UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANA Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención de

Título de Licenciada en Ciencias de la Educación Mención: Inglés.

THEME:

"PROBLEM-BASED LEARNING AND THE SPEAKING SKILL"

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Ambato – Ecuador

2019-2020

TUTOR APPROVAL

CERTIFY:

Msc. Carlos Fernando Moya López, holder of the I.D. 1804076071, as supervisor of the Research dissertation on the topic: "PROBLEM-BASED LEARNING AND THE SPEAKING SKILL." investigated by Miss Guerrero López Sandra Lorena with I.D.1804630562, confirms that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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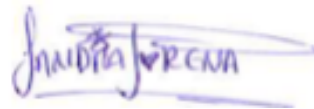Msc. Carlos Fernando Moya López
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "PROBLEM-BASED LEARNING AND THE SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the current study.

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

…………………………………………………

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TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN

SCIENCES AND EDUCATION

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "PROBLEM-BASED LEARNING AND THE SPEAKING SKILL" which is held by Guerrero López Sandra Lorena, undergraduated student from Carrera de Idiomas, academic period: September 2019- January 2020, and once the research has been reviewed, it is approved because it accomplishes the basic, technical, scientific and regulatory principles.

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Ambato, September …., 2020

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DEDICATION

I dedicate this goal to God for having given me the opportunity to live each day and for having given me a lot of wisdom to be able to fulfill this dream planned several years ago and that today is becoming a reality. Also, to my mother, who was always with me, supporting me, and encouraging me to move forward; to my father for having believed in me and supporting me in the best way; to my beloved brothers and nephews for being the strength and inspiration to be better every day. Finally, to my friends who have been with me through good and bad times. Thank you all for being the strength and inspiration for the development of this work because. I know that this achievement is also a source of happiness for you. Thank you for believing in me.

Sandra Lorena Guerrero López

ACKNOWLEDGMENTS

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ABSTRACT

Title: PROBLEM-BASED LEARNING AND THE SPEAKING SKILL.

Author: Sandra Lorena Guerrero López.

Tutor: Msc. Carlos Fernando Moya López.

The present research project focused on determining the incidence of PROBLEM-BASED LEARNING and the ability to speak. The development of the research was based on the evidence that there are missing teaching methods to encourage learners speak English in the Unidad Educativa Japón. Therefore, this significantly affects the performance of students when speaking the English language. The type of research was descriptive-exploratory; it investigates the characteristics of a certain group through a set of 10 closed questions in a questionnaire created based on key categories and indicators. The investigative method that was used is inductive-deductive, and a pre-test and a post-test were carried out, using the survey technique, and applied to a population of 26 students in total. As a result, the influence of the learning approach significantly affects the problems in the development of oral ability in second-level students of the Unidad Educativa Japón in the city of Ambato. The results were presented in the form of conclusions and potential changes were also indicated in the suggestions section. Finally, the present research supports the concept that English students can improve their speaking skill while working on activities that include the PROBLEM-BASED LEARNING method; for this reason, a guide with this type of activities is aimed to be used during English speaking classes which will promote students' interaction focused on factual events.

Key words: Problem-based learning, speaking skill, method.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Each research paper mentioned in this work serves as the basis for a detailed analysis of problem-based learning and the speaking skill. They define how PBL has been previously used in the teaching and learning process and practice of the speaking skill, and the positive effects it has had on the matter.

The first study conducted by Salazar (2019) with the topic Problem-based learning in the speaking skill in learners of English had as main objective to determine how PBL strategies develop the speaking skill of English learners of the tenth grade of Unidad Educativa "Huachi Grande". Also, in order to work on the problem, four research questions were applied, such as, "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?" The methodology used in this study was the application of a pre-test and a post-test to measure students speaking ability based on alternative assessment. The results of this research showed that learners still needed some practice to develop this productive skill and reach the A2.1 level.

The second article by Kassem (2018) "Improving EFL Students' Speaking Proficiency and Motivation: A Hybrid PROBLEM-BASED LEARNING Approach", used with first-year students of the English Department at Prince Sattam Bin Abdulaziz University in Saudi Arabia, was aimed at the way the H-PBL approach can be applied as a useful factor to improve speaking among students with optimistic outcomes. In addition, the author applied three research questions for this study: 1. What is the effect of using a H-PBL approach on

improving Saudi EFL students' speaking proficiency? 2. "What is the effect of using a H-PBL approach on improving Saudi EFL students' motivation?" 3. "What are the teachers' and students' perceptions of using a H-PBL approach in teaching a speaking course?". The method used to obtain results was the application of the qualitative and quantitative components through a pre-post test. As a result, this research proved that students feel more motivated to practice speaking while addressing and solving a problem based on their own knowledge.

A similar topic "Improving Students' Speaking Ability on Expressing Plan through Problem Based Learning (PBL) Method" was researched by Bahrudin (2018) in tenth-grade students at SMAN 4 Pamekasan. The aim of this Classroom Action Research was to find out the way students express their ideas orally and how PBL was able to promote speaking improvement in learners of tenth grade. The research questions were based on how well students shared their ideas by speaking and how confident they felt while talking to others. The method used to collect data was divided in four stages: 1. *Planning* to do the preliminary study, 2. *Acting* by applying instructional activities, 3. *Observing* to take notes on the field, 4. *Reflecting* to asses student's progress and acting (p. 273, 274). Finally, the results concluded that the application of PBL was effective to improve learners' speaking skills.

Finally, Riswandi (2018) researched "THE IMPLEMENTATION OF PROBLEM-BASED LEARNING to improve students' SPEAKING SKILL" which had its subject of study the seventh-grade students a Junior High School in Sukarta, Indonesia. This study aims at The

impact that PROBLEM-BASED LEARNING has in the improvement of students' speaking skill and the description of the teaching and learning method. Through this research, the author expects to find out the influence that PBL has on the learning process of each student when speaking English. Furthermore, the research questions were focused on students' motivation and interest, how much attention they paid during speaking classes, the amount of vocabulary learners had to use orally, and how correct the application of grammar structure was. Also, the method used was the Action Research. As mentioned by Kemmis, et al. (2014) in Riswandi (2018) it includes the use of qualitative, interpretive methods of collection information by instructors. Some other tools were also used to gather data, such us: observation checklist, field notes, performance tests, questionnaire, and interview. The final results of this research showed that PBL led learners to improve grammar use, vocabulary, pronunciation, and fluency, and encouraged them to apply these aspects properly in future conversation with classmates.

PROBLEM-BASED LEARNING

One important method that will be used in this research is the PROBLEM-BASED LEARNING (PBL). It is known because it allows students to acquire important knowledge and skills through the responses to questions that are connected to real-life problems and promote solutions based on constructing students' own knowledge. All this relates to the 21st Century skills where pupils are the main characters of creating and acquiring knowledge. PBL has been considered one of the most imaginative teaching methods and keeps on being received and spread all through the world, improving pupils' competency and status for genuine difficulties (Moallen et al., 2019).

In addition, PBL requires a more natural way to develop and apply thinking by focusing on observation, imagination, and asking questions. Through every stage, learners have the support of their instructor who helps them to solve problems based on simple things they understand and then encourage them to solve more difficult situations around them. Delisle (n.d.) mentions that John Dewey's conviction that instructors should educate by engaging learners' common impulses to explore and make. For example, during a speaking class about ordering at a coffee shop, students may understand better the context, questions, and answers if they are taken to the real environment where they can personally interact with the staff and see how challenging it could be and the different ways they have to come out from a situation like this successfully. Problems help students to acquire all type of knowledge in the right way if they themselves are part of the action and thinking process (Delisle, n.d.).

Since the speaking skill involves more aspects that only the ability to talk to others, in this section, it will be shared how PBL influence in motivation, interest and learning.

- **Motivation:** While using the PBL method, teachers look forward to engaging students and making them participate actively in every task. Therefore, the instructional approach needs to be properly used to reach the learning goal, regardless of how motivation may differ among students. That is why material resources, technology, space, etc., must be connected to the topic pupils have to work on and the problem to be solved. Additionally, when students are part of collaborative learning and work in small groups to analyze a problem as a team, they feel more motivated to be positively part of the activity (Moallen et al., 2019).
- **Interest:** The first step to help students increase interest in a topic is to avoid confusion at the beginning of the class and make sure every pupil comprehends the topic and interprets the problem. This should help to keep learners from creating any kind of gap between what they know and what they have to know to

comprehend the current issue (Moallen et al., 2019). When students feel confident that they will be able to solve problems, complete an activity and present a good final product, they become more interested in being part of that process.

- **Learning:** PROBLEM-BASED LEARNING clearly promotes learning because it is a student-centered approach that creates an environment of self-knowledge construction with the guide of an educator. Pupils are part of active collaboration in groups where they activate their schema and reflect on the current work by searching new information and setting aims based on the lesson plan. (Moallen et al., 2019). Also, PBL leads learners to make forecasts, and explore through perception, meetings, hands on work and assembling data from an assortment of sources" (Learning Zone, n.d). Finally, students are able to learn from authentic experiences, challenging situation, action, and reflection.

PROBLEM-BASED LEARNING GOALS

Moallen et al. (2019) mention the main goals that PBL guides students to reach. They include structuring of knowledge for use in clinical contexts, developing an effective clinical reasoning process or problem-solving skills, development of effective self-directed learning skills or lifelong learning skills, increased motivation for learning (develop intrinsic motivation), constructing flexible knowledge, and being a good collaborator.

Speaking skill

As a universal process communication influence the activities of the human community at large. Social development is a prominent feature of effective techniques of communication, which is necessary for sustaining the growth and development. The need for learning a language arises from the point of view of its adaptability, productivity, utility, universality and teachability. Communication is a sharing of feelings, ideas and opinions with others (Riyaz, 2016). Rather than just listening to the teacher; learners need to practice speaking activities in language learning. The speaking skill is one of the most critical factors in terms of interaction.

Table 1: Communication Skills

Communication skills	
Receptive skills	Productive skills
Listen and read	Speak and write

Elaborated by: Guerrero S. 2020.

Speaking focuses on the social interaction between the speaker and the listener. In a particular situation, the speaker tries to explain something, and the listener tries to decode and interpret the message. Interaction does not only involve verbal communication, and paralinguistic features of speech such as pitch, stress, and intonation. Also, it embraces nonlinguistic elements such as body language, facial expression, and gestures. (Richards & Renandya, 2002).

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way. According to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. (Cornbleet and Carter, 2001).

The process of learning a new language involves one very important aspect that is speaking the language and be able to communicate ideas through the process, which involve grammar, vocabulary, fluency, and pronunciation. As said by Egan (1999), the level of a foreign language is assessed based on the ability to transmit ideas in the mentioned language.

There are two main actors in this process when it comes to developing speaking, the teacher and the learner. On the one hand, the teacher has one role to help the pupil speak English, and this role includes, as shared by Kenworthy (1987):

- Helping the learner hear.

- Helping learners make sounds.

- Providing feedback.

- Pointing out what is going on.

- Establishing priorities.

- Devising activities.

- Assessing progress.

On the other hand, the learner´s only role is to *respond* to what the instructor has previously provided. For this, they need to be willing to participate and be responsible for their own learning (Kenworthy, 1987). It is important to highlight that speaking happens in real time and that the speaker needs to be ready to combine ideas and words to be spoken immediately to keep the flow of a conversation. Discourse is delivered articulation by-expression, because of the word-by-word and expression by-expression creations of the individual we are conversing with (Thornbury, 2004).

Thornbury (2004) shares a few basic factors students need to know to improve speaking.

1. **Genre knowledge**

   It relates to the function speaking has socially, and to the transactional and interpersonal function whose purpose is to create and maintain social relations. For example, 1) <u>Transactional function:</u> To call a restaurant to book a table for a friend's birthday. 2) <u>Interpersonal function:</u> To have a conversation with friends during the birthday celebration at the restaurant.

2. **Grammar**

   Although ideas, can be still transmitted without the use of perfect grammar, it has to be emphasized that grammar rules play an important role in speaking, regardless of the number of words and sentences in an expression. Requests of creating discourse continuously with insignificant arranging openings places impressive requirements on the sort of intricacy speakers can accomplish (Thornbury, 2004). Some important

characteristics in spoken grammar are clause is the basic unit of construction, clauses are usually added, direct speech favored, vagueness tolerated, a lot of ellipsis, many question tags, and performance effects.

3. **Vocabulary**

A variety of words is used in a speech as well as a considerable number to make the process a productive conversation. However, spoken words are less than written ones, according to experts. There are thousands of words a new speaker needs to memorize and learn to communicate with someone in the new language, but as much as it seems, the good news is that everyone acquires tons of words by just listening, observing, and interacting in real life. Not all the time it is necessary to repeat one word three or four times to memorize it but it is enough to understand the context and use it as much as the speaker can. Finally, groups of words to be used are collocations, phrasal verbs, idioms, catchphrases and sayings, sentence frames, social formulas, discourse markers.

1.2 Objectives

General Objective

To investigate how the Problem -Based Learning approach influences in the speaking skill development in the second-level students from the "Unidad Educativa Japón" in Ambato city.

Specific Objectives

- To identify the types of PBL activities to develop the English-speaking skills.
- To diagnose the teachers' application of Problem -Based Learning approach to enhance oral communication.
- To elaborate a guide based on PBL to develop the ability to speak English

CHAPTER II

METHODOLOGY

2.1 Resources

This chapter presents the methodology applied in the development of this research. Detailed relevant aspects such as the research approach, research modality, research level, techniques, and procedures are presented. The participants' native language is Spanish with a basic level in English.

To measure the first variable, which is PROBLEM-BASED LEARNING, the questionnaire of Fahim and Samadian (2011) was adapted to the reality to which this study is. This consists of a scaled format that goes from "Always" to "Never" in a numerical continuum from 1 to 3. The validity of the scales is supported by an analysis of factors which supports the questionnaire.

2.2 Methods

On the one hand, the approach of this research is qualitative because it is characteristic of the human sciences, it has an emphasis on the process, a social phenomenon, and it is quantitative because by means of the accuracy of the data obtained verification of hypotheses is carried out. . It gives data about the "human" side of an issue – that is, the frequently conflicting practices, convictions, assessments, feelings, and connections of people (Family Health International, n.d.).

On the other hand, it is quantitative because of the results of the field research and the facts that are part of the reality of the institution in the study are presented. This generates numerical data, which have been treated based on a study and statistical processing of data in order to present the results in an adequate and comprehensible way.

2.2.1 Basic mode of investigation

The modalities to be used in the research work will be as follows:

- Field research.

The same one that will allow obtaining information of the same place where the problem is developed that is to say the investigator will move to the same place of the facts to obtain information of high value to establish an adequate diagnosis of the current reality of the institution. A portion of the elements, for example, the time where the exploration is done or the translations of the records may differ and they can have a significant impact on the result of the examination (Şerban and Ilie, 2014).

- Bibliographic research - documentary.

This will allow the research to be based on an adequate way by means of the information that can be obtained from books, journals, reports, internet, etc. so that the research can contrast the reality of theory and practice in the professional field.

2.2.2 Level or type of investigation

Descriptive research

Descriptive research allows one to specify the most important characteristics of the problem under study, as regards its origin and development. Its objective was to describe the problem as it is and how it manifests within the institution.

Descriptive research

This type of research allows generating an explanation of why the variables; "Problem-Based Learning" and "Speaking skill" are also related to the causes and their impact on each other.

Exploratory research

The exploratory research intends to explore research questions and contribute to the research to determine the nature of the problem.

This level of research helped to describe the characteristics of the problem since this issue is not very well defined in TEFL (Teaching English as a Foreign Language). Also, there is not much information about PBL (Problem Based Learning) in the context of language learning, and this research provided with initial insights for future investigations.

Experimental research

Silva (n.d.) in his book "Research Methodology. Basic Elements", states, "Experimental research is carried out through the manipulation of one or more unproven experimental variables, under rigorously controlled conditions, in order to describe how or why a particular situation or event occurs".

As it can be appreciated, the concept previously exposed indicates that the intervention of the variables as part of the experimental research, or as constitutive elements of it. In this case, it indicates that the existence of these is inevitable, and that they happen as a consequence or as part of a study in which the causal relationships of a phenomenon are intended to be identified.

Therefore, the intervention of the variables and the correct measurement of it, corresponds to a methodology for identifying the phenomenon and its origin, thus placing in evidence the explanatory condition of the experimental research, that is, the signaling this as explanatory.

It uses the origin of the phenomenon, trying to find the causes that originate it; not only by looking for that but also by trying to search for the effects that can cause it. Therefore, once the origin of the phenomenon has been studied, it can produce conclusive results about its

incidence on other phenomena, hence the explanatory nature of experimental research. (Silva, n.d)

Once the researcher obtains data from the survey, they analyze it and verify that teachers and students are unfamiliar with (PBL) and its influence in developing the SPEAKING SKILL. Thus, the researcher developed a pre and post-test to evaluate the impact of (PBL) on the SPEAKING SKILL.

2.2.3 Population and sample

Table 2: Population and sample

Students	26
TOTAL	26

Elaborated by: Guerrero, S. (2020)
Source: Unidad Educativa "Japón"

The population that worked within this research consists of 26 students of the institution, so it was not necessary to obtain a sample since this amount was small and easy to handle.

2.2.4 Data collection

Information collection plan

For the purposes of this research, a total population of 26 people is considered, including students at the school.

To analyze and process the information of the present investigation, one proceeds as follows:

- Information coding: The coding was the process of listing each question in the questionnaire and based on this, the process of tabulation of the data obtained was facilitated. In the processing and analysis of the information, all the information collected was reviewed and analyzed.

- Information tabulation: The tabulation of data was carried out through the SPSS (Statistical Package for the Social Sciences) program, which allowed the researcher to verify the responses and interpret the results of the investigation in a better way.
- Statistical analysis: The data analysis was performed by means of percentages that helped to interpret the results obtained.
- Interpretation: The interpretation of results was developed under their synthesis and thus be able to generate the necessary information and can structure a possible solution to the problem under study.

For the execution of this investigation it was necessary to have enough information as detailed below:

Table 3: Information collection plan

BASIC ANSWERS	EXPLANATION
Why?	To investigate the PROBLEM-BASED LEARNING APPROACH influence in the SPEAKING SKILL development students of second level from the Unidad Educativa "Japón".
Whom?	Students and teachers of the institution
Which aspects?	➢ Learning techniques ➢ Management of strategies cognitive ➢ Teaching methodologies
Who?	The researcher Sandra Guerrero
When?	2020
Where?	Unidad Educativa "Japon" Ambato.
With what?	Survey
What instruments?	Questionnaire
Which situation?	Metodological strategies.

Elaborated by: Guerrero, S. (2020)
Source: Unidad Educativa "Japon"

Data collection techniques and tools

The different techniques that the researcher uses to collect the necessary information to achieve the objectives of the research are indicated.

Techniques

Survey

It is necessary to use the survey in the research since it allows the researcher to collect information from the population under study and diagnose efficiently what their perceptions are on the topic of study and verify whether it is feasible to solve the problem in the classroom presented in the research paper.

Instruments

Questionnaire

For the diagnosis to be efficient, a questionnaire is used with different questions and multiple options to answer, with the purpose of making the tabulation of results the closest to the reality of the institution.

Categorization of the independent variable: PROBLEM-BASED LEARNING

Table 4: Operationalization of the independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ÍTEMS	TECHNIQUES AND INSTRUMENTS
Problem Based Learning (PBL) is a student-centered pedagogy for the **teaching and learning** process, in which students learn about a subject through the experience of solving an open-ended problem. The students can express their ideas on their own ways, and in many opportunities. PROBLEM-BASED LEARNING is a real-life experience as the context of the students' media to build critical thinking and **problem-solving skills.** It is a fun and enjoyable strategy of English **communication learning.**	teaching and learning	● Information ● Problem solution ● Debate	Do teachers stimulate you by seeking information about real-life problems and do you seek to solve those problems by yourself? When a debate or discussion is held to solve problems in groups, do teachers respect the shifts equally?	Questionnaire Survey
	Problem- solving skill	● Solutions ● Respect opinion ● Resolution skills	When you are talking about real-life problems, do teachers respect your opinion of the different solutions you can find to the problems? Do you develop problem-solving skills (real-life problems) to find a solution?	
	Learning Communication	● Share your ideas ● Query method	When working in groups. Do teachers encourage groups to share their ideas in English?	

Elaborated by: Guerrero S. 2020

Dependent Variable: SPEAKING SKILL

Table 5: Operationalization of the dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ÍTEMS	TECHNIQUES AND INSTRUMENTS
The way that a student 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.	confident	• Teaching • Learning • Speak fluently	When you speak English, is it difficult for you to speak quickly without having to stop and pause a lot.?	Questionnaire Survey
	Process	• Learning technique • Activities • Conversation	When talking about real-life problems. Do teachers apply some learning technique (students form progressively larger groups to the activity of the conversation circle) and do students take turns respecting the opinions of classmates? When a problem-solving activity in groups ends. Do teachers allow him to evaluate (self-evaluation) his classmates (peer evaluation))?	
	Innate ability	• Problem resolution • Strengths • Interaction	When a problem-solving activity ends. How often do teachers give you feedback highlighting your weaknesses and strengths? When doing problem-solving activities in groups, do teachers promote oral English interaction within the groups?	

Elaborated by: Guerrero S. 2020

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results.

The results obtained from the preliminary and subsequent tests that were applied to the control group and the experimental group helped to obtain a broad knowledge of the current situation of the students from "Unidad Educativa Japón", in terms PROBLEM-BASED LEARNING and SPEAKING SKILLs, in the classroom and it is represented statistically and graphically.

In order to obtain a clear vision of the application of this research, the results were established according to the following sequence:

- Results of using PROBLEM-BASED LEARNING strategies before application in the classroom.
- The results of the micro skills in students, before and after the application of PROBLEM-BASED LEARNING strategies.
- General results established by the students, before and after the application of all PROBLEM-BASED LEARNING strategies.
- Subsequently, a comparative analysis of the academic level obtained by the students, before and after the application of PROBLEM-BASED LEARNING strategies and the ability to speak.
- Finally, once the required information was obtained, the data was processed and tabulated by the SPSS statistical program, and then analyzed and statistically interpreted.
- In the tabulation of results it is important to take into account the number of people surveyed, the number of answers in each option and the final percentage that those represent, in addition to this, it was used the Cronbach Alpha to measure reliability, while a complete analysis was performed with the statistical method of Spearman Rho.

3.2 Interpretation of data

3.2.1 Student's survey results

Checklist analysis students' observation

1. Do teachers stimulate you by seeking information about real-life problems and do you seek to solve those problems by yourself?

Table 6: Do teachers stimulate you by seeking information about real-life

		Frequency	Percentage	Percentage accumulated
Valid	Always	1	3,8	3,8
	Sometimes	9	34,6	38,5
	Never	16	61,5	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
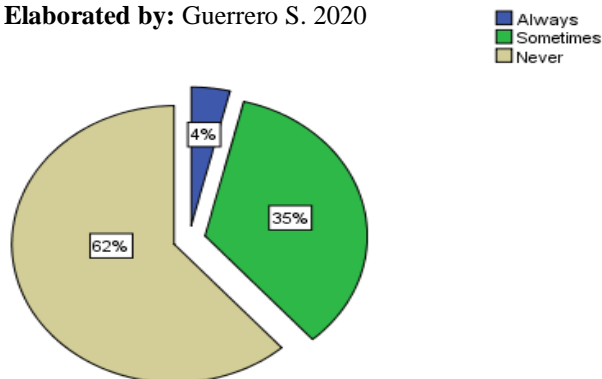
Figure1: Do teachers stimulate you by seeking information about real-life
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

Analysis

Out of 26 students who were surveyed, 16 students, corresponding to 62%, answered that the teacher never uses dynamic, creative, and innovative strategies for teaching. At the same time, 9 students, who correspond 35% of the population, indicated that the teacher sometimes uses this type of activities. Finally, 1 person who represents 4% of the population, indicated that the instructor always uses dynamic activities when teaching.

Interpretation

Therefore, it is important the communication and trust that exists between the teacher and the student, thus being a strategy. Therefore, it is the essential tool for group work, so the information moves in all directions. Also, each team member should have enough confidence and security to share their ideas with people around them.

2. When a debate or discussion is held to solve problems in groups, do teachers respect the shifts equally?

Table 7: When a debate or discussion is held to solve problems in groups.

		Frequency	Percentage	Percentage accumulated
Valid	Always	1	3,8	3,8
	Sometimes	9	34,6	38,5
	Never	16	61,5	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
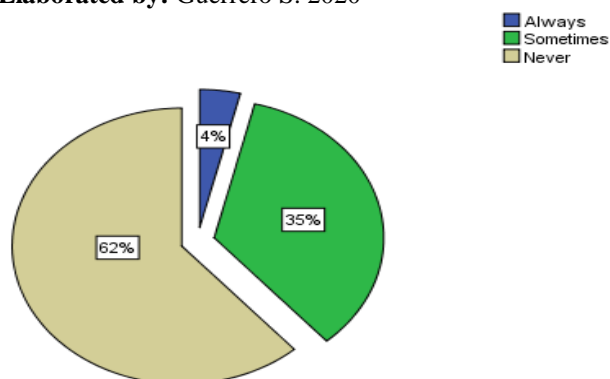
Figure 2: When a debate or discussion is held to solve problems in groups.
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

Analysis

According to the results obtained, 26 students were surveyed,16 students, corresponding to 62%, which is the vast majority, answered that they never did to a debate or discussion to solve problems in groups; while 9 students, who corresponds to 35% of the population indicated that sometimes they were part of debate; and 1 person, who corresponds to 4% of the population indicated that teachers always respect shifts equally.

Interpretation

According to the results, a debate would greatly help the students to solve their problems by themselves, not only by being autonomous but also respecting the opinion of each member who they are going to discuss a problem with by showing respect and collaboration.

3. When you are talking about real-life problems, do teachers respect your opinion of the different solutions you can find to the problems?

Table 8: You are talking about real-life problems, do teachers respect your opinion

		Frequency	Percentage	Percentage accumulated
Valid	Sometimes	9	34,6	34,6
	Never	17	65,4	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
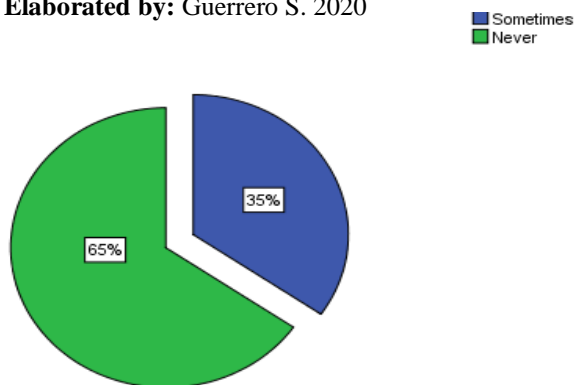
Figure 3: You are talking about real-life problems
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
Analysis

Out of the 26 students, 17 who correspond to 65% answered that they never talk about real life problems, teachers respect their opinion on the different solutions they can find for problems; 9 students, who correspond to 35%, mentioned that the educator sometimes respects the opinion about the different solutions they can find.

Interpretation

According to what was observed, some problems are related to teaching methodologies, these problems are located inside and outside the classrooms. Hence, it is important that the students obtain adequate pedagogical training from the teacher. PROBLEM-BASED LEARNING is a method that enables students to take a more active role in their teaching.

4. Do you develop problem-solving skills (real-life problems) in order to find a solution?

Table 9: You develop problem-solving skills

		Frequency	Percentage	Percentage accumulated
Valid	Always	1	3,8	3,8
	Sometimes	5	19,2	23,1
	Never	20	76,9	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
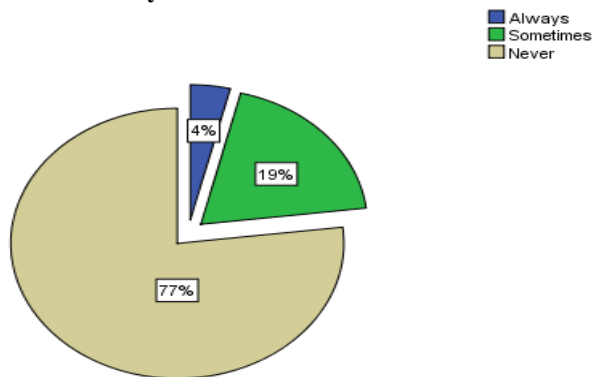
Figure 4: You develop problem-solving skills
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
Analysis

By applying the surveys carried out to 26 students, corresponding to 100%, 20 students, who represent 77%, argued that problem solving skills are never developed (real life problems) to find a solution. Also, 19%, 5 students revealed that sometimes this aspect is used in class. To finish, 4% of the class indicated that the teacher always develops problem solving skills.

Interpretation

The surveys determine that inside the institution, students do not always develop problem solving skills, although in PROBLEM-BASED LEARNING it is intended to build knowledge on the basis of real-life problems and situations. In addition, it is important to mention that these abilities are relevant for students' lives.

5. When working in groups, do teachers encourage groups to share their ideas in English?

Table 10: Do teachers encourage groups

		Frequency	Percentage	Percentage accumulated
Valid	Always	2	7,7	7,7
	Sometimes	10	38,5	46,2
	Never	14	53,8	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
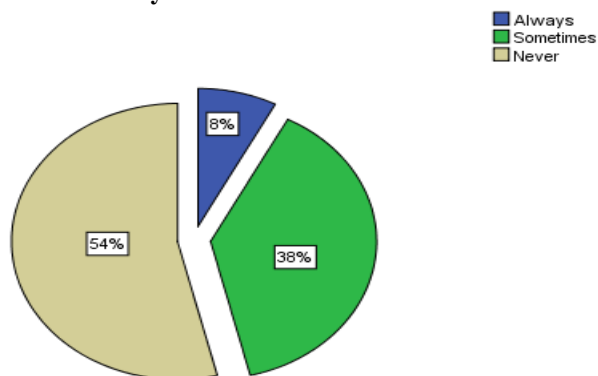
Figure 5: Do teachers encourage groups
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
Analysis

According to the survey applied to 26 students, corresponding to 100%, 14 students, who represent 54%, answered that the teacher never encourages them to share their ideas in English. Also, 39%, 10 students revealed that sometimes they are encouraged by the teacher to do so. Finally, 8% equals to 2 students responded that teachers always encourage groups to share their ideas in English.

Interpretation

The teacher needs to encourage their pupils to think and socialize their ideas in English, although learning consists of an internal organization process where learners are able to show good spoken English products from the moment they receive information until they fully assimilate it when speaking the language.

6. When you speak English, is it difficult for you to speak quickly without having to stop and pause a lot?

Table 11: When you speak English, is it difficult

		Frequency	Percentage	Percentage accumulated
Valid	Sometimes	11	42,3	42,3
	Always	15	57,7	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
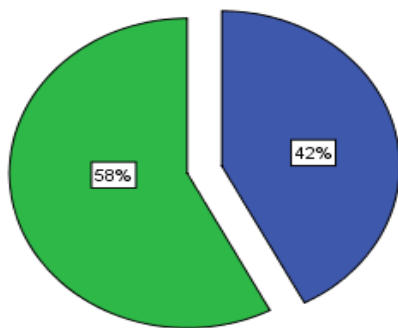
Figure 6: When you speak English, is it difficult
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

Analysis

While 15 students corresponding to 58% answered that it is always difficult for them to speak English quickly without having to stop; the other 11 students, corresponding to 42%, answered that sometimes it is difficult to speak English fast without pausing.

Interpretation

It can be interpreted that it is possible that not all teachers have the necessary skills and abilities to obtain the desired results when putting this method in practice because almost the vast majority of students find it difficult to speak English quickly. That is why both teacher´s training and motivation become fundamental tools to successfully implement PROBLEM-BASED LEARNING. Teacher enthusiasm positively influences students in achieving planned goals.

7. When talking about real-life problems, do teachers apply some learning technique (students form progressively larger groups to the activity of the conversation circle) and do students take turns respecting the opinions of classmates?

Table 12: When talking about real-life problems.

		Frequency	Percentage	Percentage accumulated
	Sometimes	5	19,2	19,2
Valid	Never	21	80,8	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
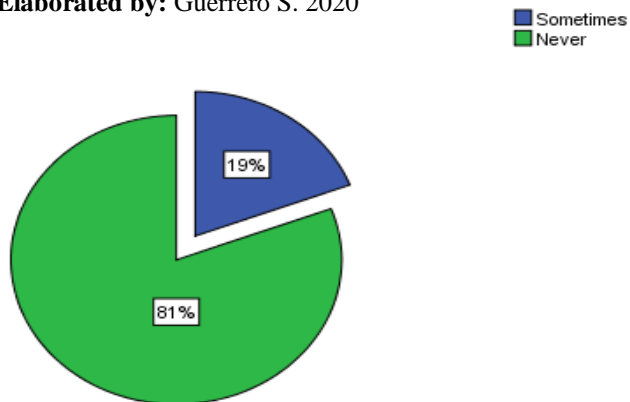
Figure 7: When talking about real-life problems.
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

Analysis

The 26 surveys show that 21 who correspond to 81% answered that teachers never apply any kind of learning technique and student do not take turns to participate either. Additionally, 5 students, corresponding to 19%, mentioned that it happens sometimes.

Interpretation

It can be interpreted that it is fundamental that the teacher uses as much as learning techniques possible to promote learning by listening the opinions all students may have. Consequently, students can acquire knowledge, skills, and attitudes through real-life situations. Its purpose is to train students to be capable of analyzing and facing problems in the same way as they will during their professional activity, which is, evaluating and integrating the knowledge that will lead them to acquire professional skills.

8. When a problem-solving activity in groups ends, do teachers allow learners to evaluate (self-evaluation) their classmates (peer evaluation)?

Table 13: When a problem-solving activity in groups ends

		Frequency	Percentage	Percentage accumulated
	Sometimes	6	23,1	23,1
Valid	Never	20	76,9	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
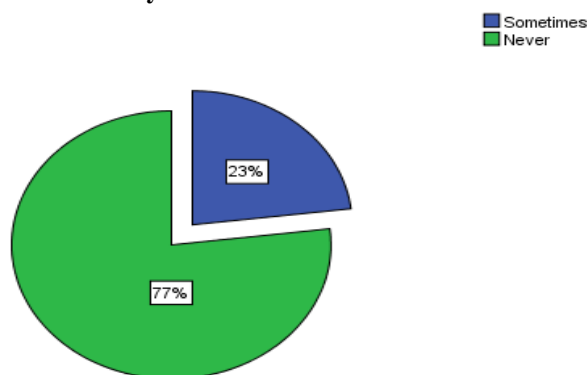
Figure 8: When a problem-solving activity in groups ends.
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

Analysis

According to the data obtained from the 26 students, 20 of them, corresponding to 77%, answered that when working on a solve-problem activity, teachers never allow them to evaluate (self-evaluate) their classmates. The rest of students, corresponding to 23%, responded that sometimes they have peer evaluation.

Interpretation

In conclusion it can be said that in PROBLEM-BASED LEARNING the main objective implies that, after carrying out a learning process, the student must have acquired new skills and knowledge. Learning is the description of the performance that students want to demonstrate before considering them competent in an area; thus, the learning objective describes the expected result by running a self-assessment in pairs.

9. When a problem-solving activity ends, how often do teachers give you feedback highlighting your weaknesses and strengths?

Table 14: How often do teachers give you feedback?

		Frequency	Percentage	Percentage accumulated
	Sometimes	7	26,9	26,9
Valid	Never	19	73,1	100,0
	Total	26	100,0	

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020
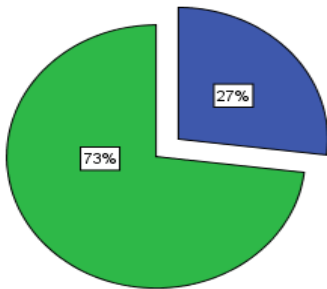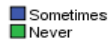
Figure 9: Table: How often do teachers give you feedback
Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

Analysis

Once the surveys were applied to a total of 26 students, 19 of them corresponding to 73% answered that they receive feedback from the teacher, highlighting their weaknesses and strengths, when a problem-solving activity ends. While 7 students, corresponding to 27%, stated that sometimes the instructor provides some feedback to emphasize their speaking abilities.

Interpretation

It is essential for teachers to provide students with feedback, allowing them to make judgments about the level achieved and the quality of learning achieved with students. On the other hand, the weaknesses, and strengths that the student has acquired, the skills that they have developed and the attitudes that they have modeled largely serve to justify academic decisions.

10. When doing problem-solving activities in groups, do teachers promote oral English interaction within the groups?

Table 15: Do teachers promote oral English interaction within the group

		Frequency	Percentage	Percentage accumulated
Valid	Always	2	7,7	7,7
	Sometimes	12	46,2	53,8
	Never	12	46,2	100,0
	Total	26	100,0	

Source: Survey aimed to students.

Elaborated by: Guerrero S. 2020
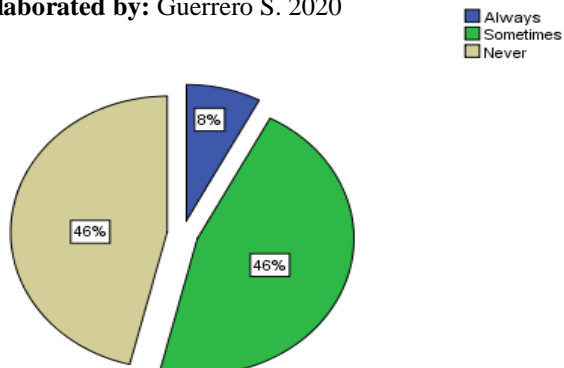
Figure 10: Do teachers promote oral English interaction within the group

Source: Survey aimed to students.

Elaborated by: Guerrero S. 2020

Analysis

Out of the 26 students, 12 students, corresponding to 46%, answered that teachers never promote oral English interaction within the groups. Also 12 students assure that when carrying out problem solving activities in groups, the teacher promotes oral interaction during English activities. Finally, 2 students who represent 8%, indicated that teachers always promote oral interaction in English classes when pupils work in groups.

Interpretation

Finally, it should be noted that PROBLEM-BASED LEARNING opens up a range of possibilities for didactic innovation, putting into practice well-known terms such as: interest, motivation, meaningful learning, formative assessment, autonomous learning and lifelong learning, comprehensive vision of problems and interdisciplinary, complexity and reflective practice; and all of these aspects need to be used when promoting interaction in groups.

3.2 Hypotheses verification

3.2.1 Statement of hypothesis

Hypothesis

The influence of the PBL approach affects in the development of speaking skills in second level students of the "Unidad Educativa Japon" in Ambato city.

Logical method

Null hypothesis (Ho): The influence of the PBL approach does NOT affect in the development of speaking skills in second level students of the "Unidad Educativa Japon" in Ambato city.

Alternative hypothesis (H1):

The influence of the PBL approach affects in the development of speaking skills in second level students of the "Unidad Educativa Japon "in Ambato city.

Mathematical method

Null hypothesis H0:rs=0

Alternative hypothesis H:rs=0

Selecting the level of significance

To verify the present hypothesis, a significance level of 5% has been selected, which is equal to 0.05. While the level of reliability is 95%, which is equal to 0.95.

Statistical method

Formula:

$$r_s = 1 - \frac{6\sum_{i}^{n} =_1 d_i^2}{n^3 - n}$$

Where:

r_s: ordinal correlation coefficient or ranges (commonly called correlation of Spearman rank).

d_i^2: is the difference between the ratings for each observation.

n: is the sample size.

Spearman

"Spearman (Rho de Spearman). This coefficient is a measure of linear association that uses the ranges, order numbers, of each group of subjects and compares these ranges." (Cabrera, 2009, p. 18). The same that shows an association between variables, allowing to obtain an association coefficient.

Table 16: Rho de Spearman

Correlations			¿ When you are talking about real-life problems, do teachers respect your opinion of the different solutions you can find to the problems?	¿When a debate or discussion is held to solve problems in groups, do teachers respect the shifts equally?
Rho de Spear man	¿ When a problem-solving activity ends, how often do teachers give you feedback highlighting your weaknesses and strengths?	Correlation coefficient	1,000	,652*
		Sig. (bilateral)	.	,013
	¿ When doing problem-solving activities in groups, do teachers promote oral English interaction within the groups?			

*. Correlation is significant at the level 0,05 (bilateral).

Source: Survey aimed to students.
Elaborated by: Guerrero S. 2020

As it can be seen in table 16, the Spearman statistical method was applied, 95% significance and a 5% margin of error were used, and as it was shown in the correlation table provided by the SPSS program, we see that a minimum is established (0.652), since it is much closer to 1 than 0.

On the other hand, it is established that it is a positive correlation. When analyzing the significance, we see that it is 0.013, so it is true that it is less than 0.05 with the rule that indicates, the correlation that has been established (minimum) is most likely true in this way the alternative hypothesis is accepted, and null hypothesis is rejected, therefore, it follows that the influence of the learning approach affects problems in the development of speaking skills in second level students of the "Unidad Educativa Japón " in Ambato city.

Decision rule

The research universe was comprised of 26 students, which is 100% of the population of the second level students of "Unidad Educativa Japón " in Ambato city. To apply the statistical method that allows us to obtain:

An association coefficient between variables that do not behave normally, between ordinal variables. It is calculated based on a series of assigned ranges.

Values ranging from - 1 to 1, where 0 is the value that indicates no correlation, and the signs indicate direct and inverse correlation.

The Spearman rank correlation coefficient was used with 95% significance and 5% margin of error, which according to the number of questions used for the statistical check (questionNª1, 2 y question Nª9 and 10), they are a total of two questions with three answer options (always, sometimes and never). As it could be identified in table No. 14 of correlations; provided by the SPSS program, we observe that a minimum is established (0,652), being that it is much closer to 1 than to 0. Therefore, the rule is fulfilled, and a positive correlation is established, resulting in a higher level of approval. So, what was proposed when choosing the variables is fulfilled. Lastly, when analyzing the significance, a 0.013 can be observed, so it is less than 0.05, this indicates the correlation that has been established; which is (minimum), and is most likely true in this way the alternative hypothesis (Hi) is accepted, and the null hypothesis (Ho) is rejected, confirming the established.

For reliability was used Alpha of Cronbach, which was carried out by Cronbach, who happened to have the same name, in 1951; although its origins are found in the works of Hoyt (1941).

Frias (2019) said that "the internal consistency method based on the Alpha of Cronbach allows us to estimate the reliability of a measuring instrument through a set of items that are expected to measure the same construct or theoretical dimension". Consequently, for this research, the validity of an instrument was accepted, that refers to the degree to which the instrument measures, and the reliability of the instrument's internal consistency can be estimated with the Alpha of Cronbach.

As a general criterion, George, and Mallery (2003) suggest the following recommendations for evaluating the coefficients the Alpha of Cronbach.: alpha coefficient>.9 It is excellent as shown in the following table provided by the SPSS program (p. 231).

Table 17: Alfa de Cronbach
Reliability statistics

Cronbach Alpha	Number of elements
,740	10

Elaborated by: Guerrero S. 2020

When analyzing the table provided by the SPSS, we see that it is established. The measure of reliability using the Cronbach Alpha assumes that the items (measured on a Likert scale) measure the same construct and they are highly correlated (Frias, 2019). The closer the alpha value is to 1, the greater the internal consistency of the items analyzed in this investigation gives us 0.740, which indicates that the scale of each data is reliable and guarantees the measure of the reliability of the construct in the specific research sample.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

When analyzing the obtained results, the following conclusions were drawn:

- PROBLEM-BASED LEARNING strategies had a beneficial influence on the development of English speaking ability. It was viable to identify, through the results of the questionnaire applied to the students, that the types of learning activities like only read the book or avoid speaking activities, were largely deficient activities. Consequently, the use of PBL strategies helped students increase their ability to speak in English.

- According to the research, the results show that PROBLEM-BASED LEARNING helps students improve speaking skills by group work, self-directed learning, prior activation knowledge, research, collaborative work, oral presentations, discussion, self-evaluation, and group evaluation in order to improve their oral communication.

- PROBLEM-BASED LEARNING guides students in constructing their own knowledge and sharing it with classmates while working collaboratively in a variety of English activities as well as leading instructors to promote speaking and interaction through dynamic activities such as conversations, mingling, games, learning walks, observations, role plays, poster creation, and presentations.

4.2 Recommendations

- As a recommendation, it is important to regularly plan PROBLEM-BASED LEARNING strategies in and out of the classroom, in real life situations that help and motivate students to develop different skills, such as group and collaborative work, through feedback, to achieve better academic results. For this is important to build in students' confidence to speak in public, and to improve the capacity to identify one's strengths and weaknesses.

- Teachers should search and apply different techniques like short role plays, games and speaking cards in order to motivate students to interact and speak in the classroom. The use of PROBLEM-BASED LEARNING strategies in English classes is suggested because it creates a pleasant and active learning environment for students to learn to speak. In addition, the implementation of these strategies will greatly help the teacher to put aside traditional methodologies and improve the student's ability in the oral field.

- Teachers are encouraged to include PROBLEM-BASED LEARNING strategies, in the classroom at the beginning of the school year this will greatly help students to develop skills such as precision, verbal fluency and interaction in different aspects, making them develop oral skills in student teacher communication, solving problems by becoming more independent.

- To implement the problem-based learning follow-up guide that will be a resource to support learners at "Unidad Educativa Japón" to develop the ability to speak English effectively. Furthermore, teachers are encouraged to include strategies of PROBLEM-BASED LEARNING in the classroom at the beginning of the year, this could help students in a great manner to develop skills such as precision, verbal fluency and interaction, making them develop oral skills.

ANNEXES

THESIS PROPOSAL

Informative data

a. Theme: Implementation of a guide based on PBL (Problem – Based Learning) to develop the ability to speak English.

b. Institution: "Unidad Educativa Japón"

c. Beneficiaries: High school students

d. **Location**: Ambato-Tungurahua.

e. Estimated execution time: April – August 2019.

f. Person in charge: Sandra Lorena Guerrero López

Background of the proposal

This research emerged considering a problem detected in the students of Unidad Educativa Japón. It was evident that teachers do not apply PBL (Problem – Based Learning). In consequence, the speaking process in English class is deficient.

Thus, PBL (Problem – Based Learning) contributes to the development of the ability to speak English; this idea is based on a literature review and in a vast investigation about how PBL works in language learning.

This proposal includes a student-centered approach in which students develop problem-solving skills. It uses the PBL approach, keeping in mind that it focuses on real-life problems. In addition, this proposal focuses on developing the ability to speak.

Justification

Today, undoubtedly, education requires more autonomous students. This century is based on the use of language skills. Therefore, it is about proposing self-directed learning. Online environments promote the development of self-directed learning by stimulating students to have a broad focus of opinions on real-life problems and to improve teamwork. Thus, this guide facilitates the educational process in terms of language learning, which allows new and original educational experiences for teachers and students.

Blended learning improves student engagement and motivation to learn; in consequence, teachers become a sofa and students are more self-directed, which is important in education. It is feasible for students because they can interact with their classmates, changing ideas about real life problems. PBL focuses on discussions, and the development of problem-solving skills that can be easily accomplished. Finally, the implementation of this guide contributes to the feasibility of learning.

Objectives

General Objective

To design a guide based on PBL (Problem – Based Learning) in order to develop the ability to speak English.

Specific Objectives

- To develop critical assessment and the acquisition of new knowledge based on real-life events.
- To promote in the student the responsibility of their own learning.
- To know what the PBL is based on, to develop the ability to speak English.

Feasibility analysis

The school teaching staff and authorities are committed to applying PROBLEM-BASED LEARNING, this in function of developing the ability of the English language, as it has been seen previously, the teaching of this type of methods carries with it the purpose of providing future professionals with a practical guide so that they are able to function in all fields of life.

So, the individuals prepared with this type of teaching will have solid knowledge and the talent to create and innovate their knowledge regardless of situations and when required to when they require it for their daily confrontation with situations that arise in their formation as people.

The proposal of preparing an Activity Guide to develop the ability to speak the English language based on the PBL aimed at students is economically feasible for its affordable value when developing this project.

Budget: $ 115, 00 (one hundred and fifteen American dollars)

Table 18: Budget

DETAIL	VALUE
Desk materials	$20
Folders	$10
Use of equipment	$30
Impressions	$25
Others	$30
Total	$115

Elaborated by: Guerrero S. 2020

Theoretical foundation

This proposal details a guide of activities based on the PROBLEM-BASED LEARNING (ABP) to develop the ability to speak English. This guide provides content with the implementation of activities that require group work to analyze problems. The use of this guide is for acquiring cooperative learning that is oriented towards solving problems or

situations in real life. In addition, this proposal is directed to teachers in the English area and therefore to students of the Unidad Educativa Japon in Ambato city. Regarding the use and application of this guide, it can be said that, it is a great help for both teachers and students since it contributes to learning within classes and contributes with extra activities that can motivate the student to carry out group work reasoning and create autonomy. As a result, it makes students reflect and able to do things for themselves.

Table 19: Operating model

Phases	Goals	Activities	Resources	Responsible	Time	Results
Socialization	Explain the proposal with data that allowed analyze about the design and handling over benefits of PBL	Socializate with authorities, teachers, and students of the Unidad Educativa Japon	Materials Humans	● Author of the proposal. ● Teachers ● Students ● Dean	1 week	Teachers students and authorities know the project.
Training	Make an explanation from the guide of the ABP	Expose the PBL guide to the teachers of the Institution	Materials Humans	● Author of the proposal ● Teachers	1 week	The institution has all the resources to apply PBL
Execution	● Apply PBL in English classes with students and teachers. ● Distribution of the elaborated material. ● Debate of ideas	● Apply PBL in English classes with students and teachers. ● Distribution of the elaborated material ● Debate of ideas	Materials Humans	● Author of the proposal ● English Teachers ● Students	1 week	Tools, and materials are socialized and are according to the student's requirements.

Elaborated by: Guerrero S. 2020

¿What is problem-based learning?

The PBL includes the development of critical thinking in the same teaching-learning process. It does not incorporate it as something additional but it is part of the same process of interaction to learn. The PBL seeks that the student understands and deepens adequately in the response to the problems that are used to learn by addressing aspects of speaking the English language. All the above with a comprehensive approach, the structure and process of solving the problem are always open, which motivates conscious learning and systematic group work in a collaborative learning experience.

Implementation of problem-based learning

Students work in teams of six to eight members with a tutor / facilitator who will promote discussion in the group work session. The tutor will not become the authority of the course; therefore, the students will only rely on them for the search for information.

It is important to note that the objective is not focused on solving the problem, but rather than being used as a basis to identify learning topics for independent or group study. That is to say, the problem serves as a trigger for students to meet the course learning objectives. Throughout the group work process, students must acquire responsibility and confidence in the work done in the group, developing the ability to give and receive criticism aimed at improving their performance and the groups work process.

Within the PBL experience, students integrate their own methodology for acquiring knowledge and learn about their own learning process.

Knowledge is introduced in direct relation to the problem and not in an isolated or fragmented way. In the PBL students can observe their progress in the development of knowledge and skills, becoming aware of their own development.

Characteristics of problem-based learning

The passive transfer of information is something that is eliminated in the PBL. On the contrary, all the information that is poured into the group is sought, provided, or generated by the same group.

Here are some characteristics of the PBL:

It is an active work method where students constantly participate in the acquisition of their knowledge.

- The method is oriented to the solution of problems that are selected or designed to achieve the learning of certain knowledge objectives.
- Learning focuses on the student and not on the teacher or only on the content.
- It is a method that encourages collaborative work in different disciplines. It also works in small groups.
- The courses with this work model are open to different disciplines of knowledge.
- The teacher becomes a facilitator or tutor for learning.

When working with the PBL, the activity revolves around the discussion of a problem and the learning comes from the experience of working on that problem, it is a method that stimulates self-learning and allows the student's practice when facing real situations and identifying their knowledge deficiencies.

Steps in the problem-based learning process

1. The designed problem is presented.
2. Learning needs are identified.
3. Next, information learning occurs.
4. Finally, the problem is solved, or new problems are identified and the cycle is repeated.

Steps to the work session with the students

Table 20: Steps to the work session with the students

1. Problems are designed that allow cover the objectives of the subject raised for each level of development of the course program. Each problem should clearly include the objectives of learning corresponding to the topic.	Some recommendations: Switching to the PBL system can appear risky and uncertain. If the students are new to PBL, it is the following is recommended:

2. Work rules and characteristics of the roles should be established in advance and must be shared and clear to all group members	● Matters of interest to students should be sought. ● Create a scenario to discuss the hypotheses of the students. ● Give time and motivation to investigate and to show your views. ● Avoid giving too much information, variables, or extreme simplification of problems. ● Support the group in determining the different roles.
3. The most opportune moments to apply the problems are identified and the time that the students must invest in the work of solving the problem is determined.	
4. First, the group will identify the key points of the problem.	Some recommendations: ● Present a problem at the beginning of the class, or during the previous class, with a small exposition. ● If the problem is printed, deliver copies for each team and each student. ● Provide written questions related to the problem. The team copy, signed by all the members who participated, must be delivered as the final group result at the end of the class. ● Evaluate progress at regular time intervals. If necessary, interrupt work to correct misunderstandings or to bring teams up to speed. ● Allow time at the end of the ABP session for the whole class to discuss the problem or discuss it at the beginning of the next class.
5. Hypothesis formulation and recognition of information necessary to check the hypothesis, a list of topics is generated to study.	
6. The teacher-tutor monitors and guides the relevance of these topics to the learning objectives.	

Elaborated by: Guerrero S. 2020

Activities and responsibilities of the student and the teacher

The use of ABP as a didactic technique determines that students and teachers modify their behavior and their attitudes; it also implies that they become aware of the need to develop a series of skills in order to perform well in their learning activities.

Group learning also results in new responsibilities being taken to perform the learning objectives set by the group.

Student activities and responsibilities

ABP is a student-centered learning process, therefore, a series of behaviors and participations are expected from it that are different from those required in the conventional learning process.

Then, some desirable characteristics are presented in the students who participate in the ABP. It is important to note that if the student does not have these qualities, he must be willing to develop or improve them. Deep and clear motivation about the need for learning.

Disposition to work in group.

- Tolerance to face ambiguous situations.
- Skills for personal interaction, both intellectual and emotional
- Development of the imaginative and intellectual powers.
- Problem solving skills.
- Communication skills.
- See your field of study from a broader perspective.
- Critical, reflective, imaginative, and sensitive thinking skills.

Responsibilities for students when working at PBL:

- A responsible integration around the group and an enthusiastic attitude in solving the problem.

- Contribution of information to the group discussion. This provides them with a detailed and specific understanding of all the concepts involved in addressing the problem.
- Searching for the information they consider necessary to understand and solve the problem, this forces them to put into practice analysis and synthesis skills.

Investigation such as: the library, electronic media, university teachers or the group of the own colleagues. This allows them a better use of resources.

Teacher activities and responsibilities

In ABP, the teacher in charge of the group acts as a tutor instead of being a conventional teacher, expert in the area and transmitter of knowledge. The tutor will help students to reflect, identify information needs and motivate them to continue with the work. It will guide them to achieve the proposed learning goals. The guardian is not a passive observer,

The tutor is not a passive observer; on the contrary, he must be active guiding the learning process making sure that the group does not lose the established objective, and also identify the most important issues to comply with the resolution of the problem.

The main task of the tutor is to make sure that the students make adequate progress towards the achievement of the learning objectives, in addition to identifying what they need to study to understand better. This is accomplished through questions that encourage analysis and synthesis of information in addition to critical reflection for each topic.

The tutor supports the development of the ability in the students to look for information and learning resources that serve them in their personal and group development.

Skills required by the tutor:

- Own skills for facilitating the teaching-learning process.
- Ask questions that stimulate and challenge students appropriately, motivating them to seek information and improve themselves.

- Ability to integrate the conclusions the work of the students, in addition to contributing opposite points of view to stimulate reflection. If necessary, another type of help that provides information to the group.
- Identify and point out to the group, when necessary, additional external information.

Using tutorial skills, the teacher helps students apply their previous knowledge, as well as to identify its limitations and to relate the knowledge acquired in the different areas and to relate it to the problem posed.

The role of the tutor is essential for the development of the PBL methodology, in fact, the dynamics of the group work process depends on its good performance.

Some recommendations for the tutor:

- Feeling and behaving like another member of the group.
- Not leading the group based on their own, on the contrary, to facilitate the dynamics.
- Make sure that the analyzed and discussed topics and learning objectives are clear to all students.
- At the time of making any intervention, consideration should be given to whether the comment helps students to learn for themselves.
- Help students focus on the central themes of their discussion instead of dealing with all kinds of topics at the same time.

SURVEY ADDRESSED TO STUDENTS

Objective: Collect information about PROBLEM-BASED LEARNING and the SPEAKING SKILL

Indications: Select with one (X) the alternative that you consider appropriate.

1. **Do teachers stimulate you by seeking information about real-life problems and do you seek to solve those problems by yourself?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

2. **When a debate or discussion is held to solve problems in groups. Do teachers respect the shifts equally?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

3. **When you are talking about real-life problems. Do teachers respect your opinion of the different solutions you can find to the problems?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

4. **Do you develop problem-solving skills (real-life problems) in order to find a solution?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

5. **When working in groups. Do teachers encourage groups to share their ideas in English?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

6. **When you speak English. Is it difficult for you to speak quickly without having to stop and pause a lot?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

7. **When talking about real-life problems. Do teachers apply some learning technique (students form progressively larger groups to the activity of the conversation circle) and do students take turns respecting the opinions of classmates?**
a) Always (………)   b) Sometimes (………)   c) Never (………)

8. **When a problem-solving activity in groups ends. Do teachers allow him to evaluate (self-evaluation) his classmates (peer evaluation)?**

 a) Always (………)   b) Sometimes (………)   c) Never (………)

9. **When a problem-solving activity ends. How often do teachers give you feedback highlighting your weaknesses and strengths?**

a) Always (………)   b) Sometimes (………)   c) Never (………)

10. **When doing problem-solving activities in groups. Do teachers promote oral English interaction within the groups?**

 a) Always (………)   b) Sometimes (………)   c) Never (………)

THANK YOU FOR YOUR HELP

Objective: Collect information about PROBLEM-BASED LEARNING and the SPEAKING SKILL

Indications: Select with one (X) the alternative that you consider appropriate.

PRE-TEST

A continuación, se presentarán los enunciados y las opciones de respuesta que están representadas en una escala de Likert, así: siempre=5, casi siempre=4, algunas veces=3, casi nunca=2 y nunca=1, debe seleccionar solamente una opción para cada ítem.

Siéntase con total libertad para completar el test, teniendo presente que la información recogida será utilizada de forma anónima y confidencial, que los resultados serán presentados de forma general y no individual.

Nombres y apellidos: _____

Fecha:

Curso:

Nro.	Enunciado	Respuesta							
1	Los métodos de enseñanza empleados estimulan su deseo por aprender.	Siempre	5	4	3	2	1	Nunca
2	Su maestro utiliza la retroalimentación en clase	Siempre	5	4	3	2	1	Nunca
3	Su maestro utiliza la retroalimentación en Clase.	Siempre	5	4	3	2	1	Nunca

4	Su maestro presenta debates o discusiones en clase.	Siempre	5	4	3	2	1	Nunca
5	¿Intercambia sus ideas con sus compañeros en inglés?	Siempre	5	4	3	2	1	Nunca
6	¿Tiene una buena compresión auditiva y lectora en ingles?	Siempre	5	4	3	2	1	Nunca
7	¿Tiene una buena expresión oral y escrita?	Siempre	5	4	3	2	1	Nunca
8	¿Usted pronuncia las palabras correctamente?	Siempre	5	4	3	2	1	Nunca
9	¿Escribes y expresas oraciones con sentido completo en inglés?	Siempre	5	4	3	2	1	Nunca
10	¿Transmite sus experiencias y opiniones en inglés?	Siempre	5	4	3	2	1	Nunca

Objective: Collect information about PROBLEM-BASED LEARNING and the SPEAKING SKILL

Indications: Select with one (X) the alternative that you consider appropriate.

POST TEST

A continuación, se presentarán los enunciados y las opciones de respuesta que están representadas en una escala de Likert, así: siempre=5, casi siempre=4, algunas veces=3, casi nunca=2 y nunca=1, debe seleccionar solamente una opción para cada ítem.

Siéntase con total libertad para completar el test, teniendo presente que la información recogida será utilizada de forma anónima y confidencial, que los resultados serán presentados de forma general y no individual.

Nombres y apellidos: _____

Fecha:

Curso:

Nro.	Enunciado	Respuesta							
1	Los métodos de enseñanza empleados estimulan su deseo por aprender.	Siempre	5	4	3	2	1	Nunca
2	Su maestro utiliza la retroalimentación en clase	Siempre	5	4	3	2	1	Nunca
3	Tu maestro utiliza frecuentemente las conversaciones en inglés.	Siempre	5	4	3	2	1	Nunca

4	Su maestro presenta debates o discusiones en clase.	Siempre	5	4	3	2	1	Nunca
5	Intercambia sus ideas con sus compañeros en inglés.	Siempre	5	4	3	2	1	Nunca
6	Tiene una buena compresión auditiva y lectora en Ingles.	Siempre	5	4	3	2	1	Nunca
7	Tiene una buena expresión oral y escrita.	Siempre	5	4	3	2	1	Nunca
8	Usted pronuncia las palabras correctamente.	Siempre	5	4	3	2	1	Nunca
9	Escribes y expresas oraciones con sentido completo en inglés.	Siempre	5	4	3	2	1	Nunca
10	Transmite sus experiencias y opiniones en inglés.	Siempre	5	4	3	2	1	Nunca

Ficha del validador

A continuación, presentaré cada uno de los ítems que integran la prueba, para su valoración donde se deben considerar los siguientes aspectos:

- Uso de un lenguaje adecuado para los participantes
- Relación del enunciado con los componentes de la competencia del pensamiento crítico y pertinencia.

Al finalizar la revisión individual de cada ítem, encontrará un campo de observaciones, donde puede escribir sus apreciaciones sobre otros aspectos generales como extensión de la prueba, uso correcto del idioma en la redacción de los enunciados, entre otros que puedan aportar al mejoramiento del test.

CRITERIOS DE VALIDACIÓN

C= Cumple

N-C= No cumple

Nombres y apellidos del evaluador_____

Nro.	Enunciado	Criterios a evaluar	
1	Los métodos de enseñanza empleados estimulan su deseo por aprender.	C	N-C
		x	
		x	
2	Su maestro utiliza la retroalimentación en clase	C	N-C
		x	
		x	
3	Tu maestro utiliza frecuentemente las conversaciones en inglés.	**C**	**N-C**
		x	
		x	

		C	N-C
4	Su maestro presenta debates o discusiones en clase.	**C**	**N-C**
		x	
		x	
5	Intercambia sus ideas con sus compañeros en inglés.	C	N-C
		x	
		x	
6	Tiene una buena compresión auditiva y lectora en Inglés.	C	N-C
		x	
		x	
7	Tiene una buena expresión oral y escrita.	C	N-C
		x	
		x	
8	Usted pronuncia las palabras correctamente.	C	N-C
		x	
		x	
9	Escribes y expresas oraciones con sentido completo en inglés.	C	N-C
		x	
		x	
10	Transmite sus experiencias y opiniones en inglés.	C	N-C
		x	
		x	

Observaciones:

Ficha del validador

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25/07/2020

X Msc. Carlos Moya

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TUTOR TRABAJO TITULACIÓN

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