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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

**TEMA: THE PROBLEM BASED LEARNING AS A STRATEGY
FOR DEVELOPING THE SPEAKING SKILLS.**

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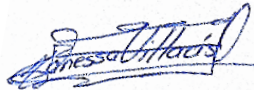
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DEDICATION

To my father, who has supported me even he is not with me. To my sister Tannia, who has helped me in every single situation. To my mother, who is always taking care of me. To my friend and husband Mau, who has helped me and supported me during this master process and in my daily life.

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TEMA:

“EL APRENDIZAJE BASADO EN PROBLEMAS COMO ESTRATEGIA PARA
DESARROLLAR LA DESTREZA HABLADA”

AUTOR: Licenciada Vanessa Irene Villacís Mera

DIRECTOR: Licenciado Edgar Guadia Encalada Trujillo, Magister

LÍNEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza

FECHA: 19 de julio de 2021

RESUMEN EJECUTIVO

El aprendizaje del idioma inglés en los estudiantes es muy importante para el desenvolvimiento al momento de enfrentar problemas cotidianos. El uso del idioma en contextos reales ayuda a que los aprendizajes sean significativos y los mismos puedan ser aplicados al momento de necesitarlos. Por lo que la presente investigación tiene como objetivo demostrar la incidencia del Aprendizaje Basado en Problemas en la destreza hablada de los educandos. Para alcanzar dicho objetivo, se tomó una muestra de 42 estudiantes, 18 hombres y 24 mujeres pertenecientes al nivel Quinto del Departamento de Inglés de la Universidad Indoamérica. Se utilizó un diseño cuasi-experimental que incluyeron una pre-prueba y post-prueba, además se basó en la investigación bibliográfica tomando en cuenta la naturaleza del estudio y la pandemia COVID-19 para llevar a cabo la presente investigación. Para la implementación, se encontró que los estudiantes tenían un bajo nivel de inglés en la destreza hablada por lo que fueron expuestos a métodos pasivos. En consecuencia, se implementó el método PBL a los estudiantes mediante la plataforma de la institución, quienes fueron inmersos en tres fases y evaluados usando una rúbrica de acuerdo a su nivel y necesidades. La

rúbrica se basó en tres criterios: gramática y vocabulario, manejo del discurso e interacción comunicativa. Además, para analizar los datos y validar la hipótesis, se utilizó el sistema estadístico SPSS, en el que también se usó la prueba Shapiro-Wilk test. Al finalizar el estudio se evidenció que, el método APB influye de manera muy significativa en el desarrollo de la destreza hablada en los estudiantes siendo motivados a utilizar el idioma inglés dentro de un contexto vivencial y así hablar con naturalidad y precisión. Por lo tanto, los docentes deben tomar en consideración el implementar el método ABP dentro de sus clases para que de esa manera mejoran la destreza hablada en sus estudiantes y además aumenten el interés de aprender el idioma para aplicarlo en situaciones que lo requieran y así poder resolver los problemas que puedan enfrentar.

Descriptor:

ABP, destreza hablada, aprendizaje vivencial, resolución de problemas, manejo del discurso, interacción comunicativa, idioma inglés, aprendizaje basado en problemas, gramática, vocabulario.

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THEME:

“THE PROBLEM BASED LEARNING AS A STRATEGY FOR DEVELOPING
THE SPEAKING SKILLS”

AUTHOR: Licenciada Vanessa Irene Villacís Mera

DIRECTED BY: Licenciado Edgar Guadia Encalada Trujillo, Magister

LINE OF RESEARCH: Methods and means for teaching

DATE: July 19th, 2021

EXECUTIVE SUMMARY

The students' English language learning is very important for the development at the time of facing daily problems. The use of the language in real world contexts help that the learning processes be meaningful and can be applied when need them. For this reason, the current research aims to demonstrate the incidence of Problem Based Learning in the learners' speaking skill. To accomplish this objective, the researcher took 42 students, 18 men and 24 women belonging to the Fifth level Indoamerica University Language Department. The researcher used a quasi-experimental design that involved a pre-test and a post-test, besides the researcher based in bibliography research considering the study and the COVID-19 pandemic to conduct this research. To implement it, the researcher found that students had a low level of speaking skill, so, students were accustomed to being exposed to passive methods. Consequently, the researcher implemented the method to the students through the Institution platform who were immersed into three phases and were evaluated by using a rubric according to their level and needs. The rubric was based on three parameters: grammar and vocabulary, discourse management, and communicative interaction. Furthermore, for

analyzing the data and validating the hypothesis, the researcher used the statistics system called SPSS, in which the researcher also used the Shapiro-Wilk test. After finishing the research, it was evident that the PBL influenced in a very meaningful way in the development of students' speaking skill who were motivated to use the English language in an experiential context and in that way, they could speak naturally and in a precise way. Thus, educators should take into account and consider implementing the PBL method in their classes because in that way learners can develop their speaking skill and besides, they can increase their interest to learn the language to apply it in any required situations and therefore, they can solve problems that they will face.

Descriptors:

PBL, speaking skill, experiential learning, solving problems, discourse management, communicative interaction, English language, problem-based learning, grammar, vocabulary.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Nowadays, education requires a lot of innovative strategies to keep students engaged, most of them are losing their interest in learning a language because at the end of their academic stage, they don't use it and in most of the cases they forget it. When they have to face a problem related to the language, they notice that the language really matters but because of their jobs and the limited time, they are not able to learn the language again. Most teachers are accustomed to teaching the language in a passive way, and they do not focus on the real objective of learning a language, that is communicating, and in the case of adult learners, they need to have reasons for learning any subject and they focus on how they can apply in their lives.

There is no doubt that in the era of globalization, speaking is more important than ever. As English is a foreign language in our country and our education system does not put much emphasis on teaching speaking, it is recommended that speaking should be properly taught by following the appropriate methods and techniques. We can notice that speaking competences are complex skills that need to be developed consciously. They can best be developed with practice in the classroom through activities, which promote interaction between students. We can see that it is easier to obtain students' participation and motivation when the suggested materials are entertaining, original and interesting.

Therefore, this research implemented the Problem-Based Learning as an innovative strategy because it is a very important teaching method in which through its process,

students could notice that through real-world problems they could be motivated to learn the language and they realized that learning a language is significant and essential for everyday lives.

The structure of this research includes five chapters; each one contains information related to the research topic and it is presented as follows:

CHAPTER I: This chapter focuses mainly on the introduction, justification, and objectives of this research. It explains the topic and the aspects related to the research.

CHAPTER II: This chapter describes the facts related with both variables through the compilation of scientific articles in order to support the topic of study. It is the literature review which provides the theoretical part of the study.

CHAPTER III: This chapter explains the methodological framework of the research and contains the location, materials and equipment, type of research, hypothesis validation, population and sample, data collection, processing and analysis, and response variables or results. It encompasses all the information in order to get the final results.

CHAPTER IV: This chapter evidences the statistical results obtained in the methodological framework and covers the analysis and discussions of them through figures and data.

CHAPTER V: This chapter involves the conclusions of the results, the recommendation considered for future researchers and the references and annexes of this research.

1.2. Justification

The current research was conducted at Indoamerica University students because they had many difficulties at the time of producing the language as well as when they had to communicate an idea or to solve a problem, they were not able to develop the language in any situation because of the lack of practice or use of the language. Besides, students were accustomed to being exposed to passive classes where they learned the grammar structure, made some sentences and solved reading exercises, so English teachers played the main role in the teaching learning process.

This research was very **important** because it requested teachers to develop their teaching using more methodologies to develop the students' speaking skill and make students learn the language in a meaningful way. The Problem Based learned met requirements because it helped students to understand how the language worked and when they had to use it according to the different situations they had to face.

This research had a great **impact** because nowadays the educational community is facing lots of changes because of the COVID-19 pandemic and all the teaching process has turned into methodologies based on the technology. For this reason, PBL was adequate to use because it required the use of technology and the community was adapted to those changes.

Besides, the research was **feasible** because the members of the institution were open to receive new ideas and solutions in order to have better results for students. Also, the institution and the students had the enough resources to continue with the teaching process like: computers, cellphones, and thanks to the platform used, students were able to access their classes.

Furthermore, this research is considered **original**, even though the Problem Based Learning had been studied as a strategy to develop the speaking skill in many parts of the world, it was the first time that this method was implemented in this institution. Therefore, it was a new strategy of teaching at Indoamerica University Languages Department.

In conclusion, the results evidenced in this research will help to find better ways to develop the speaking skill and using that skill to solve real-world problem in society and this research will contribute to see the Problem Based learn as an **innovative** means of teaching, not only for the English area but also for other areas that will help to prepare students to solve problems in the society.

1.3. Objectives

1.3.1. General Objective

- To establish the influence of the Problem Based Learning as a strategy for developing the speaking skill.

1.3.2. Specific Objectives

- To explain the theoretical foundations of the Problem-Based Learning in the speaking skill development.
- To evaluate the students' speaking skill development before and after the application of PBL
- To define the student's perceptions about the use of PBL for the speaking skill development

Independent Variable: Problem Based Learning as a strategy

Dependent variable: Speaking skill

CHAPTER II

RESEARCH BACKGROUND

2.1. STATE OF THE ART

2.1.1. Problem Based Learning

Focusing on the reality and the complexities of nowadays' society like the technology, the internet access, and the educational resources, they make the society require the need of preparing people for life. Society needs people who can solve a problem at the time they face it either in a job, in an academic topic or the real-world controversies. Over a number of decades, the PBL has been a very important strategy in the teaching-learning process. The Problem Based Learning (PBL) has helped making learners live the problem and facing it through a solution given by numerous opinions and discussions of a group of people based on a specific topic. Even though it has a commitment to make learners understand the knowledge in real world contexts, it has been used mainly in the area of medicine, understanding that the best way of analyzing, discussing and treating diseases is by the use of the Problem Based learning.

Therefore, Dochy (2003) in his research about the effects of PBL in medical students did a meta-analysis about two studies. The first one is based on the authors: Albanese & Mitchell (1993) in which he used a conventional curriculum that students take two years of effort to get the information. In the second one, based on the authors: Vernon and Blake (1993) who were exposed to Problem Based learning and it really reflected the change of attitude, an attitude that students had in order to induce to apply all their knowledge to find a solution through the use of different techniques to achieve the goal proposed. Evidence that the PBL has a positive effect in teaching medicine when students not only show their knowledge but also share ideas and discuss about a possible solution and this process helps them learn more than the conventional learning.

With daily life and society's pressure, learners need to solve problems. Many people feel under pressure when they have to face some difficulties in their jobs, education and in their daily lives, it's very challenging for them when they need to find a solution to their problems, and consequently they have negative reactions in their attitude, in their activities and in their families. It is real that many children, teenagers and adults have complications in their lives, they feel stressed and they cannot continue with their lives because of a difficult issue, so it makes people think what they need to do to go ahead with their lives without thinking negatively. In the research made by Gallagher, Stepien & Rosenthal (1992) which tested the effects of PBL on problem solving in talented senior and junior students by making experiential and comparison groups and contrasting them at the time of experiencing the PBL as a strategy in teaching.

They found that there was a significant improvement in the experiential group because it shows a fluent analysis and problem finding at the time of teaching a topic. While the comparison group where systematic using a set of steps to find a solution and did not collaborate at the time of brainstorming possible solutions of the problem. They mentioned that: "Significant increases in the presence of this problem-solving step is a promising trend and justifies additional refinement of this technique as an instructional alternative for talented students." It indicated that students feel more ease when applying this strategy and the performance was very productive because learners can get a solution thanks to their prior knowledge and the collaboration of their group. The improvement was reflected and it was motivated to use this strategy in the future instructions.

Collaborative learning is a way of how people get the information and they need to interact in order to teach and to be taught and the knowledge becomes bigger. PBL embraces these characteristics and it helps to have a significant outcome, being in groups and in pairs to discuss and give ideas to solve a problem, promotes a dynamic and deep learning. According to Wood (2004) in his research about how people learn to promote effective learning, explained of how medical students acted through the use of the learning pyramid involving lectures, reading, audio-visual, demonstration,

discussion group, practice by doing, teach others in which he reflected that, students learn in a meaningful way when students teach others as a group and in pairs. This teaching process is the main characteristic of PBL. The teachers' role also played an important role in this process in which he had to be well prepared taking into account all the parameters in the class.

“Learning by doing is generally more effective than learning by listening or reading”
(Wood, 2004)

Making a reflection of it in the learning and teaching process, it promotes learners to be good ones, make them more reflective, and able to manage the knowledge obtained. For instructors, PBL makes them reflect about how to manage the whole class, how to have their sitting arrangement, how to motivate students to explore their abilities at the learning process and how to take advantage of the learners' knowledge, skill and experiences.

Teaching postsecondary is challenging and has a lot of difficulties, but what happens with adult education is well known as Andragogy. Andragogy is a complex teaching approach where many people think that is easy to teach, but teaching adults could be more demanding than teaching children, as pedagogy is considered an art, andragogy is an art too. Adult education is focused in a real context, in situations that they believe are controversial and worthy of learning. They need reasons to learn and make learning something meaningful. Mifflin (2004) did a deconstruction about adult learning in the use of PBL in their learning process and the use of self-directed learning in students from higher education circles from medicine.

She found that when adults were exposed to self-directed learning was absolutely unhelpful, which make students feel under a traditional education where they cannot be active, just passive, so she realized that adult learning is a job challenging because she faced that adult people are prepared, able to choose their options, choose their own decisions, and they take the way they need to acquire the information, so traditional teaching methods were not advisable for them. She mentioned that PBL is not related

with self-directed learning but many people and scientists used this method with the process of PBL.

“As there is evidence that confusion results from simplistic and uncritical acceptance and promotion of these concepts, it causes those advocating and practicing PBL to pay ‘careful’ attention to the interpretation of educational theory in general, and these concepts in particular in the higher education arena.” (Margetson, 1991)

Thus, when PBL was brought into the adult class, the approach was different and it was a very calm environment where adults taught other adults and the experience increased with the different learners’ perspectives. It revealed that PBL works efficiently with an andragogy approach and are linked in order to have a better teaching learning process.

On the other hand, there were some controversies about using the PBL method in medical adult students because PBL method won’t be enough to learn something but it is a way to reflect the prior knowledge to apply in the method. Milligan (2013) made a contrast between medical education and nursing education. He claimed that it reflected good results but it didn’t prove that andragogy was linked with the PBL process. He argued that the benefits of PBL is looking for student-centered and this method was taking place for a last 16 years, but at the time of applying with nursing education, it becomes a limitation because of the activities that the nurses had to do, so it is not viable for all the areas of medicine and it must be considered into account when doing the curriculum.

“There are clear links with andragogy although this is not always acknowledged, but the potential move away from emancipatory education inherent in PBL if used without reflection, is inconsistent with andragogy.” (Milligan, 2013)

PBL has a lot of benefits and it has improved in many aspects but, it is considered that as everything in the society changes, the PBL method is only a part of how learners have to teach and learn, therefore it is necessary to adapt and to apply different methods in order to cover all the learners’ needs and learning styles. It is important to see the

process of it and make it part of a big curriculum where students can develop different skills through these methods.

Furthermore, as realized that PBL worked in the area of medicine, other areas desired to implement this method in their classes. PBL has some characteristics that work not only in a profession but also has some characteristics that can be adapted in other professions. Etherington (2011) made a research of applying a PBL approach as a pedagogical model of learning science in a traditional elementary teacher education program where they were looking for a higher quality of professionals. He used this method in their pre-teachers in order to solve a real problem situation, therefore he found it successful in the theoretical and practical model and developed strategies to evaluate through a variety of techniques.

Besides, he collected data based on two research questions. In the first research question the teachers were able to present their products and found them interesting and confident, when performing, the teachers showed calm and self-assured, they were able to present their products with authority and ownership of their innovative products. The second one, the innovative products presented were successfully accepted by other instructors and they were opened to apply those products to their own teaching process. Finally, to add to the great performances, students' attitude was positive and they had the energy to explain their innovations without any complexity. He claimed: "Science became alive, as one pre-service teacher noted" and it reflected that pre-teacher really enjoyed the process and the results acquired at the end of the PBL process.

As it is evidenced that PBL works in a specific area like in medicine and postsecondary education, other studies like in the case of Merritt, Lee, Rillero, & Kinach (2017), started to apply in other subjects like mathematics and science in kindergarten and middle school learners. They considered three aspects in their study that were the definition of PBL, the components and the effectiveness of it. The first one they found that the definition of PBL was connected and related to medicine rather than to encompass education in general and in this case mathematics and science. The second one which PBL involves three components that were worthy at the time of applying it

such as: nature of problems, small group work, and student-centered iterative inquiry, so it is proved that those components were suitable for teaching mathematics and science.

The third one found that PBL is very effective at developing student's academic achievement, concepts and attitudes. They proved that the knowledge acquired was efficient because students have more knowledge retention than other controlled groups. Besides, they proved that PBL can be used to help students in improving reasoning and the application of their skill. Finally, the learners' attitude is better when applying this strategy demonstrating that they have a positive view than other groups. Based on these analyses, they recommended the study and the application of PBL in the lower levels because it is proven that through this strategy, students will acquire the knowledge easily and efficiently.

Showing the effectiveness of Problem Based Learning in other areas and in other ages, it is considered that the PBL is one of the numerous methodologies that is worthy and very challenging. Although instructors see this method a great strategy to apply in their classes, the tutors' role plays an important part in the process of PBL when teaching, so, the preparation required for teaching through this method is crucial and demanding, taking into consideration that knowing the phases of the PBL and apply them in a successful way, reflect a great impact in students. Based on the research made by Leman Tarhan & Burçin Acar (2007) in eleventh grade students from a chemistry class, they showed the effectiveness of PBL in students' understanding and developing their social skills.

They suggested that the effectiveness of PBL worked with the instructors' preparation, so the problem should be well stated and the instructions must be clearly and organized. Students commented that through this process, the class was more interesting and enjoyable than standard chemistry class lessons. It showed the effectiveness in understanding information and developing the social interaction where the whole class were able to give ideas and possible solutions in the class. Consequently, PBL brings

good expectations at the time of applying the phases in a strategic and correct manner with the instructors' commitment.

Moreover, assessment also has a great impact in PBL because this method helps learners to know their mistakes through current feedback, an objective of PBL is basically to get learners who can develop self-directed learning skill, in which they give criteria, ideas, judge opinions, and share experiences, through this process, learners are more familiar with the topic learned and can demonstrate management at the time of performing at any time. Papinczak, Tracey & Young, Louise & Groves, Michele (2007) in their research based on a group of high school students in a specific subject called Literature in which the instructors applied PBL in groups and pairs. This research reflected the use of the students' skill to solve the problem proposed, the results also reflected some controversies about organization and the learners' personalities when grouping.

After those differences, they managed the problem in an active way and they provided themselves feedback in which they could control all the difficulties and work together to achieve the goal proposed. Learning in a group is challenging and worthy at the same time, every single person acts as individuals and being part of a group could be the most difficult part in learning, but the big problem that the society has, is that there are people who cannot work together and most of them live under pressure because they cannot control the different problems they faced in their daily lives.

Professionals saw PBL as a methodology needed for their careers. When experiencing and applying what they have learnt since school makes them feel stressed because in many of the cases their instruction was more passive than active and school didn't prepare them to solve their routine problems, besides working in groups to achieve a goal was not the basic characteristic of their learning process. Based on these needs, professionals want to be competent in their areas and Hung, W. (2013) did a research based on higher education adults applying PBL in the three aspects like: problem-driven instruction, problems based on reality, and authentic problems structures in the curriculum, in which he reflected that: first, PBL provides a learning environment, then

the problems proposed were solved, and finally, PBL was established on realistic information, situational knowledge, problem solving and reasoning process knowledge which the researcher believed that those aspects would cover most of the characteristic that PBL requires.

Focusing on the results gotten by the researcher, it shows that PBL has an effect in transferring learning to the students making them realize that they can control their knowledge in order to apply in their careers and has an impact in their lives as individuals in a society and as professionals, the learning environment taken during the classes showed that the method applied helped students to feel less pressured and more active in the information acquired.

According to Khotimah (2014), he applied the research into four phases proposed by Kemmis, & Mc Taggart in Burns (2010). The phases are planning, acting, observing, and reflecting, those phases were applied in two cycles where they did the same process at the time of experimenting.

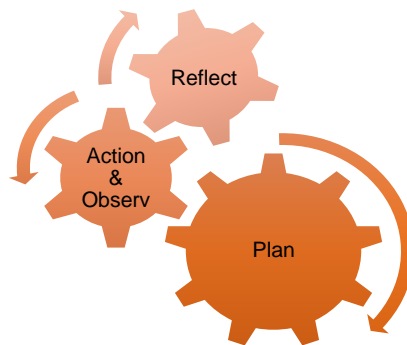


FIGURE 1: PBL PROCESS
SOURCE: Direct research

They showed that the process was worthy and learners were engaged in the learning process, there were some issues when using the language and it was the lack of vocabulary so the educators were the ones who were involved in helping them to continue with the process, even though the method doesn't have this characteristic but they could adapt and continue with the process with their own support and reinforcement.

2.1.2. Speaking skill in solving problems

Learning English, more than acquiring knowledge or having a general culture, is a necessity in order to be part of the world. Because of Globalization, it is really indispensable to know the language since most of the information given nowadays in the different media is in English, so learners need to know the language and also know when and how they can use the language according to the different problems they have to face. So, how they have to use the language. The main objective of learning a language is to communicate. Speaking skills are the most important part in learning a language because it helps learners to solve problems when exposed to a foreign language.

According to Khotimah (2014), when applying his research to students from tenth year based on a questionnaire, he mentioned that students felt comfortable when speaking and found solutions to the problem proposed. Besides, he claimed that students achieved the objectives in speaking skill by covering vocabulary, comprehension, fluency, pronunciation and intonation, so students' speaking skills were better when using this process. The process done through this research could be evidence that is worthy when students can apply all their knowledge in a real context. When they can produce the language, the learning process is different and it's meaningful. Learners can identify these changes and they can realize that learning a language is more than passing the semester or passing the year, learning a language makes a person a cultured person with lots of things to share and to learn from others by using the language.

Speaking skills in different contexts make students feel more at ease to develop their fluency, that happens if instructors use the language for communicating. If they use the language for a reason, it makes students know the reason they are learning a language, and they feel motivated if they use the language for a purpose. Urrutia & Vega (2010) in their research based on encouraging teenage students to develop their speaking skill through the use of games in which students have to produce the language to get on in the game. They found that it clearly helped students to participate actively throughout the course, in which they had to work as a group in order to perform in a better way.

Besides, Remedios, Clarke, & Hawthorne (2008) emphasized the collaborative behaviors when producing the language in students from high school. They could prove that the verbal contribution was the principal evidence when collaborating in groups. They emphasized on the comprehension of the content and the deep understanding of the topics exposed by the educator who facilitated the fluency of the class. So, it is shown that students get better when they have to use the language in contexts and their speaking skills are developed in a better way.

Taking into account the development of the speaking skill as a priority in learning a language, educators are influenced to develop that skill by being innovative and applying the speaking skill through technology. Based on the research made by Romaña (2015), he promoted the production of speaking skill through the use of the application of Skype in a conference with adult learners. He made a data analysis based on how effective the application is in the production of the language and how learners reacted at the use of the application and the language too.

He found that it required a lot of reinforcement in the fluency and oral production in order to get the objective proposed, learners were so pleased to have another way to use the language and at the end they found a little difficult when producing the language, but with the practice made by the reinforcements they could enjoy and get the language and practice it in real contexts. Developing speaking skill in a real life context by using the technology really helps students to find a reason for why they are learning the language and they can apply what they have learned during their academic process.

The use of innovative techniques can develop the speaking skill since learners can adapt their learning styles in the different contexts and it helps the whole class to take advantage of the process in order to be the owners of their learning and make it part of their lives when producing real world experiences. One of them is learning through games, where Wu-Yuin Hwang, Timothy K. Shih, Zhao-Heng Ma, Rustam Shadieiev & Shu-Yu Chen (2015) did a research based on learners who were involved in different games like using cards, jigsaws, mobile games and so on. They focused on the way

learners understood and produced the language by using different ways to finish the games. They found that the approach applied helped learners to acquire the language not only in the class but also outside of it, thanks to technology and their mobile phones. It is important to mention that the use of many ideas to develop speaking skill and use the language to produce it in the different contexts make learners be interested in the language and it really helps them to feel comfortable with their learning process.

Furthermore, the use of supplementary materials to develop the speaking skill also has an effect on English speaking learners. Ashadi (2018) made research on some high schools in Yogyakarta where he found the lack of materials used in the different areas and in the different stages, he established the use of feasible and appropriate materials in the curriculum, especially in the speaking skill in solving problems. The use of these materials makes learners have a lot of potential by being prepared to face their upcoming careers and in that way, learners could develop their skill at the time of speaking, he mentioned that as educators they had to create the materials and it took a lot of timer jobs and when preparing and implementing them.

So, speaking is the skill that learners really want to learn and this knowledge they want to apply in their lives, they need to know that they are learning because of a reason and educators implement those skills with techniques that must be entertaining and meaningful. For educators, it is challenging because they need a lot of time and preparation to apply those techniques in the class in order to get learners' interests.

Speaking is the most important skill and the most challenging for educators and learners because when learning a foreign language, one must be focused on producing it, but because the less opportunities to use the language make them forget and they simply forget it and the language becomes second place in their daily living. Ansarian, Adlipour, Saber, & Shafiei (2016) had a hypothesis of how effective are the real contexts techniques and how effective are the cognition tasks in the speaking skill in Iranian EFL learners.

At the time of experimenting with learners they found that real context problems had a positive effect on the speaking skill and they became more independent when using the language. As a consequence, they considered applying those techniques and implemented them in their syllabus because of the impacts that they perceived in the experiment.

In conclusion, learning a language must be involved in multiple contexts where learners can feel and understand the real world and how they have to face in order to solve problems and the best way to learn it is to use the language when speaking, as Alkhasawneh IM, Mrayyan MT, Docherty C, Alashram S, Yousef HY. (2008) mentioned in their research, learners must be part of real-world contexts where they can collaborate, demonstrate and use their knowledge and in that way, they could feel that the information gotten is theirs. Knowing how to use what you learn is very meaningful and it motivates people to continue learning and having a culture where they can share what they know and learn from others.

CHAPTER III

RESEARCH METHODOLOGY

The methodology used in this Project is qualitative and quantitative due to its contextualized, participatory, humanistic and interpretative approach, also it seeks to propose creative solutions for students' well-being, as well as the understanding of the social phenomena studied as an emphasis on process and at the same time it assumes a dynamic reality based on active research (Herrera, Medina, & Naranjo, 2010).

The research is based on the field because it is going to be carried out in the place of study where it is made directly with reality to obtain information according to the objectives of the project. The conceptualizations and criteria are going to be supported and deepened from various authors based on thesis, papers, web pages and online books which are going to guarantee a scientific support for the quality of the proposed variables. This research is going to be descriptive exploratory. Exploratory because it will look for the progress of Problem Based Learning as a strategy and such strategy will help the development of the speaking skill. It is descriptive because it will detail the effects of the incidence of Learning Based on problems as a strategy in the development of speaking skill in students and how these changes will affect the current social and human organization system. Also, it will be able to make a projection of what could happen in the future.

Besides, the research is quasi-experimental because it is going to evaluate the effectiveness of Problem Based Learning in students. It is going to implement the pretest-posttest design in order to test students first under the control condition and then under the application of the strategy condition and to see the results of the objectives planned.

3.1. Location

This present research was conducted at Indoamerica University, Languages Department. It is located in the urban area; Parroquia La Matriz in Tungurahua province, Ambato City. Its address is in Bolivar Avenue and Guayaquil Street. It is a private university which offers training on-site, partial attendance, distance and intensive learning mode to university students and professionals in different programs from the university. There are 1200 students whose socio-economic reality corresponds to the middle and high class. The department has adequate infrastructure and technological equipment. It fulfills 100% with the space that guarantees the correct functioning of the pedagogical, administrative, research area and basic services. It has electricity, potable water, internet service, it also has 16 teachers from the area of knowledge. The highest percentage of the student population corresponds to mixed-race ethnic groups and they have students from different places around the country.

3.2. Materials and Equipment

The university has the technological tools which have been working for many years for students from the different modes. It was based on Moodle, which is an interactive platform where students can have the access to clarify doubts, to have virtual classes and to download and upload tasks. Thanks to this tool the lockdown was not an obstacle to continue with the research process and students were accustomed with this modality. Besides, the internet and laptop were the prior equipment to prepare the activities, the lessons and to measure the variables of the study.

3.3. Research method

Quasi-Experimental design was used to conduct the present research.

3.4. Hypothesis:

The Problem Based Learning as a strategy develops the speaking skill

3.5. Research Question:

To what extent the use of Problem Based Learning as a strategy develops the speaking skill.

3.6. Population or Sample

42 students from Fifth level (B1) from intensive modality at Indoamerica University were selected to be part of the research. 22 students who are the control group are from Fifth Level A and 18 students who are the experimental group are from Fifth Level B.

TABLE 1: POPULATION

Population	Number	Percentage
CONTROL GROUP	22	53%
EXPERIMENTAL GROUP	20	47%
Total	42	100%

SOURCE: Direct research

AUTHOR: Villacís V. (2021)

3.7. Data Collection

42 participants attended the pre-test and post-test in the Problem Based Learning designed for the purpose to develop the speaking skill. The phases and the problem aimed for this purpose were developed and prepared by the researcher based on the Common European Framework B1 level. Between the pre and post speaking tests, a vocabulary technique was applied in the virtual classes. The performance of the 42 students in pre-test and post-test was tabulated and analyzed.

3.8. Data Processing and Analysis

The process of PBL was implemented in 1 hour per each test. The techniques used in this research were based on collaborative work to evaluate through a problem proposed. A pretest and a posttest were used to measure the variables. The pretest was taken on the first day of the experiment, while the posttest was taken on the last day of the experiment to compare the results. Both tests considered three phases based on Kemmis, & Mc Taggart in Burns (2010):

- **Planning:** Learners were introduced to a problem that was familiar and meaningful in their lives based on the vocabulary and grammar learnt before. The topic used was “We used to live a better life”, learners with the educator made possible plans through their discussions, suggestions and resources to find the solution to the problem.
- **Acting and Observing:** With the students’ discussions and ideas to find the solutions to the problem using their knowledge background, learners created a solution and practiced the grammar learnt and the intervention in a collaborative way. The educator played a role of helper who could advise and support their students. Also, it was the time to collect data to identify the effect of the problem on their students. Besides, the educator analyzed the use of the language in the speaking part.
- **Reflecting:** The evaluation was the basis to give a critique about the progress of learners and the educator, it also reflected the changes in them that could be positive or negative.

Documents

The documents used for this research were the lesson plan, a rubric to test the students’ development and the Problems proposed were applied during the experimental process in order to take the post-test and know the results the researcher used the PBL to propose a solution and performed to the teacher to be evaluated through the speaking test rubric.

Pre-Test.

The pre-test was applied to both classes from Fifth level (B1) from intensive modality at Indoamerica University before starting the experimental part of this research with the objective to know to what extent the PBL as a strategy develops the speaking skill among fifth level students.

Participants in this study were evaluated at the beginning and at the end of the treatment through a speaking rubric adapted from the Cambridge Learning Assessment.

Post-Test

The post-test was applied to both classes from Fifth level (B1) from intensive modality at Indoamerica University in which the control group was not immersed in the PBL process and the experimental group who was immersed in the PBL process. Both groups before starting the experimental part of this research with the objective to know to what extent the PBL as a strategy develops the speaking skill among fifth level students.

Sample

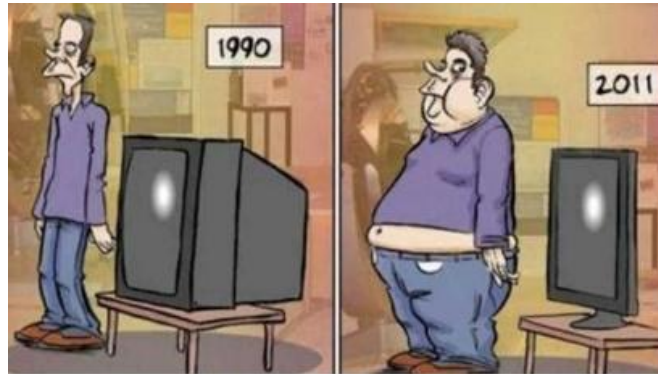
- Planning

The test is organized in three phases in which is based in B1 Cambridge test. In the first part the instructor presents three options of pictures about real problems and students choose one of these options to describe what the problem is about and interact with the class about the problem and how it was in the past.

Example:

We used to be fit without technology but now we are unhealthy and addicted to the technology.

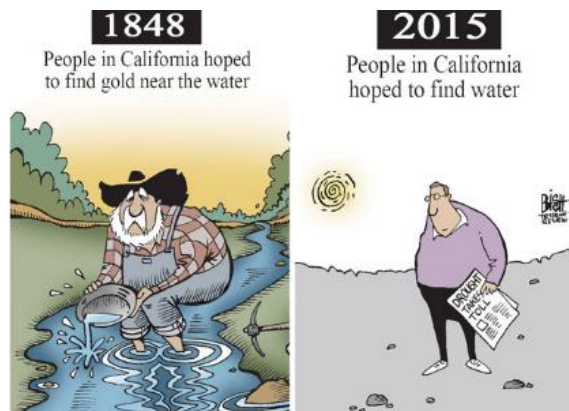
PICTURE 1



Source: <https://bitedaily.tumblr.com/post/10808736729/1990-vs-2011-a-comparison>

Created by: VILLACÍS V. (2021)

PICTURE 2



Source: <https://www.recreoviral.com/risa/antes-despues-vidas/>

Created by: VILLACÍS V. (2021)

PICTURE 3



Source: <https://www.businessinsider.com/coronavirus-before-and-after-photos-show-europe-landmarks-empty-2020-3>

Created by: VILLACÍS V. (2021)

Students answer the following questions:

- Can you describe this picture?
- What do you find?
- Why is this considered a problem?

Acting & Observing:

In groups the instructor asks students what would be the solution to the problem chosen and asks students to create a presentation about the solution given and presents the rubric in which they are going to be evaluated.

The instructor helps them in order to clarify ideas and help with vocabulary and grammar problems.

Reflecting:

As the final phase, learners present their solution to the class and have some feedback about the results gotten through the rubric.

3.9. Response Variables or Results

The dependent variable “Speaking skill” was measured through a pretest and posttest which considered four phases. The first phase is called “planning” in which involves the educators’ intervention, the second phase “acting” in which involves students’ intervention, the third phase “observation” which involves the teachers’ intervention and the fourth phase “Reflection” in which both the teacher and learners were involved. In addition, a rubric for speaking was created for the evaluation. The format was taken from Cambridge English Qualification B1 level and adapted according to the students’ needs and level. The parameters taken into account were: Grammar and vocabulary, Discourse Management, and Interactive communication. The rubric ranged from 1 (the lowest) to 5 (the highest); which 1 was “Needs improvement”, 2 was “Regular”, 3 was “Good”, 4 was “Very Good”, and 5 that was “Excellent”. Additionally, the independent

variable “PBL” is basically implemented in the rubric of the speaking skill, so it is considered as a qualitative variable and it is implemented through the non-experimental design. Khotimah (2014), the researcher could notice the relationship among the two variables.

Finally, SPSS systems with the Shapiro-Wilk test were used to obtain valid results of the data collected. To validate the hypothesis, the rubrics total scores were used in order to prove the hypothesis planned.

CHAPTER IV

RESULTS AND DISCUSSION

The results obtained in the research are presented in a comparative analysis form, in which the averages of the pre-test and post-test are contrasted. Besides, the average of the control group was gathered in order to contrast the average from the experimental group.

3.10. Pre-Test Results

TABLE 2: PAIRED SAMPLES STATISTICS PRE-TEST

		Mean	N	Std. Deviation	Std. Error Mean
Par 1	CONTROL GROUP	5,52	22	,511	,106
	EXPERIMENTAL GROUP	5,50	20	1,147	,256

SOURCE: Pre-Test
AUTHOR: Villacís V. (2021)

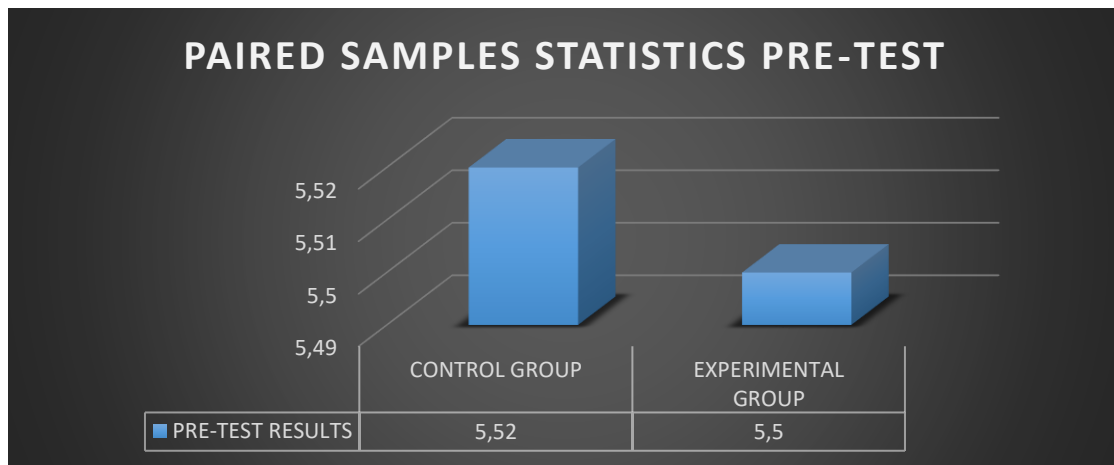


FIGURE 2: PAIRED SAMPLES STATISTICS PRE-TEST

SOURCE: Pre-Test
AUTHOR: Villacís V. (2021)

Before the application of the Problem Based Learning as a strategy to develop the speaking skill, both groups, who were 22 students from the Control Group and 20 students from the Experimental Group, were immersed in the Pre-Test in order to know the students' level. Descriptive statistics show that both groups had a mean less than 6.0 over 10. The Control Group has a mean of 5.52 and the Experimental group has 5.50, so, it indicates the level of the students' speaking skill and the need of implementing the Problem Based Learning in their teaching-learning process.

3.11. Post-Test Results

TABLE 3: PAIRED SAMPLES STATISTICS POST-TEST

		Mean	N	Std. Deviation	Std. Error Mean
Par 1	CONTROL GROUP	6,52	22	,511	,106
	EXPERIMENTAL GROUP	9,10	20	,641	,143

SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

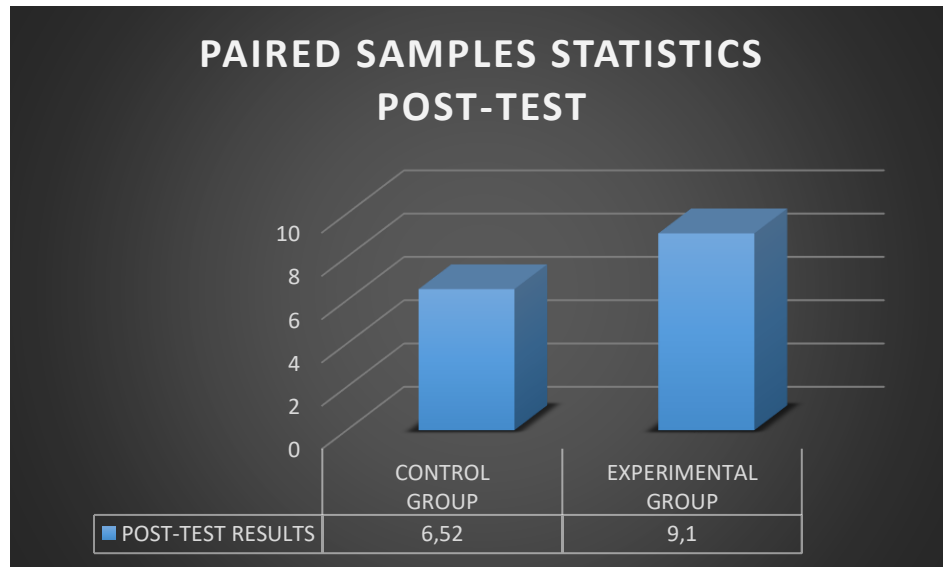


FIGURE 3: PAIRED SAMPLES STATISTICS POST-TEST
SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

After the application of Problem Based learning to develop the speaking skill, the descriptive statistics show that there is a considerable progress in the results, showing that the Control Group didn't have much difference having an average of 6.52 but in the Experimental Group they had an average of 9.10 in the Post-Test, evidencing that the use of Problem Based Learning contributes in students' speaking skill significantly.

TABLE 4: FREQUENCY TABLE POST TEST**(CONTROL GROUP)**

			Frequen cy	Percenta ge	Valid Percenta ge	Accumulate d Percentage
Valid	Scores (1-10)	≤3	0	0,0	0,0	0
		4	0	0,0	0,0	0
	-Grammar and vocabulary	5	0	0,0	0,0	0
	-Discourse management	6	11	47,8	47,8	47,8
	-Interactive Communication	7	12	52,2	52,2	100,0
		8	0	0,0	0,0	0
		9	0	0,0	0,0	0
		10	0	0,0	0,0	0
	Tot al		22	100,0	100,0	

SOURCE: Post-Test

AUTHOR: Villacís V. (2021)

ANALYSIS AND INTERPRETATION

The descriptive statistics shows the numbers of students from the Control Group who obtained certain score results in the Post-test. Over 22 students, 12 students that

correspond the 52,20% had an average over 7 and 10 students that correspond the 47,80% had an average over 6. Consequently, the development of the speaking skill raised a little bit more than the Pre-Test applied at the beginning.

TABLE 5: FREQUENCY TABLE POST TEST
(EXPERIMENTAL GROUP)

			Frequen cy	Percenta ge	Valid Percenta ge	Accumulate d Percentage
Valid	Scores (1-10)	≤3	0	0,0	0	0
		4	0	0,0	0	0
	- Grammar and vocabulary	5	0	0,0	0	0
	- Discourse management	6	0	0,0	0	0
	- Interactive Communication	7	0	0,0	0	0
		8	3	15,0	15,0	15,0
		9	12	60,0	60,0	75,0
		10	5	25,0	25,0	100,0
		Total	20	100,0	100,0	

SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

ANALYSIS AND INTERPRETATION

The descriptive statistics shows the numbers of students from the Experimental Group who obtained certain score results in the Post-test. Over 20 students, 12 students that correspond the 60% had an average over 9, 5 students that correspond the 25% had an average over 10 and 3 students that correspond the 25% had an average over 8. Therefore, the development of the speaking skill increased significantly than the Pre-Test applied at the beginning. In other words, the use of the strategy of Problem Based Learning was effective for improving students' speaking skill.

TABLE 6: POST TEST RESULTS

(CONTROL GROUP)

	Statistic
Mean	6,52
95% confidence Interval for the mean	Lower limit 6,30 Upper limit 6,74
Median	7
Minimum	6
Maximum	7
Range	1
Asymmetry	-,093

SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

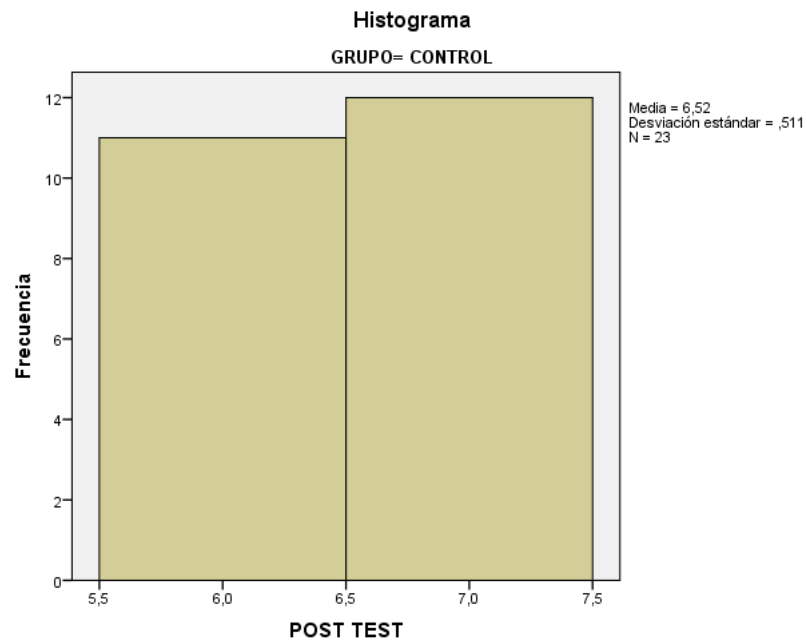


FIGURE 4: POST-TEST RESULTS (CONTROL GROUP)
SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

ANALYSIS AND INTERPRETATION

The results obtained from the Post-Test in the Control Group evidenced that have a mean of 6.52 and a median of 7. This can vary from 6,30 to 6,74. The minimum score achieved is 6, while the maximum is 7. Finally, there is an asymmetry of $-,093$ to the left meaning that the majority of students didn't obtain a higher-than-average rating.

TABLE 7: POST TEST RESULTS

(EXPERIMENTAL GROUP)

	Statistical
Mean	9,10
95% confidence Interval for the mean	Lower limit 8,80 Upper limit 9,40
Median	9
Minimum	8
Maximum	10
Range	2
Asymmetry	-,080

SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

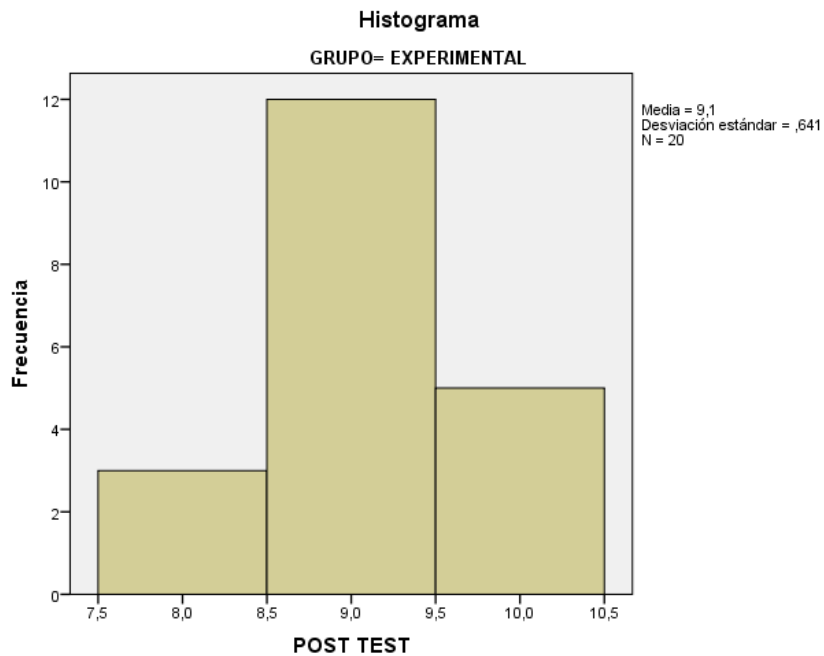


FIGURE 5: POST-TEST RESULTS (EXPERIMENTAL GROUP)

SOURCE: Post-Test
AUTHOR: Villacís V. (2021)

ANALYSIS AND INTERPRETATION

The results obtained from the Post-Test in the Experimental Group evidenced that they have a mean of 9.10 and a median of 9. This can vary from 8.80 to 9.40. The minimum score achieved is 8, while the maximum is 10. Finally, there is an asymmetry of $-.080$ to the left meaning that the majority of students obtain a higher-than-average rating.

3.12. Validation of Hypothesis

Null hypothesis H0: The Problem Based Learning as a strategy does not promote the development of speaking skill in students from Fifth level at Indoamerica University, Languages Department.

Alternative Hypothesis H1: The Problem Based Learning as a strategy promotes the development of speaking skill in students from Fifth level at Indoamerica University, Languages Department.

Selection of the level of significance

To validate the hypothesis, the following level of significance used was: $\alpha = 0.05$

Description of the population

To implement the present research, two groups were immersed: control and experimental. The control group was composed of 22 university students and 20 students for the experimental group in the same level.

In the control group, the passive strategies were applied with virtual classes and technological interaction among teachers and students. In the experimental group, some problems were exposed, they were related to real world context which were used by the teacher during the research process.

Data collection and calculation of statistics

After implementing the Pre-Test and Post-test, the researcher proceeded to collect the results and classified them into tables and compared them between the scores.

TABLE 8: PRE-TEST SCORES

CONTROL GROUP		EXPERIMENTAL GROUP	
STUDENT	PRE-TEST	STUDENT	PRE-TEST
1	5	1	5
2	6	2	7
3	5	3	4
4	6	4	7
5	5	5	5
6	6	6	4
7	5	7	4
8	6	8	7
9	5	9	5
10	6	10	6
11	5	11	7
12	6	12	6
13	6	13	7
14	5	14	5
15	6	15	6
16	5	16	5
17	6	17	6
18	5	18	4
19	6	19	4
20	5	20	6
21	6	-	-
22	5	-	-
	5,52		5,50

SOURCE: Direct research
AUTHOR: Villacís V. (2021)

TABLE 9: POST-TEST SCORES

EXPERIMENTAL GROUP			
STUDENT	POST-TEST	STUDENT	POST-TEST
1	7	1	9
2	6	2	10
3	7	3	8
4	6	4	10
5	7	5	9
6	6	6	8
7	7	7	8
8	6	8	10
9	7	9	9
10	6	10	9
11	7	11	10
12	6	12	9
13	7	13	10
14	6	14	9
15	7	15	9
16	6	16	9
17	7	17	9
18	6	18	9
19	7	19	9
20	6	20	9
	6,52		9,10

SOURCE: Direct research
AUTHOR: Villacís V. (2021)

Validated tests were applied in both groups. The following table shows the comparison between the Pre-Test and Post-Test results

TABLE 10: PRE-TEST & POST-TEST AVERAGES

GROUP	PRE TEST			POST TEST		
	MEAN	N	PERCENTAGE	MEAN	N	PERCENTAGE
CONTROL GROUP	5,52	22	55,20%	6,52	22	65,2%
EXPERIMENTAL GROUP	5,50	20	55%	9,10	20	91%

SOURCE: Direct research
 AUTHOR: Villacís V. (2021)

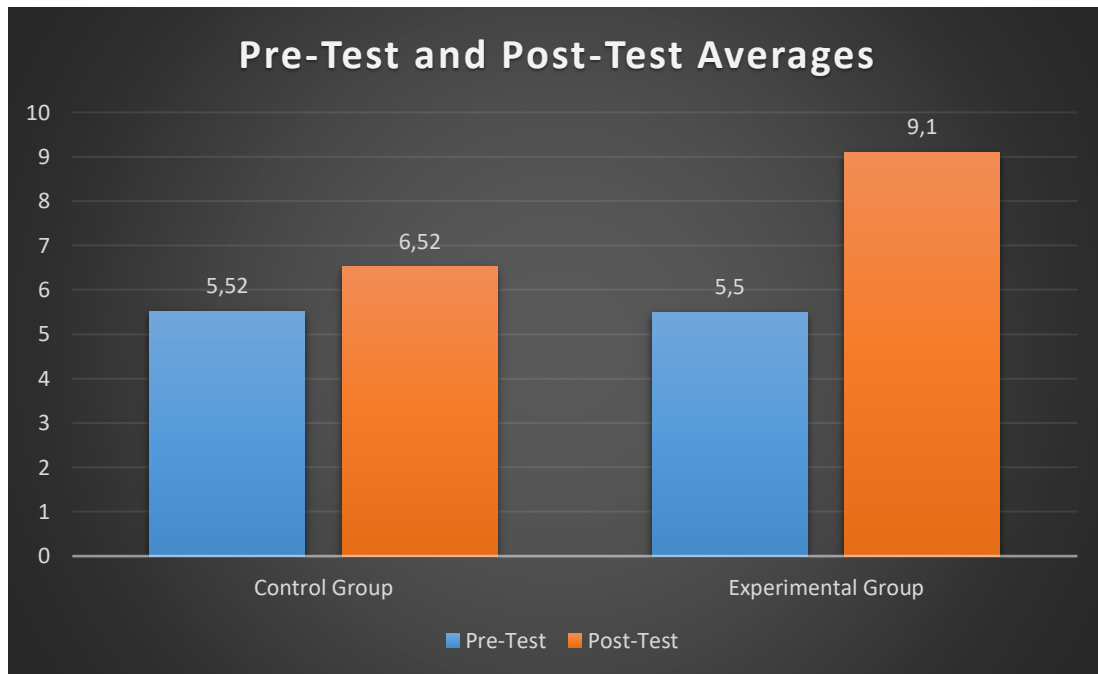


FIGURE 6: PRE-TEST AND POST-TEST RESULTS

SOURCE: Post-Test
 AUTHOR: Villacís V. (2021)

Statistical specifications

To confirm the differences between the Pretest and the Post-Test of the results gathered for the development of speaking skill, the normality of the data is needed to determine the use of parametric or non-parametric statistical tests for the validation of the hypothesis. As the data is less than 50, the researcher applies the Shapiro-Wilk test.

TABLE 11: SHAPIRO-WILK TEST RESULTS

	Shapiro-Wilk		
	Statistic al	gl	Sig.
PRE TEST	,863	20	,009
POST TEST	,788	20	,001

SOURCE: Direct research
AUTHOR: Villacís V. (2021)

The result values (sig.) are superior to 0.05 for the Pre-Test and Post-Test. That means that both tests are normal. Besides the Shapiro-Wilk test, the Z test is needed in order to compare the two data series.

TABLE 12: SUMMARY OF HYPOTHESIS VERIFICATION

	Z	gl	Sig. (bilateral)
PRE TEST- POST TEST	-13,494	19	,000

SOURCE: Direct research
AUTHOR: Villacís V. (2021)

The test result is lower than 0.05, this means that the alternative hypothesis is accepted with 95% of confidence and the null hypothesis is rejected because there are greatest differences between the Pre-Test and Post-Test means. The results presented show that the Problem Based Learning promotes the development of speaking skill in students from Fifth Level at Indoamerica University, Languages Department.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

This research has demonstrated that the Problem Based Learning has a great impact in the development of the speaking skill in university students. After the analysis of the final results some discussions were established:

- As the results indicated before, students were not capable of developing their speaking skill, they were accustomed to receive passive classes that were not meaningful for them, for that reason they saw the language as a requirement of the university but not as a necessity. The use of Problem Based Learning as a strategy really helped students to find reasons for learning the English language, and it had influenced their way of seeing the world. They realized that they have to see the English language as an opportunity to learn another culture which will help them in many situations thanks to globalization.
- The Problem Based learning as a strategy involves students who are the center of the learning process, in which they use their own learning and manage it in any situations needed. The phases applied in the Problem Based Learning which were: Planning, Acting & Observing, and Reflecting in order to solve a real-world problem, make students feel part of it. The need to solve a problem means that students are learning for their lives, not only to have good grades and they feel that they can control their emotions, and their differences in order to live in harmony with their teachers, classmates, colleagues, and so on.
- Problem Based Learning promotes students' speaking skill development and the statistics show that the application of PBL helps students to increase their knowledge. The test applied in students before the implementation of PBL,

where through a Rubric based on their level, they had an average of 5.5 over 10. This evidenced that students had a low management of the language like; grammar, vocabulary, discourse management and interactive communication. On the other hand, when the Post-Test was applied after the implementation of the PBL, there was a significant difference in which it evidenced that the average increased by 36 percent, having a result of 9.10 over 10 where students were able to communicate in order to solve a problem.

- Based on the research done through the use of the rubric involving the parameters: grammar and vocabulary, discourse management, and interactive communication to evaluate the students' speaking skill, it is concluded that students have to use the language in order to solve a problem, it involves the collaboration between them, the respect of ideas and the use of their classmates' abilities in order to achieve the goal proposed. It is reflected that students must involve all their knowledge to accomplish their solution and can present an organized work. When facing all these differences it is reflected that students find the PBL something useful to develop their skills in real world problems.

4.2. Recommendations:

- As the PBL is a great strategy to develop the speaking skill, it is challenging and helpful at the same time. For teachers, they must know that vocation is the most important part to be an educator, so they have to consider that PBL takes a lot of time for preparing and applying. Teachers have to predict the possible issues they will face in order to adapt the lesson plan or change it if necessary. As it was evidenced in the Pre-Test students were not developing their speaking skill, so teachers must consider focusing on this skill to make the class more attractive and interesting for students.
- It is advisable to apply Problem Based Learning as a strategy in teachers' classes, since PBL makes the classes meaningful and significant for students.

The PBL takes advantage of every single student's experiences in order to increase the knowledge of each member of the class and also develop their interaction with others, which nowadays is very important to be social in order to be part of this world. Finally, the solution of problems is something that learners must manage in order to go ahead with their problems instead of feeling frustrated. Communicating, according to the results shown in the Post-Test is crucial for students in order to face any situation inside or outside the classroom and in that way teachers are increasing students' values like: solidarity, loyalty, and respect.

- The lesson plan used in the Institution must be adapted to the new method in order to apply the different phases and have good results as evidenced in the post-test. It is important to consider that students are not interested in learning a language and they have to change their minds because of the nowadays necessities, so teachers must motivate students through the application of real-world context problems in order to get students' interest and commitment to learn the language for life.
- As humans, students have a lot of differences in their mood, personalities, learning styles and the teacher must emphasize that the world needs humans who can help others and in every single situation they are going to face, so, they have to realize that they have to put their differences aside and try to live in harmony in their society groups by solving problems not creating new ones. Finally, teachers must be prepared to teach students for academic purposes and also for their life's purposes.

4.3. REFERENCES:

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4.4. ANNEXESS

ANNEXE N°1. COMMITMENT LETTER

CARTA DE COMPROMISO

Ambato, 06 de mayo de 2020

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO

Presente.-

Yo, DIEGO LÓPEZ AGUILAR en mi calidad de Director del Departamento de Idiomas de la Universidad Tecnológica Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: propuesto por la estudiante: VANESSA IRENE VILLACIS MERA, portadora de la Cédula de Ciudadanía: 1804341145 de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Ingles Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



DIEGO LÓPEZ AGUILAR
DIRECTOR DEL DEPARTAMENTO DE IDIOMAS UTI
Cédula de Ciudadanía
18037522987
No teléfono celular
0998690206
Correo electrónico
diegolopez@uti.edu.ec

ANNEXE N°2. INSTRUMENT FOR PRETEST AND POST TEST

PRE-TEST AND POST TEST

PROBLEM BASED LEARNING AS A STRATEGY AND SPEAKING SKILL

AUTHOR: VANESSA IRENE VILLACÍS MERA

OBJECTIVE:

The objective of this test is to evaluate students' speaking skill through the strategy of Problem Based learning where students will be able to solve a problem by working collaboratively based on their prior knowledge.

GENERAL GUIDELINES:

- The test is divided into three phases: planning, acting, and reflecting.
- The test is going to take 60 minutes.
- Each part has a brief explanation by the teacher.
- Interaction with the teacher and classmates is required during the evaluation process.
- The teacher plays a role of helper, so he/she will help in the case of need.
- Read the instructions and all the parameters required.
- Group collaboration is going to be evaluated in the evaluation process.

SPEAKING SKILL

Time: 60 minutes

CEF: B1 Test

Level: Fifth

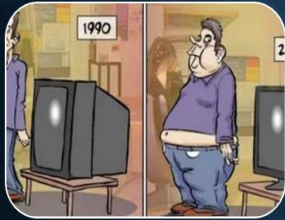
Examiner: Vanessa Villacís

Part 1


10 minutes

- Choose one picture.

CHOOSE A PICTURE




1990



1848
People in California hoped to find gold near the water

2015
People in California hoped to find water




Before COVID-19

After COVID-19


Picture 1 Picture 2 Picture 3

- Answer the following questions:
 - Can you describe this picture? What do you find?
 - Why is this considered a problem?

**CAN YOU DESCRIBE THIS PICTURE?
WHAT DO YOU FIND?
WHY IS THIS CONSIDERED A PROBLEM?**



Before COVID-19

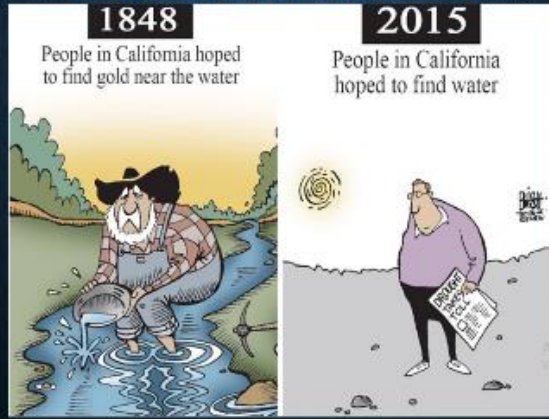


After COVID-19

Source: <https://www.businessinsider.com/coronavirus-before-and-after-photos-show-europe-landmarks-empty-2020-3>

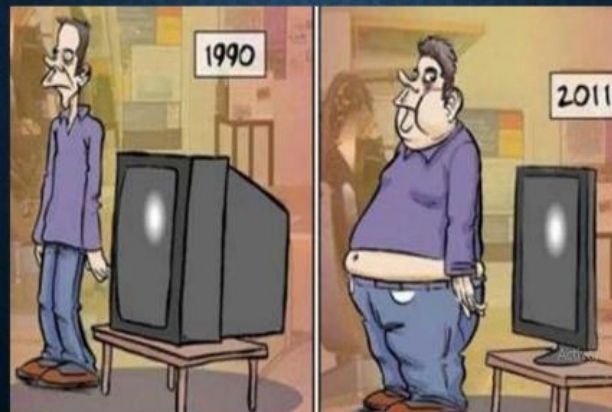
Created by: VILLACÍS V. (2021)

**CAN YOU DESCRIBE THIS PICTURE?
WHAT DO YOU FIND?
WHY IS THIS CONSIDERED A PROBLEM?**



Source: <https://www.recreoviral.com/risa/antes-despues-vidas/>
Created by: VILLACÍS V. (2021)

**CAN YOU DESCRIBE THIS PICTURE?
WHAT DO YOU FIND?
WHY IS THIS CONSIDERED A PROBLEM?**



Source: <https://bitedaily.tumblr.com/post/10808736729/1990-vs-2011-a-comparison>
Created by: VILLACÍS V. (2021)

Part 2

20 minutes

- Answer the following question:
 - o What would be the solution for this problem?
- Examiner asks to create a presentation describing the solution proposed.

- Examiner shows the rubric to be considered in order to evaluate.

WHAT WOULD BE THE SOLUTION FOR THIS PROBLEM?

- Create a presentation with the solution proposed.
- Check the rubric in order to see the parameters taken into account.

UNIVERSIDAD
INDOAMERICA
Visão da Realidade

SCORING RUBRIC FOR SPEAKING SKILL

Group No: _____ Name: _____ Score: _____

Date: _____

Criteria	Grammar and vocabulary	Discourse management	Interactive Communication
5 Excellent	Good control of grammatical forms and use a sort of appropriate vocabulary.	Pronunciation involving articulation and intonation is very clear and easy to understand.	Produce good and extended appropriate language without hesitation. Maintain good interaction and management of the topic.
4 Very good	Able to express and use simple grammatical forms and use basic vocabulary.	Pronunciation involving articulation and intonation is good and most of the time easy to understand.	Produce good and sometimes appropriate language with some hesitation. Maintain interaction and some management of the topic.
3 Good	Able to express and use simple grammatical forms in a satisfactory way.	Pronunciation involving articulation and intonation is satisfactory sometimes unclear but it's understood.	Produce satisfactory appropriate language with hesitation. Satisfactory maintain interactions and some management of the topic.
2 Regular	Unable to express and use simple grammatical forms.	Pronunciation involving articulation and intonation is unsatisfactory and difficult to understand.	Unable to produce appropriate language. Cannot maintain interaction.
1 Need improvement	Do not use grammatical forms and vocabulary.	Do not pronounce and articulate words and it is not possible to understand.	Do not produce appropriate language. Do not maintain interaction.

Activar Windows
Ve a Configuración para activar Windows

- Examiner observes and helps students with instructions and vocabulary problems.

Part 3

30

minutes

- Presentation of the solutions to the class.
- Each group has to answer questions from the teacher and classmates.
- Feedback from the teacher.

Note: The pretest and posttest will be designed in a PowerPoint presentation.

Source:

https://docs.google.com/presentation/d/1zMZzGcXjNaiTw6uSorlf3ysrX9j4rg_z/edit?usp=sharing&ouid=103199781620482071242&rtpof=true&sd=true

ANNEXE N°3. INSTRUMENTS VALIDATION DOCUMENTS



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador


FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST & POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

"THE PROBLEM BASED LEARNING AS A STRATEGY FOR DEVELOPING THE SPEAKING SKILLS"

AUTOR/A: Lcda. Vanessa Irene Villacís Mera

Señale mediante un ✓, según la validación para cada pregunta:




1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 10 minutes - Choose one picture.  - Answer the following questions: o Can you describe this picture? o What do you find? o Why is this considered as a problem?				✓				✓				✓				✓



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 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

<p>CAN YOU DESCRIBE THIS PICTURE? WHAT DO YOU FIND? WHY IS THIS CONSIDERED A PROBLEM?</p> 														
<p>CAN YOU DESCRIBE THIS PICTURE? WHAT DO YOU FIND? WHY IS THIS CONSIDERED A PROBLEM?</p> 														
<p>CAN YOU DESCRIBE THIS PICTURE? WHAT DO YOU FIND? WHY IS THIS CONSIDERED A PROBLEM?</p> 														
<p>Part 2 20 minutes</p> <ul style="list-style-type: none"> - Answer the following question: <ul style="list-style-type: none"> o What would be the solution for this problem? - Create a presentation describing the solution proposed. - Focus on the rubric considered in order to evaluate. 			✓				✓			✓				✓



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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

<p>WHAT WOULD BE THE SOLUTION FOR THIS PROBLEM?</p> <ul style="list-style-type: none"> • Create a presentation with the solution proposed. • Check the robots in order to see the parameters taken into account. <p>- Students clarify doubts about instructions and vocabulary problems if necessary.</p>																			
<p>Part 3 30 minutes</p> <ul style="list-style-type: none"> - Presentation of the solutions to the class. - Each group has to answer questions from the teacher and classmates. - Feedback from the teacher. 				✓				✓				✓							✓

Observaciones:

Realizado por:
Lcda. Vanessa Irene Villacís Mera

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

Validado por:
Mg. Edgar Guadia Encalada Trujillo
CJ: 0501824171



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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

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"THE PROBLEM BASED LEARNING AS A STRATEGY FOR DEVELOPING THE SPEAKING SKILLS"

AUTOR/A: Lcda. Vanessa Irene Villacis Mera


Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 10 minutes - Choose one picture.  - Answer the following questions: <ul style="list-style-type: none"> ○ Can you describe this picture? ○ What do you find? ○ Why is this considered as a problem? 				✓					✓							✓



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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

<p>Part 2 20 minutes</p> <ul style="list-style-type: none"> - Answer the following question: <ul style="list-style-type: none"> o What would be the solution for this problem? - Create a presentation describing the solution proposed. - Focus on the rubric considered in order to evaluate. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>WHAT WOULD BE THE SOLUTION FOR THIS PROBLEM?</p> <ul style="list-style-type: none"> • Create a presentation with the solution proposed. • Check the rubric in order to see the parameters taken into account. </div>			✓				✓				✓			✓



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POSGRADO

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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

<ul style="list-style-type: none"> - Students clarify doubts about instructions and vocabulary problems if necessary. 																	
Part 3 30 minutes <ul style="list-style-type: none"> - Presentation of the solutions to the class. - Each group has to answer questions from the teacher and classmates. - Feedback from the teacher. 			✓				✓				✓						✓

Observaciones:

Realizado por:

Lcda. Vanessa Irene Villacís Mera

Validado por:

Mg. Lina Mariela Sanchez Sailema

CJ:180333879-5



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST & POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

"THE PROBLEM BASED LEARNING AS A STRATEGY FOR DEVELOPING THE SPEAKING SKILLS"

AUTOR/A: Lcda. Vanessa Irene Villacís Mera


Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 10 minutes - Choose one picture.  - Answer the following questions: <ul style="list-style-type: none"> ○ Can you describe this picture? ○ What do you find? ○ Why is this considered as a problem? 			✓				✓				✓					✓



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 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

<p>Part 2 20 minutes</p> <ul style="list-style-type: none"> - Answer the following question: <ul style="list-style-type: none"> o What would be the solution for this problem? - Create a presentation describing the solution proposed. - Focus on the rubric considered in order to evaluate. 			✓				✓							✓



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 Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

<ul style="list-style-type: none"> - Students clarify doubts about instructions and vocabulary problems if necessary. 																	
Part 3 30 minutes <ul style="list-style-type: none"> - Presentation of the solutions to the class. - Each group has to answer questions from the teacher and classmates. - Feedback from the teacher. 			✓				✓				✓						✓

Observaciones:


Realizado por:
Lcda. Vanessa Irene Villacís Mera



Firmado electrónicamente por:
**MANUEL XAVIER
 SULCA GUALE**

Validado por:
Mg. Manuel Xavier Sulca Guale
CJ: 1802447548

ANNEXE N°4. SCORING RUBRIC FOR SPEAKING SKILL



SCORING RUBRIC FOR SPEAKING SKILL

Group N°: _____			Score: _____
Names: _____			
Date: _____			
Criteria	Grammar and vocabulary	Discourse management	Interactive Communication
5 Excellent	Good control of grammatical forms and use a sort of appropriate vocabulary.	Pronunciation involving articulation and intonation is very clear and easy to understand.	Produce good and extended of appropriate language without hesitation. Maintain good interaction and management of the topic.
4 Very good	Able to express and use simple grammatical forms and use basic vocabulary.	Pronunciation involving articulation and intonation is good and most of the time easy to understand.	Produce good and sometimes appropriate language with some indecision. Maintain interaction and some management of the topic.
3 Good	Able to express and use simple grammatical forms in a satisfactory way.	Pronunciation involving articulation and intonation is satisfactory sometimes unclear but it's understood.	Produce satisfactory appropriate language with hesitation. Satisfactory maintain interaction and some management of the topic.
2 Regular	Unable to express and use simple grammatical forms.	Pronunciation involving articulation and intonation is unsatisfactory and difficult to understand.	Unable to produce appropriate language. Cannot maintain interaction.
1 Need improvement	Do not use grammatical forms and vocabulary.	Do not pronounce and articulate words and it is not possible to understand.	Do not produce appropriate language. Do not maintain interaction.

Source: Cambridge Learning Assessment B1 rubric

Elaborated by: VILLACÍS V. (2021)

ANNEXE N°5. LESSON PLAN



Lesson Plan 1: PBL as a strategy to develop the speaking skills

Date: From May 10 th to May 14 th , 2020				
Teacher: Vanessa Villacís	Level: Fifth A & B	Modality: Intensive	Time Period: 60 minutes	N° of students: 43 ss.
Objective: At the end of the lesson ss. will be able to talk about the possible solutions to the problem chosen.				
Theme: We used to be better			Skill: Speaking	
Grammar: Simple past Simple present Future with will			Vocabulary: Expressions with used to Nature Food Living styles	
Material Resources: Flashcards PowerPoint presentation			Technological Resources: Teams application implemented in Moodle Devices (laptop, tablet, cellphones) Internet access	
Procedure				Time
Planning: T. presents three options of pictures about real problems. Ss. choose one of these options to describe what the problem is about. Ss. interact with the class about the problem and how it was in the past. Example for picture 1: We used to be fit without technology but now we are unhealthy and addicted to the technology. Example for picture 2: We used to have more nature and now we have more pollution. Example for picture 3: We used to have a free life and now we cannot have contact.				10'
Acting: In groups of 4 and 5, teacher asks students what would be the solution to the problem chosen. T. asks ss. to create a presentation about the solution given and presents the rubric in which they are going to be evaluated. Ss. interact with their classmates and discuss about the solution they could propose in order to solve the problem. Ss. create a presentation about the solution gotten and the requirements asked by the teacher. Observing: Ss. ask teacher to help them in order to clarify ideas and help with vocabulary and grammar problems. T. analyzes the issues in the progress of the class.				20'
Reflecting: Ss. present their solution to the class. Ss. clarify doubts and questions made by the class and the teacher. T. gives some feedback about the results gotten through the rubric.				30'



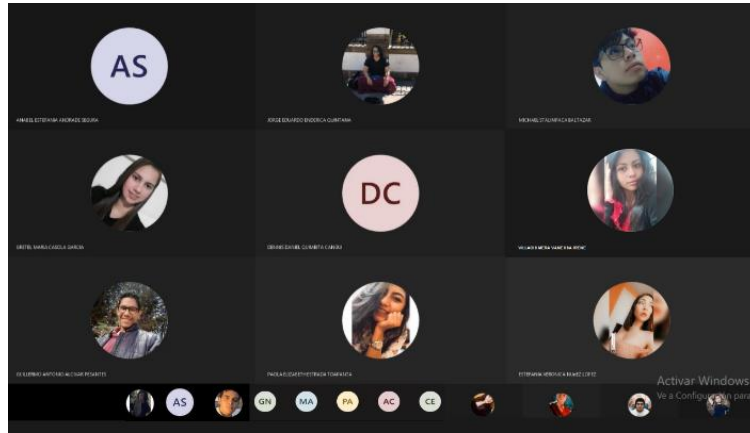
Source: Cambridge Learning Assessment B1 test

Elaborated by: VILLACÍS V. (2021)

ANNEXE N°6. PHOTOGRAPHS

PRETEST AND POSTTEST APPLICATION

Evidence 1



Source: Teams meeting
Created by: VILLACÍS V. (2021)

Evidence 2



Source: Teams meeting
Created by: VILLACÍS V. (2021)

Evidence 3

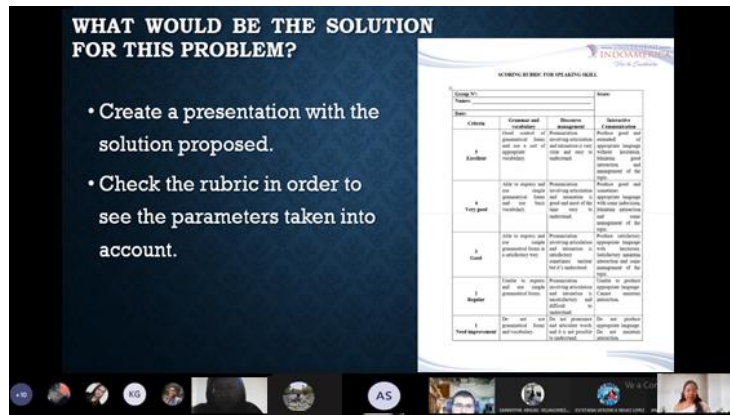


Source: Teams meeting
Created by: VILLACÍS V. (2021)

Evidence 4

WHAT WOULD BE THE SOLUTION FOR THIS PROBLEM?

- Create a presentation with the solution proposed.
- Check the rubric in order to see the parameters taken into account.



Criteria	Excellent and Outstanding	Good	Satisfactory	Needs Improvement
Content	Clear, logical and well-structured presentation of the problem and solution. Includes relevant evidence and analysis.	Clear and logical presentation of the problem and solution. Includes relevant evidence and analysis.	Clear presentation of the problem and solution. Includes relevant evidence and analysis.	Unclear presentation of the problem and solution. Includes limited evidence and analysis.
Form	Well-organized and easy to follow. Includes clear headings and sub-headings. Includes relevant evidence and analysis.	Organized and easy to follow. Includes clear headings and sub-headings. Includes relevant evidence and analysis.	Organized presentation of the problem and solution. Includes relevant evidence and analysis.	Unclear presentation of the problem and solution. Includes limited evidence and analysis.
Language	Clear and concise. Includes relevant evidence and analysis.	Clear and concise. Includes relevant evidence and analysis.	Clear presentation of the problem and solution. Includes relevant evidence and analysis.	Unclear presentation of the problem and solution. Includes limited evidence and analysis.
Visuals	Includes relevant evidence and analysis.	Includes relevant evidence and analysis.	Includes relevant evidence and analysis.	Unclear presentation of the problem and solution. Includes limited evidence and analysis.

Source: Teams meeting
Created by: VILLACÍS V. (2021)

EXPOSITION SAMPLE

Evidence 5



COVID 19

JORGE ENDERICA
DENNIS QUIMBITA
GUILERMO ALCIVAR
GRETEL CASOLA
HENRY BRAVO

Source: Teams meeting
Created by: VILLACÍS V. (2021)

Evidence 6



One year ago we used to...

But now...

Source: Teams meeting
Created by: VILLACÍS V. (2021)

Evidence 7



Source: Teams meeting

Created by: VILLACÍS V. (2021)



Urkund Analysis Result

Analysed Document: TESIS VANESSA IRENE VILLACIS MERA urkund.docx (D110493455)
Submitted: 7/15/2021 7:27:00 PM
Submitted By: vannevillacis91@gmail.com
Significance: 6 %

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