of the speaking skill. From these studies, three common factors can

be identified and highlighted that lead to inefficient speaking skill development: the traditional, teacher-centered methodology of the instructor, the lack of L2 oral practice inside the classroom, and the lack of opportunity to practice speaking beyond the classroom.

In Ecuador, the evidence of problems in speaking skills is widespread, and can be found in all institutions from elementary schools to high schools and universities. Students demonstrate poor speaking skills in oral communication activities. In a study by the British Council (British Council , 2015) 502 Ecuadorian learners from the Beginner/Elementary, Intermediate and Advanced levels claimed to have better acquisition skills than productive skills, while overall feeling slightly more confident in their receptive skills. In another British Council survey (British Council , 2015), most learners stated that they do not use English in their daily lives and they have forgotten much of their English since they left school. 10% attributed this to their environment (family or friends), who did not speak English, 12% said that speaking was more difficult than reading or writing, 8% of people said that the curriculum was not suitable for the Ecuadorian context and 6% said that the problem was the teachers' traditional methodology. In addition to this, in 2014, English was removed from the curriculum of public schools in Ecuador. This prevented most students from having any contact with the foreign language until it was included again in 2016, setting back progress in the four skills, but especially impacting the development of the speaking skill. When those students affected were re-introduced to English learning, they often found the content of the A2.2 English books inaccessible since this material contains higher intermediate level activities.

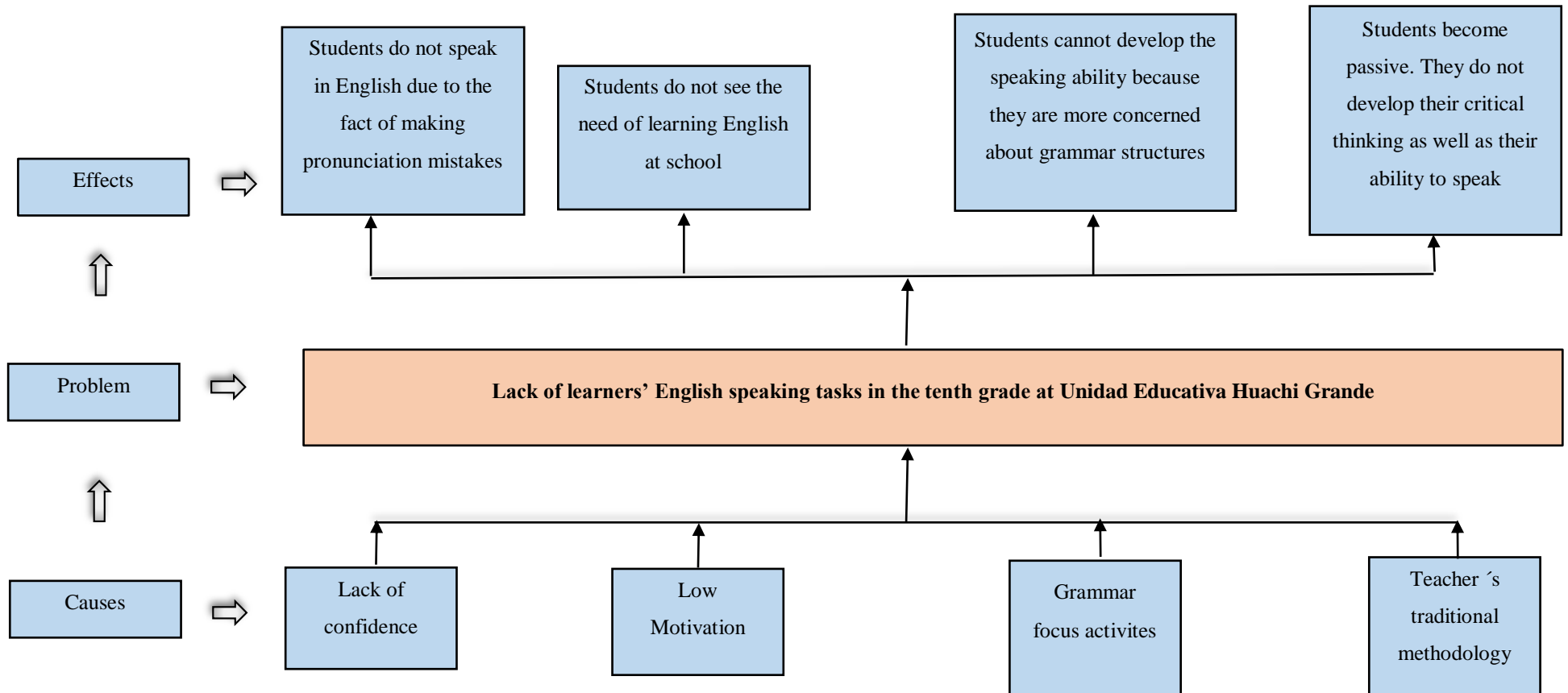
Since 2016, the Ministry of Education, according to agreement No. 052, has maintained the compulsory study of English from the second to the third grade of high school in public, private and denominational schools (MINEDUC, 2016). The objective of this new curriculum is to take the majority students to a B1 level of English upon finishing high school. However, the problem begins with elementary

students, who often have not developed the basic knowledge that allows them to use English communicatively at the end of their school year.

In Ambato, students from Unidad Educativa “Huachi Grande” have shown difficulty in expressing their ideas using L2. Firstly, students may not see the necessity to learn a foreign language if they do not see the need of using English outside the classroom. Secondly, children and young learners tend to be ashamed to speak or use another language to communicate and, therefore, they prefer not to avoid speaking, thus limiting their opportunities for speaking practice in the foreign language. Thirdly, in public schools, large classes are a key problem in organizing activities to develop speaking skills, due to frequent ill-discipline among students, a high level of L1 usage and a general lack of motivation to engage with speaking activities.

1.3.1 Critical analysis

Figure 1: Mind Map of Problem



Source: Field Research
Elaborated by: Salazar, N. (2018)

According to the curriculum established by MINEDUC (2016), educational institutions have to teach English as a foreign language using the Communicative Approach. However, the reality inside the classrooms is that students face many difficulties when they have to use the language orally and many of the activities focus instead on grammar and vocabulary.

One of the biggest problems that students from Unidad Educativa “Huachi Grande” face is that they do not want to speak in front of their classmates using English due to a sense of fear of making mistakes. As English is a different language, they are not familiar with its phonetic sounds and students feel embarrassed when using English. Baker & Westrup (2003) explain that students’ lack of confidence is evident, even in their mother tongue, and this is compounded by the fact that students are afraid to ask for help inside and outside the classroom.

Additionally, many students of this institution are not interested in learning a foreign language, since they do not see the need of studying English and the purpose behind it. Riddell (2014) indicates that when students do not see the real objective of speaking activities (fluency) they want to finish the tasks as quickly as possible, treating them in the same way as grammar exercises, and as the majority of classes are grammar focused, students perceive English as a difficult and boring subject; the material, the activities and methodologies that teachers use in the class frequently do not engage students in authentic contexts; they cannot connect what is in the text with real life situations in which they can apply the language, and the result of this is that students cannot develop different competencies to face real problems when using oral communication.

Barrows & Tamblyn (1980) state that traditional memory-based learning do not permit students to built useful knowledge for the future. Also, they remark that traditional settings do not allow students to ignore about the matter because it is penalized. Furthermore, traditional classes encourage students to learn by rote, be individualistic and lacking in confidence. Learners tend to be poor at critical

thinking as well as having limited speaking fluency when facing real situations that involve the use of English language. However, it is difficult to move students from this comfort zone of fossilized behavior. Marilyn & Hayo (2008) suggest that if students do not adapt readily to student-centered approaches, they demonstrate a sense of discomfort that creates a barrier to learning.

On the other hand, if new strategies and that tools focus on developing the speaking skills of learners are skillfully implemented in English classes, students tend to acquire the language in a dynamic, active and interesting way. Students will improve their social abilities, attitudes and confidence when using English orally. Finally, this will contribute to creating students who construct their knowledge as active participants in society. Spooner (2015) emphasizes that student-centered approach is focused in construct knowledge and social and moral behaviors needed to develop a society.

1.3.2 Prognosis

If institutions and teachers do not attempt to apply new strategies to help students develop their speaking ability, there is a danger of stagnation, and progress in students' knowledge and learning processes will be affected because they will not be prepared to use English orally in different contexts. Given the communicative focus of the national curriculum, many of its key objectives will not be fulfilled.

Furthermore, if students are not involved in problem-solving activities, they will have limited opportunities to develop higher thinking skills, as well as missing many of the benefits of collaborative and cooperative learning.

On the other hand, Problem-Based Learning strategies offer many benefits for student progress in terms of autonomy, motivation, social abilities, leadership, and confidence and fluency in oral production.

1.3.3 Setting of the problem

- How does Problem-Based Learning (PBL) develop the speaking skills of tenth grade students of English at Unidad Educativa “Huachi Grande” in Ambato?

1.3.4 Research Questions

- What kind of PBL strategies improve speaking skills?
- What is the degree of development of speaking skills through PBL strategies?
- What is the impact of PBL strategies on speaking skills?
- What PBL strategies can English teachers use for developing speaking skills?

1.3.5 Research Delimitation

Field: Education

Area: English teaching

Aspect: Problem-Based Learning – Speaking Skills

Space delimitation

The present investigation was applied to the tenth grade at Unidad Educativa “Huachi Grande”, Ambato - Ecuador.

Temporal delimitation:

This investigation was developed during the second term, February –July, school year 2017-2018.

1.4 Justification

The present research is justified because it aims to be a guide for English teachers in helping to improve the oral ability of students of the tenth grade in public education through the use of Problem-Based Learning strategies. This approach seeks to develop a degree of spoken fluency in English that is suitable for communication in everyday life, both inside and outside the class. It also aims to improve confidence of learners in their oral ability, which is a key skill of the EFL national curriculum. Further to these, this study also assessed the development of thinking skills, use of Communicative Language Teaching and Learner Centered classes as part of the general approach of PBL. Thinking critically, working cooperatively, and feeling motivated and confident when speaking are objectives of the curriculum (to develop social and intellectual skills and cultural awareness to later be used in a globalized English world). Furthermore, learners may benefit from the use of problem-based learning because it prepares them to face and respond to authentic situations by using English as a means of communication inside and outside the classroom and connect their learning to the real world.

On the other hand, this research was undertaken to help teachers cope with the problem of why students of tenth grade are reluctant to speak in English. Many appear afraid to speak because they do not want to be ashamed of making mistakes, others because they cannot pronounce well and others because they do not like to speak in public or do not like English. The use of Problem-Based Learning strategies addresses these issues by helping students to break down their inhibitions through group and cooperative work in which they must appoint different roles in each group, and accomplishing dynamic oral tasks. As a result, students feel more motivated to learn and to produce oral communication at the same time.

Another problem is that students do not see the need and the importance of learning English because it is just another school subject they need to accomplish. Therefore, the content of the topics that are planned in PBL strategies are concerned

with real-world problems that students face in their daily lives, which motivates them to talk about the issues that affect them, and provides the teacher with the opportunity to guide the students so that they can express their ideas through English.

Traditional English classes in this high school are grammar focused, which causes disengagement in students. For this reason, it is necessary to implement new strategies that help the teacher and students to alter the monotony of the syllabus and to produce language in different contexts. Problem-based learning motivates the students since they develop the content of the topic through the discovery they make at the research stage.

Since English has an important status around the world, learning English has become essential for individuals in all fields. In response to this, Ecuador has incorporated English into the national curriculum, and teachers must respond in a similar way, using the necessary tools, methods or strategies to develop the speaking skill for the classroom and for students' daily lives. For this reason, an optimal teaching and learning process is vital if students are to communicate using English as a foreign language.

This study can guide teachers in the use of PBL strategies in the classroom. PBL strategies are designed to enhance the oral ability in learners. Considering that students do not like to talk in English, the teacher has an essential role in the classroom when coaching speaking. Through the use of PBL and speaking activities, students can better develop their speaking ability and confidence without feeling the pressure to learn only grammar.

Moreover, Problem-Based Learning strategies are useful not only in the development of speaking skills in L2 but in the development of problem-solving strategies and social abilities in general. They help students to learn about respect

and to accept their peers' opinions and can also can foster other values that produce engaged students that may go on to be valuable members of society.

1.5 Objectives

1.5.1 General Objective

To determine how Problem-Based Learning strategies develop the speaking skills of English learners of the tenth grade of Unidad Educativa "Huachi Grande".

1.5.2 Specific Objectives

- To identify Problem-Based Learning strategies which favor speaking skills.
- To analyze the level of speaking skills of learners through quantitative tests.
- To establish the impact of Problem-Based learning strategies on the development of the speaking skill.
- To design a guide of six Problem-Based Learning strategies for developing the speaking skill.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Research Background

Various previous studies were analyzed as a basis for this research. These documents were papers and theses that bore similarities of purpose and context, and which helped to inform the design of this study.

Rohim (2014), in his study “Improving Students’ Speaking Skill Through Problem-Based Learning (PBL) Strategy”, allowed students to express ideas, experience real-life issues, build critical thinking and problem-solving skills. Due to the fact that students had a problem in understanding the activities set by the teacher, they had difficulties in speaking in English, leading to bored and disengagement from English classes. The methodology used in this study was Classroom Action Research in two phases. In each phase, the steps were: planning, action, observation and reflection. Students participated actively in the activities of PBL; in pairs, they asked and answered questions through conversation and discussion, to negotiate a solution to the problem. As a result, there was an improvement of speaking proficiency in sentence construction, together with positive results in the use of free imagination and learner independence.

Similarly, Keong , Abdalhussein, & Mohammed (2015), in their study entitled “Improving Iraqi Secondary Students’ Speaking Performance through Problem Based Learning Approach”, reported that students of 11th grade had significant difficulty in speaking in English in class. Most of the students were trained to answer exam questions and they rarely participated in classes in activities that demanded language production. For these reasons, the main objective for this study was to improve the ability of speaking. The methodology applied for this research was qualitative-quantitative research in form of Classroom Action Research. The

process was carried out in two cycles that included planning, action, observation and reflection. To conclude, the results of this study showed that the PBL approach improved students' speaking ability and motivated them to learn the language. The results also demonstrated that there was progress in vocabulary and grammar acquisition, pronunciation and fluency.

Additionally, in their research paper "The Use of Problem Based Learning to Improve Students' Speaking Ability", Khotima (2014) indicates that PBL can be used as an alternative method for teaching speaking. The aim of the study was to know how to apply PBL as a method to improve students' speaking ability. The methodology used for this study was action research carried out in three cycles, each cycle consisting of the 4 steps of planning (collection of plan with suggestions, materials and expectations), acting (reading strategy to enhance comprehension), observing (observation with a checklist and field notes), reflecting (evaluating progress), with the application of a pre-test and a post-test. The results obtained at the end of this study showed that students felt PBL as an easy and interesting way of learning, in which students took their roles seriously. Students improved in grammar, vocabulary, comprehension, fluency, pronunciation and intonation according to the comparison of results of the pre- and post-test. Specifically, students better understood the use of the past simple and undertook self- and peer-correction; students were encouraged to seek and use new words for the discussions; the continuous practice resulted in the improvement of spoken fluency, and in their understanding of the teacher's instructions. Finally, students improved in pronunciation and intonation thanks to the continuous process of self-correction.

The review of the mentioned papers contributed to the development of the present study by suggesting the methodologies to be applied, as well as the instruments to be used for data collection, thus improving the research design.

On the other hand, none of these studies coincides exactly with the circumstances of the learners at Huachi Grande High School. Instead, a small number of these

were identified that contain relevant information on the use of the two variables which bear directly on the present research.

Cajamarca (2014), in her thesis “El aprendizaje basado en problemas (ABP) en las destrezas lingüísticas productivas del idioma inglés de los estudiantes del programa de capacitación “Espe – Esforce” del cantón Ambato, provincia de Tungurahua”, concludes that English classes do not use activities that involve students in real life contexts. They are grammar focused, which prevents students from connecting what they learn with real life. Moreover, productive skills are not well developed and students acquire knowledge passively with no group activities. Activities are mechanical, leading to disengagement. Finally, PBL activities are not carried out correctly, which results in the poor development of adequate productive capacities.

Parra (2015), in her thesis about Problem-Based Learning and the development of English skills with first grade high school students, concludes that the use of PBL has an impact on linguistic abilities; however, the use of the method is not widespread, and it is important for teachers and institutions to consider this and similar alternatives, instead of traditional classes.

Similarly, Salinas (2014), in his investigation “El aprendizaje basado en problemas y su incidencia en la comunicación en el idioma inglés de los estudiantes del tercer año de bachillerato paralelo C2 del Instituto Superior Tecnológico Baños”, concludes that traditional classes predominate at this institution, while the use of Problem-Based Learning should help to provide teachers with an alternative approach, and allow students to reach their objectives through the development of their speech. Consequently, Problem-Based Learning is a method that can be used as a strategy in the classroom with certain topics that are going to develop critical thinking, active learning, group participation, collaboration and the development of the speaking skill through oral presentations.

2.2 Foundations

2.2.1 Epistemological Foundation

This investigation focuses on the constructivist paradigm. Seels (1989, as cited in Soler , 2006) explains that learning is based on the construction of mental models with the search for a solution to a problem. Learners remain intrinsically motivated when they feel included in the discovery and the construction of knowledge. Students' personal attitudes should be emphasized as active, self-regulating and reflective. Clearly, this paradigm demonstrates that new knowledge is continually built upon previous understanding. Students are the center of the class and, instead of being mere listeners, they can actively participate in the building of their understanding, finding solutions to problems and working together collaboratively and cooperatively. As a result, students become independent, critical and good members of society.

2.2.2 Philosophical Foundation

Furthermore, this study follows the critical-propositional paradigm. This focuses on social issues, and their interpretation and analysis. It is 'critical' because it investigates the problems that emerge in the learning process with the use of different strategies in the classroom (Herrera L. , 2013). It provides opportunities for the implementation of new strategies in the classroom. Education is always evolving, and it demands the use of different methodologies which help students make their learning more significant and beneficial. Therefore, this study proposes the use of Problem-Based Learning as an alternative to help students develop their speaking ability as well as the capacity to solve different problems in their real lives with the guidance of teachers, the mainstay of the teaching and learning process.

2.3 Legal Basis

The Constitution of the Republic of Ecuador, Article 27 states that education will focus on the human being, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; promote gender equality, justice, solidarity and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is essential to the learning, exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development. (Ley No. 449, 2008)

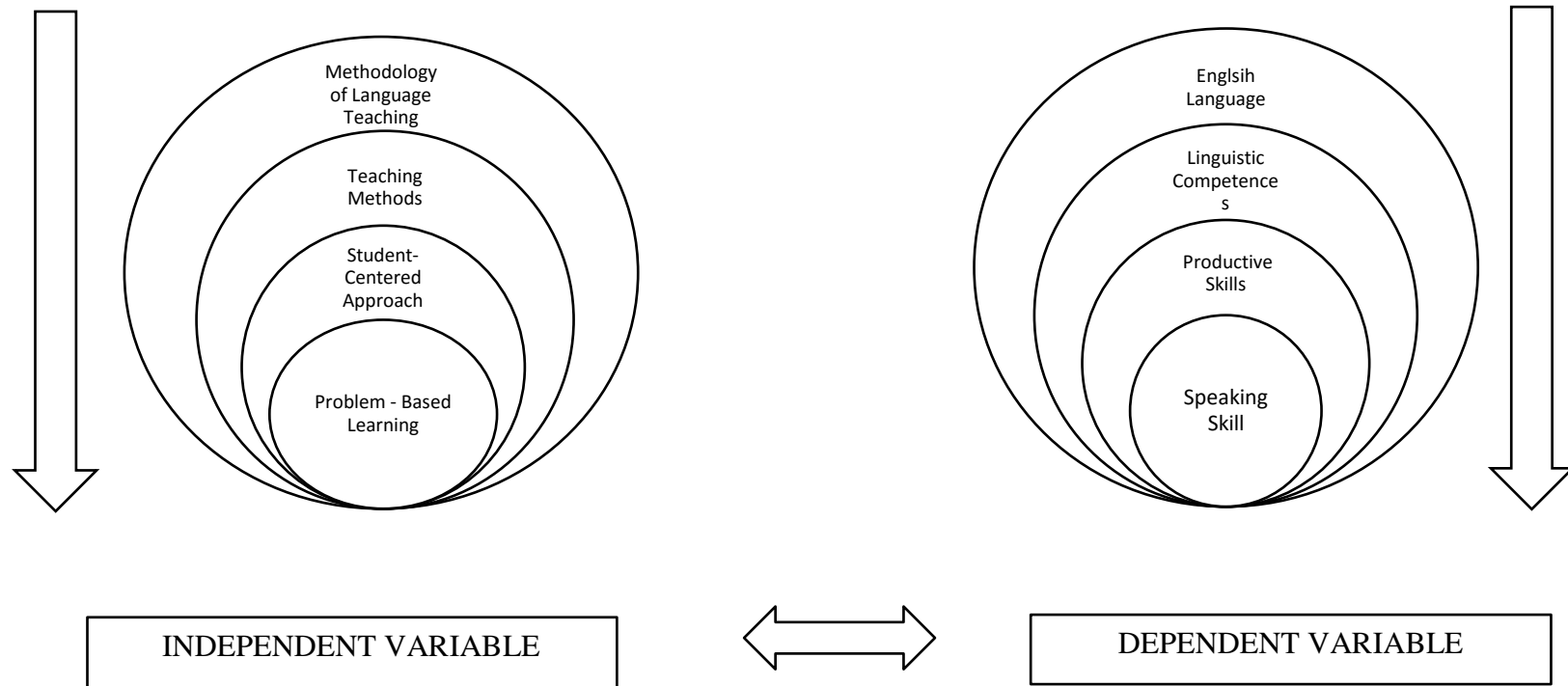
Moreover, among the additional obligations of the state in permanent and progressive fulfillment of the rights and constitutional guarantees in educational matters prescribed in the Organic Law of Intercultural Education (LOEI), Article 6 includes the following: m) scientific research, technology and innovation, artistic creation, the practice of sport, the protection and conservation of cultural, natural and environmental heritage and cultural and linguistic diversity ; x) the establishment of guarantees that the plans and programs of initial, basic and baccalaureate education, expressed in the curriculum, encourage the development of skills and abilities to create knowledge and encourage the incorporation of citizens into the world of work (Ley No. 417, 2011)

According to Ministerial Agreement No. 041-14, Article 3, for the implementation of the subject of English, public educational institutions must be provided with teaching staff with a minimum grade of B2, according to the scale of the Common European Framework of Reference for Languages, and make available to students the pedagogical resources necessary to guarantee the learning agreement of the foreign language. At the beginning of each academic year, the educational institution must send a report to the relevant District Board detailing the grades that are to receive instruction in the English language.

Additionally, this study is based on article 7 of the Organic Law of Intercultural Education, concerning the obligations and rights of students to receive pedagogical support and academic tutorials according to their needs. It also mentions the obligations and rights of teachers as key players in a relevant education, to provide high quality and compassion to the students in their charge. (Ley No. 417, 2011)

2.4 Key Categories

Figure 2: Key Categories



Source: Field Research
Elaborated by: Salazar, N (2018)

2.4.1 Theoretical Foundation of the Independent Variable

Methodology of Language Teaching

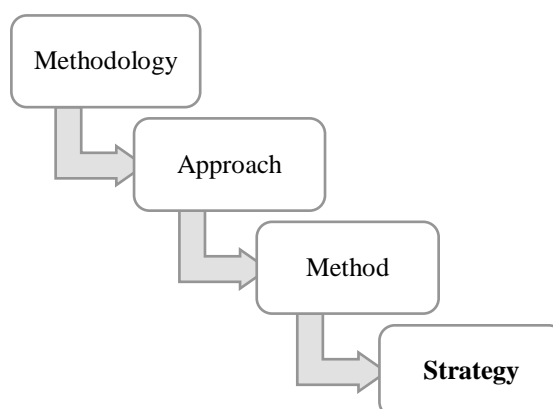
Learning languages and the methodologies for achieving this has a long history. Curtis (2017), in his recent work on *Methods and Methodologies for language teaching*, states that “certainly language teaching methodologies have been with humans for a long period of time, and it seems to be that they will be with us for a lot longer, nevertheless we are in a post-method era.” He also mentions that “people have always disapproved of methodologies, and maybe this will never change.” For this reason, methodologies have evolved and are constantly changing. According to Harmer (2007), both theory and practice have come in and out of fashion and have influenced what the teacher uses as material and content in the classroom. For these reasons, the use of different methodologies in language teaching has become eclectic and teachers frequently select from a wide variety, according to their students’ needs. Larsen-Freeman (1991) states that teachers, according to their experience obtained from research and practice during their professional lives, are able to make their own decisions (as cited in Larsen-Freeman & Anderson , 2011). Consequently, it is the responsibility of teachers to investigate, to assume the roles of learners and to be focused on the use of the different methodologies so that the learning process will benefit students in all cases.

It is also important to understand what the term methodology means in the language learning context. Curtis (2017) offers two definitions of methodology. One refers to methodology as “the review of the teaching and learning process.” In a deeper explanation, Brown (2001) observes that methodology refers to the pedagogical practices which involve the investigation and theories and any other relevant perspective on “how to teach”. On the other hand, Larsen-Freeman & Anderson (2011) give another definition, stating that methodology is the socialization of a teacher’s complete career, the development of the thoughts as well as the discourse that are needed, so that the language teacher is an active participant of their own

experience. Furthermore, it is necessary to understand the differences between other terms which are used in education, such as approach, method and technique, and their relevance to the teaching and learning process. Methodology is the umbrella term that refers to underlying theory, while approach is the way to consider implementing an idea; method is the step by step process to be used, and technique is all of the activities that the teacher uses in the classroom to achieve the method. Brown (2001) summarized these concepts in the following way: approaches are the theoretical considerations of language learning and its nature to be implemented in educational scenarios. Method has to do with the behavior of teachers and students and the use of materials and subject matter to accomplish objectives applicable in different contexts. Finally, techniques are the activities, tasks and exercises used in class to achieve the aims.

Meanwhile, Anthony (1963) defines the three terms as follows: approaches are the postulations which are interconnected with the teaching and learning of a language. They are self-evident because they defines what is to be taught; method is the procedural plan of the language material to be used which is based on the chosen approach; technique takes place in the classroom, and consists of all the strategies, tricks and devices that lead toward the achievement of an objective. He states that “techniques must be consistent with the method, and therefore in harmony with an approach as well” (Richards & Rodgers, 2001, pg. 19). The hierarchical diagram in Figure 3 helps to explain the relation between these concepts. In a different perspective, Salandanan (2008) claims that, for any design task, the word method is used, whereas approach is the attempt to move a group of people towards a specific objective. Finally, strategy is the process and instructions that have to be followed. She also states that using community resources as a strategy that includes acquaintance with the outdoors environment can be beneficial in creating a natural and more authentic environment for the learning process.

Figure 3: Hierarchical Interrelation of Terms



Source: Bibliographic Research
Elaborated by: Salazar, N (2018)

As teachers it is vital to understand the differences as well as the relation between these terms in order to avoid confusion and allow teachers to assume their role in the correct development of the language class, and allow students to benefit from the language learning process.

Methodologies and classroom practices have evolved from the time when teachers were the only person who participated actively during the learning process and students listened passively and memorized information. Researches have demonstrated that when students actively participate and practice, they improve their knowledge. Educators have identified these two distinct approaches as the Teacher-Centered Approach (for traditional classes) and the Student-Centered Approach (for active classes). Barrows & Tamblyn (1980) state that in the Teacher-Centered Approach the teacher is the only person who decides how students learn, and the skills, sequence and pace to be used. For the purposes of the present study, the second approach takes precedence and is explained in the next section.

Teaching Methods

As mentioned above, there is a long history of methodologies and methods for teaching languages. Many of these have evolved or have fallen into disuse.

However, even those methods that are considered old-fashioned have influenced the way educators manage the classrooms today. The most well-known of these are: Grammar Translation Method, Audio-lingual Method, Suggestopedia, Total Physical, finally arriving at Communicative Language Teaching that is the current method in general use.

Grammar translation method.

Brown (2001) explains that learning a language was not different from Latin and Greek. Moreover, to teach Latin there was a method called Classical Method. This method was focused on the teaching of vocabulary, text-translations and memorization. Later on, in the nineteenth century, this became the Grammar Translation Method. Nevertheless, Harmer (2007) points out that, even though grammar translation method is an old method, it is still in use in the process of learning languages, not as a deliberate method anymore, but students tend to compare their L1 with L2 and do translations in their minds. The issue of using grammar translation is that it can learners teach about the language, but not how to communicate appropriately using a second language.

Audio-Lingual Method

Audio-Lingual Method enjoyed great prestige during a mid-20th Century, but this abruptly changed. Richards & Rodgers (2001) remark that most of the practices of repetition, drill and memorization bore little relation to language competences. Criticisms of this method focus on the lack of student are not exposure to real language, unnatural speech sounds, and the fact that human beings are able to create combinations of words and create the language even though they have not learnt it before. This situation changed following the publication of Chomsky's theory of cognitive code learning. Nevertheless, repetition drills are still used, especially with low level students (Harmer , 2007).

New methods to teach a foreign language appeared during the 1970s and 1980s. These methods emerged with the idea of fulfilling the necessities of using a foreign language in order to communicate. Brown (2001) concludes that, thanks to those methods, learning a foreign language became more than listening and repeating, consigning audio-lingualism to history. In this period, the foundations of the contemporary methods in language learning were laid. Among these methods are the following:

Suggestopedia

The Bulgarian Georgi Lozanov was the founder of this method in 1979. He believed that, if given the right conditions for the brain to learn (relaxation), it can absorb an unlimited amount of knowledge (Brown , 2001). Those conditions, derived from suggestology, were that, according to Lozanov, refer to the non-conscious and non-rational stimuli that the brain react to (Richards & Rodgers, 2001). Furthermore, soviet research reveals that the human brain only uses four percent of its whole capacity; nonetheless, Lozanov discovered that hypermnesia, or super memory, can be modified when the brain is given the right suggestive stimuli to the unconscious. For example, the yogi use this unconscious reserve to quickly calculate or recite their literature from memory, for this reason Lozanov explained in his work that anyone can be trained to use that reserve part of the brain and make the unconscious a conscious manifestation (Bancroft, 1999).

This method received a lot of criticism, as well as much support in favor of its benefits to language learning. Brown (2001) comments that, thanks to suggestopedia, people know more about how the human brain works under relaxed conditions and also using music to relax students.

Total Physical Response

This method appeared around 1977 and was created by James Asher. TPR follows the model of Gouins Method, which refers to the learning of a foreign language through actions (Brown , 2001). Additionally, Richards & Rodgers (2001) emphasize that Asher had better results in second language acquisition if a learner is treated in the same way as a child learning a language. For example, children receive commands which they have to respond to, physically and then orally. Asher believed that this natural process could be applied to adult learning, and so have the same results. Furthermore, the teacher has to contrast the actions, so students do not simply memorize them and, finally, the teacher has to motivate students and make them feel successful by not giving them excessive information in the same class (Larsen- Freeman , 2000).

To conclude with, Brown (2001) comments that, as in the other methods, TPR is less suitable in advanced levels. Moreover, students also need to develop their reading and writing skills from the limitations that this method has in written language. On the other hand, Krashen (1981) remarked that the reduction of stress, as well as rich language input is possible applying when this method. Asher also claimed that the techniques and principles used in this method can be developed together with other methods.

Psychologists, researchers and educators tried and failed to find a definitive solution to learning a foreign language. One important limitation that all of these methods had in common was that all they designed mostly to be applied in private education and for beginning levels. They failed to address issues such as large class sizes and the needs of more advanced students.

Throughout history, it is clear that methods and techniques for teaching foreign languages have evolved in their applications for learners, as well as in their theoretical basis. They have created the opportunity to develop better

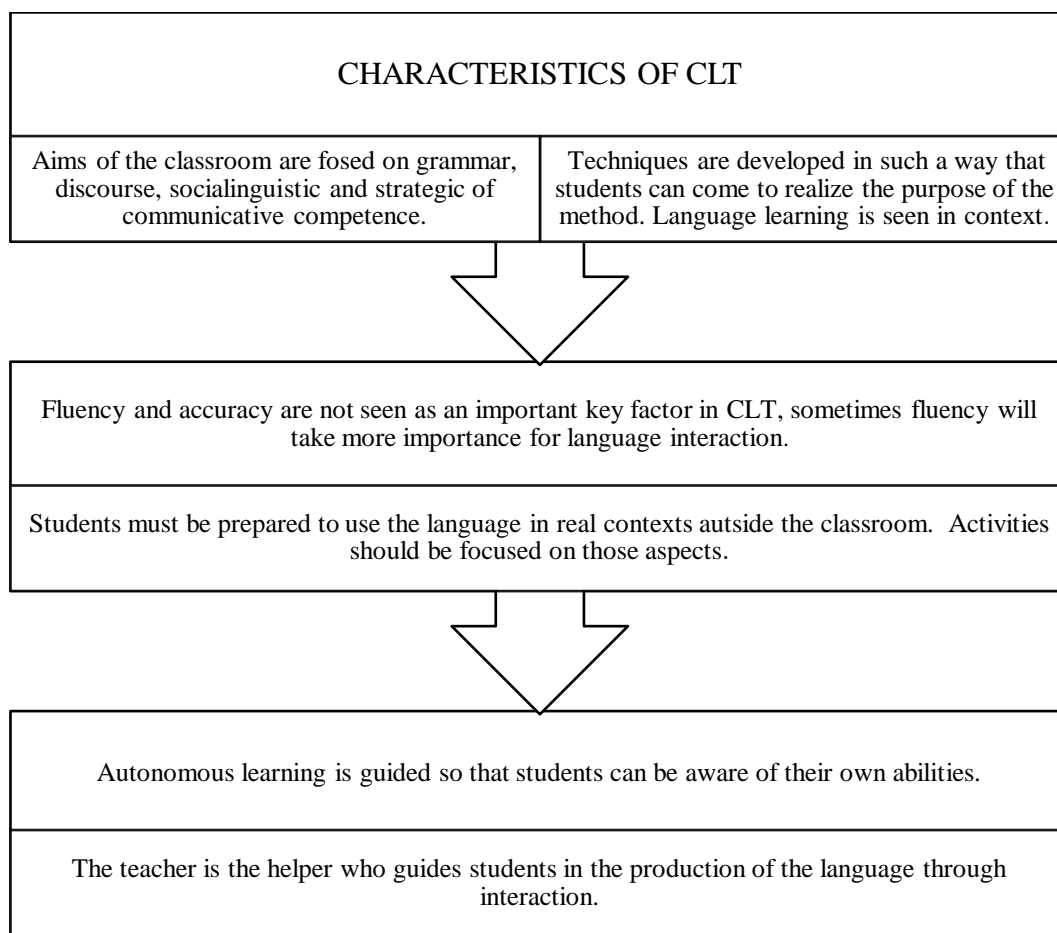
methodologies for the future. In addition to this, newer methods have appeared during recent years which this investigation will analyze in detail. These share some characteristics, and, during their application, the main goal to achieve communication using a foreign language. The Student-Centered Approach and subsequent methods presented in this study follow the principles of this model.

Current methods

Communicative Language Teaching

The beginnings of this method were in the 1960s in the United Kingdom. First named as Situational Language Teaching, it was focused on the learning of the language structurally in meaningful circumstances (Richards & Rodgers , 2001). On the other hand, Harmer (2007) indicates that this method appeared in answer to the Grammar Translation and Audio-Lingual Methods as well as PPP (Presentation, Practice, and Production). In addition to this, Harmer (2007) states that Communicative Language Teaching (CLT) is based on two main tenets. First, the purpose of learning a language is to communicate, therefore it is not only about grammar structures or isolated vocabulary, the student also has to make the language functional using different exponents while being aware of the type of language or situations in which it is used. The second principle has to do with activities that permit the student to use the language in real situations, thereby feeling conformable and motivated to use it. Similarly to Harmer, Duff (2015) states that Communicative Language Teaching is a method that emphasizes learning the language for interactive communication. This implies to understanding others' opinion, as well as giving information about daily routines and so forth (as cited in Nunan , 2015, p. 10). Furthermore, Brown (2001) explains that there are many authors, such as Widdowson, Savignon, Richard-Amato, and Nunan, who have contributed definitions of CLT, Brown (2001) summarizes them as follows:

Table 1: Characteristics of CLT



Source: Brown (2001)
 Elaborated by: Salazar (2018)

Analyzing these characteristics, it is clear that Communicative Language Teaching emerged from the notional-functional syllabus which was focused on activities that make the language comprehensible for students in a manner that they can readily use. Littlewood (1981) states that: “One of the most characteristic features of Communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language” (Richards & Rodgers , 2001, pág. 155). In spite of this, Brown (2001) puts forward the view that the characteristics of CLT demand an expert teacher, fully proficient in the target language; however, the use of technology can help other teachers to achieve the main goal that is communication using L2.

To conclude, Richards (1985, as cited in Richards & Rodgers , 2001) comments that, because of the humanistic role that CLT brought to learning a language by seeking communication, it was quickly adopted. British CLT has become dogma in language education, and has received the support of linguists, specialists, publishers and major institutions, such as the British Council. Harmer (2007) additionally claims that Communicative Language Teaching has given another perspective to language learning, that is, for the purposes of communication, and not simply as abstract knowledge. Thus, it has provided students with the humanistic opportunity to use the language in real contexts instead of as an inflexible and structured discipline. In contrast to the authors mentioned, Brown (2001) argues that the different definitions and concepts of CLT have to be considered carefully because, as in any other method, it also has its weaknesses and the teacher cannot be limited to use it as the only method in the classroom. Finally, Nunan (2015) points out that there is not a perfect method, and it is necessary to incorporate techniques from other methods, including those of the past, in order for the main goal to be achieved for both teachers and students.

Apart from CLT, different methods that pursue the same principle that is communication, have emerged during recent decades.

Task-Based Learning.

Larsen-Freeman (2000) states that the main objective of the task-based approach is to provide students with natural settings in which to use language. Additionally, she remarks that when students work together in order to complete a task, they have to use the language, and the resulting interaction facilitates the acquisition of the language in a natural way by asking questions and giving reasonable answers. Nevertheless, what is the meaning of ‘task’? Ellis (2003) defines the task through different perspectives: the task itself, authenticity, the linguistic skill, psychology in performance, and outcome. Skehan (1998 as cited in Brown , 2001) further

defines task as the activity that has a significant meaning, and in which communication is used to solve a problem. In some authentic issues and complex tasks, the outcomes are evaluated. Harmer (2007) states that the target of TBL is not the language itself, but the task. Real tasks or activities are given to students, and only once they have completed the task, should they focus on language issues. Students do not learn the language to do the task, they do the task so the activities they do lead to their acquiring the language.

Task-Based Learning is also considered part of Communicative Language Teaching because it follows the same principle, that is, to develop communicative competence. Nevertheless, it is necessary to identify the type of task-activities (group and pair work, open-ended) that lead to the achievement of the objectives of this method (Brown , 2001). Furthermore, Harmer (2007) comments that this method has helped teachers and students to realize how to use the language by developing certain tasks. Tasks are part of our everyday life and the use of language is, too. Consequently, the student is able to use a foreign language to communicate his/her thoughts in different situations, and be aware of the process.

Content- Based Instruction

The syllabus of this method is focused on subject matter delivered through the second language, rather than a language-based syllabus (Richards & Rodgers , 2001). Larsen-Freeman (2000) states that Content-based instruction is not new, but appeared in the 1970s with the idea of 'language across the curriculum' in the United Kingdom. The purpose was to teach a foreign language using content, especially academic subject matter, with writing and reading activities. The objectives for content, as well as language acquisition, have to be clear, ensuring that the student can comprehend the content of texts. Celce-Murcia (2001) explains that a specific characteristic of this method is that the content has to be of interest to students; whether they be adults or from secondary schools, the objective is to fulfil students' needs. Besides, she emphasizes that Content-based instruction has a

close relationship with English for Specific Purposes (ESP) and English for Academic Purposes (EAP), where the curriculum, as well as the content and material, are oriented toward helping students with diverse needs.

Cooperative Learning

Rogers (1988 as cited in Richards & Rodgers , 2001) claims that John Dewey was the promoter of this method, which he implemented in public and private schoolrooms from the 1960s. The theory is that traditional classes, in which the teacher is always in front of the class, encouraged competitiveness among students, leaving behind those students who are less participatory. For these reasons, according to Johnson, Johnson & Holubec (1994), cooperative learning helps both talented and less-able students to achieve, while students construct valuable relationships, and experience a high level of cognitive stimulation.

Apart from the characteristics, it is important to mention that teachers have to be aware of cooperative principles, and prepare classes accordingly. Jolliffe (2007) indicates that teachers have to know how to manage the classes using Cooperative Learning. Furthermore, she mentions two important fundamentals: Positive Interdependence, which means that each student has to collaborate in the group's work in the sense that each depends on the others to accomplish the assignment; Individual Accountability, which is the responsibility each student has for his or her work because he/she has to demonstrate and help others to learn.

Brown (2001) observes that this method has broken down barriers and hierarchies among students and between students and teachers, and that it lies within the constructivist model. On the other hand, Richards & Rodgers (2001) remarks that group work is of greater benefit to advanced and intermediate students than other groups. The teachers' role is demanding, and some may find it challenging to adapt to this approach. Nevertheless, students have benefits in developing their interaction skills.

Multiple Intelligences

Howard Gardner, of Harvard School of Education, believed that an IQ test was not enough to measure the different intelligences that human beings possess. Regardless of the differences between individuals in their type of intelligences, they can show strengths or weaknesses and all can be trained to succeed (Richards & Rodgers, 2001). Gardner saw no benefit in taking a test by asking people to do things they often have not done, and assign values to their results. He thought that there are two aspects to intelligence: (1) solving problems and (2) creating products in a natural rich setting (Armstrong, 2009).

Larsen-Freeman (2000) explains that Gardner found that there are seven types of intelligences. If teachers can recognize the kind of intelligences of students, they can activate that knowledge and make it grow throughout life. These kinds of intelligences are: Logical/Mathematical, Visual/spatial, Body/kinesthetic, Musical/rhythmic, Interpersonal, Intrapersonal and Verbal/linguistic (Larsen-Freeman, 2000).

Armstrong (2009) remarks that around 2008, Gardner identified another intelligence, Naturalistic, which refers to people who care about the environment, recognize flora, fauna, species and natural phenomena as well as inanimate objects in the city.

Anchored Instruction

According to Dills & Romiszowski (1997) the learner is exposed to a cyber-environment which provides all the necessary information for the students so that they can solve problems; however, this can be put to good use and learners can take advantage of these sources, or they can be unsuccessful.

Cognitive Apprenticeship

From the 1980s Collins, Brown , & Newman (1987) developed the theory of Cognitive Apprenticeship, which refers to learning from others by observing, modeling or imitating. For this purpose, they created six cognitive and metacognitive strategies: modeling (explicit demonstration or tasks), coaching (the giving expert feedback), scaffolding (supporting students' learning), articulation (verbalizing knowledge of processes), reflection (comparing one's own knowledge with experts), and exploration (investigation processes).

Project-Based Learning

Bender (2012) explains that the objective of Project-based learning is to deliver appealing activities to students based on real life questions or problems, so that they can learn through cooperative work to solve the problem.

Inquiry-Based Learning

Coffman (2017) defines this method as following the principles of constructivist models, since students actively participate and learn through making and answering questions, giving them the opportunity to discover, investigate and acquire knowledge of different interesting topics.

Team-Based Learning

Sweet & Michaelsen (2012) claims that Larry Michaelson, a professor of business, 1979, put forward the idea of working in groups because of the large number classes he had. He took tests in the first class, so students read all the necessary information about the topic, then the evaluation was taken in groups and, in the same group, they had to work together for the duration of the term so as to make good

relationships and feel free to give their opinions. Peer evaluation was used at the end of group presentations.

After analyzing these contemporary methods and their differences from traditional methods, the great change in language teaching and learning, following the introduction of Communicative Language Teaching (CLT), is evident. Students, and their outcomes and proficiency in communication are the principle focuses of education. All methods suggested after CLT follow the similar principles and the strategies and activities are directed in a similar way. Consequently, this study focused on a method whose framework puts students in the center of the class, and all the strategies used in the classroom follow the constructivism model.

Student – Centered Approach

Also known as Student-Centered Learning. This has become a popular approach for teaching, within the constructivist paradigm, especially when referring to language learning, because its results are optimal and contrast sharply with traditional learning. Spooner (2015) explains that, nowadays, classes are different from traditional ones because students' necessities have also changed. Similarly, to Spooner, Meeks (2014) states that modern students do not benefit from traditional educations from previous decades.

Teachers have to search for the means to adapt to this globalized world and adopt new approaches. Hannafin & Land (1997) explain that these approaches include technology, resources and digital tools. Also, they state that the learning process needs to adjust to new theoretical and design frameworks so that it can be integrated in the evolving perspectives of technologies for learning. (as cited in Jonassen & Land, 2000)

For all of these reasons, the student-centered approach has been designed to accomplish the characteristics that can meet this goal, that is, to be aware of the

learning process and the student requirements. Meeks (2014) mentions that to fulfil the requirements of twenty-first century skills, the CCS standard, or the 4Cs, need to be applied, which are: Critical thinking and problem solving, Communication, Collaboration, and Creativity and Innovation. Thus the student-centered approach pays attention to the necessities of this new era of learning and establishes the theoretical framework to help teachers understand how to carry out classes in order to develop the 4Cs in learners. Besides, the student-centered approach also accomplishes the principles of learning that some psychologists have recognized. These principles refer to what student learning consists of. The principle of readiness refers to the attitude students adopt toward teaching; repeated exercises best facilitate learning; enjoyable activities give better results; first stage classes are never forgotten; factual information is easy to recall; and the brain perceives differently through the visual, kinetic, olfactory and taste senses (Spooner, 2015)

Hannafin and Land (1997 as cited in Jonassen & Land, 2000) remark that student-centered settings are planned to negotiate meaning and support individual learning through the use of accurate activities. Besides, they remark that these kinds of environments make interactive activities available for each student's capacity, needs and different intelligences. This concept is supported by Collins & O'Brien's (2003) idea of student-centered learning, in which they explain that students propose the content, materials, activities and the pace of learning, becoming the center of the practice. Collins & O'Brien (2003) further explain that the instructor gives students all the opportunities to develop individual knowledge, as well as learning from their peers and guiding them to achieve the required skills successfully. In addition, they claim that the procedures using in this approach activate student learning thought the use of open-ended problems, problems which improve creative and critical thinking, and simulations and role plays that make learners work in a cooperative manner.

To this purpose, the student-centered approach considers all of these factors and puts them together in the class. Some of the elements that this approach follows are: group work, project based instruction and development of social abilities; student abilities are paramount, and education is based on these, with students being guaranteed attainment of a certain level of education, if necessary by spending more time at school (Spooner, 2015).

The previous characteristics have made instructors think about other methods of education that accomplish these aims features and follow the tenets of student-centered learning. According to Jonassen & Land (2012) epistemological variants have appeared such as: Problem-Based Learning, Computer-Supported Collaborative Learning, Cognitive Apprenticeships, Project-Based Learning, Anchored Instruction Learning by Design, Games and Simulations and Open Learning Environments. Additionally, and similar to the previous methods, to fulfil the standards of student-centered learning some academics have established different approaches: Active Learning, Collaborative Learning, Inquiry-based learnings, Cooperative Learning, Problem-based Learning, Peer-Led team Learning, Team-based Learning, Peer Instruction, Inquiry-guided Learning, Just-in-Time Teaching, Small Group Learning, Project-based Learning and Question-directed Instruction. It is clear that no matter what type of environment or approach academics, researchers or psychologists have created to achieve the goal of a student-centered learning education, all of them follow the same epistemological underpinnings and expectations that, together, make possible the constructivist model of education.

PROBLEM BASED LEARNING (PBL)

Problem-Based Learning was first proposed by Howard Barrows at McMaster University in Canada. He wanted to develop a method that allowed his students to reflect about real problems in everyday life (Delisle , 1997). Although Problem-based learning initially was a method for learning medicine, it also shares some

characteristics with other methods for learning languages, for instance, task-based learning, project-based learning and content-based leaning, which seek the acquisition of a foreign language through active learning and the resolution of a problem. Furthermore, PBL shares some of its features with Dewey's project-based pedagogy. Around 1900, Dewey encouraged the idea of education through experiences. He later (Dewey, 1944) indicated that it is better to give students something to do instead of something to learn, as it is more meaningful for students to be involved in ordinary situations and reflect about them as knowledge then comes naturally. Dewey (1938) further explains some of the principles of experience in education, which are reflective experience, autonomous learning, bringing opportunities, and different world. Analyzing the theory and the principles of Dewey, it is notable that he realized that traditional education was not accomplishing expectations in the teaching field. Though his theory of learning by experience was not so popular at that time, PBL has since opened the possibilities for change. For the same reasons as Dewey, Barrows wanted to lead and motivate students by giving them real tasks and learning. Barrows & Tamblyn (1980) pointed out that PBL encourages learning through the clarification of the problem being first aware of what the problem is. SavinVaden & Major (2004) further assert that this method involves students in real problems, meaning they commit to the learning process. Moreover, Fogarty (1997) describes how PBL involves students in real life situations and pertinent problems in order to make students think and acquire significant knowledge. Similarly, Levin (2001) defines PBL as a learner-centered method. Through problem-based instruction, students can apply problem-solving skills, content knowledge and critical thinking. Consequently, students can solve real issues in life. On the other hand, Norman & Schmidt (1992) explain that PBL is a method that consists in selecting different problems cautiously in order to present them to students with the guidance of an instructor. The problems are presented in a simple vocabulary and they represent observable phenomena that require explanation and deduction. The job of the group is to analyze and discuss the issues, and to present possible solutions using an appropriate language focus on process and principles.

Because of the characteristics of PBL, and the interactions students maintain, as well as the investigation and reading that the activities demand, students also develop their communicative abilities. Furthermore, PBL motivates students to use and explore different ideas since there is no one correct solution. Students feel free to participate and express their thoughts while developing communicative skills. Bandura (1997) points out that motivation in students arises when they feel they are taking control over their own learning and the results that this implies. For this reason, PBL is a method that makes students participate and communicate with each other by expressing their opinions. Besides, if the students are well-trained in using a foreign language orally, this will have an impact on improving speaking ability. Additionally, PBL encourages students to work in groups; when students work in groups, the interaction this produces helps students to develop their communicative abilities. Allen, Dutch, & Groh (1996) state that group work enhances and motivates students to ask and give responses to different situations in a comfortable atmosphere. Finally, Schmidt (1983) proposes PBL for the development of Cognition Information Processing Systems due to the fact that it activates prior knowledge by creating the scenarios for applying the information learned previously. It also creates the opportunity to use the information that is acquired during the procedure.

Constructivism in PBL

This is the model that a person maintains in different aspects, such as the affective, the social and the cognitive. These daily constructions of knowledge come together as the result of their interaction. This construction of knowledge also depends on what the person knows previously and the awareness that the person has as meaning develops. For this reason, Problem-based learning fits in the constructivist model since all its characteristics and principles lead the student to construct his or her knowledge through the investigation and resolution of the problem. According to

Rorty (1991) and Von Graserfeld (1989) there are three dimensions to this philosophy:

- Comprehension is set in our interaction with the environment: the content, the context, the activities, and the objectives of the learning define what the person learns.
- The factors that are not known become the motivation for the learning process and determine the organization and the nature of what is learnt.
- Knowledge evolves through social negotiation and the vitality of individual understanding.

Characteristics of Problem-Based Learning

According to Barrows & Tamblyn (1980) a key feature of PBL is that it allows students to have the opportunity to give more than one right answer; group work is significant for the learning process and solution of the problem, and self-directed learning is a key component due to the fact that teachers are facilitators (as cited in Savin-Baden & Major , 2004).

Furthermore, Torp & Sage (2002) set out three important characteristics of PBL, which are part of two processes: curriculum organization and instructional strategy. Curriculum is reorganized though students' needs with the problem at the center. Students are engaged in the problem, while the teacher, who acts as a helper, guides learners through the process of critical thinking and deeper understanding.

Hmelo-Silver (2004) comments that intrinsic motivation arises in learners according to the role that the teacher assumes. Nevertheless, the key factor of PBL is the plan of the problem. This has to be well structured and teachers have to be aware that the problem can guide students to the planned goals. Tai & Yuen (2007) comment that PBL incorporates real issues and responsibilities at first hand, in such

a way that the students can feel motivated to learn, and so they can reach the learning objectives.

The Problem

Ansarian & Teoh (2018) remarks that the problem has to be structured in such a way that the student can reach the required cognitive level in the process; the problem also has to be connected with students' lives so that they feel confident in solving it since their previous knowledge allows them to do this.

In addition, Font (2004) sees the problem as the element that leads the process. The problem is a cohesive midpoint and a justification for building knowledge. Further, he remarks that the problem that is set by specialized teachers has two characteristics: 1. familiarity (the learner has previous knowledge about the problem), 2. context (the context in which the problem is presented must be easy to identify). When the student knows and is familiarized with the context of the problem, this creates the right motivation to work. This motivation to learn more, starting from what they already know, pushes them to go further and they start looking for hypotheses and possible solutions to the problem. Although the problem is not the target of learning, it generates enough energy to acquire the knowledge proposed as the objective of the class, the teacher will direct all of this energy during the learning process.

Principles of Problem-Based Learning

Graaff & Kolmos (2003) establish some principles based on different authors and theories, for instance: constructivism, the reflective practitioner and experiential learning.

- Problem-Based Learning is a method that uses real life or hypothetical problems, previously selected and edited, directed to fulfill settled learning

objectives. The problem is the starting point that leads all the process, based on the creation of a question rather than on providing the answer. The context of the problem, and the comprehension of it, enhances motivation in students.

- Self-directed learning or participant-directed learning processes, concerns who is in charge of the formulation of the problem statement. In some cases the students are free to formulate the problem according to the guidelines given by the teacher; alternatively, students may simply adopt the problem that the teacher initially gives them for the process.
- Experience learning, which is linked with the problem and the previous experiences and interests of the learners, increases motivation because the students can share opinions and knowledge that they already know.
- Activity-based learning gives the student the opportunity to learn profoundly through different activities, such as research, decision-making and writing.
- Inter-disciplinary learning involves the actions brought to the solution of the problem, and the participation of the teacher in the process. It depends on the subject-orientation and the methods the teacher uses to achieve not only the objectives, but also the resolutions of the problem.
- Exemplary practice is related to the deeper knowledge acquired by the student and how this model is related to the objectives. Nevertheless, as PBL does not provide an adequate synopsis, the student has to adapt methods and theories from other areas.
- Group-based learning refers to the skills that students develop through doing the majority of the work in group. Nevertheless, student language acquisition is individual, and they learn cooperative abilities through the process.

Additionally, Delisle (1997) remarks that Problem-based learning enhances collaborative learning because, as the students work in groups to solve the problem, they develop different social abilities, such as teamwork skills, leadership (students

adopt this role when helping their peers). For this reason, PBL is a method that is good for institutions with students from different backgrounds and different academic abilities.

Components of PBL

Raine & Symons (2005) explain four elements for Problem-based learning. These are set out in Table 2.

Table 2: Elements for PBL

Components of PBL
<ul style="list-style-type: none">• Group work: students work in small groups to test and understand the material according to each level.• Problem solving: students build up critical thinking and questions to solve real problems that they face in their everyday lives• Discovering new knowledge: students need to investigate new information in order to find solutions for the problems.• Based on the real world: students are encouraged to think like experts in the field of solving problems, so they are prepared to face real problems in their lives.

Source: Raine & Symons (2005)
Elaborated by: Salazar (2018)

Objectives of PBL

Biggs (1999, 2005 as cited in Branda , 2006)) explains some of the objectives for PBL, which were originally directed to the field of medicine. He states that PBL structures the knowledge to be used in clinical contexts, referring to the functional knowledge that a person has to put in practice according to each field. PBL also develops self-directed learning skills, that is, metacognitive and learning strategies, and self-directed activities that are centered on what the student does in new

contexts. Additionally, PBL improves the capacity to work with partners in groups. Biggs adds this objective to the previous ones because PBL helps students to develop communication skills, the sharing of ideas and participation in the process of the group. Finally, PBL develops effective clinical reasoning processes since students have to develop different cognitive strategies: problem solving, decision making and generate the hypothesis. Finally, there is the motivation for learning. Motivation increases because students have to participate directly in the resolutions of the problem and self-directed learning motivates more than traditional classes.

Implementation of Problem-based learning

Abdalla & Gaffar (2011) explain the three steps of implementing PBL: 1) In the first meeting, students get to know the objectives and relate their experiences and previous knowledge with the problem. They also find groups and responsibilities for each member, as well as the leader and the secretary. In one- or two-hour sessions, students organize themselves and, after that, they have one or two days to learn about the task individually. 2) In the second meeting, students learn to be cooperative, responsible and active thinkers. In this session student share what they have learnt about the problem and its possible solutions. During one or two hours, students learn to be responsible and communicative with their peers, they also receive feedback on the learning results. 3) In the third meeting, students have the opportunity to discuss with the expert about the information of the problem. Students have to present the results in front of the class and receive a comment from them.

Other authors explain the process of PBL in seven steps. Moust , Bouhuijs, & Schmidt (2007) show the process as follows:

- Clarify concepts and terms: identify technical, difficult or ambiguous terms that are related to the presented problem, so that the group can be familiar with them.

- Define the problem: determine the problem presented if necessary, after steps three and four, and then go back to this first definition.
- Problem Analysis: in this stage, students contribute as many ideas and definitions about the problem as possible, all ideas are accepted (brainstorming) regardless of their veracity.
- Systematic summary with several explanations of the analysis of the previous step: once the group has several ideas about the problem, they have to organize and categorize the ideas to highlight the relations that exist between them.
- Formulate learning objectives: in this stage, students resolve what characteristics of the problem have to be researched and understood better; consequently, the learning objectives will be set under this stage.
- Look for additional information outside the group or individual study: students have to look for the information that is missing according to the learning objectives. These objectives can be distributed to each student from the group or the group can work with all of them; the tutor launches this work.
- Synthesis of the information collected and preparation of the report on the acquired knowledge: the given information by the member of the group is discussed, contrasted and, finally, the conclusions are set for the problem.

The role of the teacher during the process of PBL

According to Mathews-Aydinli (2007) the process of implementing PBL details the strategies of exactly what the teacher can do while students are immersed in the process. She presents some guidelines summarized in Table 3:

Table 3: Student and teacher roles in Problem Based Learning

Process for Students	Role of the Teacher
	Pre-teach <ul style="list-style-type: none"> • Make sure students understand the goals and benefits of the problem-based approach for language learning. • Emphasize the importance of using English in Problem Solving activities.
Meet the problem	Introduce Problem and Vocabulary <ul style="list-style-type: none"> • Introduce students to the problem using pictures, videos, texts. • Introduce vocabulary related to the problem. • Ask students about previous personal experiences with the problem. • Provide pre-reading exercises about the problem.
Explore known and unknown	Group Students, Provide Resources <ul style="list-style-type: none"> • Make sure that students understand the problem and the expectations on them. • Emphasize that there is no single answer or solution, and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. • Give students access to resources such as the internet, books, magazines, brochures, newspapers, television, and telephones. • Make sure that students are aware of the range of resources available and know how to use them. • Group students, preferably in groups with different language backgrounds and proficiency levels.
Generate possible solutions	Observe and support <ul style="list-style-type: none"> • Observe students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem. • Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.
Consider consequences and choose the most viable solution	Follow up and assess progress <ul style="list-style-type: none"> • Provide students with opportunities to present and share the results of their work. • Provide follow-up activities based on your observation; e.g., form-focused instructions on grammar, pronunciation or pragmatic issues. • Assess students' participation and success in the activity.

Source: Mathews-Aydinli (2007)
 Elaborated by: Salazar, N (2018)

The role of the students

Landsberger (2007) explains some of the steps that students have to follow in the process of Problem-based learning.

- Explore the issues related to the problem: students have recognized what the problem is, analyzing and discussing its parts.
- List what your team knows about it: students have to search among themselves what they know about the problem, what kind of information they can obtain through the discussions as well as previous experiences. Students should accept all the contributions that can help to bring out possible solutions to the problem.
- Develop and write out the problem statement in your own words: here the students need to identify what they know about the problem and what they need to know to solve the problem. Following these four stages:
 - a. To write the new problem statement and get agreement from the group.
 - b. State the problem.
 - c. Ask the teacher to check progress.
 - d. Be ready to change the problem statement if it needs corrections.
- List all possible solutions to the problem: students make a list from what they know and what could be the possible solutions to the problem, order the ideas and hypotheses from the most to the least relevant, according to their experience.
- List actions to be taken with a timeline: for this step, students may answer the following questions:
 - a. What do students know and have to do to solve the problem?
 - b. How do students rank actions taken?
 - c. How the actions are related to the solution to the problem?
 - d. Do students agree or disagree on the actions? How to get an agreement?

- List what your team needs to know to solve the problem: students need to analyze what they do not know about the problem and check if the information given by the teacher is sufficient or not.
 - a. Examine information media such as: the internet, textbooks, instructor, and others.
 - b. Consign each member of the group a task, and set up a schedule to accomplish them.
 - c. Establish deadlines for the tasks.
- Write your team reports with the solution to the problem that includes supporting documents: students can present the final or a draft report for the instructor to check against the requirements.
 - a. Students prepare the final presentation of their findings, following the guidelines of the presentations. It is usual to make an oral presentation in groups or through stakeholders that represent the problem.
 - b. The presentation has to contain the problem statement, questions, collected data, analysis of data, support for solutions and recommendations based on the analysis. Here students show the process and the outcomes of the PBL method.
- Presenting and defending your conclusions: to present the conclusions students must present the foundations on which they are based. Students have to present the following:
 - a. Present the original problem and the conclusions.
 - b. Summarize the process: students should present how the problem was solved, the first selections, difficulties, and resources used.
 - c. Students have to convince the audience of the solutions they found to the problem, presenting evidence such as interviews, documents, and the reasons why they were used.

- d. Students have to be ready for questions or comments. If the students do not know the answer, accept it and say that it will be considered.
- Review and reflect on the individual and team's performance: through this step, students are able to be aware of the knowledge they have acquired during the process, and also how knowledge is transferred to real life situations and also how it will be applied.

Evaluation in Problem-Based Learning

Problem-based learning is a method that enhances the production of what students learn during the process, for which teachers must understand and know how to evaluate, and what to evaluate. For this reason, the instructor has to incorporate new techniques to evaluate, such as checklists, surveys and portfolios with the corresponding rubric. This helps to analyze each student's knowledge as well as that of the group, how students share information, gives ideas, suggests new definitions according to previous research. Also, the evaluation has to be directed to the analysis of the skill that the student has developed after applying PBL, such as participation and place in the group, respect, criticism and so forth. In conclusion, the evaluation has to be directed to assessing the different characteristics that the learner has acquired, and how this person can link this knowledge to real life.

Co-evaluation

The co-evaluation develops different attitudes in students for their real lives. According to Font (2003) this increases responsibility and autonomy; the instructor is the one who proposes and establishes the rules at the beginning. Besides, the students develop the capacities of evaluation (Bloom , 1975), and learn to criticize

their work, and in what parameters they have to prepare their job (Vizcarro, 2006). Finally, they learn to be ethical, professional and not to cheat in the real world.

Assessment

Mathews-Aydinli (2007) explains that the assessment of Problem-based learning should be established depending on the level of students, ranging from oral presentations or debates (intermediate-advanced students), questionnaires (beginners) to graphics (beginners). This process should give students the possibility to apply their knowledge according to their proficiency levels. Additionally, the assessment may evaluate two aspects: first, the participation of the student in the activity, and second, the activity itself.

Benefits of Problem-Based learning.

Due to the fact that, when using this approach, students develop written and oral skills, PBL is beneficial for developing the speaking ability when learning a foreign language. Hmelo & Evensen (2000) claim that using PBL encourages the construction of meaningful knowledge, cultivates self-directed learning strategies, and promotes collaboration and increases motivation.

James, Black , McCormick , & Pedder (2006) point out that a great change occurs in language classrooms in which students use their knowledge in a dynamic way. This helps students to use the language in more authentic and real situations than simply imitating or doing role-plays. Consequently, the students become autonomous and can transfer what they learn in the classroom to the real world.

As PBL classes demand an active participation of students, they overcome listening and speaking difficulties while the process is taking place. Language is the main vehicle to transmit ideas, definitions and solutions to the problem. Students have to use the language to communicate with each other; this active participation will give

students proficiency in the language at the end of the process, and students will be able to communicate more naturally because it will also increase their security when speaking using another language.

2.4.2 Theoretical Foundation of the Dependent Variable

English Language

Human beings have developed and evolved through the years with different ways of communication, looking for different sources, such as sounds, symbols, materials and drawings that have helped to transmit ideas, feelings, and decisions. Barber, Beal, & Shaw (2009) explain that human language is what has made us different from animals; the invention of language is the most innovative implement that has made this difference possible. They also explain that language is the most important machine-tool that has made culture possible.

Saville-Troike (2006) sets some of the characteristics that all languages share. He explains that languages are systematic, referring to the structures and pronunciation systems that are learnt naturally. Language is also symbolic because of the symbols it uses to create words. Finally language is social, since it needs interaction to acquire the necessary neurological configuration: it cannot be developed in isolation.

In regard to English and its history, English comes from Anglisc, which was the language of a Germanic tribe that arrived in England around the fifth century. The English language belongs to the Indo-European family of languages, which means that it first appeared in Europe and western Asia. Over the years, English has changed, and it has divided into Modern English, which comes from Frisian, a language spoken in Friesland, a Dutch province, and Old English, related to Icelandic, because this language has not experienced great changes, especially in its grammar. Hogg & Denison (2008) explain that recent studies have discovered

that Celtic influenced the syntax and morphology of Old English, which is evident more in written English than in spoken English.

Old English (450 – 1100 AD) is very different from the English that people speak today. This English has developed in Britain since the invasion of the Germanic tribes. Lass (1994) states that English is considered Germanic more for its ancestry in Proto-Germanic than its structure. Although Old English is the parent of Modern English, it is now very difficult for English speakers to understand it.

Middle English (1100 – 1500). In 1066, England was conquered by the Duke of Normandy (France). This caused the French language to be taught and spoken by the Royal Court and by the merchant classes. Horobin & Smith (2002) point out that Middle English is different from Old English or Anglo-Saxon and from Modern English because it refers to the period from the Norman Conquest in 1066 to the arrival of the first printed texts in 1475. The conquest caused England to have two languages: English for ordinary subjects, and French for the nobility. In the 14th century, English started to govern Britain again, but it also incorporated French words. Horobin & Smith (2002) additionally remark that Middle English contrasts with Old English because of the great influence it had from Norman French and that, by the end of this period, English changed in linguistic transmission as well as in structure. Middle English became the language of poetry at that time, and its chief representative was Geoffrey Chaucer.

Early Modern English (1500 – 1800) underwent a great change during this period. The pronunciation of the vowels became short, and English started to spread to different places around the world. Additionally, another significant change was that printing standardized English in its grammar and spelling; books started to sell more and also became cheaper and this phenomenon gave more people access to learning literary English. Nevalainen (2006) states that the end of this period (between 1700 and 1800) was marked by the standardization of English: the rules and norms were

codified in a Dictionary of the English Language by Samuel Johnson and by Robert Lowth, who presented a work called A Short Introduction to English Grammar.

In late Modern English (1800-present), technology, medicine, politics and other factors have modified the language. At the present time, many new words and expressions are adopted and adapted to English; the emigration of people to countries where English is spoken, has made English widely spoken with different accents and with foreign words. Additionally, this phenomenon has caused English to be considered a global language, or lingua franca around the world, making its study necessary for millions of people, which increases every day because of the diverse opportunities that it brings to people's lives.

Linguistic Competence

Linguistic competence is the ability of a person to communicate using the L2 without impediment. This means that the speaker knows when and how to use it, including the syntax, phonology and morphology of it. Chomsky (1965) explains that linguistic competence is the capacity of a speaker-listener of the same speech community, to use a language in specific situations. He also remarks that these interactions are not affected by grammar errors, disruptions or memory restrictions.

However Chomsky's theory has been criticized in the view of sociolinguistics and psycholinguistics according to their own interests. Lyons (1970) demonstrates a reconciliation between these two parts, and explains that the capacity to use a language socially is as important as the capacity to use it with accuracy. Nevertheless, Chomsky (1965) separates linguistic competence from linguistic performance. He establishes that competence is what the speaker of a language implicitly knows, while performance is what the speaker does with the language. In his theory, he explains that every person is born with this ability to communicate, this is what he calls Generative Grammar. Chomsky (1966 as cited in Peterwagner, 2005) further points out that grammar is a competence and that makes it possible

for a speaker to understand any kind of sentence as well to produce them. If students are presented with pedagogic or linguistic grammar, they will look for opportunities to perform with this ability and express themselves using the competence by following semantics and a system of rules. However, the work of the grammarian is to determine these rules. On the other hand, Hymes (1972) manifests his concerns about the narrow theory of Chomsky; he determines that linguistic performance is more than the language use in a 'homogeneous speech community', it also has to do with the socio-cultural aspect of the language. For this reason, Hymes asserts that communicative competence is not only the linguistic data, it is also the knowledge of sociolinguistic rules and codes for using them. Besides this, he explains that communicative competence refers to the capacities to receive and deliver a message, and that this process depends on two things: knowledge (tacit) and use (ability).

Teaching English as a foreign language makes teachers think about the importance of making students talk using that foreign language, and to communicate and to connect that language with their own ideas. Paulston (1992) states that teachers and psycholinguistics tend to relate the ability of using a language with the ability of interrelating using that language. Gumperz (1971) additionally states that effective communication is when the two parts of the speech agree on meaning, expressions, and social values in a specific situation. Consequently, the innate ability to use a language naturally and spontaneously is the main objective to consider when teaching a foreign language. How a student can reach the same communicative competence as a native speaker, noticing all the features that these terms include, is a vast process that has to include culture as well as other aspects that a language has. The key is to make students not only speak without thinking of what they wish to say, but to produce the language without translating every single word in their minds and to think and speak using the foreign language in a natural way. This is linguistic competence, and such communicative competence is reached by developing the productive skills in students, especially speaking skills.

Productive Skills

Communication consists of two steps: to produce and to receive a message. These steps are divided into two groups, which are receptive skills (listening and reading) and productive skills (speaking and writing). Rodrigues (2000) indicates that the relation that these skills have is that one cannot exist without the other. This means that receptive abilities contain productive performances and vice versa. He also claims that productive performance is when the speaker produces spoken utterances or graphic symbols to transmit the message, but the speaker can also produce a gesture to say something (non-verbal performance). Additionally, this production has to be monitored, with the control of sounds and speed in speaking or the drawing of symbols in writing. This feedback gives the person an idea of transmitting the message with fluency and coherence. However, it is essential to recognize that the four skills are important in managing good communication, Davies & Pearse (2000) state that the four skills involve the same kind of consideration and awareness.

When learning any language, the first skills to be taught are the receptive skills, and the outcomes will be the application of the productive ones. If a teacher misses one of the skills, the results will not be viable. Furthermore, currently, language classes are designed to accomplish productive skills. Riggenbach & Lazaraton (1991) remark that several teachers have implemented communicative activities in their language classes, so that students can develop their communicative competences, rather than activities focused on accuracy. Sharma (2004) establishes that the participation of the student is passive with the receptive skills, while with the productive skills the participation tends to be active. However, in both cases the student has to communicate his/her feelings and ideas in speaking: there is an exchange of speech between the listener and the speaker. Meanwhile, in writing, proficiency is demanding, and the student has to follow rules for the effectiveness of the communication.

For Duquette (1995) successful communication takes place when the spoken or written message is well transmitted. For this to happen, there must be two steps: first, to know how to emit a message (encode) and how to interpret that message (decode). However, he also argues that in teaching practice it is not like that, and second language teaching uses the productive skills to acquire the receptive ones.

For Fisher (1984), linguistic competence is the acquaintance that a student has with the vocabulary and structures of a language. It is also the capacity to produce and comprehend well-structured sentences. Thus, the role of the teacher is to guide the student and to instruct him or her in order to develop those competences. Oller (1970) determines that the objective of teaching a language is not only to teach pronunciation but also for the student to transmit and receive a message using that language. Therefore, it is important to create a sequence of activities, from easy to difficult stages, which can help students to receive the language, and to produce it in a written and spoken manner. The student has to be prepared to communicate with all the implications that 'communicate' means.

Nevertheless, it is true that between these two productive skills, speaking is the most important for real communication. There are different reasons for this to happen: it is an onerous task for teachers to grade writing exercises and it is a stressful activity for students. Besides, writing needs more accuracy than speaking. Riddell (2014) observes that accuracy is more visible in writing than in speaking. This happens because mistakes can be detected physically, while in speaking students can make 'slips of the tongue' and the students can correct errors by recording themselves. Written activities, on the other hand, require accuracy, depending on the type of writing (formal or informal). In addition, in writing tasks students can produce the language more slowly than when speaking, and self-correct. Nevertheless, in recent years, social media has been adapted as a medium of communication among people of all ages and written messages, as well as spoken messages, are delivered all the time, oral communication will always take precedence.

Speaking skill

The way that a person speaks can reveal many things about him or her; for instance, where he/ she is from, what his/her personality is, what his/her mood is, if the person is confident or shy. The speaking skill comes naturally in humans but it is a long process starting from birth. Davies & Pearse (2000) state that speaking is an innate ability of human beings, though it is not as easy as it appears. Furthermore, Widdowson (1978) points out that speaking includes phonological aspects (accent) and grammatical (dialect) systems, and to speak with a certain accent or dialect shows the application of those systems. Furthermore, he describes speaking as an active and productive skill through the use of the aural medium. This interaction occurs face-to-face in a conversation or other spoken interchange. Additionally, he states that, as the use of speaking is interactive with reception and production, it will include receptive and productive input. On the other hand, speaking does not only involve oral communication or the vocal organs, the speaking act can be gestures, muscle movements with the face or the complete body; this constitutes natural communication. Apart from this, Bygate (1987) describes speaking as the natural process in which human connect sentences in the abstract; all this information has to adapt to different situations and the decisions taken are quick and have to be regulated to the unpredictable situations that may appear.

However, the situation changes when referring to learning a foreign language. Celce-Murcia & Olshtain (2000) determine that speaking in a second language is the most difficult skill to be developed, due to the fact that it needs an intricate procedure to construct meaning. Burns & Seidhofer (2010) manifest that the speaking act requires the speaker to make choices of why, how and when to speak according on the speaking culture and context. Usó-Juan & Martínez-Flor (2006) further assert that speaking is the instantaneous interaction between the speaker and the listener and, as a result of that, speech takes place under time limitations. Furthermore, they assert that, in recent decades, speaking has been accepted as: "...

an interactive, social and contextualized communicative event.” (p.139), for this reason, developing the speaking skill in learners has to do with the production of the language linguistically and pragmatically and the awareness of how to produce utterances of both aspects of the communicative competence. For Bohlke (2014), the speaking competence of a foreign language concerns four aspects: phonological skills, speech function, interactional skills, and extended discourse skills. Phonological skills refers to the learning of new ways of pronunciation, stress and intonation. Speech functions has to do with social characteristics: students have to learn to agree, to ask or to offer. The interactional skills is where the learner has to be ready to change topic by turn taking, negotiating meaning, and maintaining or finishing a conversation; it concerns the face-to-face exchange. Finally, extended discourse skills refer to narrative, procedural or descriptive speech; it is structured and planned, and it is also easy to follow. Thornbury (2005) explains that speaking is more than just learning or memorizing correct grammar structures, it has to do with the practice, in real time, of functional phrases such as chunks, and since written language differs in many ways from spoken language, teaching speaking through grammar is not the best choice. Baker & Westrup (2003) state that teaching speaking is not only the repetition of chants, it is important to give real topics to practice speaking in the class; for instance, talking about news, lives or everyday matters. People do not repeat what others say in real life context so the purpose of speaking is to give independence in the creation of the language production.

Davies & Pearse (2000) further explains that some of the difficulties of speaking are: first, there are students who do not like to speak in front of people because of mistakes in pronunciation or the delivery of confusing utterances. Second, strong regional accents can cause that the person who is speaking to fail to produce foreign sounds, consequently making it hard to interpret the message. Third, as speaking occurs in real time as in listening, the speaker does not have much time to think before speaking, causing long pauses in the interaction. Further, Kormos (2006) explicates that the performance of L2 learners has shown that students employ a great effort in dealing with understanding the meaning of the message, as well as

other problems during communication, resulting in a reduction of interest in learning the language. For Yoshiyuki (2006), learning a foreign language causes anxiety in students and this anxiety affects the production of it, especially if the person has to talk in public or does not understand the message. Most of this anxiety occurs in production activities where the learner does not have native speaker contact and so the efficacy of the speaking will be affected. Roux (2008) remarks that students do not like to be embarrassed or make mistakes in the class, as a consequence of that, the teacher ends up in front of a silent class. Furthermore, Sarah (1993) mentions that, for most teachers, speaking is difficult because it depends on other factors such as teaching grammar, vocabulary, pronunciation, functions and so forth. Celce-Murcia (2001) makes reference to the four dimensions that oral communication has to include, these are: grammatical competence, which refers to phonology, vocabulary, orthography, word and sentence formations; sociolinguistic competence, which refers to rules and grammar and social connotations; discourse competence, which refers to cohesion and coherence; and strategic competence, which has to do with the range of tactics to deal with the communication. Nevertheless, Nunan (2015) asserts that even though the acquisition of pronunciation, vocabulary and grammar are essential, they are not enough to deliver adequate communication.

In addition to this, the objectives of the course have to be clear. Bygate (1987) suggests that, apart from grammar and vocabulary classes, the teacher has to prepare different activities so that the students can benefit from those strategies implemented by the teacher; it is necessary that the teacher have clear objectives to achieve the goal of speaking. Furthermore, Kathleen Bailey (2003) mentions five key principles for the teaching of speaking and Nunan (2015) gives a further explanation of them:

- Be aware of the difference between second language and foreign language learning contexts: in second language contexts, students have more opportunities to develop the speaking ability because, when they go outside

the classroom they need to use the second language to communicate in that environment, while in foreign language contexts, students are limited to use the target language only in the classroom because when they go outside they use their mother tongues and the foreign language becomes useless.

- Give students practice with both fluency and accuracy. It is important for teachers to correct errors in grammar, pronunciation and vocabulary when teaching accuracy. Fluency means that the student can speak at an adequate speed with few false starts and hesitations; the teacher must urge students to speak without worrying about accuracy, but leading the student to a comprehensible communication.
- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Even if students think that talking with their peers is not useful, the results show that students can develop their speaking better working in pairs or in groups. These activities promote genuine conversations, turn taking skills, speaker selection and change, negotiation of meaning, etc. This recommendation is for teachers who do not give enough time for students to talk in class, especially in large classes.
- Plan speaking tasks that involve negotiation of meaning, although this aspect of speaking is not realized, people do it all the time in real conversations when the speaker cannot be understood by the listener: he or she has to modify their language for the other person to understand the meaning. Teachers can plan activities to involve students in these kinds of situations, so they are stimulated to seek other ways to use the language, also leading to a better acquisition of it.
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking. There are three main uses of the language: to obtain goods and services (transactional), to socialize (interactional) and for pleasure. The teacher has to create opportunities for students to use the language in these speaking uses.

In addition to this, Roux (2008) proposes that teachers have to create a good atmosphere and the correct conditions for students to feel relaxed and comfortable in the class to encourage students to speak as much as possible during the lesson. Moreover, to check the progress of students, it is mandatory to follow their speaking performances. Burns & Goh (2012) indicate that the process to produce speech is complex and, according to Levelt's model of speech processing, it follows three interconnected elements which are: conceptual preparation, which refers to the topic of the conversation and the knowledge about it, formulation is the data about grammar, vocabulary, discourse structure and register; and articulation, which refers to the pronunciation. These stages are interrelated and occur almost at the same time as the brain is connecting its neural networks. Burns & Goh (2012) also mention that, in the quality of speech production, there are three features: fluency, accuracy and complexity.

Features of learners speech

Table 4: Features of learners' speech

	Definition	Focus
Fluency	Coherent delivery of the message without pauses or hesitations with minimal effort to be understood by the listener.	Meaning
Accuracy	Communication using correct grammar structures as well as pronunciation according to the target language norms.	Form
Complexity	Advanced grammar structures, precise messages, use of subordinations as well as clausal embedding related to the cultural aspects of the language and interaction with others.	Meaning and Form

Source: Burns & Goh (2012)

Elaborated by: Salazar (2008)

Furthermore, the goal of teaching a foreign language is to make students use that language, not only in the classroom, but outside. Lackman (2010) indicates that teachers have to focus on the introduction of micro skills or subskills that help students to develop conversations on topics of interest for them outside the

classroom. The practice of these micro skills in the classroom will give students opportunity to formulate better communication in real life. He presents these subskills and recommended activities for improving their application.

Speaking Micro skills

Table 5: Speaking Micro Skills

Micro skill	Application
Fluency: logical flow without planning	Activities focus on meaning rather than accuracy
Accuracy and pronunciation: the accurate use of words, structures and pronunciation.	Control practice activities
Functions: use of phrases for advice, apologize, suggest, etc.	Simulations or role plays
Appropriacy: the choice of language, grammar and vocabulary	Activities with a purpose of communications. Students choose vocabulary, grammar and register.
Turn-taking skills: interject, prevent or prevent.	Listening for gap completing for knowing when to interject, elicit or preventing.
Range of words and grammar: vocabulary and grammar used for specific situations	Activities where students have to choose a range of words and grammar to use it properly.
Discourse markers: organize the talk through the use of words. First, however, etc.	Activities where students give long talks, so they organize their presentations with discourse markers.

Source: Lackman (2010)

Elaborated by: Salazar (2018)

Teaching speaking skills is important for many reasons. Although the other skills play an important role in the development of the study of the language or for specific exams that prove proficiency, the speaking skill gives more opportunities in the moment that communication takes place. Baker & Westrup (2003) indicate that most English classes are grammar and vocabulary focused, while the speaking skill is set aside; therefore, it is more difficult for students to speak outside the classroom because of the lack of practice in the classroom. Nonetheless, developing the speaking ability is significant for students who can become successful

communicators, and it opens doors for a better future. Baker & Westrup (2003) also points out that the reasons for learning to speak are that governments, ministries of education, educators, companies and organizations need people with a high level of proficiency in English. Another important reason is that students who can communicate using English orally have better opportunities in education and high-position jobs. Also, students can be updated and have access to the latest findings in science, technology and health; proficiency in English can help a country in political and economic issues. As a result, students have better lives and can contribute for the development of their country. Consequently, teachers have to be prepared and ready to teach speaking for all the reasons mention before.

2.5 Hypothesis

h_a: The application of Problem-Based Learning improves the Speaking Skills of English learners.

2.6 Signaling hypothesis variables

Independent Variable: Problem Based Learning

Dependent Variable: Speaking Skill.

CHAPTER III

METHODOLOGY

3.1 Approach

This investigation is based on a quali-quantitative paradigm, since this approach allowed the analysis and study of the collected information and realities obtained from the two variables, giving possible solutions to solve the problem.

Qualitative

The obtained results are based on the rubric from the Curriculum of the Ministry of Education (See Annex No. 3) for English as a foreign language, which allows identification of the oral ability of students from different criteria within oral performance, such as range, accuracy, fluency, coherence and interaction. This rubric was used before and after Problem-Based Learning strategies intervention; therefore, the results demonstrate the level of speaking of English before and after the use of Problem Based Learning strategies.

Quantitative

Test Training B – The Speaking Part from English book level A2.1 10th grade from the Ministry of Education was used to analyze the micro skills of speaking and the behavior of students during oral performance (See Annex No. 2). The band used in this test is from 0.5 to 2 for each criteria, giving a total of 10 out of 10 points. The collected data was statistically studied and this determined the reality of the problem in depth, and how students use English as a foreign language in the classroom in different aspects, such as range, coherence, fluency, accuracy and interaction. These numerical and statistical results helped to determine the ability

of students in their management of speaking. These outcomes gave the opportunity to direct the implementation of Problem-based learning in a precise manner.

3.2 Basic research modality

3.2.1 Field Research

This research was performed with students from Unidad Educativa “Huachi Grande”. The method to be explained helped to obtain reliable information about students’ speaking ability and also allowed to the objectives for the study to be set.

3.2.2 Documentary Research

The information that supported the independent and the dependent variables was obtained from different sources, such as books, articles, and web sites. This helped in the analysis and comparison of different concepts, theories and approaches about Problem-Based Learning strategies as well as speaking skills. The documents examined guided this research and led students to use English language through speaking skills by applying Problem-based learning strategies.

3.3 Level or type of research

3.3.1 Quasi-experimental Level

Bernal (2010) explains that quasi-experimental design is different from experimental because the investigator manipulates a few variables (or even none at all). The groups are measured before and after, and generally there is a control group. Likewise, quasi-experimental designs are usually used for groups that are already formed, as is the case of classes of learners at a school. The present investigation is quasi-experimental due to the fact that the speaking skill variable was manipulated through the implementation of a Problem-based learning strategy.

Hernández, Fernández , & Baptista (1991) also confirm that, for quasi-experimental research, the groups are formed before the investigation takes place, they are not manipulated. This investigation also worked with two groups: the experimental and the control group with the design of a pre-test and post-test given to both.

3.3.2 Descriptive Level

This method describes the characteristics of the problem, its causes and consequences. It also allows a comparison between two or more phenomena, requiring accurate measuring according on the different characteristics of the community (Herrera , Medina , & Naranjo, 2004). Danlhe (1986 as cited in Hernández , Fernández , & Baptista , 1991) states that: descriptive designs define the main features of different groups, people, or communities, phenomena that can be analyzed. The results obtained were described and given the appropriate statistical treatment, as well as an analysis of how each result reflected the impact of PBL on students and the development of the oral competence.

3.4 Population and Sample

3.4.1 Population

The population of this research belongs to Unidad Educativa “Huachi Grande”, with a total of 2496 students, 1469 students that belong to the morning session and 1027 students that are in the afternoon session.

Table 6. Population

Students	Number
Morning sesión	1469
Afternoon sesión	1027
Total	2496

Elaborated by: Salazar (2018)

Source: Secretary of Unidad Eduactiva Huachi Grande (2018)

3.4.2 Sample

Students from tenth grades were taken as a sample for this investigation and they were divided between the control group, which belonged to the afternoon schedule, and the experimental group, which belonged to the morning schedule. The sample was taken under inclusion and exclusion criteria parameters, for instance: 14 to 16 years old students and scholars from tenth grades. It was observed that while students were in lower grades (8th grades) more speaking is used and while students were in upper grades (10th grades) less speaking is used. According to Álvarez (1996) inclusion and exclusion criteria has to be objective and evident. This information is shown in the following chart:

Table 7: Sample

Unidad Educativa “Huachi Grande”			Feb-July /2018
	Population	Time	Number of Students
Morning Session Experimental Group	Classroom A Classroom B	07:00 – 13:00	70
Afternoon Session Control Group	Classroom A Classroom B	13:00 – 19:00	75
Total			145

Source: Unidad Educativa “Huachi grande”
Elaborated by: Salazar, A. (2018)

3.5 Operationalization of variables

3.5.1 Independent Variable: Problem-Based Learning Strategies

Table 8: Independent Variable: Problem-Based Learning Strategies

INDEPENDENT VARIABLE: Problem-Based Learning Strategies					
Definition	Categories	Quality Indicator	Items	Techniques	Instrument
Instructional method immersed in a centered learning approach which develops problem solving strategies, communicative competences, activates prior knowledge through the investigation, self-directed learning, intrinsic motivation and collaboration of group work when presenting real world tasks that must lead to a resolutions of the problem.	<ul style="list-style-type: none"> - Student centered learning - Problem solving strategies -Development of social skills. 	<ul style="list-style-type: none"> - Active learning - Self-directed learning - Intrinsic motivation - Prior knowledge activation - Investigation - Critical thinking - Collaboration and group work -Discussion -Oral presentation - Self, peer and group assessment 	<ul style="list-style-type: none"> - Does the student have an active participation in speaking activities when talking about real life topics? - Does the student feel intrinsically motivated to guide his own learning by using the tool of investigation to find solutions to a problem? - Does the student develop problem-solving strategies to find a solution to a problematic situation? - Does the student activate prior knowledge when using English orally to talk about real issues? - Does the student use the investigation as a tool to find different solutions to a problem? 	Observation	Checklist

			<ul style="list-style-type: none"> - Does the student share new information using spoken English about a real life problem? - Does the student improve the speaking ability through group work? - Does the student master the pronunciation of English language when making oral presentations? - Does the student have the ability to deal with the management of communication? - Does the student use peer-assessment to evaluate their partners using a rubric after an oral presentation? 		
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Source: Field Research
Elaborated by: Salazar (2018)

3.5.2. Dependent Variable: Speaking Skill

Table 9: Dependent Variable: Speaking Skill

DEPENDENT VARIABLE: Speaking Skill					
Definition	Categories	Quality indicator	Questions	Techniques	Instruments
Productive skill of language learning that shows the ability to transmit ideas, information or feelings through an interactive process of communicative competence that receives and produces systematic verbal utterances and open-ended responses through the development of different micro skills of the target language.	Communicative Competence	Phonological skills Speech functions Interactional skills Extended discourse skills	Candidate A You have an advertisement about a vacation destination. Answer candidates B's questions. What do you want to know? Is there anything else to eat?	Observation Rubric	Checklist Training Test
	Micro skills	Range Fluency Accuracy Coherence Interaction	Candidate B You still do not know where you are going on vacation. Ask student A about a vacation plan he knows in Argentina. Possible questions: Where can I stay? How much does it cost to go to a hotel? What should I do?		

Source: Field Research
Elaborated by: Salazar (2018)

3.6 Techniques and instruments

3.6.1 Techniques

First, the observation was made to determine the use of PBL strategies in the classroom through the use of a validated checklist (See Annex No. 5). Second, the speaking skill was evaluated through the use of a rubric which was obtained from Ministry of Education Textbook A2.1. This rubric is specified with five components, which are range, fluency, accuracy, coherence and interaction (See Annex No. 3). The rubric helped to collect qualitative and quantitative data and it determined the level of the speaking skill of students.

This observation defined the results of the use of Problem Based Learning strategies. The quantitative results obtained from data collection from both observations led to the definition of the proposal for this research.

3.6.2 Instruments

Both groups were pre-tested and post-tested in speaking proficiency through the use of the Test Training B - Speaking Part from English book level A2.1 10th EGB from the Ministry of Education (See Annex No. 2). The speaking section of the test had one part where candidate A had information about an advertisement of a vacation destination and had to answer candidates B's questions. On the other hand, Candidate B asked student A about a vacation plan he/she knows in Argentina/ Ecuador and vice versa. It provided the opportunity to analyze the collected data which was obtained from both observations before and after the application of Problem-Based Learning strategies, and from both the experimental and the control group (the control group did not use Problem-based learning strategies during the process). This test had two aspects, qualitative and quantitative. The qualitative determined the aspects of the speaking performance of students, while the quantitative determined the values.

Table 10: Test Training B – Speaking Section Performance

Qualitative (Performance)	Quantitative (Values)	Criteria (Descriptor)
Excellent	10 points	Successfully compares information.
Good	6 - 9 points	Compares information in basic terms.
Needs practice	0 – 5 points	Show difficulty to compare information.

Source: A2.1 Ministry of Education Text Book
 Elaborated by: Salazar (2018)

The checklist provided data about the use of Problem-Based Learning strategies. This checklist was applied before applying Problem-based learning strategies. Furthermore, it has qualitative and quantitative aspects. It also contained ten items about the use of PBL strategies. The qualitative aspect measured each item, the range of responses being always, almost always, sometimes, almost never and never. The quantitative aspect measured each item with a score of one for never, two for almost never, three for sometimes, four for almost always, and five for always (See Annex No. 5)

3.7 Data collection plan

Table 11: Data collection plan

Basic questions	Explanation
Why?	To set the objectives of the research
Who are the people or objects?	Students from the 10 th grade of Unidad Educativa “Huachi Grande”.
What aspects are going to be mentioned?	Problem-based learning in speaking skill.
Who will be involved in the investigation?	Investigator: Andrea Natalia Salazar C. Students: of morning and afternoon sessions.
When?	Third Partial – Second Term. February – July 2018
Where?	Unidad Educativa “Huachi Grande”
How many times?	One time
What techniques will be use?	Observation Rubric
What research instrument will be used?	Test Training B Checklist

Source: Field Research
Elaborated by: Natalia Salazar

3.8 Data collection and analysis

To obtain the information required, this research was divided into four stages: pre-test, intervention, post-test, and analysis and interpretation of data.

1. Pre-test stage.

First, the population was divided into two groups: the control group (CG), which was made up of tenth grade students from the afternoon session, and the experimental group (EG), which was made up for tenth grade students from the morning session.

Second, both groups were evaluated using the Problem-Based Learning strategies checklist (See Annex No. 5) and with the Test Training B validated test from A2.1 Text-Book from Ministry of Education (See Annex No. 2). The main objective of applying the checklist and the test was to determine the use of Problem-Based Learning strategies in the classroom and the level of student's speaking skills.

2. Intervention stage

For the second stage focused on the experimental group for applying the Problem-Based Learning strategies. This process was performed in three phases.

First, in problem analysis phase, students activated prior knowledge of what they already knew, made a list of what they did not know about the problem and formed groups, in which they delegated roles to each member (leader, presenter, secretary, and planner). Furthermore, students participated in a gap-fill speaking activity and later presented the information orally to the class.

Second, in the self-directed learning phase, teams discussed the new information gained from within and beyond their groups, revised previous ideas and questions, and made sure that all questions were answered. Students also consolidated findings, formulated a response to the problem, and rehearsed what would be presented. After that, students prepared a short role play for practicing useful expressions.

Thirdly, in the presentation and feedback phase, students presented their consolidated findings and responses in a video; they defended these results and answered questions raised by peers and the facilitator. Finally, they applied self-evaluation and group assessment and listened to the teacher's feedback.

3. Post- test stage

After implementing the PBL strategies with the experimental group, Test Training B, spoken part, was applied to both groups (control and experimental) and they were evaluated according to the rubric from the A2.1 Text Book of the Ministry of Education (See Annex No. 3)

4. Analysis and interpretation of data

The information obtained through the observation was processed manually. Microsoft Excel was used to arrange data into tables and the graphs and each item from the checklist was analyzed and interpreted. SPSS software was used to verify data and the calculation of the hypothesis. Then the results were explained with the support of the theoretical framework and compared to the objectives and the hypothesis in order to draw conclusions. The conclusions were set out, together with reflections on the research and recommendations for future lines of study.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

The results obtained from the pre-tests and the post-tests which were applied to the control group and the experimental group helped to obtain a broad knowledge of the current situation of students, in terms of their speaking skill performance, and on the impact of the use of Problem-Based Learning strategies in the classroom. These are presented graphically and statistically.

To obtain a clearer vision of the application of this research, results were established according to the following sequence:

- Results of the use of Problem-Based Learning strategies before their application in the classroom.
- Results of the students' micro-skills, before and after the application of the Problem-Based Learning strategies.
- General results obtained by the students, before and after the application of the Problem-Based Learning strategies.
- Comparative analysis of the academic level obtained by the students before and after the application of the Problem Based Learning strategies with the use of the Student T-Test.

Checklist Analysis – Students’ Observation

1. Does the student have an active participation in speaking activities when talking about real life topics?

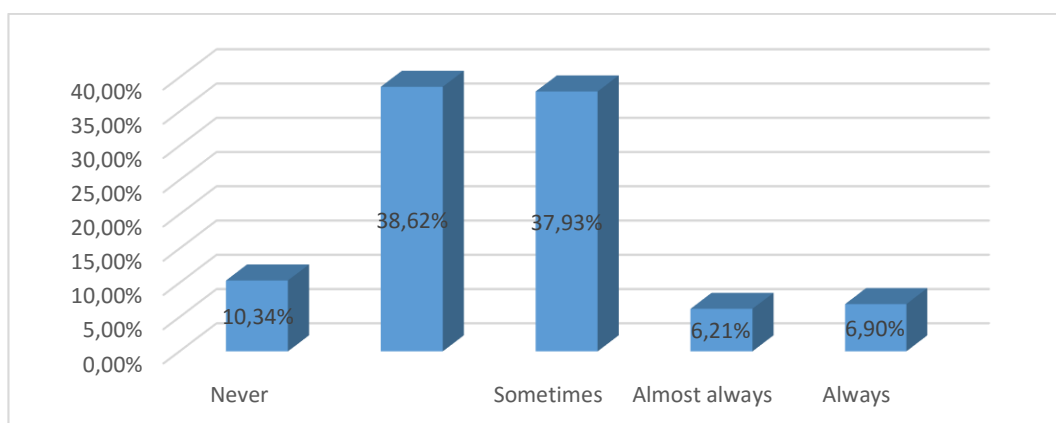
Table 12. Checklist – Question 1. Active Participation

OPTIONS	FREQUENCY	PERCENTAGE
Never	15	10,34%
Almost never	56	38,62%
Sometimes	55	37,93%
<i>Almost always</i>	9	6,21 %
<i>Always</i>	10	6,9 %
Total	145	100,0%

Source: Field Research

Elaborated by: Salazar, A. (2018)

Figure 4. Checklist – Question 1. Active Participation



Source: Field Research

Elaborated by: Salazar, A. (2018)

Analysis

From a total of 145 observed students, 56 of the students, (representing 38.6 % of the participants) and 55 students (37.9 %) almost never or sometimes participated

in speaking activities. On the other hand, 15 students (10.3 %) never participated, and 10 students (6.9 %) always participated in speaking activities when talking about real life topics.

Interpretation

Observation data showed that the lack of application of Problem-Based Learning strategies in the classroom prevented students from having an active participation in speaking activities when they deal with topics related to real life,

2. Does the student feel intrinsically motivated to find solutions to a problem?

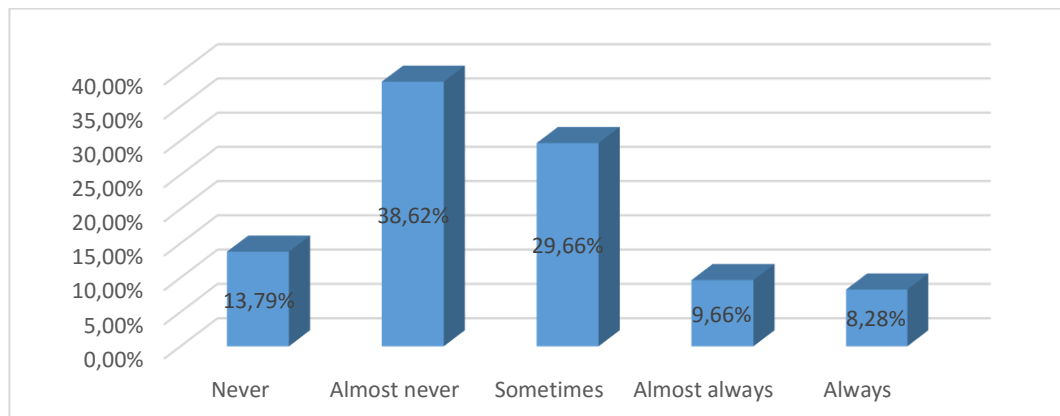
Table 13. Checklist – Question 2. Intrinsically Motivation

OPTIONS	FREQUENCY	PERCENTAGE
Never	20	13,79%
Almost never	56	38,62%
Sometimes	43	29,66%
Almost always	14	9,66%
Always	12	8,28%
<i>Total</i>	145	100,0%

Source: Field Research

Elaborated by: Salazar, A. (2018)

Figure 5. Checklist – Question 2. Intrinsically Motivation



Source: Field Research

Elaborated by: Salazar, A. (2018)

Analysis

Based upon the previous results, 20 students (13.8 % of participants) were never intrinsically motivated to find solutions to a problem, 56 students (38.6 %) almost never felt motivated, 43 students (29.7 %) were sometimes motivated, while 14 students (9.7 %) almost always felt motivated. Finally 12 students (8.3 %) always felt intrinsically motivated to find solutions to a problem.

Interpretation

Observation data revealed that the motivation of the students was deficient, especially when developing solutions to problems. Moreover, students were not motivated in the content studied in the classroom. Finally, there were clear indications that these difficulties could be overcome through the appropriate application of Problem-Based Learning strategies in the classroom.

3. Does the student develop problem-solving strategies to find a solution to a problematic situation in the classroom?

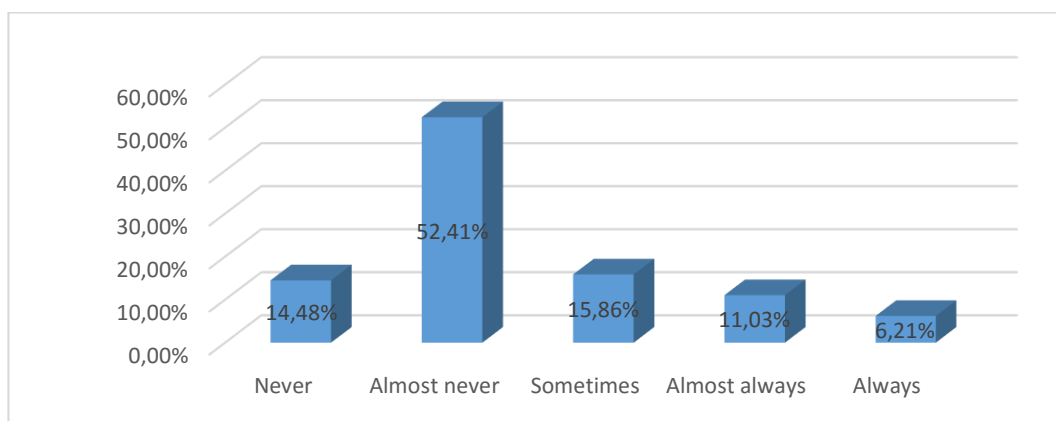
Table 14. Checklist – Question 3. Problem – solving Strategies.

OPTIONS	FREQUENCY	PERCENTAGE
Never	21	14,48%
Almost never	76	52,41%
Sometimes	23	15,86%
Almost always	16	11,03%
Always	9	6,21%
Total	145	100,0%

Source: Field Research

Elaborated by: Salazar, A. (2018)

Figure 6. Checklist – Question 3. Problem – solving Strategies.



Source: Field Research
Elaborated by: Salazar, A. (2018)

Analysis

According to the data seen above, 21 students (14.5 %) never developed problem-solving strategies, 76 (52.4 %) almost never used problem-solving strategies, 23 students (15.9 %) stated that they sometimes used these strategies, whereas 16 students (11 %) said that they almost always used them. Finally, 9 students (6.2 %) always develop problem-solving strategies to find solutions to a problem in the classroom.

Interpretation

Observation data demonstrated that students did not have the capacity to develop problem solving strategies because they did not have guidance and adequate planning to follow up and analyze a problem that can be tackled or understand more effectively in the English language.

4. Does the student activate prior knowledge when using fluent English to talk about real issues?

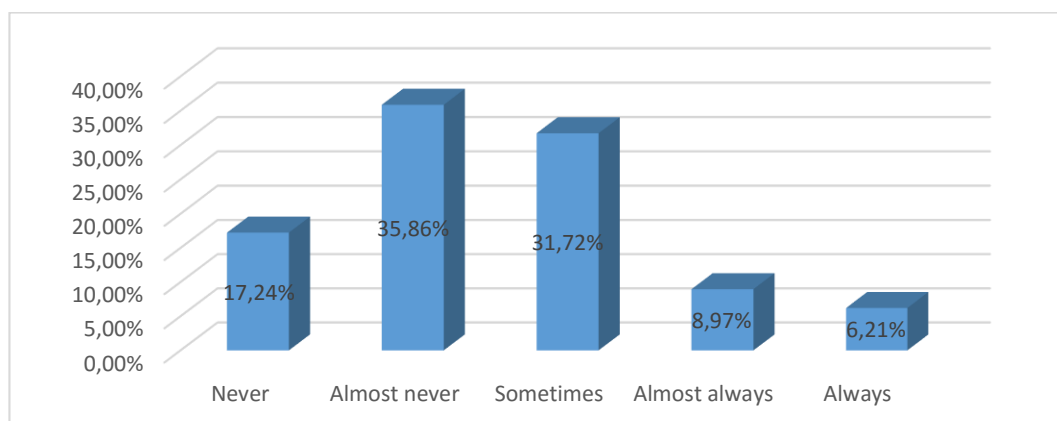
Table 15. Checklist – Question 4. Prior Knowledge Activation.

OPTIONS	FREQUENCY	PERCENTAGE
Never	25	17,24%
Almost never	52	35,86%
Sometimes	46	31,72%
Almost always	13	8,97%
Always	9	6,21 %
<i>Total</i>	145	100,0%

Source: Field Research

Elaborated by: Salazar, A. (2018)

Figure 7. Checklist – Question 4. Prior Knowledge Activation.



Source: Field Research

Elaborated by: Salazar, A. (2018)

Analysis

The results showed that, 25 students (17.2 % of participants) never activated prior knowledge fluently, 52 students (35.8 %) stated that they did this almost never, 46 students (31.7 %) did this sometimes, while 13 students (9 %) said that they almost

always did. Finally, 9 students (6.2 % of participants) always activated prior knowledge when using fluent English to talk about real issues.

Interpretation

The results showed that students failed to activate prior knowledge by using English fluently, because they did not develop practical activities that give them the opportunity to speak fluently in front of their peers.

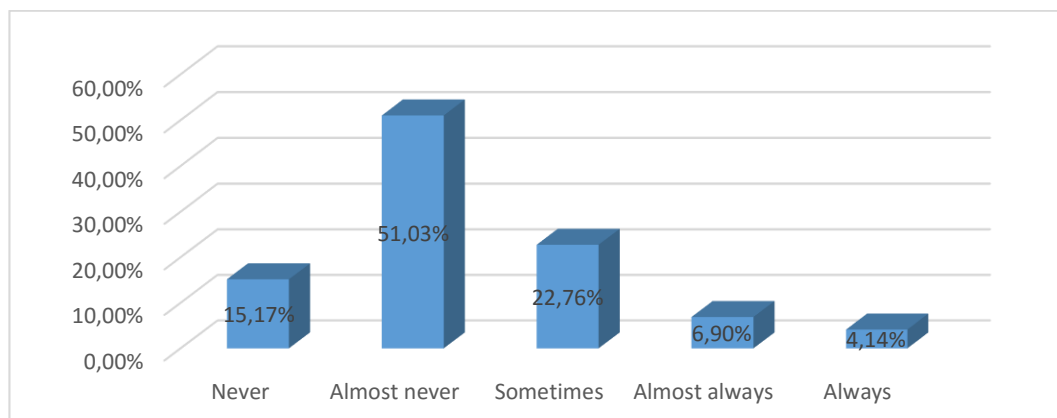
- Does the student use investigation strategies, guided by the teacher, to find different solutions to a problem?

Table 16. Checklist – Question 5. Investigation Strategies.

OPTIONS	FREQUENCY	PERCENTAGE
Never	22	15,17%
Almost never	74	51,03%
Sometimes	33	22,76%
Almost always	10	6,9%
Always	6	4,14 %
Total	145	100,0%

Source: Field Research
Elaborated by: Salazar, A. (2018)

Figure 8. Checklist – Question 5. Investigation Strategies.



Source: Field Research

Elaborated by: Salazar, A. (2018)

Analysis

In answer to this question, 22 students (15.2 % of participants) never used investigation strategies, 74 students (51 %) stated that they almost never did this, 33 (22,7 %) did this sometimes, while 10 students (6.9 %) stated that they almost always did. Finally, 6 students (4.1 % of the sample population) always used investigation strategies, guided by the teacher to find different solutions to a problem.

Interpretation

During the checklist application, it was determined that students randomly used investigation strategies. The students manifested that the technique was not applied in the classroom despite teachers' knowledge of their benefits. Most of the classes were guided by traditional learning, and, therefore, learners had problems in finding responses to a problem.

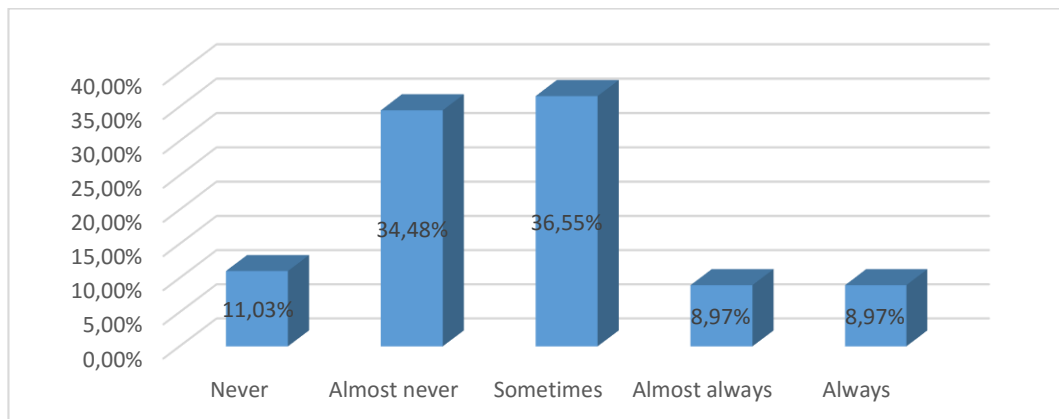
6. Does the student share new information among the group about real life topics using English?

Table 17. Checklist – Question 6. Group Work Interaction.

OPTIONS	FREQUENCY	PERCENTAGE
Never	16	11,03%
Almost never	50	34,48%
Sometimes	53	36,55%
Almost always	13	8,97%
Always	13	8,97 %
<i>Total</i>	145	100,0%

Source: Field Research
Elaborated by: Salazar, A. (2018)

Figure 9. Checklist – Question 6. Group Work Interaction.



Source: Field Research
Elaborated by: Salazar, A. (2018)

Analysis

The results showed that 16 students (11 % of all participants) never shared new information in groups of work, 50 students (34.5 %) stated that they almost never did this, 53 students (36.6 %) indicated that they sometimes shared new information, 13 students (9 %) stated that they almost always and always share new information among the group about real life topics using English.

Interpretation

The results showed that most of the students rarely shared new information since, as mentioned before, traditional learning predominated in lessons. The lack of use of Problem-Based Learning strategies limited the development of oral interaction between students and the understanding of English language. Furthermore, this problem was mainly due to the fact that no real-life topics were used in class, or the topics were not related to the students' environment.

7. Does the student improve their speaking ability (coherence) through working in groups?

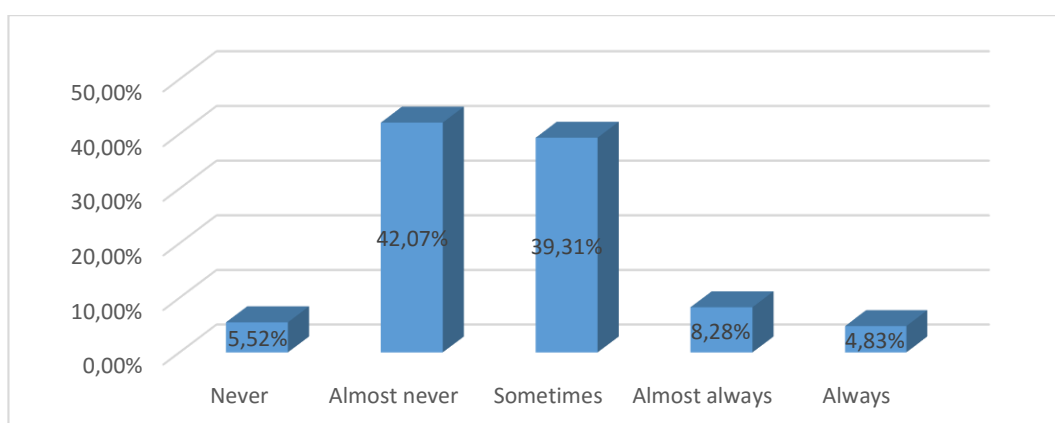
Table 18. Checklist – Question 7. Speaking Ability (Coherence)

OPTIONS	FREQUENCY	PERCENTAGE
Never	8	5,52%
Almost never	61	42,07%
Sometimes	57	39,31%
Almost always	12	8,28%
Always	7	4,83 %
Total	145	100,0%

Source: Field Research

Elaborated by: Salazar, A. (2018)

Figure 10. Checklist – Question 7. Speaking Ability (Coherence)



Source: Field Research

Elaborated by: Salazar, A. (2018)

Analysis

According to the results presented, 8 students (5.5 % of participants) never improved their speaking ability (coherence) while working in groups, 61 students (42 %) stated that almost never happened, 57 students (39.3 %) said this happened sometimes, 12 students (8.3 %) stated that they almost always experienced this,

and 7 students (4.8 % of participants) revealed that they always improved the speaking ability (coherence) through working in groups.

Interpretation

Data showed that students seldom practiced speaking activities in groups; therefore, they were not able to enhance the micro skill of coherence. The use of group work speaking activities that support the development of this skill through collaboration is, therefore, of paramount importance.

8. Does the student master the pronunciation of English language when making oral presentations?

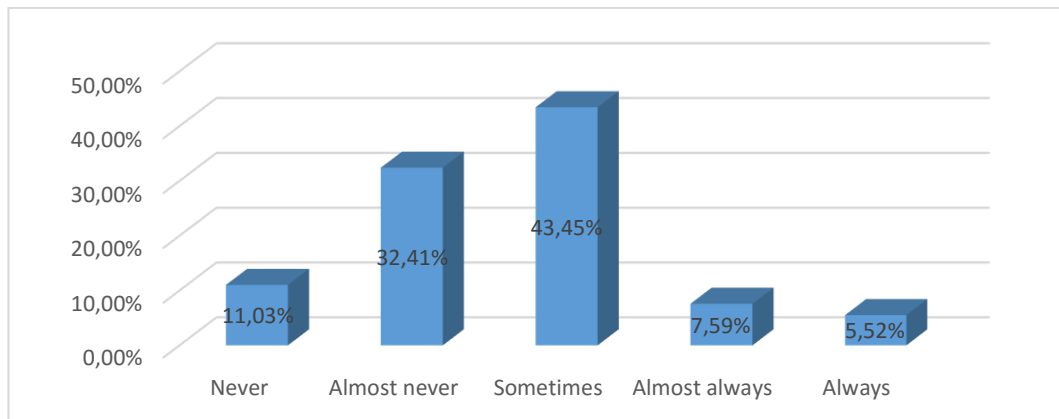
Table 19. Checklist – Question 8. Pronunciation

OPTIONS	FREQUENCY	PERCENTAGE
Never	16	11,03%
Almost never	47	32,41%
Sometimes	63	43,45%
Almost always	11	7,59%
Always	8	5,52 %
Total	145	100,0%

Source: Field Research

Elaborated by: Salazar, A. (2018)

Figure 11. Checklist – Questions 8. Pronunciation



Source: Field Research
Elaborated by: Salazar, A. (2018)

Analysis

The results obtained for this question revealed that 16 students (11 % of the sample population) did not master the speaking ability when making oral presentations, 47 students (32.4 %) stated they almost never managed this, 63 students (43.5 %) found that this happened sometimes, 11 student (7.6 %) reflected that this almost always happened. Finally, 8 students (5.5 % of participants) revealed that they could always master the pronunciation of the English language when making oral presentations.

Interpretation

These results demonstrated that most students sometimes had the ability to master the pronunciation of the English language. Firstly, this is because students had problems participating in front of their peers and, secondly, techniques and strategies for the development of oral communication had not been implemented.

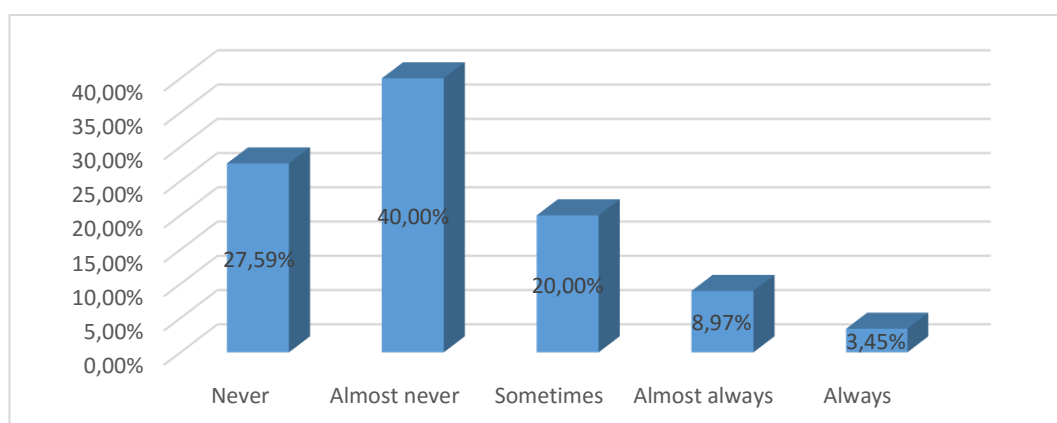
9. Does the student have the ability to interact with others when making oral presentations?

Table 20. Checklist – Question 9. Oral Presentation Interaction.

OPTIONS	FREQUENCY	PERCENTAGE
Never	40	27,59%
Almost never	58	40,0%
Sometimes	29	20,0%
Almost always	13	8,97%
Always	5	3,45%
<i>Total</i>	145	100,0%

Source: Field Research
Elaborated by: Salazar, A. (2018)

Figure 12. Checklist – Question 9. Oral Presentation Interaction.



Source: Field Research
Elaborated by: Salazar, A. (2018)

Analysis and interpretation

Based on the results showed above, 40 students (27.6 % of all participants) did not interact with their classmates in oral presentations , 58 students (40 %) stated that they almost never did this, 29 students (20 %) experienced this sometimes, 13

students (9 %) stated that they almost always did this. Finally, 5 students (3.5 %) revealed that they always interacted with others when making oral presentations.

Interpretation

The results showed that students had not developed their ability to interact with others during oral presentation. The reasons for this were that students did not understand spoken English sufficiently, they had difficulties communicating with others, or they failed to understand clearly when speaking in public and the oral presentations are learnt by memory.

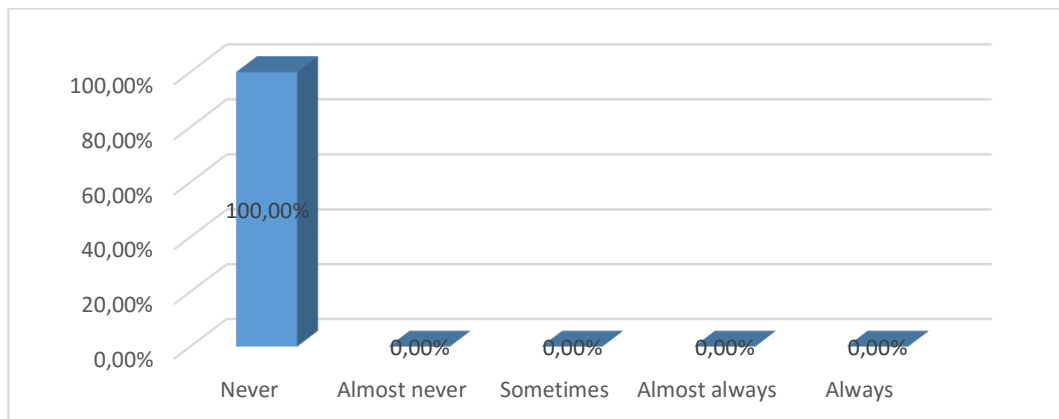
10. Does the student use group assessment to evaluate their partners using a rubric after an oral presentation?

Table 21. Checklist – Question 10. Group Assessment.

OPTIONS	FREQUENCY	PERCENTAGE
Never	145	100%
Almost never	0	0%
Sometimes	0	0%
Almost always	0	0%
Always	0	0%
Total	145	100,0%

Source: Field Research
Elaborated by: Salazar, A. (2018)

Figure 13. Checklist – Question 10. Group Assessment.



Source: Field Research
Elaborated by: Salazar, A. (2018)

Analysis

The result of this questions revealed that 145 students (100 % of the sample population) did not use group assessment to evaluate their partners using a rubric after an oral presentation.

Interpretation

The collected data showed that students did not know about group evaluation techniques which prevented them from establishing whether their peers develop adequate oral presentations. Furthermore, students were not used to employing these kinds of techniques, leaving this rather to be implemented by teachers to strengthen students' speaking abilities in learning the English language.

Test Training B – Micro skill: Range.

Table 22: Micro-skill: Range. Pre-test and Post-Test. Experimental Group

	PRE-TEST		POST-TEST	
	Frequency	Percentage	Frequency	Percentage
Excellent	7	9,3%	12	16,0%
Good	26	34,7%	38	50,7%
Needs practice	42	56,0%	25	33,3%
TOTAL	75	100,0%	75	100,0%

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Figure 14: Micro – skill: Range. Pre-Test and Post-test.



Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Analysis

The results of the pre-test showed that only 7 out of 75 students who represent the 9,3% were excellent at using English vocabulary, 26 students who represent the 34,7% were either good at this, and 42 students who represent the 56% needed practice with vocabulary. These results clearly revealed that students required vocabulary activities that help them to improve this skill. On the other hand, the post-test results demonstrated that 12 students were located in excellent

performance of vocabulary use. However, the 84 % of students remained as either good or in need of practice with vocabulary.

Interpretation

The improvement of the micro skill range was noticeable in the post-test after the application of Problem-Based Learning strategies. As the graph shows, students obtained a better development of the ability because they varied vocabulary during their performances. The students who were originally located in the lowest levels achieved a better score.

Test Training B – Micro skill: Accuracy.

Table 23: Micro – skill: Accuracy. Experimental Group.

	PRE-TEST		POST-TEST	
	Frequency	Percentage	Frequency	Percentage
Excellent	5	6,7%	9	12,0%
Good	34	45,3%	48	64,0%
Needs practice	36	48,0%	18	24,0%
TOTAL	75	100,0%	75	100,0%

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Figure 15: Micro – skill: Accuracy. Experimental Group.



Source: Test Training B aimed at students

Elaborated by: Salazar, A. (2018)

Analysis

The pre-test showed that 5 students out of 75, which represents 6,7 % of all participants, were classified as having an excellent performance of accuracy, 34 students (45,3 %) were good in accuracy, and 36 students (48 %) needed practice with accuracy. On the contrary, the results of the post-test demonstrated that 9 out of 75 students (12 %) achieved excellent performance in accuracy, 48 students (64 %) were good in accuracy and 18 students (24 % of the experimental group) needed practice with fluency.

Interpretation

The results of the pre-test in fluency demonstrated the necessity of implementing oral activities that help students to practice grammar structures. Nevertheless, the results of the post-test show that there was improvement in accuracy after the application of Problem-Based Learning strategies in spoken language performance. The graph displays a decrease in students who needed practice and it also shows progress in students who were located in the good performance category.

Test Training B – Micro skill: Fluency

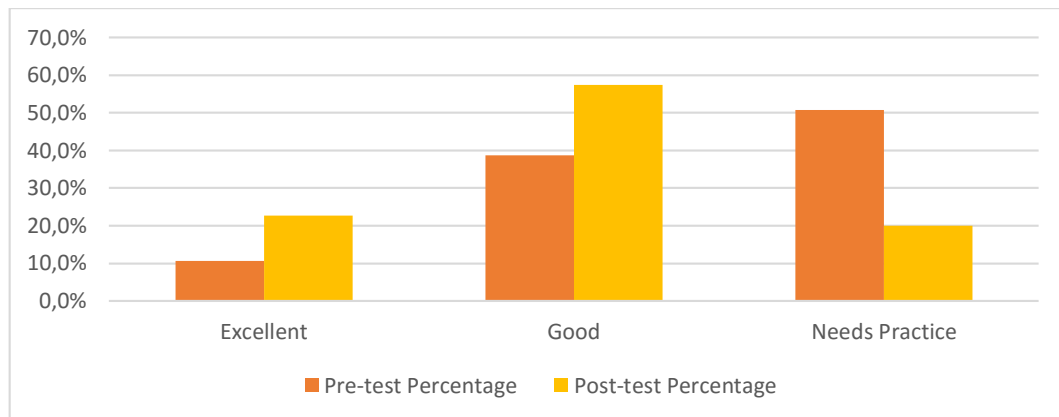
Table 24: Micro – skill: Fluency. Experimental Group.

	PRE -TEST		POST- TEST	
	Frequency	Percentage	Frequency	Percentage
Excellent	8	10,7%	17	22,7%
Good	29	38,7%	43	57,3%
Needs practice	38	50,7%	15	20%

TOTAL	75	100,0%	75	100,0%
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Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Figure 16: Micro – skill: Fluency. Experimental Group.



Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Analysis

The pre-test showed that 8 out of 75 students (10,7 % of the experimental group) were excellent in fluency, 29 students (38,7 %) were good in fluency, and 38 students (50,7%) needed practice in fluency. However, the results of the post-test indicated that 17 students from a total of 75 (22,7 %) were excellent in fluency, 43 students (57,3 %) were located in the good category, and 15 students (20% of participants) needed practice with fluency.

Interpretation

The result of the pre-test shows that students required activities which help them to develop the micro-skill of fluency. Nevertheless, after the application of PBL strategies, students achieved an improvement in this ability, and the graph shows that excellent students improved in fluency, while good students and students who

needed practice also enhanced their level since the strategies applied allowed oral practice.

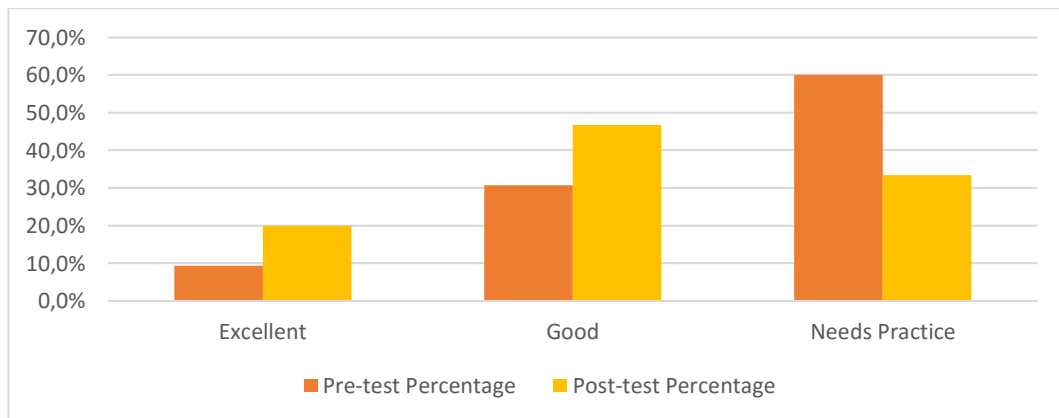
Test Training B – Micro skill: Coherence

Table 25: Micro – skill: Coherence. Experimental Group.

	PRE - TEST		POST -TEST	
	Frecuencia	Porcentaje	Frecuencia	Porcentaje
Excellent	7	59,3%	15	20,0%
Good	23	30,7%	35	46,7%
Needs practice	45	60,0%	25	33,3%
TOTAL	75	100,0%	75	100,0%

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Figure 17: Micro – skill: Coherence. Experimental Group.



Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Analysis

The pre-test showed that 7 students out of 75 (9,3 % of the sample population) were excellent in coherence, 23 students (30,7 %) were good in coherence, and 45 students (60 %) needed practice in coherence. On the other hand, the post-test showed that 15 students out of 75 (20%) were excellent in coherence, 35 students

(46, 7%) were good in coherence, and 25 students (33, 3% of participants) needed practice in coherence.

Interpretation

The results of the pre-test indicated that students need activities that enhance coherence in the spoken language. Nevertheless, after the application of Problem-Based Learning strategies the results of the post-test showed that students improved in the micro skill of coherence. The graph demonstrates that, even though there was progress in the development of this ability, the range remains focused around good or in need of practice, rather than excellent.

Test Training B – Micro skill: Interaction

Table 26: Micro – skill: Interaction. Experimental Group.

	PRE - TEST		POST- TEST	
	Frecuencia	Porcentaje	Frecuencia	Porcentaje
Excellent	12	16%	25	33,3%
Good	19	25,3%	39	52,0%
Needs practice	44	58,7%	11	14,7%
TOTAL	75	100,0%	75	100,0%

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Figure 18: Micro – skill: Interaction. Experimental Group



Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Analysis

The pre-test showed that 12 out of 75 students (16% of the sample population) were excellent in interaction, 19 students (25,3%) were good in interaction, and 44 students (58,7 %) needed practice in interaction. On the contrary, the results of the post-test showed that 25 students (33,3 %) were excellent in interaction, 39 students (52%) were good in interaction, and 11 students (14,7 % of all participants) needed practice in interaction.

Interpretation

The results of the pre-test showed that the micro skill of interaction needed to be developed with group work or interactive activities that help to increase this ability. However, the results of the post-test demonstrated that students developed the interaction ability thanks to the application of Problem-Based Learning strategies which are focused on group and collaborative work, consequently students could benefit from their use.

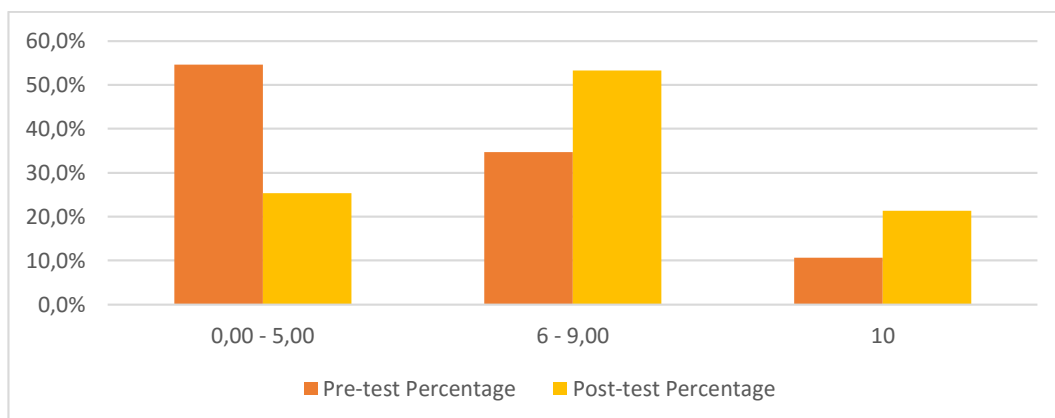
Final Results. Test Training B.

Table 27: Final Results - Test Training B. Experimental Group.

	PRE-TEST		POST-TEST	
	Frecuencia	Porcentaje	Frecuencia	Porcentaje
0,00 - 5,00	41	54,7%	19	25,3%
6 - 9,00	26	34,7%	40	53,3%
10	8	10,7%	16	21,3%
TOTAL	75	100,0%	75	100,0%

Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Figure 19: Final Results – Test Training B. Experimental Group.



Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Analysis

The final results of the pre-test indicated that 41 students out of 75 (54,7 % of the experimental group) were in the 0 – 5 band, which signifies that students needed practice in oral performance, 26 students (34,7 %) were in the 6 – 9 band, which denotes good performance in speaking skill, and 8 students (10,7 %) were in band 10, which means excellent oral performance. Alternatively, the results of the post-

test showed that 19 students out of 75 (25, 3 %) were in the 0 – 5 band, which indicates that fewer students needed to practice the speaking skill; 40 students, which represents (53,3 %) were located in the 6 -9 band, which means that there was improvement in the majority of students since they demonstrated a good performance. Finally, 16 students (21, 3 %) were in band 10, which means that there was a slight increase in students who were excellent in their speaking performance.

Interpretation

The final results of the pre-test revealed that most of the students were located in the 0-9 bands, which means that students' speaking ability required improvement through the use of Problem-Based Learning strategies that allow students to activate and increase their oral ability. Nonetheless, the results of the post-test showed that, after the implementation of Problem-Based Learning strategies, students improved in their speaking ability, the majority of students being located in the good performance in oral ability category. The final results demonstrated that the use of new speaking strategies in the classroom develop the speaking ability of English learners.

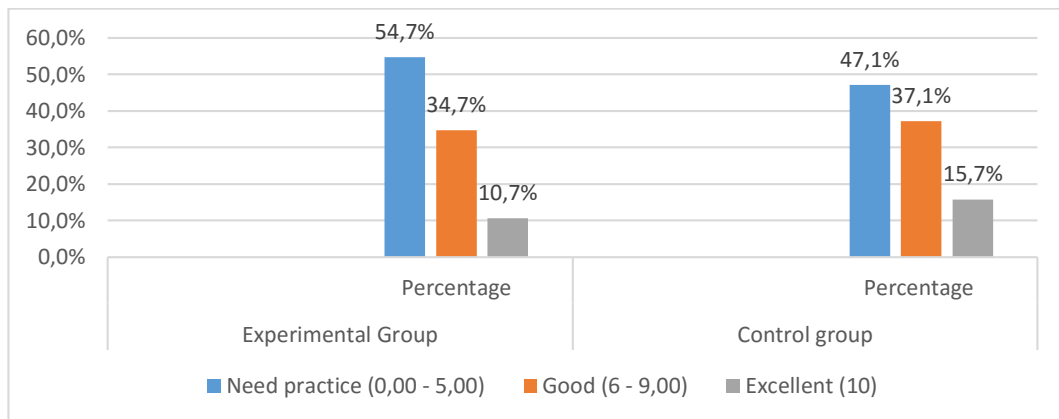
Comparison of data from pre-test results, experimental group and the control group.

Table 28. Comparison of pre-test. Experimental and control groups

	EXPERIMENTAL GROUP		CONTROL GROUP	
	Frequency	Percentage	Frequency	Percentage
Need practice (0,00 - 5,00)	41	54,7%	33	47,1%
Good (6 - 9,00)	26	34,7%	26	37,1%
Excellent (10)	8	10,7%	11	15,7%
TOTAL	75	100,0%	70	100,0%

Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Figure 20. Comparison of pre-test vs. post-test. Experimental and control groups



Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Analysis

Comparing the pre-test level of speaking performance results in the control versus experimental groups, it is notable that 54,7% of the experimental group (the mode) needed practice in the oral ability. Meanwhile, 47,1 % in the control group needed practice in the speaking skill.

Interpretation

The graph shows that most of students had deficient ability in speaking skill in both groups. The results revealed that there was a clear to apply new speaking strategies in the classroom which would help students in the development of the oral skill.

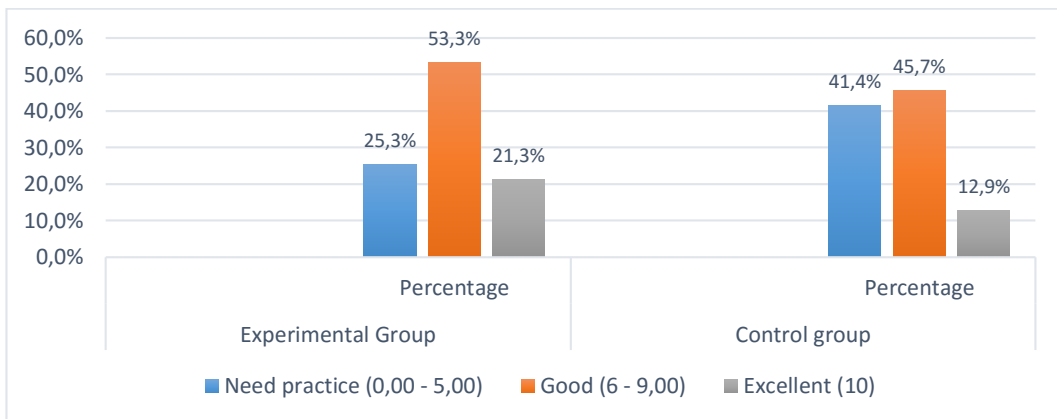
Comparison of post-test data of the experimental group and the control group.

Table 29. Comparison of post-test. Experimental vs. Control Group.

	EXPERIMENTAL GROUP		CONTROL GROUP	
	Frequency	Percentage	Frequency	Percentage
Need practice (0,00 - 5,00)	19	25,3%	29	41,4%
Good (6 - 9,00)	40	53,3%	32	45,7%
Excellent (10)	16	21,3%	9	12,9%
TOTAL	75	100,0%	70	100,0%

Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Figure 21. Comparison of post-test. Experimental vs. Control Group.



Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Analysis

The results of the post-test show that most of the students in the experimental group (53, 3 %) were located in the good performance of speaking skills category, and that there was a significant reduction of students who were in need practice. In contrast, the results of the post-test from the control group show that most of the students (45, 7%) remained in the good category, while 41, 4 % were in the need for practice category.

Interpretation

The results from the Post-test visibly demonstrate that there was an improvement in the speaking skill after the application of Problem-Based Learning strategies in the experimental group. This means that the use of new strategies of working in groups, searching for new information, collaborative work and oral presentations are meaningful. In contrast, the results of the control group remain without significant change.

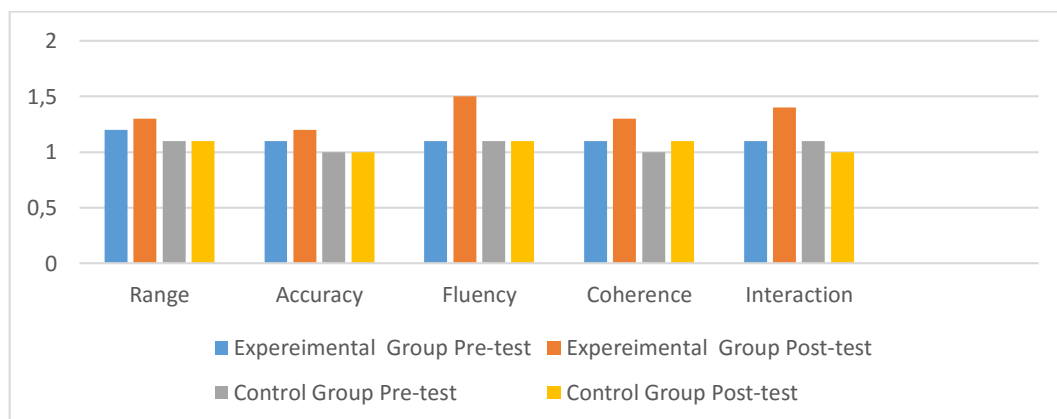
Statistical comparison of average values of micro-skills from experimental and control groups, pre-test and post-test data.

Table 30: Comparison of Experimental vs. Control Groups. Pre-test and Post-test.

	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pre-test	Post-test	Pre-test	Post-test
Range	1,2	1,3	1,1	1,1
Accuracy	1,1	1,2	1,0	1,0
Fluency	1,1	1,5	1,1	1,1
Coherence	1,1	1,3	1,0	1,1
Interaction	1,1	1,4	1,1	1,0

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Figure 22: Comparison of Experimental vs. Control Groups. Pre-test and Post-test.



Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Analysis

The graph shows the statistical average of each micro skill in the pre-test, in which the experimental group was located between 1.1 and 1.2. In the post-test, the experimental group showed increments in the range of 1.1 and 1.5. Students showed improvements in Fluency and in Interaction more than in the other micro skills. On the other hand, the statistical average of the control group in the pre-test showed that micro skills were between 1.0 and 1.1, and the results of the post-test demonstrated that there was no change in the results, with the speaking skill performance being located in the same range as before.

Interpretation

According to the final results, it has been confirmed that the use of Problem-Based Learning strategies developed the speaking skill of students. Comparing the results between the experimental group and the control group, it is clear that, when the teacher implemented new speaking activities as well as PBL strategies in the classroom, the experimental group benefited from the intervention, while the control group did not show any change. It may be concluded that this was due to the fact that the students from this group were not exposed to the use of PBL strategies.

Hypothesis Verification

The T-Test was used to verify the hypothesis. The T-Test seeks to compare the results obtained in the pre-test and post-test. It is a tool that helps to measure results that were the same, before and after the investigation.

The data that was used to apply the T-Test was the total of students from the control and experimental groups, with the application of Test Training B - Spoken Part as a pre-test and a post-test.

Hypothesis Proposal

H₁: The application of Problem-Based Learning strategies improve the speaking skill of English learners.

H₀: The application of Problem-Based Learning strategies DO NOT improve the speaking skill of English learners.

Significance Level

The significance level is 5% = 0.05

Degrees of freedom

Degrees of freedom = 74

Based on the graph, it is established that the value for the decision rule is 1.6657

T-Test calculation

For the calculation of the T-Test, the values obtained with the selected sample of pre-test and post-test were taken.

Table 31: Calculation Values

PRE-TEST	POST-TEST
7,5	7,0

8,0	10,0
5,0	7,0
10,0	10,0
6,0	7,5
5,5	7,0
7,0	7,0
8,5	10,0
9,0	10,0
5,5	7,5
5,0	5,5
8,5	10,0
5,0	6,5
3,5	4,5
10,0	10,0
10,0	10,0
8,5	10,0
9,0	8,0
8,5	8,0
10,0	9,0
8,5	8,5
4,5	6,0
8,5	9,0
5,5	7,0
4,5	6,0
9,0	10,0
3,5	5,0
5,5	7,0
3,5	4,5
4,5	7,0
4,5	6,5
7,5	10,0
2,5	5,0
9,0	10,0
7,0	7,0
8,0	8,0
4,5	5,5
8,5	8,5
10,0	10,0
4,5	5,5
5,1	7,0
3,5	5,0
10,0	10,0
4,6	6,0
5,3	7,0
4,6	6,5
8,3	10,0
5,0	5,5

8,5	8,5
8,5	8,5
6,5	7,5
5,5	7,5
1,8	3,5
8,8	8,8
3,5	5,0
6,5	8,0
5,5	7,0
5,5	6,5
3,5	5,0
6,5	7,0
10,0	10,0
4,5	5,5
3,0	5,0
4,5	7,0
5,0	6,0
3,0	5,0
7,0	10,0
5,5	7,0
5,5	6,5
10,0	9,0
3,0	3,0
4,5	5,5
5,5	6,5
4,0	4,0
5,0	7,0

Source: Test Training B aimed at students
 Elaborated by: Salazar, A. (2018)

Statistical Estimator

Table 32: Descriptive statistics of SPSS. Test related samples

	Related Differences			
	Average	Typical deviation..	Typical error of the average	95% Confidence interval of the average.
				Inferior

Par 1 Post-test – Pre-test	1,30000	,60404	,06975	1,16102
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Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Table 33. Descriptive statistics of SPSS. Test related samples

	Related differences	t	gl	Sig (bilateral)
	95% Confidence interval for the difference.			
	Superior			
Par 1 Post- test – Pre-test	1,43898	18,638	74	,000

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

T- Test

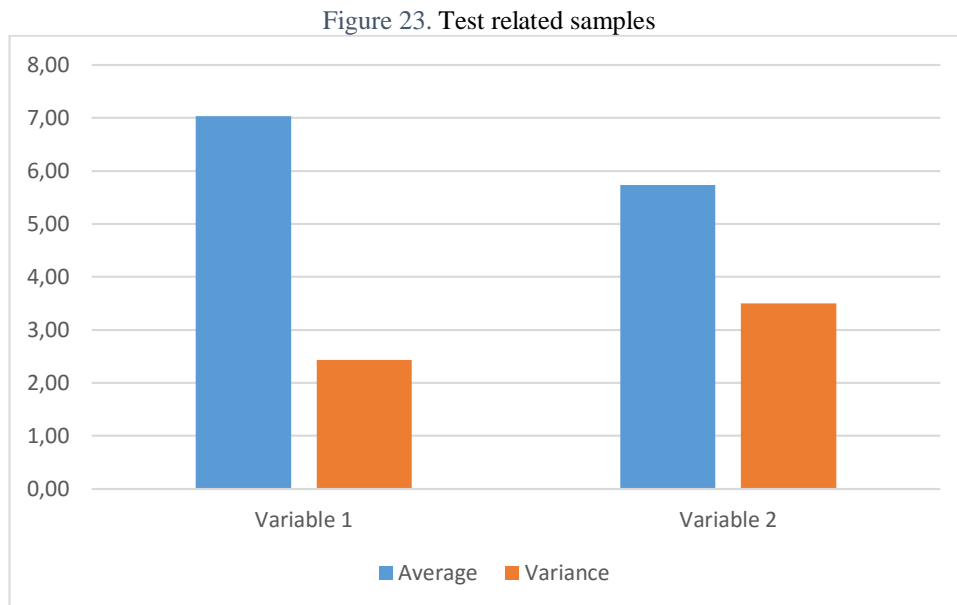
The T is calculated in Excel and SPSS for validation and exact verification

T calculation

Table 34: Test related samples

	<i>VARIABLE 1</i>	<i>VARIABLE 2</i>
Average	7,03333333	5,73333333
Variance	2,43468468	3,50225225
Observations	75	75
Pearson correlation coefficient	0,95409508	
Hypothetical difference of the averages	0	
Degrees of freedom	74	
Statistic t	18,6383714	
P(t<=t) one tail	5,6735E-30	
Critical value of t (one tail)	1,66570689	
P(t<=t) two lines	1,1347E-29	
Critical value of t (two tails)	1,9925435	

Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)



Source: Test Training B aimed at students
Elaborated by: Salazar, A. (2018)

Decision Rule

In conclusion, after analyzing the results obtained during this investigation, it can be proved that, since $18,638 > 1,657$ (greater than), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted: “The application of Problem Based Learning improves the speaking skill of tenth grade English learners of Unidad Educativa “Huachi Grande”.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After the results were analyzed the following conclusions were made:

- Problem-Based Learning strategies had a beneficial influence on the development of the speaking skill. Consequently, the use of PBL strategies helped learners to increase their level of the spoken performance.
- The Problem Based Learning strategies that help students to improve the speaking skill are: group work, self-directed learning, prior knowledge activation, investigation, collaborative work, oral presentations, discussion and self and group assessment
- According to the post-test results, the experimental group showed an increase in their speaking ability after the application of Problem-Based Learning strategies. In the post-test, the experimental group showed increments in a range of between 1.1 and 1.5 rendering the Test Training B, Speaking section, from Ministry of Education A 2.1Text Book.
- The use of Problem-Based Learning strategies aided students to improve their oral ability. That was demonstrated in the results obtained from the post-test compared to the results of the control group, which remains at the same level. Students showed improvements in Fluency and in Interaction

more than Range, Coherence and Accuracy, where the improvement was lower.

- A guide of six Problem Based Learning activities is proposed to foster the speaking ability. It will help students and teachers to put into practice the PBL strategies into the classroom. These activities will help students to develop the speaking ability in a more active way, and with an environment that includes active participation, development of problem-solving and communicative strategies, very different from traditional classes.

5.2 Recommendations

- Regularly plan Problem-Based Learning strategies based on real life situations that help and motivate students to develop different abilities, such as group work, self-directed learning, prior knowledge activation, investigation, collaborative work, oral presentations, discussion and self and group assessment in order to achieve better academic results.
- Teachers may search for different techniques and tasks that are new for students so they feel motivated to speak in the classroom. It is suggested the use of Problem Based Learning strategies in English classes because they generate an enjoyable and active learning atmosphere for students to learn to speak. Besides, the implementation of these strategies will help the teacher to leave aside traditional methodologies and to improve students' academic results in the oral ability.
- It is recommended that teachers include Problem Based Learning strategies in the classroom since the beginning of the school year therefore students may benefit and develop the five micro skill which are: Range, Accuracy,

Coherence, Fluency and Interaction. Therefore, teachers can follow and check the application of PBL strategies and their progress.

- Design a guide of Problem-Based Learning strategies that strengthen the development of the level of student oral ability, to be applied through units of work. These strategies will aid to reduce the factors that cause difficulties in the development of the Speaking Skill; it will also guide students to reach the required levels of spoken English according to the CEFR and the Ministry of Education EFL Curriculum.
- Train teachers about the use of Problem-Based Learning strategies, through awareness-raising workshops, thus allowing them to acquire knowledge about the importance of applying Problem-Based Learning in their English classes. This will support and optimize the level of the teaching and learning process in the institution.

CHAPTER VI

THE PROPOSAL

TOPIC: GUIDE OF ACTIVITIES FOR IMPLEMENTING A PROBLEM-BASED LEARNING STRATEGY TO BOOST THE SPEAKING SKILLS OF ENGLISH LEARNERS.

6.1 Informative Data

Name of the Institution: Unidad Educativa “Huachi Grande”

Beneficiaries: English teachers and students 10th grades of high school.

Estimated implementation time: Third partial of second term for the academic period: February – July, of the 2017 – 2018 academic year.

Principal implementers and participants: the lead researcher, Andrea Natalia Salazar Cruz; students and teachers from Unidad Educativa “Huachi Grande”

6.2 Background of the proposal

According to the results obtained in this research after applying the pre-test and the post-test of the control and experimental group, it was confirmed that students from the 10th grade of high school did not attain an A2.1 level, which is the level that they are expected to achieve in this grade based on the national EFL curriculum mandated by MINEDUC. This study also highlighted the level of knowledge that students acquired in each micro skill of speaking. The post-test shows better results in the students' grades, with 25, 3 % between 0, 00 and 5, 00 band which indicates that students need practice to reaching their learning goals of speaking; a further

53, 3 % attained 6, 00 – 9, 00, which means that they are on the threshold of the required level of learning (good); 21, 3% were assessed at 10, which is defined as mastering the required learning (excellent). For these reasons, implementing new or different methods in the classroom can benefit students in improving their speaking skills.

Problem-based learning methods contribute in the development of different abilities of students. The activities that students have to do in each phase of the process lead them to increase knowledge of a certain topic in an autonomous manner, to develop research skills, to learn to work in a group and cultivate leadership features, to be collaborative and cooperative, to respect different opinions, and to increase motivation and self-awareness of the problem. All of these abilities are demonstrated in the final phase of Problem Based Learning strategies, with the written report and oral presentations, which implies that students are forced to use the English language both accurately and fluently.

This manual presents different topics relevant to each unit of learning, thus students can put together all the knowledge they have acquired in class during the four preceding lessons, giving them the opportunity to activate this prior knowledge and apply it to the investigation of the problem. Furthermore, this manual presents extra speaking activities that can be incorporated in each phase of the process for a better development of the speaking ability.

6.3 Justification

Teaching English as a foreign language has assumed an important role in the curriculum of public institutions in Ecuador, starting in the year 2010, when English was incorporated into public education after three years of absence. The importance of studying English and learning how to use it to communicate with foreign people is due to the current status of English as a Lingua Franca that millions of people use

around the world. The opportunities that a person can get from learning English are innumerable, but include studying abroad, doing business, using technology, communicating in medicine, science and politics, and carrying out a large number of occupations. However, here in Ecuador, especially in public education, there remains a considerable gap between current levels of attainment, and the required proficiency of students. Although students first encounter English in first grade of primary education, there is then a significant step up from the level expected at primary school and that demanded of secondary students. The textbooks reflect this difference since, between eighth and ninth grade to tenth grade, the level of difficulty sharply increases in vocabulary, grammar and in reading and listening exercises. Often an excessive burden of new lexis is required for a typical 40-minute class. Through the use of problem-based learning students, can reinforce the knowledge of the unit and ensure that all the information they previously received can be incorporated into the development of the activities.

Problem-based learning has all the characteristics of a method that can foster different abilities in students, including the ability to speak; skills that are required in the most recent curriculum established by MINEDUC in 2010, which follows the constructivist model. Problem-Based Learning helps students to develop self-confidence, social abilities (important when speaking in any situation), leadership, collaborative and cooperative skills, investigation strategies and how to present a final report, both in writing and orally, with reference to the prior research. Communicative competence is the result of the application of the four skills—listening, speaking, reading and writing—throughout the process. Through the use of PBL, students put into practice the four abilities, especially in the final presentation, which requires the demonstration of all of the acquired knowledge. Besides, problem-based learning gives students the opportunity to develop abilities to solve conflicts not only in the classrooms but in their real lives. Moust, Bouhuijs, & Schmidt (2007) make reference to the three main objectives, first stated by Howard Barrows, of problem-based learning:

- The application of previously acquired knowledge.

- Independence in learning, and self-learning.
- The acquisition of research and problem-solving skills.

Nevertheless, Moust, Bouhuijs, & Schmidt (2007) state that it is important to be clear that the student can benefit from those principles only if he/she takes an active role during the learning process. The way to make this possible is to give students topics which are interesting for them and that are related to their previous knowledge, so that they can connect previous and new information, and make the corresponding analysis.

This guide presents six topics, one for each unit of study, and the topics are related to the content of the unit, as well as the process that students and teachers have to follow to implement problem-based learning. Moreover, this guide contains extra speaking activities that the teacher can apply during each phase of the process. This guide's main objective is to benefit students in the development of the speaking ability, as well as assist teachers in obtaining better results in this key productive skill. Considering that learners need increasingly specialized skill-sets in order to stand out in a competitive society, teachers have to push students to give their best in their classrooms. Consequently, significantly elevated speaking skills are potentially a great advantage for students in their future careers.

6.4 Objectives

6.4.1 General Objective

To elaborate a guide with Problem-Based Learning activities for the development of the speaking skill.

6.4.2 Specific Objectives

- To plan activities according to the units of the textbook *Starship* for the development of the speaking skill through the use of a Problem-Based Learning strategy.
- To raise teacher awareness of the use of PBL strategies.
- To put into practice the Problem-based learning guide to enhance the speaking ability.
- To evaluate the application of the Problem-based learning guide for the development of the speaking skill.

6.5 Feasibility Analysis

The application of this guide is feasible due to the fact that teachers and students need only to follow the instructions for the planned activities in order to develop speaking skills. This guide is practical and gives teachers a clear idea of what to do when applying PBL during progress through each unit. The activities are related to the general topic of each unit of the textbook. Teachers also can change the topic of the problem if students' requirements, necessities or curiosities are different.

Besides, this guide has the approval of the authorities of Unidad Educativa Huachi Grande, as well as that of the Coordinator of the English Area, who agrees that the use of this strategy is a potentially positive intervention for increasing the speaking ability of students. The activities proposed in this guide are related to real problems, and this new approach is something that teachers can apply in the classroom, replacing the traditional classes that teachers and students are used to. Due to the fact that the institution does not have all the necessary technology and infrastructure

for its full implementation, teachers are encouraged to make use of their own devices to help students in the development of the classes, as well as the use of the Internet, which teachers have access to. The institution possesses a projector and audio equipment, which can be used for presenting relevant information. As a result, students will have the opportunity to take advantage of the few resources of the institution.

Finally, the topics presented in this guide, as well as the speaking activities proposed, are of interest to students and are relevant to their lives since they are problems that students are familiar with, and that they frequently have to solve in their daily lives. Moreover, the problems that are proposed are suitable for the age of the students and their level of English; therefore, students can carry out research on their own and reach the established learning objectives.

6.6 Foundation

Didactic guide

A guide is a document that allows students to follow processes autonomously, so that they may attain higher cognitive levels (García , 2002). Additionally, Martínez (1998) indicates that a guide is a fundamental tool for organizing the work of students. Its main objective is to collect and plan all the activities so that students may acquire the specified subject knowledge integrally.

Problem-Based Learning

This is a method created in the school of medicine for university students to prepare them to be future doctors and to be ready to solve medical problems. Barrows & Tamblyn (1980), the creators of this method, set out the following process:

- The recognition of the problem is at first stage, before the study process.

- The problem is presented in relation to reality.
- The problem allows students to activate prior knowledge so that it may be evaluated in a manner appropriate for the level.
- The weaknesses of students are identified so that they might undertake self-learning.
- The problem permits students to acquire skills to evaluate and to support knowledge.
- The learning that has occurred in working with the problem and in individualized study is summarized and integrated into the student's existing knowledge and skills

According to Barell (2007) there are other essential elements that students develop through the use of PBL, according to each person's experience, which are recognize phenomena, choice taking, asking for information, self-learning, looking for information, working in groups, active learning, achieving objectives, giving opinions in discussion activities, and analyzing the process.

The teacher's role.

Delisle (1997) explains that, throughout the different stages of PBL, the role that the teacher has to adopt changes. He remarks that the role of the teacher in PBL requires a lot of attention, prior work and a follow-up stage. Consequently, the teacher has to:

- Decide on the kind of problem that leads students to develop knowledge.
- Organize the time for solving the problem.
- Guide students through the process.
- Encourage independence in students
- Evaluate the resolution of the problem through the performance of students.

Delisle (1997) also gives a further explanation about the role of the teacher of PBL in different stages:

- *The PBL teacher as curriculum designer:* teachers can prepare the problems of the whole course prior to the beginning of the school year, deciding if the method should be used in all of the period, or be limited to specific cases. In either scenario, the teacher has to acquire all important information about the subject, review materials, establish questions to create good problems and look for national standards to create the problem in order ensure the achievement of the required skills and attitudes. The teacher has to set a problem statement in accordance with students' needs, values, interests, experiences, feelings, culture, and backgrounds. Problems can be chosen at the beginning of the year with a work team or by one teacher, or they can be identified whenever students ask about certain topics of interest.
- *The PBL teacher as guide:* in the process teachers assume a role of facilitators; they set the learning environment, connect the students with the problem, structure the work, analyze the problem together with the students, reanalyze the problem, guide the presentation of the product, encourage self-evaluation, help students with sufficient references and suggest solutions when students seem to be struggling to resolve the problem.
- *The PBL teacher as evaluator:* the teacher evaluates students throughout all stages of the process, monitoring the efficacy and success of the problem and the worthiness of the work.
- *Effectiveness of the problem:* when the problem is too easy or too difficult for students to carry out, the teacher has to be aware of these aspects and modify the problem with more information, or by changing the requirements for the presentation.
- *Student performance:* during the teachers' monitoring, they have to seek out difficulties of the assignment. If the majority of students find difficulty with the task, it is necessary to make revisions of the problem and the procedures.

Grades are not the only goal to be achieved, but rather the general improvement of students' abilities.

- *Teacher performance:* at the end of the presentation, the teacher should write suggestions for improvements in future iterations of the process, remembering that one of the characteristics of PBL is to give students independence and autonomous learning.

The Problem

Torp & Sage (2002) indicate that teachers have to establish problems by knowing the curriculum, learning standards and by collaborating with colleagues and authorities, as well by attending to the characteristics and needs of students. In addition, Barell (1995) explains that the problem has to have a key point that raises students' interest. It has to be capture learners' sense of curiosity and be relevant to their lives. Finally, Delisle (1997) specifies that there is no limit to the problems teachers can select, and, for this reason, it is nessessary to seek out situations that may help the community, the school and social problems in the school or neighborhood. However, they can also be more specific, or be about the topic of a course or a subject of study.

Delisle also sets out a checklist that can be used for teachers to make sure that the chosen problem is the most suitable.

Table 35: Checklist for Developing a Problem

Have I	Yes	No
Selected appropriate content?		
Determined availability of resources?		
Written a problem statement that		
<ul style="list-style-type: none"> • Is developmentally appropriate? • Is grounded in student experience? • Is curriculum based? • Allows for a variety of teaching and learning strategies and styles? • Is appropriately structured? 		
Chosen a motivating activity?		

Developed a focus question?
Determined evaluation strategies?

Elaborated by: Salazar (2018)

Source: Delisle (1997)

Students' role

Torp & Sage (2002) set out five characteristics that students develop in the use of Problem-based learning. *Students assume the role of a stakeholder in the problem scenario*, which means that students must take an active role and feel that they have to provide solutions to the problem, that is, be aware that the role and the situation are connected so that they have an impact on production.

Students are immersed in an authentic problematic situation, which means a complex problem that requires student inquiry, information-gathering and reflection. Students are faced with and propose diverging assumptions, conflicting evidence and varying opinions about the situation. As a result, they can end up with many possibilities for solving the problem.

Students identify what they know, what they need to know, and their ideas. Once students clarify what they already know (with the limited information given) and what they need to know, they have a clear idea of what to do. Consequently, a natural learning process takes place for solving each task. Nevertheless, students can make mistakes and not do enough research, and, therefore, the teacher has to be concerned that all activities produce rich knowledge.

Students define the problem to focus on for further investigation. When students identify the problem, they start their investigations by gathering information in their own groups and with others. By doing this, students are able to gain a general knowledge of the situation. However, it is important to train students to set a clear statement of the problem and make a list of possible solutions to guide the research.

Besides, sharing new information and identifying what is missing while refining the problem statement may help them to find possible solutions.

Students generate several possible solutions and identify the one that fits best. By running through the problem several times, students can obtain the best solutions, and then evaluate each solution against the statement of the problem and its conditions. After doing that, they are ready to present their work through concept maps, charts, graphs, proposals, position papers, memos, maps, models, videos, or a home page on the World Wide Web; there are a number of possibilities for presenting the final product.

Assessment

Boud & Feletti (1997) explain that evaluation takes place during the whole process of PBL, at each characteristic of the learning stages, student learning outcomes and curriculum changes. Azer (2008) explains that different tools of assessment can be used to ensure that students have gained knowledge and developed different skills and competencies. The reasons for assessing through peer assessment and tutor assessment is to guarantee that competencies have been achieved. He also states that another aim for assessing is to improve the proficiency of students by giving them feedback so that students can verify their knowledge with more enthusiasm. Moreover, he suggests the process should include both summative assessment and formative assessment. Summative assessment is about skills, knowledge and attitudes acquired during the process; it defines the efficacy and level of attainment, and certifies that the student can pass onto the next stage. Formative assessment, on the other hand, leads to future learning, provides reassurance, encourages student reflection, and nurtures learning about concepts highlighted in the curriculum. Within formative assessment, the teacher can guide students to peer assessment by using an online bank of questions, assignments, quizzes, interactive multimedia, and so forth. The results of formative assessment are not included in the summative final score.

In addition to this, van Berkel, Scherpbier, Hillen, & van der Vleuten (2010) establish some aspects for assessment, for instance:

- *The timing of assessment.* Do as many assessments as possible. With regard to the outcomes of the curriculum and if these outcomes are competencies, it is necessary to use longitudinal and continuous assessment. All the information given in each phase should be longitudinal and continuous so that the outcomes and feedback at the end of the process serves as a starting point of the next.
- *Who is involved in assessment?* Self-directed learning is a tenet of PBL. As students are responsible for their own learning, one way to create more responsibility in assessment is to use feedback from previous assessments to guide the learning, and assign a mentor for each person to check their portfolio periodically.
- *How is assessment to be set up?* It is important to make students aware of the responsibility that they have to take for their own assessment, and the value of the feedback for guiding their own learning. PBL benefits students because they gain analytical skills for their own performance.

Feedback is an essential part of assessment. How this should be done is explained by Blumberg (n/d); she demonstrates that feedback must occur at the end of each session of PBL, and that this feedback has to be constructive and supportive for students. For example, students can be asked for comments orally or in writing, using a Likert scale with a rubric that measures the usage of PBL among learners so that they can explain why they have given rating they have. This constitutes meaningful feedback.

On the other hand, Ronis (2008) suggests that quality Problem Based Learning assessment should be well structured, realistic, not “secret”, collaborative and equitable. Additionally, she advocates that authentic problem-based assessments should follow constructivism model and student-centered approach whereas the role

of the teacher is to support students to become self-evaluators and responsible for their own work. Furthermore, she points out that teachers are not the only responsible for assessing, students also judge their learning outcomes daily. For this reason, metacognitive PBL assessment is the mechanism that aids students to self-reflect about their own learning when applying self-assessment.

All assessments can be transferred according to the teachers' needs and the objectives to be achieved. In this case, assessments could be conducted to measure speaking skills in learners of English through the use of PBL with a rubric. PBL strategies can also be applied in the classroom with a checklist.

The implementation of PBL

Ab Rashid , et al, (2016) present an easy-to-follow process of the implementation of the PBL method in an EFL classroom. This process has been taken as a guide for the purposes of this manual due to the fact that it is constructed following the principles of PBL, which are described in the next table:

Table 36: Summary of what happened in each session

Session	What teams did	What facilitator did
Session 1 (Problem Analysis Phase)	<ol style="list-style-type: none"> 1. Discussed initial response to the problem 	<ol style="list-style-type: none"> 1. Introduced the problem 2. Encourage teams to share their ideas to the class 3. Encouraged other teams to ask questions during the presentation of the problem
Session 2 (Self-Directed Learning)	<ol style="list-style-type: none"> 1. Discussed the new information gained 2. Consolidated findings 3. Formulated a response to the problem 	<ol style="list-style-type: none"> 1. Helped teams with any learning difficulty/ conceptual understanding. 2. Identified approaches employed by the teams in solving the problem

	4. Rehearsed what would be presented.	
Session 3 (Presentation and Feedback)	1. Presented consolidates findings and responses to the problem 2. Defended and answer questions raised by peers and the facilitator 3. Each student in the team wrote a reflective journal	1. Clarified key ideas (if necessary) 2. Gave a brief presentation on the possible responses to the problem (after all teams had presented)

Source: Ab. Rashid (2016)
Elaborated by: Salazar (2018)

This model has been adapted for the purposes of this proposal since the original model was designed for university students, while this proposal is addressed at secondary school learners.

The importance of PBL

Delisle (1997) claims that the quality of education increases through Problem-based learning with the use of different outlines that guide learners toward better presentations. He explains that PBL forces students to put a lot of effort into memorization, and that the quality of education increases since students develop advanced cognitive skills, research skills, and problem solving skills.

James, Black , McCormick , & Pedder (2006) state that a great change occurs in language classrooms, whereby students conduct their knowledge in a dynamically. This helps students to use the language in more authentic and real situations than simply imitating or doing role-plays. Consequently, students become autonomous and can transfer what they learn in the classroom to the real world.

Speaking Skill

Levelt (1989) remarks that this is the most difficult skill to develop and that it is unique to human beings. The natural way to learn to speak starts since childhood and takes a long time to mature. It is the result of the interaction with others, at home with parents, in school with teachers and also with peers in the same speech community. However, learning to speak a foreign or second language involves many different factors, for instance, individual ability to retain information, the environment, and the ability of teachers to make this possible. For Baker & Westrup (2003), the speaking skill is often marginalized in classrooms, but it is important because societies need people who can speak using English. Students who can speak English have more opportunities to help their countries in diverse fields. These are important reasons for including speaking activities in lessons, including the reinforcement of vocabulary, grammar and functions, and the opportunity for students to practice the target language through the use of speaking activities. At all times student needs and backgrounds should be considered by teachers to encourage speaking in students, and the material used in the classroom should be adapted according to these aspects.

Speaking Strategies

According to Thornbury (2005) there are three main areas of difficulty that students face when speaking using L2. Knowledge factors: unknown aspects that inhibit production. Skill factors: insufficient knowledge that limits fluency. Affective factors: low student confidence that also impedes fluency.

He also puts forward the view that, within behaviorism, cognitivism and sociocultural theory, there are three aspects that students have to cover: awareness (of new information), appropriation (integration of new knowledge) and autonomy (knowledge available for use). With reference to these three aspects, he suggests various activities or strategies for enhancing speaking skills in the classroom.

1. Awareness-raising activities:
 - a. Using recordings and transcripts: textbooks material, radio or TV material, news broadcast, interviews, *vox-pop* segments, talk shows, talk-back radio, and reality shows
 - b. Focused activities for selected language features: focus on communication strategies, focus on speech acts, focus on discourse markers, focus on features of spoken grammar, focus on vocabulary, and focus on stress and intonation.
 - c. Using live listening
 - d. Using motiing-the-gap activities
2. Appropriation activities
 - a. Writing tasks; dictation
 - b. Reading aloud
 - c. Assisted performance and scaffolding
 - d. Dialogues: open and closed pair work, memorizing scripts, picture and word cues, dialogue building
 - e. Communicative tasks: information gap activity, jigsaw activity, surveys, guessing games
3. Towards autonomy
 - a. Criteria for speaking tasks: productivity, purposefulness, interactivity, challenge, safety, authenticity
 - b. Feedback and correction
 - c. Drama, role play, and simulation; alibis; shopping around; the inquiry; the soap.
 - d. Discussion and debates: discussion cards
 - e. Outside-class speaking: tape diaries; audio and video conferencing.



UNIDAD EDUCATIVA: “HUACHI GRANDE”

GUIDE OF ACTIVITIES FOR THE APPLICATION OF PROBLEM- BASED
LEARNING AS STRATEGY TO BOOST SPEAKING SKILL OF ENGLISH
LEARNERS



Presentation

The current guide presents activities that are match with the English Textbook of Educación General Básica – Subnivel Superior, A2.1 level, for tenth graders. These activities are guided through the use of Problem-based learning to boost speaking skill in students. The topics of the problematic situations are related to each unit of the book. Besides, this manual presents different speaking activities for each phase of the process, which main objective is to increase speaking skill in learners of English. The use of PBL has to be develop during five weeks, two hours for each week, during this time students learn from the contents of the book as well as from their own researches.

Moreover, this manual provides the guidelines for teachers to use a non-conventional method in the classroom. Consequently, students will be learning English in a different way, as Delisle (1997) says, “Problem-based learning helps raise the quality of education.” (p. 13) this means that students’ effort is significantly greater than in conventional classes. For this reason, PBL foster different abilities in learners, Torp & Sage (2002) remarks that: “PBL provides authentic experiences that foster active learning, support knoweledge constructions, and naturally integrate school learning and real life...” (p. 15). Furthermore, PBL helps students to develop social skills, leadership skills, increase confidence and motivation to learn, and, of course, develop communicative skills.

Finally, the use of PBL in English classes will give teachers and students a different perspective of how to teach and learn by being active participants of the process. Therefore, the use of PBL can benefit all the educational community, taking into account that its features and principles guide students to be productive human beings and crtically thinkers, prepare to face real life situations in the future.

Problem-based Learning Implementation

The present Problem-based learning guide is planned according on the topics of the six units of Starship Book level A2.1 for tenth grades from Ministry of Culture and Education. Each unit presents a real life problem, where students have to follow a process of three steps to accomplish the settled objectives established for each unit, which are focused on the development of speaking skill during a period of three weeks. The guide has to be applied during the three last weeks of each unit taking into account that each unit covers a total of 6 weeks and 30 hours class, according to the micro curricular planning established by the Ministry of Culture and Education.

Problem- based learning process is divided into three phases:

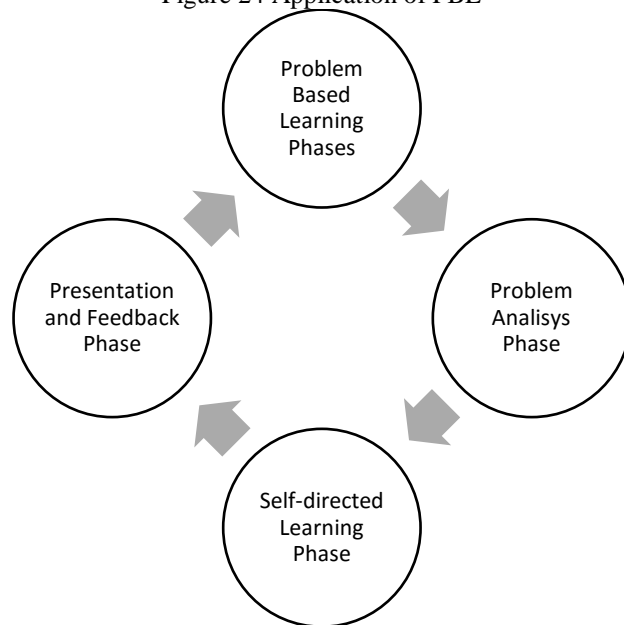
Problem Analysis Phase for the first session, week 1 (2 hours class), during the first hour the teacher has to present the problem to the students, clarify ideas, answer questions, ask questions, set the objective of the activity and establish groups of work (max. 4 students per each group). During the second hour the teacher has follow directions to activate speaking through the speaking activity planned in the guide. The teacher evaluates each group presentation using the rubric for speaking performance establish in the government's book and give feedback about the presentations, so students are aware of their weaknesses, thus they can reinforce them for the final presentation.

Self-directed Learning Phase for the second session, week 2 (2 hours), during the first hour students get together in their groups and share new information and set possible solution to the problem. In the second hour, students realize the speaking activity for this session. The teacher evaluates each group presentation using the rubric for speaking performance establish in the government's book and give feedback about the presentations, , so students are aware of their weaknesses, thus they can reinforce them for the final presentation.

Presentation and Feedback Phase for session three, week 3 (three hours), students present their findings and solutions to the problem through oral presentations. Teacher has to give feedback to each group's presentations according to a rubric for speaking performance. At this stage, teacher can apply self-evaluation and deliver a checklist with five items about problem based learning aspects.

All the speaking activities have to be assessed according to the speaking rubric that is annexed. The teacher is free to price students when they demonstrate their capacities in the speaking skill. The roles of each student in the group has to change in every session.

Figure 24 Application of PBL



Source: Field Research
Elaborated by: Salazar (2018)

Unit One

BREAKTHROUGHS IN SCIENCE AND TECHNOLOGY

Objective: To talk about an invention created to help maintaining the classroom clean using present and past simple tenses.

UNIT 1
BREAKTHROUGHS IN SCIENCE AND TECHNOLOGIES

Session 1 (Problem Analysis Phase)

- Step 1,
 - Present the problem
 - “The high school needs to create an invention to reduce garbage inside the classrooms, the vice-bachelors have banned the use of bins and brooms inside the classrooms. Your invention has to help students to reduce and maintain the classroom clean as much time as possible until the day ends without the use of those tools.”
 - Time: 10 minutes





- Step 2,
 - Ask questions about the problem
 - What do we know?
 - What do we need to know?
 - Discuss and list learning issues: brainstorm ideas. Answer the Problem reflection Guide. Items 1, 2 and 3.
 - Organize who does what in each team: leader, secretary, presenter and planner.
 - Time : 30 minutes

- *Speaking activity:*
 - First, students listen to an audio about garbage and its effects on people. Second, with the transcript, they get the conclusions about the audio and discuss in their groups. Third, students relate the information of the audio with the information they know about the problem. Finally, present the ideas to the class. Encourage students to ask questions during the presentations.
 - APPENDIX 1

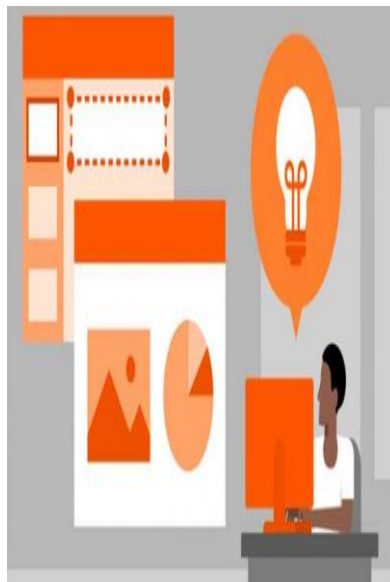


Session 2 (Self-directed learning Phase)

- Step 1,
 - Teams discuss the new information gained in and out their groups.
 - Revise previous ideas and questions.
 - Make sure that all questions are answered.
 - Answer the Problem reflection guide. Items 3, 4 and 6.
 - Time: 20 minutes



- Step 2
 - Consolidate findings
 - Formulate a response to the problem
 - Rehearse what would be presented, create Power Point Presentation
 - Time : 30 minutes



- *Speaking activity:*
 - Guess the lie: each group has to prepare three short findings about the problem, two must be true and one is a lie (but plausible). The listeners have to guess the lie and give reasons for their guesses.
 - Time: 30 minutes

Session 3 (Presentation and Feedback Phase)



- Step 1
 - ✓ Presents consolidate findings and responses to the problems. 2-minute presentation using Power Point slides.
 - ✓ Defend and answer questions raise by peers and the facilitator.
 - ✓ Group and self- evaluation. Use the rubric.
 - ✓ Time: 80 minutes
 - ✓ APPENDIX 2

- Step 2,
 - ✓ Clarify key ideas if necessary
 - ✓ Give feedback (after all group's presentation)
 - ✓ Answer the Problem reflection guide. Item 7.
 - ✓ Time : 40 minutes

Unit Two

TRAVEL & ADVENTURE

Objective: To talk about a touristic place in Ecuador, activities, prices and accommodation using appropriate language structures.



- *Speaking activity:*
 - Watch a video about a touristic place and fill up a chart with the required information about the place, then make a list of the advantages and disadvantages to present to the class.
 - APPENDIX 3
- Step 3.
 - Encourage students to ask questions during the presentations.
 - Time: 40 minutes

Session 2 (Self-directed learning Phase)



- Step 1,
 - Teams discuss the new information gained in and out their groups
 - Revise previous ideas and questions
 - Make sure that all questions are answered
 - Answer the Problem reflection guide. Items 4, 5 and 6.
 - Time: 20 minutes

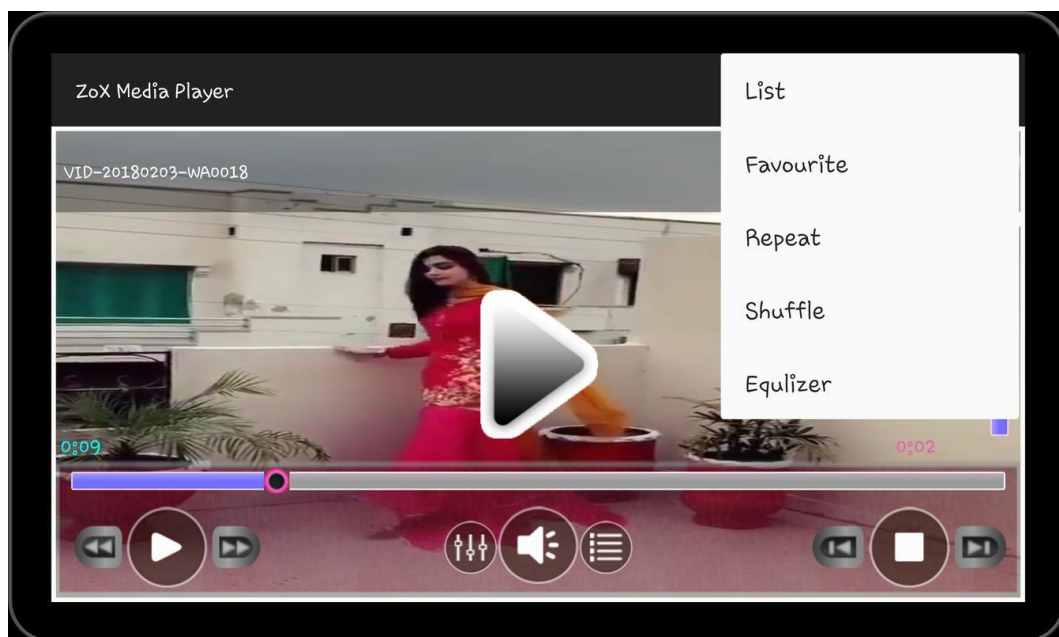
- Step 2
 - Consolidate findings
 - Formulate a response to the problem
 - Create a video
 - Rehearse what would be presented
 - Time: 20 minutes

- *Speaking activity:*
 - Prepare a script that describes what the group is going to present in the narrative video. This script can be done for one or two people who present the video. Practice pronunciation and check for accuracy and content.
 - APPENDIX 4
 - Time: 40 minutes

Session 3 (Presentation and Feedback Phase)

- Step 1
 - Presents consolidate findings and responses to the problems with a video, two minutes presentation for each group. The video has to be narrative.
 - Defend and answer questions raise by peers and the facilitator
 - Self and group evaluation. Use the rubric.
 - Time: 80 minutes
 - APPENDIX 2

- Step 2
 - Clarify key ideas if necessary
 - Give feedback (after presentations)
 - Answer the Problem reflection guide. Item 7.
 - Time: 40 minutes



UNIT THREE

LEISURE AND ENTERTAINMENT



Objectives: To talk about organizing events, do's and don'ts, using appropriate vocabulary and modals that identify suggestions, emphatic opinions or obligations.

Session 1 (Problem Analysis Phase)



- Step 1,
 - Present the problem
 - “Your class wants to organize a concert to collect some money to go to a trip at the end of the academic year, but to organize this event you have to ask for permission of the authorities, look for a suitable place and the availability, what bands and singers to contact, set the price for the ticket, establish dates, plan other presentations between each band gives their show.”
 - Time: 10 minutes

- Step 2,
 - Ask questions about the problem
 - What do we know?
 - What do we need to know?
 - Discuss and list learning issues: brainstorm ideas.
 - Organize who does what in each team: leader, secretary, presenter, planner and the timer.
 - Answer the Problem reflection guide. Items 1, 2 and 3
 - APPENDIX 2.3
 - Time: 20 minutes



Speaking activity:

Write some idioms on the board: e.g.: *to blow away the cobwebs*, *to make a big thing of something*, *to be in full swing*, *to be in one's element*, *to be the life and soul of the party*. Tell students to choose three of those expressions and to make a dialogue about going to a concert in pairs. Finally, students present the short conversation in front of the class. Encourage the other students to ask questions.

APPENDIX 5

Time: 40 minutes

Session 2 (Self-directed learning Phase)

- Step 1,
Teams discuss the new information gained in and out their groups
Revise previous ideas and questions
Make sure that all questions are answered.
Time: 20 minutes

- Step 2
 - ✓ Consolidate findings
 - ✓ Formulate a response to the problem
 - ✓ Prepare a proposal using a concept map and graphs. The proposal will follow this structure: describe the situation, give suggestions (convince the audience) and give conclusions or recommendations. Rehearse what would be presented
 - ✓ Answer the Problem reflection guide. Items 4, 5 and 6.
 - ✓ APPENDIX 6
 - ✓ Time: 20 minutes



- *Speaking activity:*
 - ✓ Milling activity: each group is going to prepare a set of ten questions about the research, the students have to survey their classmates, use the template to fill up with the answers, and prepare a short report of their results.
 - ✓ APPENDIX 7
 - ✓ Time: 40 minutes

Session 3 (Presentation and Feedback Phase)

- Step 1
 - Presents consolidate findings and responses to the problems with a proposal. Two minutes per each group.
 - Defend and answer questions raise by peers and the facilitator
 - Peer and group evaluation. Use the rubric.
 - Time: 80 minutes
 - APPENDIX 2

- Step 2
 - Clarify key ideas if necessary
 - Give feedback (after the Team's presentation)
 - Answer the Problem reflection guide. Items 7.
 - Time: 40 minutes



UNIT FOUR

THE WORLD THE LIMIT

Objectives: To talk about places comparing those using comparatives and superlatives

Session 1 (Problem Analysis Phase)

- Step 1,
 - Present the problem
 - “The school has prepared a context about Ecuadorian best cities to visit. You need to look for all necessary information about two places and compare them, the presentation has to convince the judges to go there, explain the reasons why that place is the best, activities to do, places to go, prices of food and hotels, prices about guided tours, does the place have first-class roads?”
 - Time: 10 minutes



- Step 2,
 - Ask questions about the problem
 - What do we know?
 - What do we need to know?
 - Discuss and list learning issues: brainstorm ideas.
 - Organize who does what in each team: leader, secretary, presenter, planner and the timer
 - Answer the Problem reflection guide. Items 1, 2 and 3.
 - Time: 30 minutes
 - APPENDIX 2.3



VIDEO

- *Speaking activity:*
 - ❖ Watch a video about top ten best places to visit in the world and complete the gap activity. Each student in the group is going to have a different card to fill up. Then share your answers and present them to the class.
 - ❖ Link for the video:
<https://www.youtube.com/watch?v=9vdssKAWax8>
 - ❖ APPENDIX 8
 - ❖ Time: 40 minutes

Session 2 (Self-directed learning)



- Step 1,
 - Teams discuss the new information gained in and out their groups
 - Revise previous ideas and questions
 - Make sure that all questions are answered.
 - Time: 20 minutes

- Step 2
 - Consolidate findings
 - Formulate a response to the problem
 - Prepare information for a debate
 - Rehearse what would be presented
 - Answer the Problem reflection guide. Items 4, 5 and 6.
 - Time: 20 minutes

- *Speaking activity:*
 - Role play: two students are tourists from USA than came to Ecuador and the other ones are Ecuadorian people that have to talk about places to visit in our country.
 - APPENDIX 9
 - Time: 40 minutes

Session 3 (Presentation and Feedback Phase)

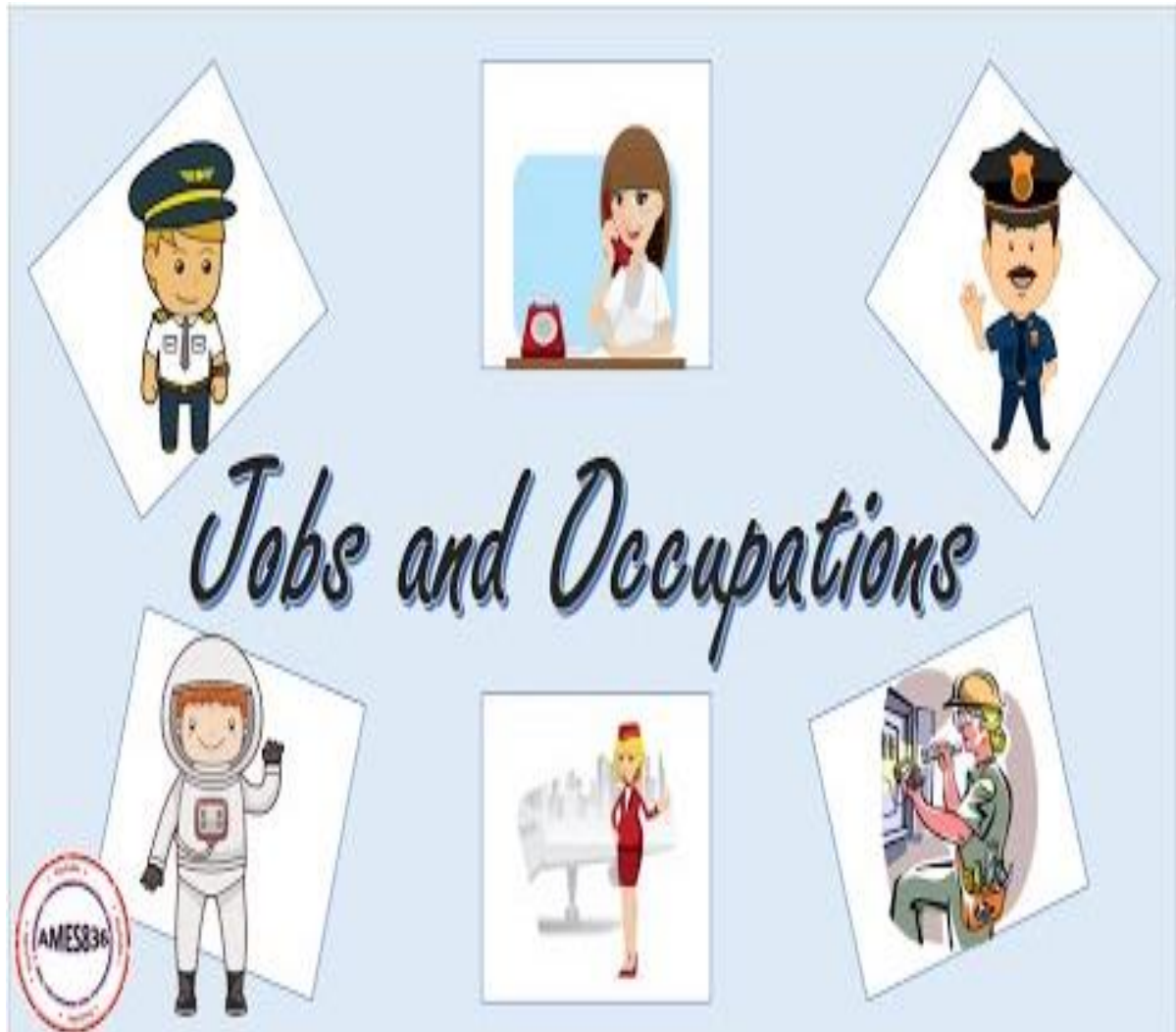


- Step 1
 - ❖ Presents consolidate findings and responses with a debate, the debate consist in that each group is going to defend the places they have chosen, one student aside from the groups is going to be the moderator.
 - ❖ Defend and answer questions raise by peers and the facilitator.
 - ❖ Group and self-evaluation. Use the rubric.
 - ❖ Time: 80 minutes
 - ❖ APPENDIX 2

- Step 2
 - ❖ Clarify key ideas if necessary
 - ❖ Give feedback (after all teams has presented).
 - ❖ Answer the Problem reflection guide. Item 7.
 - ❖ Time: 40 minutes

UNIT FIVE

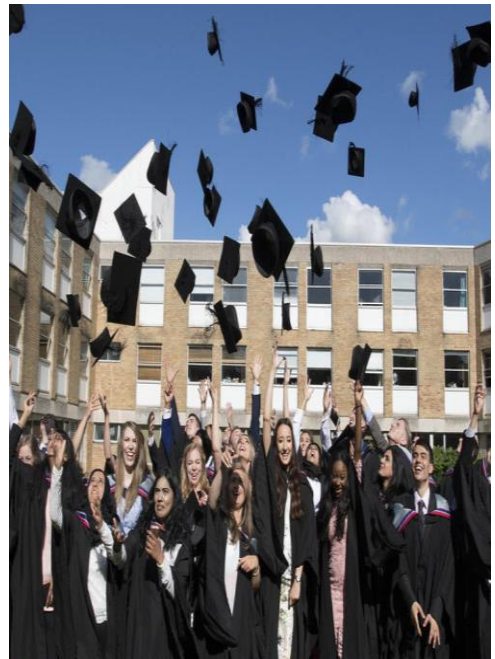
JOBS AND OCCUPATIONS



Objective: To talk about jobs and professions using future predictions with future structures.

Session 1 (Problem Analysis Phase)

- Step 1,
 - Present the problem
 - “It is time to leave school, you are concern about what career to choose at university, you are going to look for information about one career at the university and present relevant information about the importance, the duration of studies, opportunities of work with that career, does our society need professionals with that profile? What kind of people can choose that profession? etc.”
 - Time: 10 minutes



- Step 2,
 - Ask questions about the problem
 - What do we know?
 - What do we need to know?
 - Discuss and list learning issues: brainstorm ideas.
 - Organize who does what in each team: leader, secretary, presenter, planner and the timer.
 - Answer the Problem reflection guide. Items 1, 2 and 3.
 - APPENDIX 2.3
 - Time: 20 minutes



- Speaking activity:
 - Information gap activity, divide students into pairs. Give an image about a career to the first student. This student is going to describe the image to the second student. The second student is allowed to draw a picture and also to ask questions to help him understand what the image is about. Student B has to guess what the profession is about. If there is enough time students can take turns and do the activity again with a different picture.
 - APPENDIX 10
 - Time: 40 minutes

Session 2 (Self-directed learning)

- Step 1,
 - Teams discuss the new information gained in and out their groups
 - Revise previous ideas and questions
 - Make sure that all questions are answered.
 - Time: 20 minutes

- Step 2
 - Consolidate findings
 - Formulate a response to the problem
 - Dramatization
 - Rehearse what would be presented.
 - Answer the Problem reflection guide. Items 4, 5 and 6.
 - Time: 20 minutes

- *Speaking activity:*
 - Jigsaw activity, give a paragraph from an article about professions to each group, the group has to share information and then jigsaw into other groups, the expert shares the new information in the new group and complete a chart with the most relevant information.
 - APPENDIX 11



Session 3 (Presentation and Feedback Phase)



- Step 1
 - ✓ Presents consolidate findings and responses with a dramatization. This dramatization will be about predictions on your future job.
 - ✓ Defend and answer questions raise by peers and the facilitator.
 - ✓ Group and peer - evaluation. Use the rubric.
 - ✓ Time: 80 minutes
 - ✓ APPENDIX 2
 - ✓ Time: 20 minutes

- Step 2
 - ✓ Clarify key ideas if necessary
 - ✓ Give feedback (after all teams has presented)
 - ✓ Answer the Problem reflection guide. Item 7.
 - ✓ Time: 40 minutes

UNIT SIX

LIFETIME ACHIEVEMENTS

Objectives: To talk about inventions created in the past but have changed humans' life using present perfect and past tense structures.

Session 1 (Problem Analysis Phase)

- Step 1,
 - ❖ Present the problem
 - ❖ “The school is organizing a talent show, you have to look for a person whose achievements have change human life, you have to look for information about his/her personality, abilities or talents and achievements. You have to show the kind of invention or talent his or her person has been famous for.”
 - ❖ Time: 10 minutes

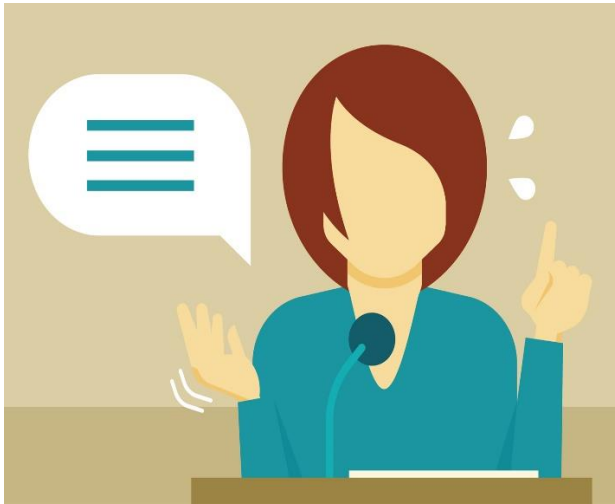


- Step 2,
 - Ask questions about the problem
 - What do we know?
 - What do we need to know?
 - Discuss and list learning issues: brainstorm ideas.
 - Organize who does what in each team: leader, secretary, presenter, planner and the timer.
 - Answer the Problem reflection guide. Items 1, 2 and 3.
 - APPENDIX 2.3
 - Time: 30 minutes



- *Speaking activity:*
 - ✓ Watch a video about a famous inventor Nicola Tesla achievements, complete a form and then answer the question. What are the most impressive inventions of Nicola Tesla? How does Nicola Tesla inventions change the world?
 - ✓ Link for the video:
<https://www.youtube.com/watch?v=5SReyURoUXk>
 - ✓ APPENDIX 12
 - ✓ Time: 40 minutes

Session 2 (Self-directed learning)



- Step 1,
 - Teams discuss the new information gained in and out their groups
 - Revise previous ideas and questions
 - Make sure that all questions are answered
 - Time: 20 minutes

- Step 2
 - Consolidate findings
 - Formulate a response to the problem
 - Simulation
 - Rehearse what would be presented
 - Answer the Problem reflection guide. Items 4, 5 and 6.
 - Time: 20 minutes

- *Speaking activity:*
 - Picture cue: in their groups students receive a set of pictures about the movie Shrek, they have to describe the story and present it to the class. At the end they have to answer a question, imagine a world without television, state two ideas.
 - APPENDIX 13
 - Time: 40 minutes

Session 3 (Presentation and Feedback Phase)

- Step 1

- ✓ Presents consolidate findings and responses with a simulation
- ✓ Defend and answer questions raise by peers and the facilitator.
- ✓ Peer and group evaluation.
- ✓ APPENDIX 2
- ✓ Time: 80 minutes

- Step 2

- ✓ Clarify key ideas if necessary
- ✓ Give feedback (after all teams has presented)
- ✓ Answer the Problem reflection guide. Item 7.
- ✓ Time: 40 minutes





UNIDAD EDUCATIVA “HUACHI GRANDE”
ENGLISH SUBJECT

NAME: _____
DATE: _____
CLASS: _____

APPENDIX 1

Script form the audio about saving the environment.

You can get the audio in this link.

<https://www.esl-lab.com/enviro1/enscr1.htm>

Interviewer: Today, I'm interviewing nine-year-old Alex about her feelings on how people can help save the environment. So, Alex, how can we save the environment?

Alex: By saving water.

Interviewer: Well, how can we do that?

Alex: By not using too much water when we wash dishes, take a bath, and when we do other things, like watering the plants outside.

Interviewer: Oh, I think I can do that. What else?

Alex: When drinking or eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?

Interviewer: No, I don't. Do you have any final suggestions?

Alex: Yes. We shouldn't waste paper because trees are being cut down to make the paper. By recycling paper, we save the forests where animals live.

Interviewer: So, how can children recycle paper, I mean, every day?

Alex: Well, for example, when I was in kindergarten, I used to save the newspapers so that I could make things make out of them, like paper trees, instead of just throwing them away. Now, the children in our neighborhood collect newspapers once a month to take them to a recycling center.

Interviewer: That's great. Well thanks Alex for your ideas.



Present your ideas comparing the audio with the problem you already know.



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 2

Group Project Presentation Rubric

Criteria	Novice	Basic	Proficient	Advanced
Organization <ul style="list-style-type: none"> • Format • Transition 	<ul style="list-style-type: none"> • Confusing format • Clumsy transitions 	<ul style="list-style-type: none"> • Uneven format • Weak transition 	<ul style="list-style-type: none"> • Effective format • Competent transitions 	<ul style="list-style-type: none"> • Inventive format • Sophisticated transitions
Teamwork <ul style="list-style-type: none"> • Cooperation • Synergy 	<ul style="list-style-type: none"> • Little if any cooperation evident • No synergy exhibited 	<ul style="list-style-type: none"> • Cooperation evident in place • No synergy exhibited 	<ul style="list-style-type: none"> • Satisfactory cooperation • Some synergy evident 	<ul style="list-style-type: none"> • Perspective cooperation • Elegant synergy (students supported each other’s contribution)
Content <ul style="list-style-type: none"> • Accuracy • Detail 	<ul style="list-style-type: none"> • Numerous inaccuracies evident • Details missing or incomplete 	<ul style="list-style-type: none"> • Uneven degree of accuracy • Superficial attention to detail 	<ul style="list-style-type: none"> • Competent level of accuracy • Satisfactory attention to detail 	<ul style="list-style-type: none"> • Precise accuracy in all information • Rigorous attention to detail
Presentation <ul style="list-style-type: none"> • Sensitivity to audience • Style 	<ul style="list-style-type: none"> • Ignores audience attention throughout presentation • Clumsy and ineffective style 	<ul style="list-style-type: none"> • Aware of audience at times • Simple presentation style 	<ul style="list-style-type: none"> • Demonstrate awareness of audience • Presentation style is effective 	<ul style="list-style-type: none"> • Perspective attention to audience throughout presentation • Presentation style is sophisticated and elegant

Source: Ronis (2008)

Elaborated by: Salazar (2018)



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 2.1

Group Project Evaluation Sheet.

Group #: _____

Criteria	Novice = 1	Basic = 2	Proficient = 3	Advanced = 4	TOTAL
Organization <ul style="list-style-type: none">• Format• Transition					
Teamwork <ul style="list-style-type: none">• Cooperation• Synergy					
Content <ul style="list-style-type: none">• Accuracy• Detail					
Presentation <ul style="list-style-type: none">• Sensitivity to audience• Style					
TOTAL					/16

Explain the reasons you gave that grade:



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____
 DATE: _____
 CLASS: _____

APPENDIX 2.2

Self-Assessment for Group Work

Name:	Date:	
Self-Assessment for Group Work		
Superior: (E)	Satisfactory: (S)	Need for Improvement : (N)
My work is superior/excellent. I made many positive contributions to the team effort. I encourage other team members and gave them assistance when they needed help. I was instrumental to my team’s success.	My work was complete, correct, and accurate, I made some positive contributions to the team effort. I encourage at least one team member. I helped my team to succeed.	I could have done better. I did not encourage others. I did not worry about my team. I didn’t really contribute much to the team effort.
<ul style="list-style-type: none"> • Were all projects objectives and criteria met? • Were the parts done correctly and accurately? • Were all written aspects of this project done well (correct spelling and sentences structure, neat and organized?) 		
<p>Explain the reasons for the grade you gave yourself in four or five complete sentences. Which team members were more helpful? Which were not?</p> <p>What new concepts did you learn from doing this project?</p> <p>Did you find any part of this project difficult? If so, which part?</p> <p>Was there any part of the project you liked best? Why did you like that part?</p> <p>What did you enjoy or not enjoy about working with your teammates during this particular project?</p> <p>How do you feel about the class right now?</p> <p>What do you think we can do to improve this class?</p>		

Source: Ronis (2008)
 Elaborated by: Salazar (2018)



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 2.3

Secondary – Level Problem Reflection Guide

1. Understanding the Problem Situation

Explain the problem situation in your own words.

What information is missing?

What assumptions can you make about this particular problem situation?

2. Planning the Solution Strategy (strategies)

How would you explain your strategy plan to another person?

What ideas have you tried so far?

How have you organized your information and why did you organize it in this manner?

3. Executing the Strategy (strategies)

Explain how you did the work

Why did you need to use graphs, tables, charts, or other graphics?

How do you know whether or not your solution will work?

4. Review of the work

Is your solution reasonable? What makes you sure of this?

Could you have solved this problem differently? In what way?

What made you decide to use this particular strategy?

5. Communication

Could you state the problem situation differently?

Can you explain what you are doing and how you are doing it?

6. Connections

Have you ever solved a problem similar to this one?

In what ways is this one the same? In what ways is it different?

7. Self-Assessment

What makes this kind of problem solving easy or difficult for you?

Is there something you might have done differently to make the inquiry process easier?

Source: Ronis (2008)

Adapted by: Salazar (2018)



UNIDAD EDUCATIVA "HUACHI GRANDE"

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 3

The link for the video is

<https://www.youtube.com/watch?v=-wOqcA6Q3vY>

Information chart

City	Characteristics	People	Activities	Places to visit

Advantages	Disadvantages



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ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 4

- Prepare the script for the presentation of you video.

Introduction: (name, location, climate, popular for..)

Activities: (celebrations, holidays, extreme sports, food, accommodation)

Conclusions: (give examples, convince the audience, reasons)



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ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 5

Follow the model of a conversation and create your own, using some expressions.

To blow away the cobwebs

To make a big thing of something,

To be in full swing,

To be in one's element,

To be the life and soul of the party.

Student A: Hey! What's up? What about going to _____?

Student B: I think that is _____

Student C: No, I don't _____

Students D: why don't we go _____ instead?



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ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 6

- Prepare a proposal using a concept map and graphs. The proposal will follow this structure:

Describe the situation,

Give suggestions (convince the audience)

Give conclusions or recommendations.



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 7

Questions	Answers
What place did you choose?	
What singers are you going to present?	
How can you get there?	
How much is the cost of the tickets?	
Are you going to sell food?	
What process did you follow?	
Is the place suitable for students?	
What kind of precautions do you must be aware?	
Others:	

Report:

I found that...



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 8

Watch the video and complete the cards. Give each students one card. Then share the answers in the group and be ready to give your report to the class.

Link for the video: <https://www.youtube.com/watch?v=9vdssKAWax8>

Place # 1 is one of the most.....	Place # 2 is one of the most.....	Place # 3 is one of the most.....
Name:	Name:	Name:
Activities: - -	Activities: - -	Activities: - -
Place # 4 is one of the most.....	Place # 5 is one of the most.....	
Name:	Name:	
Activities: - -	Activities: - - BONUS CARD	



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ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 9

Prepare a role play. 2 students are going to be tourist from the USA and two are going to be Ecuadorian.

Tourist 1: Hi! Can you tell me how can I get to?

Ecuadorian 1: Good morning sir, yes, you can go by..... You also can visit the _____

Tourist 2: Oh I see, and where is the best place to?

Ecuadorian 2: You should go to.....



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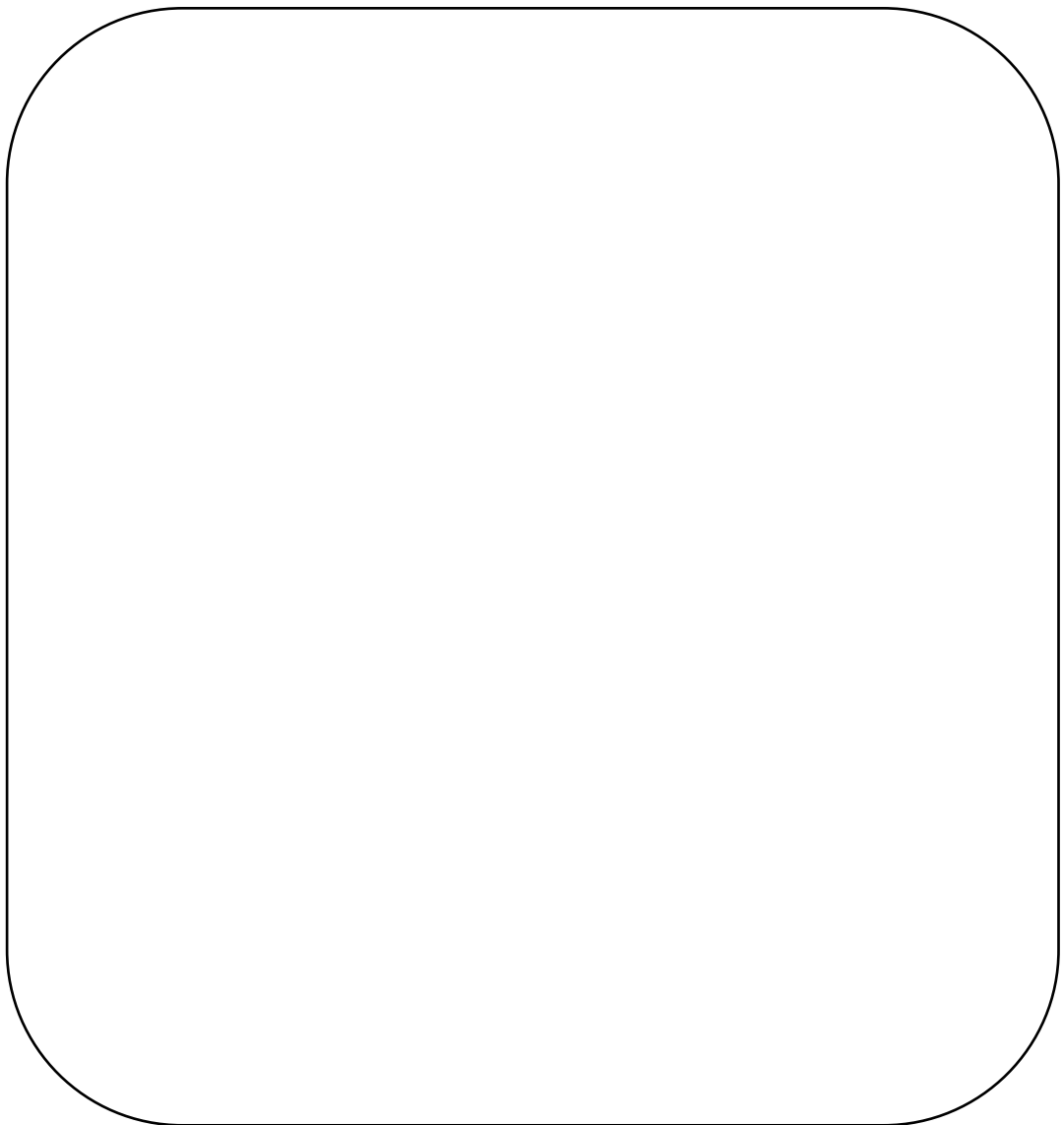
NAME: _____

DATE: _____

CLASS: _____

APPENDIX 10

Students A is going to describe the picture about professions for student B to draw, you cannot say what is the picture about.



Set of pictures.





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ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 11

Jigsaw activity. Complete the chart to show what you know about “Professions”.

Write as much as you can.

What is the paragraph 1 about?	What is the paragraph 2 about?
What is the paragraph 3 about?	Give possible solutions to each paragraph.

Advice Column

problems about *jobs and occupations*

- Read the problems below and discuss possible solutions.



Ask Anita!

Dear Anita,

I'm 18 years old and I've always wanted to be a police officer. But my father is a lawyer and he strongly suggests that I also become a lawyer. He says that being a police officer is dangerous and that the salary as a lawyer is much better. He says that I am free to choose any job that I want, but I know that he will be very unhappy if I become a police officer. What should I do?

Anne

Dear Anita,

I just graduated from high school and I should be very happy, but I'm not. All of my friends know what kinds of jobs they want. Some of my friends are going to study to become doctors, some are going to become engineers, some are going to become business people. My best friend Sarah is even going to become an astronaut! My problem is this: I have no idea what kind of job I want and no idea what I should study. How can I know what to do with the rest of my

life? What can I do to help me decide what subjects to study and what kind of job I want in the future?

Elizabeth

Dear Anita,

I'm 50 years old and I have been a farmer for 32 years. I enjoy my job and the life that goes with it – I like getting up early and working hard and going to bed early. And I enjoy working outside and watching things grow.

My problem is that I want to be an artist or maybe an actor. Do you think I should sell the farm and try something new? Both my children are grown up now, but my wife might not be very happy about the change.

John



- Compare your solutions with different classmates. Do you agree or disagree with their ideas?

Source:https://www.google.cl/search?q=article+about+professions+for+beginners&source=lnms&tbm=isch&sa=X&ved=0ahUKewjv3sys_4biAhXxYN8KHXO7CkUQ_AUIDigB&biw=801&bih=765#imgcr=GyVVvQ6x5QWkLM:



UNIDAD EDUCATIVA “HUACHI GRANDE”

ENGLISH SUBJECT

NAME: _____

DATE: _____

CLASS: _____

APPENDIX 12

Speaking activity:

Watch a video about a famous inventor Nicola Tesla achievements, complete the text and then answer the question. Link for the video:

<https://www.youtube.com/watch?v=5SReyURoUXk>

Top 10 Best Inventions of Nicola Tesla

Capacitors are used to store and build up energy. _____ resulting the lighting bulbs.

He was obsessed with providing wireless electricity _____ which shot electricity Bolts up to 130 ft long.

He realized that there was room for change in Piston Engine _____ the fuel efficiency of his engine was 61%, while current engines are at 42%.

Tesla was working on it before Rontgen who created X-Ray films _____ he made the clearest x-ray.

He worked on radio _____ Tesla's radio would be stronger.

- a. A machine with rotating discs and a turbine
- b. He built two huge Tesla Towers
- c. His lab burned
- d. The spark shoot energy in the air
- e. The patent got an Italian before Tesla

Answer the questions:

What are the most impressive inventions of Nicola Tesla? How does Nicola Tesla inventions change the world? What is the invention that you like the most? Why?



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ENGLISH SUBJECT

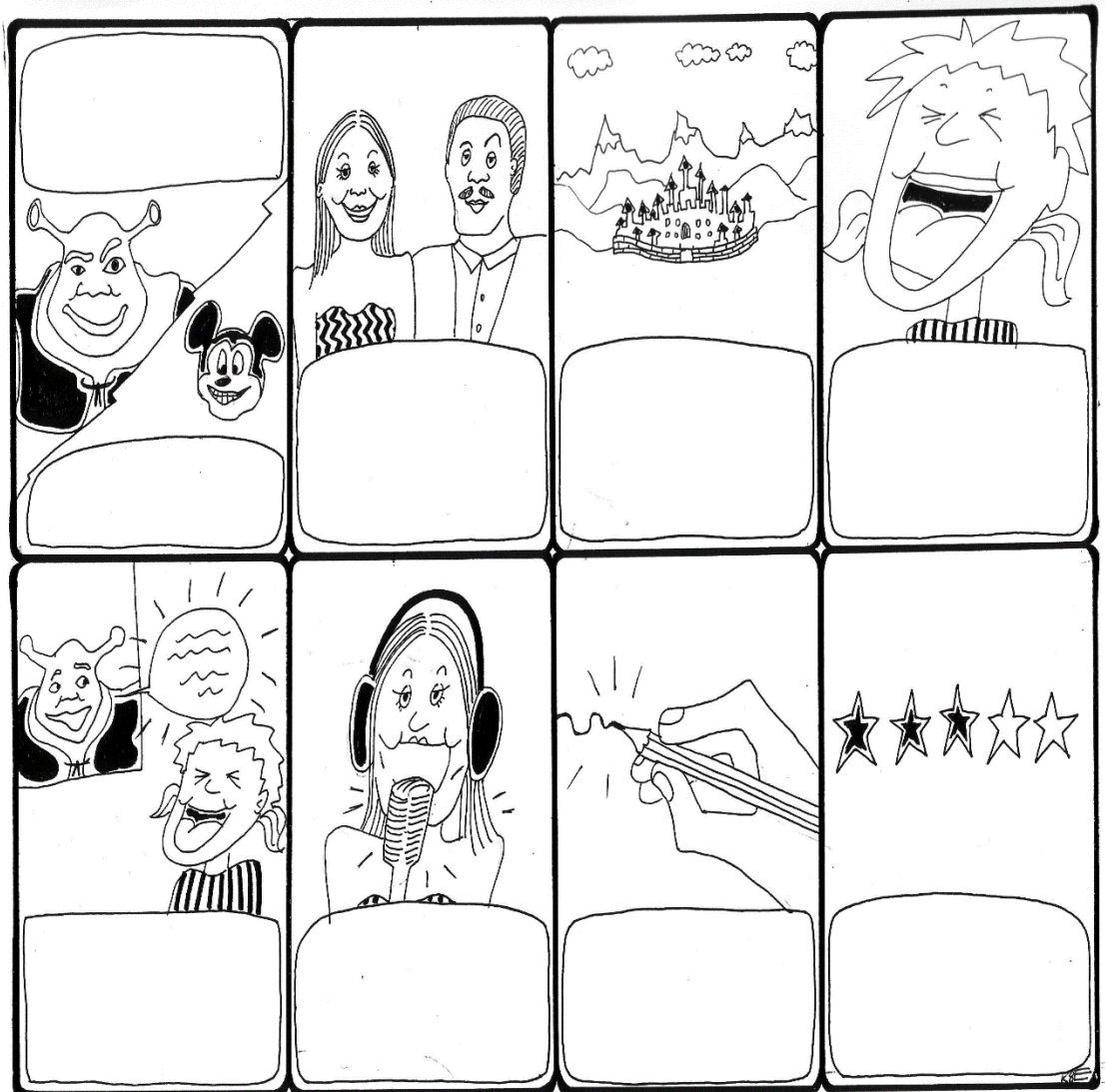
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DATE: _____

CLASS: _____

APPENDIX 13

Describe what happen in each image. Then answer the questions. Imagine a world without television. How do people would entertained?



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ANNEXES

ANNEX 1. Approval sheet from Unidad Educativa Huachi Grande

	DIRECCION DISTRITAL INTERCULTURAL Y BILINGÜE AMBATO 18D02 UNIDAD EDUCATIVA "HUACHI GRANDE" HUACHI GRANDE - AMBATO-TUNGURAHUA							
Oficio No. MINEDUC-CZ3-18D02-UEHG-2019- 0 Huachi Grande, 18 de marzo de 2019								
<p>Lic. Andrea Salazar DOCNTE DE LA U .E . HUACHI GRANDE Presente.-</p>								
<p>La suscrita Rectora de la Unidad Educativa Huachi Grande expresa un atento saludo; a la vez me dirijo a usted para notificarle que respecto a su pedido realizado con oficio de fecha 29 de enero del 2019 , en el cual me solicita que se le permita realizar el trabajo de investigación con los estudiantes y docentes del área de inglés durante el segundo quimestre del año lectivo 2017- 2018 iniciando el mes de febrero hasta el mes de julio , debo indicarle que se le concede dicho permiso , siempre que no afecte la jornada de trabajo pedagógico.</p>								
<p>Particular que pongo en su conocimiento para los fines pertinentes .</p>								
<p>Atentamente .</p>								
								
<p>Lic. Myrian Andrade R. RECTORA DE LA UNIDAD</p>								
<table border="1"><tr><td>Elaborado</td><td>MJAR</td><td></td></tr><tr><td>Revisado</td><td>MJAR</td><td></td></tr></table>	Elaborado	MJAR		Revisado	MJAR			
Elaborado	MJAR							
Revisado	MJAR							
<p>Dirección : Illinois y Alaska 18h00192@gmail.com Telf: (03) 2412087 -2412187</p>								

ANNEX 2. Test Training B – Speaking section

60

Writing

Write a description of a hobby or a free time activity you enjoy.

► Write

- What the activity is about
- Give advice for new people
- Talk about some rules to consider

► Your description has to be between 30 and 45 words.

Speaking

Candidate B

You still don't know where you are going on vacation. Ask student A about a vacation plan he knows about in Argentina. Here you have some of the possible questions.

- Tell me more about this vacation plan in Buenos Aires.
- Where can I stay?
- How much does it cost to go to a hotel?
- What should I do?

Hotel accommodation: Where? / How much?
 Activities: What can...?
 Any special places: What are the most...landmarks to see?
 Any advice to enjoy Buenos Aires: What should I do...?

Speaking

Candidate A

You have an advertisement about a vacation destination. Answer candidate B's questions.

- I have this information about vacation trips to Argentina.
- What do you want to know?
- Is there anything else you need?

Buenos Aires: The city and the countryside in one package

► We offer you

- The best hotel accommodation: single rooms, suites, luxury suites.

International hotel	La Pampa Suites	La Plata Suites
☆☆	☆☆☆☆	☆☆☆☆☆
US \$50	US \$100	US \$220
single rooms	suites	luxury suites only
suites	luxury suites	

- The most exciting tours of the city and a special trip to La Pampa.

City tour	City and the countryside
5 museums	3 museums and a visit to a traditional "Estancia"
Botanical garden	suites

- Ride horses and spend a day as a real "Gaucho."
- Tours to the most famous landmarks in Buenos Aires: Palermo, La Bombonera, Plaza de Mayo

► A word of advice:

- Enjoy every activity.
- Do not worry about late nights.
- Try tango lessons.

Source: Ministry of Education of Ecuador (2016)

ANNEX 3. Rubric for Test Training B

Test Training B (Units 3 and 4) – Rubrics Qualitative Aspects of Spoken Language: Oral Expressions (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has an insufficient repertoire of words and simple phrases to talk about a tourist destination and activities he/she can or can't do. His/her low vocabulary range impedes communication.	Has a limited repertoire of words and simple phrases expressions and simple phrases to talk about a tourist destination and activities he/she can or can't do. Most of the time confuses the meaning of words or expressions, making the message unclear.	Has an average repertoire of words and simple phrases to talk about a tourist destination and activities he/she can or can't do. Confuses or lacks some of the vocabulary at times, but this does not affect communication.	Has a good and functional repertoire of words and simple phrases to talk about a tourist destination and activities he/she can or can't do. His/her vocabulary control facilities communication.
Accuracy	Shows very limited control of simple grammatical structures and patterns to express ability, (can/can't), advice (imperative form of verbs/have /should/ must) and to give extra information (comparatives and superlatives). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to express ability, (can/can't), advice (imperative form of verbs/have /should/ must) and to give extra information (comparatives and superlatives). Confuses these structures and patterns systematically, which usually causes communication breakdown.	Uses a basic repertoire of simple grammatical structures and patters to express ability, (can/can't), advice (imperative form of verbs/have /should/ must) and to give extra information (comparatives and superlatives). Some confusion may be present, but this does not affect communication.	Uses simple structures and patterns to express ability, (can/can't), advice (imperative form of verbs/have /should/ must) and to give extra information (comparatives and superlatives) successfully. The appropriate use of structures and patterns facilitates communication.
Fluency	Manages only short, mainly memorized utterances to talk about a tourist destination and activities she/he can or	Show difficult to talk about a tourist destination and activities he/she can or can't do. Repeated false starts,	Talks about a tourist destination and activities he/she can or can't do. False starts, short pauses to search	Talks about a tourist destination and activities he/she can or can't do. Normal false starts, pauses

	can't do. Pauses are too long and hinder the flow of the presentation. No communication repair is present and false starts are continuous. Impeding communication.	long pauses and too much hesitation are present and make the conversation difficult to follow. No communication repair is present.	for expression and communication repair are present, but do not affect the flow of his/her presentation.	and reformulation are present and integrated into the flow of the conversation.
Coherence	His/her utterances are not linked correctly. Basic connectors such as and, but, also, so or because are not used inappropriately. The message is too short and confusing. Meaning is not conveyed.	His/her utterances are unorganized and lack coherence most so the time. Sometimes, neither words no expressions are properly arranged. The use of connectors such as and, but, also or because is inappropriate.	His/her utterances convey the information required most of the time. Ideas are organized although sometimes confuses the use of as and, but, also or because to connect them. There few organization mistakes present, but the message is conveyed.	Is/her utterances are appropriately organized. Is able to link them with basic connectors such as and, but, also, so or because appropriately. The message is clear and concrete.
Interaction	Has a great difficulty responding to simple statements. Finds it hard to initiate and hold a face-to-face conversation when talking about tourist places. Requires repetition of the message delivered by the other speaker because he/she is unable to understand.	Can, with a lot of effort, respond to simple statements and initiate and hold a face to face conversation. Very rarely understands enough to keep the conversation going. Repetition on part of the others speaker is required to maintain the conversation.	Can, with some hesitation, respond to simple statements and hold a face to face conversation about a memorable event. Responses are adequate in the on-going conversation most of the time.	Is able to organize his/her ideas successfully, especially when asking questions using comparative or superlative structures or following the conversation. The message is clear and concrete.

Source: Ministry of Education of Ecuador (2016) A2.1 English Text Book.
Adapted by: Salazar, A. (2018)

ANNEX 4. Evaluation criteria for Test Training B.

Test Training B (Unit 3 and 4) – How to Grade

Section	CEF Standard	Performance	Descriptor
Speaking (10 points)	Can use simple descriptive language to compare information and make brief statements about places and landmarks.	Excellent (10)	Successfully compares information describes places in basic terms.
		Good (6-9)	Compares information and describe places in basic terms. Some lexical and grammatical mistakes and hesitations may be present, but these do not greatly affect communication.
		Needs practice (0-5)	Shows difficult to compare information and to describe places in basic terms. Very often uses inappropriate vocabulary and patterns to express ideas, which may cause communication failure.

Source: Ministry of Education of Ecuador (2016) A2.1 English Text Book.

Adapted by: Salazar, A. (2018)

ANNEX 5. Validated Observation Checklist 1.



UNIVERSIDAD TECNICA DE AMBATO



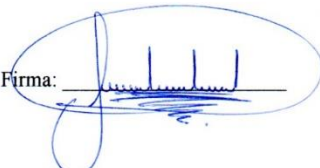
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

PROGRAMA DE POSGRADOS

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA
EXTRANJERA COHORTE 2016

FICHA DEL VALIDADOR

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Fecha de Validación:	25 de Enero de 2018
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Convencional:	032488741

Firma: 

VALIDACION DE CONTENIDOS DEL INSTRUMENTO DE OBSERVACION SOBRE:

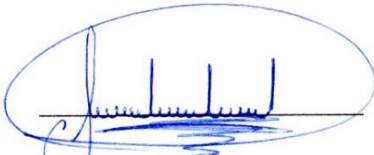
“PROBLEM BASED LEARNING IN SPEAKING SKILL OF ENGLISH LEARNERS”

CORRESPONDENCIA DE LOS ITEMS PARA EL CHECKLIST REFERENTE AL USO DE LA VARIABLE INDEPENDIENTE.

OBSERVATION ITEMS

ITEMS \ CATEGORIAS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS E INDICADORES		(B) CALIDAD TECNICA Y REPRESENTATIVIDAD				(C) LENGUAJE, GRAMATICA Y ORTOGRAFIA		OBSERVACIONES
	P= PERTINENTE NP= NO PERTINENTE		O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				A= ADECUADO I= INADECUADO		
	P	NP	O	B	R	I	A	I	
1. Does the student have an active participation in speaking activities when talking about real life topics?	✓		✓				✓		
2. Does the student feel intrinsically motivated to find solutions to a problem?	✓		✓				✓		
3. Does the student develop problem-solving strategies to find a solution to a problematic situation in the classroom?	✓		✓				✓		
4. Does the student activate prior knowledge when using fluent English to talk about real issues?	✓		✓				✓		
5. Does the student use investigation strategies, guided by the teacher, to find different solutions to a problem?	✓		✓				✓		
6. Does the student share new information among the group about real life topics using English?	✓		✓				✓		

7. Does the student improve the speaking ability (coherence) through working in groups?	✓		✓				✓	
8. Does the student master the pronunciation of English language when making oral presentations?	✓		✓				✓	
9. Does the student has the ability to interact with others when making oral presentations?	✓		✓				✓	
10. Does the student use group-assessment to evaluate their partners using a rubric after an oral presentation?	✓		✓				✓	



Mg. Mayra Chacha
CI

ANNEX 6. Validated Observation Checklist 2.



UNIVERSIDAD TECNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

PROGRAMA DE POSGRADOS

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA
EXTRANJERA COHORTE 2016

FICHA DEL VALIDADOR

Nombres y Apellidos:	Asdrúbal Gonzalo Mayano Moregón	
Cedula de Identidad:	080098778J	
Título de Posgrado:	Magister	
Área:	Educación	
Institución en la que labora:	U. E. Huachi Grande	
Funciones:	Docente	
Fecha de Validación:	25 - Enero del 2018	
Observaciones generales:		
Dirección:	Rio Alajuca y Attis	
Correo Electrónico:	asdrugonza@hotmail.com	
Teléfono celular:	0987783552	Convencional: 600349J

Firma: 

VALIDACION DE CONTENIDOS DEL INSTRUMENTO DE OBSERVACION SOBRE:

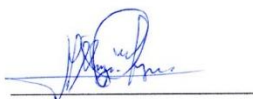
“PROBLEM BASED LEARNING IN SPEAKING SKILL OF ENGLISH LEARNERS”

CORRESPONDENCIA DE LOS ITEMS PARA EL CHECKLIST REFERENTE AL USO DE LA VARIABLE INDEPENDIENTE.

OBSERVATION ITEMS

ITEMS \ CATEGORIAS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TECNICA Y REPRESENTATIVIDAD O= OPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMATICA Y ORTOGRAFIA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1. Does the student have an active participation in speaking activities when talking about real life topics?	✓		✓				✓		
2. Does the student feel intrinsically motivated to find solutions to a problem?	✓		✓				✓		
3. Does the student develop problem-solving strategies to find a solution to a problematic situation in the classroom?	✓		✓				✓		
4. Does the student activate prior knowledge when using fluent English to talk about real issues?	✓		✓				✓		
5. Does the student use investigation strategies, guided by the teacher, to find different solutions to a problem?	✓		✓				✓		
6. Does the student share new information among the group about real life topics using English?	✓		✓				✓		

17. Does the student improve the speaking ability (coherence) through working in groups?	✓		✓				✓		
18. Does the student master the pronunciation of English language when making oral presentations?	✓		✓				✓		
19. Does the student has the ability to interact with others when making oral presentations?	✓		✓				✓		
20. Does the student use group-assessment to evaluate their partners using a rubric after an oral presentation?	✓		✓				✓		



Mg. Asdrúbal Moyano
 CI. 0100897781

ANNEX 7. Planning for the appliance of Problem Based Learning Guide.



UNIDAD EDUCATIVA "HUACHI GRANDE"

ACADEMIC YEAR 2017 – 2018

PLANNING FOR THE APPLIANCE OF PROBLEM BASED LEARNING AVTIVITY GUIDE

I. INFORMATIVE DATA			
Teacher: Lic. Victoria Verdezoto	Area: English as a Foreign Language	Grade / Course: 8th EGB	Class: A1.1
Book: Problem Based Learning Activity Guide.	Three Stages	Objectives: <ul style="list-style-type: none"> To sensitize teachers in the appliance of the Problem Based Learning Activity Guide. 	
Periods: 6 periods		Weeks: 1	
Day 1	Session 1. Problem Analysis Phase: Meet the problem, and problem's objective. Analyze the structure of the problem according to students' needs. Raise questions about what you know and already do not know about the problem Work in groups and select the leader, the secretary, the presenter and the planner. Answer the Problem reflection guide. Examine the speaking activity (Gap filling)		
Day 2	Session 2. Self-Directed Learning Phase. Share your findings in each group Look for possible solution to the problem Organize your presentation Answer the Problem reflection guide Analyze the speaking activity. (Role Play)		
Day 3	Session 3. Presentation and Feedback Phase. Present your findings to the teacher Self-evaluation part Teachers' feedback.		

Elaborated by: Salazar, A. (2018)

Lic. Natalia Salazar
Facilitador

Lic. Myrian Andrade
Unidad Educativa "Huachi Grande" Principal





UNIDAD EDUCATIVA "HUACHI GRANDE"
ACADEMIC YEAR 2017 – 2018

**REGISTER OF TEACHERS' ASSISTANCE FROM THE ENGLISH AREA FOR TRAINING ABOUT
THE APPLIANCE OF PROBLEM BASED LEARNING ACTIVITY GUIDE**

Date: July 3rd, 2018

Topic: Session 1. Problem Analysis Phase

Time: 11:00 am – 13:00 pm

No	Names	Signature
1	Chacha Guanina Mayra Paulina	
2	Freire Coronel Ana Maria	
3	Herrera Vieira Santiago Antonio	
4	Verdezoto Suarez Lucia Victoria	
5	Vasquez Velasco Cecilia Elizabeth	

Date: July 4th, 2018

Topic: Session 2. Self-Directed Learning Phase

Time: 11:00 am – 13:00 pm

No	Names	Signature
1	Chacha Guanina Mayra Paulina	
2	Freire Coronel Ana Maria	
3	Herrera Vieira Santiago Antonio	
4	Verdezoto Suarez Lucia Victoria	
5	Vasquez Velasco Cecilia Elizabeth	

Date: July 5th, 2018

Topic: Session 3. Presentation and Feedback Phase.

Time: 11:00 am – 13:00 pm

No	Names	Signature
1	Chacha Guanina Mayra Paulina	
2	Freire Coronel Ana Maria	
3	Herrera Vieira Santiago Antonio	
4	Verdezoto Suarez Lucia Victoria	
5	Vasquez Velasco Cecilia Elizabeth	

Lic. Natalia Salazar
Facilitador

Lic. Myrian Andrade
Unidad Educativa "Huachi Grande" Principal



ANNEX 8. Photographs



