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TEMA:

THE APPLICATION OF THE PROBLEM- BASED LEARNING (PBL) AND ITS IMPACT ON THE DEVELOPMENT OF SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE STUDENTS OF C1 AT TECHNICAL UNIVERSITY OF AMBATO 2014-2015.

AUTHOR:

Ana Jazmina Vera de la Torre

TUTOR:

LUIS MACHADO CEVALLOS

RIOBAMBA- ECUADOR

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CERTIFICACIÓN DEL TUTOR

Certifico que el presente trabajo de investigación previo a la obtención del Grado de Magister en Lingüística Aplicada al Aprendizaje del Idioma inglés con el tema: THE APPLICATION OF THE PROBLEM- BASED LEARNING (PBL) AND ITS IMPACT ON THE DEVELOPMENT OF SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE STUDENTS OF C1 AT TECHNICAL UNIVERSITY OF AMBATO 2014-2015, ha sido elaborado por Ana Jazmina Vera de la Torre, el mismo que ha sido elaborado con el asesoramiento permanente de mi persona en calidad de Tutor, por lo que certifico que se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad
Riobamba, Octubre 24, 2016

Msc. Luis Machado Cevallos

TUTOR

AUTHORSHIP

I, Ana Jazmina Vera de la Torre, with identity card number 1801249341 am responsible of the topic, ideas, results and proposal done in this research rights belong to Chimborazo National University

Ana Jazmina Vera de la Torre
ID.C: 1801249341

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DEDICATION

To God, who has promoted me to keep on working

To my father, who has given me a good example of effort.

To my brothers, who have been my supports for many years of my life.

To my mother, because she has taught me to be strong

To my daughter, who is my reason to go on.

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RESUMEN

Esta investigación, "The application of the Problem- Based Learning (PBL) and its impact on the development of speaking skill in learning English as a foreign language in the students of C1 at Technical University of Ambato 2014-2015", presenta como problema a resolver el escaso desenvolvimiento de la habilidad oral de los estudiantes del nivel C1 de la Carrera de Idiomas de la Universidad Técnica de Ambato. El problema fue detectado a través de observación y de la aplicación de un pre-test. La población estaba formada por 23 estudiantes adultos de 18 a 35 años de edad. Cuando los estudiantes querían comunicarse en el Idioma inglés poseían una mínima cantidad de vocabulario necesario para comunicarse con fluidez, por lo tanto el objetivo de este trabajo de investigación era el aplicar del ABP (Aprendizaje Basado en Problemas) como metodología eficaz para desarrollar la destreza oral de una manera efectiva y real. Por medio del método en mención los estudiantes del nivel C1 tuvieron la oportunidad de usar el idioma inglés para resolver problemas relacionados a diferentes situaciones como amor, profesión, sociedad, y salud. Se presentó la guía "Beyond the Problem" como propuesta basada en la metodología del ABP, con el objetivo principal de desarrollar la destreza oral en el idioma Inglés como lengua extranjera en los estudiantes del C1 de la Universidad Técnica de Ambato. Con el fin de obtener resultados, se aplicó un post- test cuyos resultados fueron comparados con los resultados obtenidos del pre-test. Luego de la aplicación de varias estrategias basadas en el ABP y utilizando el libro guía "Beyond the Problem", se analizó los resultados y se pudo observar que la aplicación del ABP contribuye a mejorar la destreza oral del idioma inglés.

Abstract

The research work: The application of the Problem- Based learning (PBL) and its impact on the development of speaking skill in learning English as a foreign language in the students of C1 at the Technical University of Ambato 2014-2015, deals with the lack of fluently speaking that the students of the C1 had in the Language School at the Technical University of Ambato. The students' population found here are 23 adults from 18 to 35 years of age. The problem was found trough a pre- test and by observation. When students tried to speak in the target language they lacked on vocabulary. However, it was a big problem for them, to find the correct words to express themselves. They did not have the fluency and accuracy according to the level they had been studying. The objective of this investigation was to help students to develop their oral skill trough the PBL (Problem Base – Learning); thanks to this method the students had the opportunity to interact using the target language through problems from different characteristics, and they had the chance to solve problems related to health, society, professions and love. The proposal is a guide book "Beyond the problem" based on the PBL method. The intention is to develop the speaking skill through the proposal. A pre- test and a post-test were applied and after the application of the PBL, the results demonstrated that the students improved their interaction and communication. Their fluently and accurately were developed in order to have a good communication and interaction with others. The instruments used in this investigation facilitated the measure of the results and set conclusions and recommendations. The verification and measurements of the results were done through the application of the chi-square and after the analysis it is conclude that the C1 level students of the Language School at Technical University of Ambato obtained better results in the speaking test after the intervention.

Reviewed by: Barriga, Luis
Language Center Teacher

INTRODUCTION

According to UNESCO (2008) the Latin America educative situation is a fundamental right of the human being. The learning and knowing dimension is related to the abilities, learning strategies and attitudes development in order to learn a language. According to the Wall Street English Institute (2014) article knowing and acquiring a foreign language like English is a useful tool that has power and break frontiers. Learning English is a necessity in these days because it is part of knowing Universal Culture. On the other hand because of the globalization it is indispensable to know English due to the fact that the majority of information is in English. However, it is not useful just to know the language, the students must know how to analyze and summarize in the target language so that the students will be able to judge and interpret to take good decisions.

Most of the foreign language teachers have difficulties to reach the goal of making students to communicate and to develop the speaking skill because of the time consuming and the TTT (Teachers Time Talking). The problem to be solved is that students of C1 level at Technical University of Ambato do not have the speaking skill developed according to the level they are studying. The majority of the classes are presented as lectures, because of this; the students do not have enough time to talk or to use the language appropriately. In Ecuador, it is observed that the majority of Educative institutions have problems to develop the speaking skill, which means that the students need to practice and to interact with their classmates. Unfortunately The Technical University of Ambato is not an exception, most of the time classes are dictated as lectures and there is not enough students' time talking STT. Therefore the speaking skill is not developed in order to have a good communication. Teachers do not use enough activities to develop the speaking skill that is the reason the investigator wants to improve the speaking skill trough the PBL method (Problem Base Learning).

This method gives the opportunity to have more time to speak and use the language in an accurate manner. The teacher must consider the implementation of new activities with a methodology that develops the speaking skill related to the unit objective, content and the different levels of assimilation. It is observable that the C1 students do not have the speaking skill developed according to their level, they have some gaps to

be covered, and it is indispensable to implement new activities based on the PBL to help them to develop interaction in order to improve their speaking skill.

This research was carried out in five chapters: Chapter one deals with theories, some important authors on the PBL topic. In the second chapter, the methodological process is detailed: types of research, methods and techniques used to measure, analyze and interpret the found data. In the third chapter the alternative guidelines are described, which are found in the guide book "Beyond the Problem" where different kinds of problems are found in order to be applied in the process. In the chapter number four the found results are discussed and the statically results are analyzed and interpreted in order to accept or reject the proposed hypothesis. Finally, in chapter number five the conclusions and recommendations are presented which were established after the analysis and measurement of the results.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 BACKGROUND

The fragile knowledge of the PBL (Problem Based Learning) activities in order to develop the oral skill, cause the application of traditional classes, so the students do not have the opportunity to interact in order to acquire the language. Nowadays is really important that the students learn English, not as a subject, they have to learn English as a tool to open the opportunities of studying abroad or to get a good job.

Some teachers do not have the time for researching new strategies to help students to develop the English acquisition as a result the students have limited communicative competence. This ends in a wide demotivation in the students to participate in class in an active mode.

Now days according to what the EF Institution (2016) Ecuador is in the 37th place between 69 countries with low knowledge of the English language, according to de aptitude results after a test taken of 750.000 adults who took an exam in 2015. This means that Ecuador is not implementing new methods in order to develop the four skills in English teaching – learning process. Teachers do not research about new effective activities to develop the speaking skill; this is the cause that students do not have a good use of the language specially the oral skill.

Teachers have an excess time talking in class transforming the teaching – learning process in a lecture, this is the reason students have a slow develop and production of the verbal ability. The time consuming by the teacher is longer than the time used by the student, so they do not have the opportunity to practice the target language, they do not have the opportunity to interact in class, and they do not have the chance to use the language in a practical way.

In our country there are not many researches about the application of the PBL (Problem Based Learning) in learning English. After reviewing the documents in the library of the Technical University of Ambato and UNACH, there are no similar investigations so my research is based on researches conducted in other countries as we can find the following:

According to Sindelar, T. (2002) "The Effectiveness of Problem-Based Learning in the high school Science classroom, at the University of Nebraska to get the Bachelor of Arts degree with the following purpose of the Study: Problem – based learning states that is possible to teach the content through real life scenarios without having the traditional notes, practice, activity, assessment cycle. After careful analysis of all available data, this study concludes that:

- The PBL is effective in the science classroom in terms of increasing student' engagement.

- Students learn more effectively when given a problem to solve and are allowed to make some choices in their learning.

Rendering to Fung Yee, A. (1998) "The effect of Problem-Based Learning on Students' Critical Thinking dispositions and Approaches to Learning: A Study of the student nurse educator in Hong Kong

- Problem-based learning has been advocated as a promising educational strategy, and claims are made about its effectiveness in enhancing students' thinking and learning processes.

- During the process of problem-based learning, students learn to adopt a critical approach toward problem-solving and they also develop a deeper understanding of the learning task.

- Problem-based learning encourages students to thin critically and adopt a deeper approach to learning.

"Problem-based learning. From theory to practice, applied in Mexico, Trillas. "Prepared by Carlos Sola 2005.

In the review conducted by (Sola, 2005) in Mexico, establishes that the application of PBL is an integrative approach it is based on different activities that encourage reflection, complex thinking, interaction, discussion, decision making which revolves around coping with real and significant problems. The PBL is a student-centered approach allowing a particularized education that respects diversity, talents and interests approach.

According to this approach by Carlos Sola confirms this proposal that the implementation of PBL in the English language is effective because students are the center of learning who interact in an active manner.

"Is PBL a way to innovate in the classroom?" Performed by Rodolfo Cruzat, 2009. He mentioned elements that help the implementation of PBL in the classroom. The PBL is used at university level in different areas of knowledge. The PBL promotes independent learning. One of its effective results is that the student learns to learn and can compare the information acquired with reality, therefore solving problems help them to have a critical view of the events of real life. This analysis contributes to my proposal because we can see that in places where it has been applied the PBL facilitates the teaching – learning process of the English language. Also it helps students to become complete human beings basing their knowledge in values.

The thesis "Problem Based Learning" by Dr. Alejandro Carrasco Barba. 2009 was created because of the students' needs based on learn how to learn.

In each semester the teacher must determine the best way to present the course material in such a way that the students do not retain it in short term memory knowledge, but long term memory knowledge, in order to become auto – didactic learners who would be able to develop multiple skills with the intention of solving problems. (Carrasco, 2009).

According to this monograph the used material to apply the PBL are problems of real life that give a base to this investigation with the aim of implementing the PBL in the English language.

"Problem Based Learning" applied in Peru, by (Hoyos, 2008)

"Problem Based Learning" an investigation performed by Segundo Hoyos. This monograph based on Problems reflects on the daily lives of human beings who spend their lives trying to solve problems. The author of this paper maintains that the problem-based learning can contribute to the acquisition of cognitive, procedural and attitudinal skills to solve everyday problems. Therefore PBL applied to the teaching of English helps to develop the four skills that students need to acquire in order to use the language in a real way.

After a reviewing test applied to the students it is noticeable that students' lack of the ability of expressing themselves fluently, because they do not have a wide variety of vocabulary. The students read an article and after that they were asked to give their ideas about it. The result was that just 20% of the students could express themselves appropriately. However, they repeated the vocabulary again and again.

Table N° 1. 1 Vocabulary

Giving ideas	
Use vocabulary	Lack of Vocabulary
20%	80%

Source: Oral Test
Prepared by: Vera. A (2016)

Fluency problems were identified in the speaking skill. Students were asked to talk about the topic given for three minutes. They presented their topics ideas to the class and were evaluated with a Rubric and the results were as follow:

Table N° 1. 2 Rubric for the oral presentation

FLUENCY	Suitable speed, pauses and discourse strategies how positively the student contributes to the conversation?	22%
ACCURACY / GRAMMAR	How accurate and appropriate was the student's grammar, verbs, sentence structure, individual grammar points, functional phrases.	50%
VOCABULARY	If the student uses a wide variety of words and phrases, or uses new vocabulary, learned and related to the topic of the Project. Word choice, idioms and phrasal verbs, appropriate in each context.	20%
PRONUNCIATION	Effort made to use correct intonation, stress, individual sounds	22%
CONTENT	Topic elaboration, organization, coherence and cohesion, suitable linkers and connectors.	22%

Source: Students' presentations about different topics
Elaborated by: Vera. A (2015)

In a pool applied to the students they said that most of the time they do not have the opportunity to interact and talk about real life situation, because most of the time the classes are based on the book and their tasks are to complete the activities in the text. The poll presented the following variables: 5 (always), 4 (almost always), 3 (sometimes), 2 (Rarely) and 1(never).

The results of the poll applied to the students are:

Table N° 1. 3 Poll applied to the students.

QUESTION NUMBER	ALWAYS	ALMOST ALWAYS	SOMETIMES	RARELY	NEVER
1	0%	0%	7%	89%	4%
2	0%	0%	4%	7%	89%
3	0%	0%	37%	56%	7%
4	0%	0%	4%	7%	89%
5	0%	0%	0%	4%	96%
6	0%	0%	0%	4%	96%
7	0%	0%	0%	4%	96%
8	0%	0%	0%	7%	93%
9	0%	0%	0%	4%	96%
10	0%	0%	37%	4%	59%

Source: Students' Poll
Prepared by: Vera. A (2016)

1.2 SCIENTIFIC FUNDATION

We refer to the period of retention of knowledge. According to Farnsworth (1994) being exposed to PBL, students were able to remember the contents over time. In reference to their skills, the students who used learning materials with greater autonomy to develop their language skills were more competent in solving problems.

1.2.1 Epistemological Fundation

Since epistemology is based on reality as knowledge to be observed by the researcher, who realized an exploratory existing problem: oral communication is damaged and

needs to be inquired into; the researcher seeks knowledge to questioning reality techniques with the aim of solving problems.

1.2.2 Philosophical Fundation

This research work is based on the positivism focus. August Comte the father of positivism set that positive knowledge is based on natural phenomena and their properties and relations. The PBL is an educational format that focuses on discussion and learning emanating from the base of a problem. It is a method that encourages independent learning and inspires students to face complex situations and define their own understanding. Alternatives in the context of clinically relevant problems, with the intention of making them more similar to what they will live later in the field they will work could be used in the learning program. This is the form of learning that fosters a deeper understanding of the knowledge.

The schools have offered students the opportunity to obtain an integral education, being the base of this investigation the PBL and its impact on the English language, the philosophical part of this research is based on the Critical purposeful paradigm due to the fact that the paradigm in mention is immersed in life and itself and its social, economic and global issues.

This paradigm is supported on that education is related to the development processes of human beings and all events that all of that entails. The Cooperation allows sharing, group work to build something effective, collective work and solidarity. The research is a fundamental principle for a teaching - based on creating, learning research to provide solutions.

1.2.3 Sociological Fundation

The theory of communicative action Habermas Jünger in the context of education and socialization through communicative action states that "The theory of communicative action is not a mere theory, but the beginning of a theory of society that tries to identify their critical criteria. Habermas (1999) claims that the notion of communicative

rationality is implicit in the structure of human speech and that means the basic standard of rationality shared by competent speakers at least in modern societies.

This means that anyone who understands the internal relationship between the conditions of validity and commitment to giving and receiving arguments are behaving rationally, and there is only one dimension of logical relations between propositions and actions (consistency) but in a dialogical dimension of relations between different speakers. This also implies that communicative rationality is also a specific rational attitude that individuals adopt towards others and themselves as an attitude of mutual recognition.

1.2.4   Pedagogical Foundation

This research is supported in the Piaget's theory of constructivism; it is focused on how humans make meaning in relation to the interaction between their experiences and their ideas. Students construct their knowledge through practice and base on previous experiences, in order to solve a problem given.

1.2.5   Axiological Foundation

Students must achieve knowledge. However, values must be taught and observed during the teaching learning process. Values must be internalized by students. This investigation is based on axiological foundation due to the fact that the universal principle of human rights (UNESCO; 2010) is consider as a very significant factor to develop knowledge. Taking into consideration the following values: collaboration, respect, kindness, cordiality, generosity and respect others ideologies, religions, and sexual preferences. It is included the intercultural factor and the ancestral knowledge as it is established in the PNBV (Plan Nacional del Buen Vivir)

1.2.6 Legal Foundation

Constituent Assembly

Art. 26. Education is a right of individuals throughout life and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and government investment, ensuring equality and social inclusion and indispensable condition for the good life, individuals, families and society are entitled to a responsibility to participate in the educational process.

Art.27.- Education focuses on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy, will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and equity, justice and solidarity, peace stimulate critical sense, art and physical education, individual and community initiative, the development of skills and abilities to create and work.

The education is the indispensable knowledge for the exercise of the rights and building a sovereign country, which is a strategic hub for National Development.

Art. 28.-The education respond to the public interest and not be at the service of individual and corporate interests, the universal process, retention, mobility and egress shall be guaranteed without discrimination of any obligation at the basic level or equivalent degree or so.

It is a right of every person and community cultures interact and participate in a learning society, the State shall promote intercultural dialogue in its many dimensions.

The constitution, the LOES (Ley Orgánica de Educación Superior), the principles of good living, the internal regulations of UNACH have integrated the creation and application of an investigation in order to get the Master's degree.

1.2.7 Theoretical Foundation

Problem-based learning is a teaching and learning method based on socio-constructivist perspective of learning and it is applied, especially at the university level.

This methodology was first used in the 60s, highlighting the Faculty of Medicine at McMaster University (Canada) as a pioneer in its application. The spread of PBL in many universities in the United States was rapid in the 70s in the 80s came hard in European universities being the University of Maastricht (Netherlands) one of the pioneers, having, at present, with extensive experience in this method of teaching and learning.

For a while it is being implemented at the University of Barcelona, Faculty of Law, School of Nursing and School of Education, among others, in the Autonomous University of Barcelona and the Polytechnic University of Catalonia. In the same sense, it is preferably applied scientific techniques -Medicine, Nursing, Architecture, Engineering and so on.

The use of PBL has led some universities to perform a transformation of the whole curriculum which should be located within the social and cultural context of each curriculum and that from this approach; studies on education have to move towards integration of methodologies that facilitate interdisciplinary subjects and integration of labor within the European convergence process. Using this methodology does not consider it only involves methodological choice, but as a possibility which may be completed or supplemented by other forms of work.

The PBL always starts learning through problem based on the same reality or based on it, which involves applying or exercising some of the specific skills of discipline. This allows acquaint students with the situation, problem or case to be resolved and they will need to know and apply a set of information and not only conceptual knowledge, but also procedural and attitudinal, and not only theoretical but also practical.

The objective of this methodology is not only to be concluded with an answer or solution to the issues raised; it concerns especially training / student in a body of

knowledge related to the English language and relating to the situation analyzed. Similarly, also interested in the students that make up the sub-usually consists of three or four people- would work as a team of professionals. This requires that students interact, to pool learning processes undertaken, share ideas and meanings, contrasting both information and knowledge, make decisions together, enabling thus the cooperative search for meaning or shared building knowledge. It is seen, therefore, that the PBL sides with a certain concept of learning by making reference to the development of skills, abilities, attitudes or even earlier value.

Using this methodology a learning process that used to be cyclical, there is a constant coming and going of reality to information and, from this, back to reality, once it is built, related, valued and co-constructed by / students. Proceeding in this way, not only significant knowledge is acquired, but also the knowledge about practice expands, as does the understanding of the situation or case work.

It is obvious that the student's role changes from this conception, but can also say that the role or function of teachers is very different from what is usually from a traditional approach. The teacher goes from being the center of transmission of information, to be the enabler or facilitator of it. Accompanying / students in their learning process and through the training and continuous assessment, provides guidance and advice to adjust the learning process to achieve the aims presented in advance.

There may be fear or resistance from the teachers in time to introduce this methodology for the first time; fears are overcome when we realize that, as teachers our purpose goes beyond meeting the schedule to commit to the process training of /the students. Since this methodology, the main concern is no longer the intervention of teachers to centralize the information, training and interaction with and between the students.

In the PBL evaluation systems also gain a new perspective and meaning. Only effects or results but also processes, not only students, but also teachers, group work, the program, procedures and materials, in particular the case, problem or situation presented for analysis are evaluated. Furthermore, the student gets more involved in the evaluation procedures deciding the level of detail they want or can reach, both formal ways, no formal or informal. Students and faculty share the evaluation function, increasing the

number of evaluators' agents. In this new approach, the evaluation becomes another tool to optimize the teaching-learning process in another way to learn, while it is also conceived from the plurality of assessment tools and plurality of uses of such instruments.

Content that is subject of learning can be modified, since traditionally the teacher determines the sequence in all teaching activities (planning) and PBL, students take a more participatory role to support the logical sequence of learning moments when the session is divided.

Although the methodology of PBL establishes the teacher's role is final, it will always be a fundamental part of the process, there is usually first a theoretical presentation of the content and then working on issues and activities that lead to the goal of reaffirming the concepts. In PBL, the generation of several moments of learning takes place before there is a presentation of material, and therefore, the generation of knowledge and relationships is performed actively and prior to any educational activity.

It is essential that the problems or cases that will be presented to students possess certain characteristics resolution because not every problem meets the intrinsic conditions to develop what is sought in the PBL methodology According to (Dutch, 2004) the characteristics that problems must meet are:

- The design must engage the interest and motivation.
- The problem must be related to some objective teaching.
- The problem should reflect a real life situation.
- Problems should lead students to make decisions based on facts.
- Discharges judgments should be justified.
- The problems should be divided and treated in parts.
- The questions of the problems must be open, linked to previous   learning and being controversial.
- They should encourage independent information search.

1.3 THEORETICAL FOUNDATION

1.3.1 Pedagogy

The pedagogy is a combination of knowledge and skills that influence in the teaching learning process, in this matter the teaching of English. The pedagogy is a systematic activity to educate and guide a person in order to learn something. It refers to the education and to know how to teach and to know how to transfer knowledge to a person. It is the methodological and scientific orientation and the art and science of teaching. It brings learning into life.

The pedagogy objective is the activity that deals with many different tools that help teacher to teach. It deals with knowledge, culture and society. It tries to study the education to know, analyze and improve it. The pedagogy involves other disciplines like sociology, psychology, anthropology and philosophy in order to educate people in a holistic manner.

1.3.1.1 Pedagogical Models

The traditional Model

It refers to the pedagogical activity based on the teacher, who is the center of the class. What the teacher says or does id the correct thing. The student is passive and he or she is not important in the class.

The cognitive Model

According to Dewey (1957) and Piaget (1999) said that students can learn according to their intellectual and necessities. The environment is important and the background too.

The Social Model

It started in the 80s, where the social aspect is really important. It deals with the development of the critical thinking and the reflexive abilities.

The Collaborative Model

It has a lot of advantages because its main characteristic is to work in groups and develop many High order thinking skills. The students have to complete different activities and tasks where they have to create dialogues, contradictions, discussions where the creativity is a significant feature to complete the tasks.

According to Morrell & Scherff (2010) it is an interactive system where the students search and use data in a collaborative way. The students have to deal with different resources in order to reach their learning goals.

1.3.2. Methodology

The Methodology is a learning discipline that studies, analyzes and guides the methods with the porpoise to describe them. The methods are involved within the methodology.

Teaching – Learning Process Methodology

The didactic methodology is a concrete manner to teach and it is related with the method. It is a tool teachers use to shear content, procedures and principles to the students with the intention of accomplishing the students' objectives.

The importance of the methodology to teach English.

Trough the time we have had a lot of methods and approaches to teach English, which have been applied in different countries and different places. Some of them are applied until now. According to some observation some of the methods are not very known by the English teachers. Some teachers are using the traditional methods like Grammar Translation, Direct method, audio-lingual method, and so on. The method used by some of the teacher is the communicative language teaching.

1.3.3. Method

The method is the organized procedure to reach a goal, in this case to teach English as a foreign language. The method is logically coordinated with the aim of guiding the learning process.

Teaching – Learning process Methods

The method is the tool that the teachers use to deal with the teaching – learning process. The methods that teachers applied to teach English as a foreign language must cover the four skills (listening, speaking, reading and writing) that the students need to develop to use the language accurately.

The methods that teachers use to develop the oral skill are:

1.3.3.1. The Community Language Learning

According to Curran (1979) it adopts the psychologist technique, who deals with the learning problems, this method allows the student to interact with their classmates because they have to work in groups of 4, 5 until 15 people. The topics are chosen according to the students' needs and interests so that the students can participate in an active manner and use the language in a real way using debates, chats, conferences and discussions. The aim is to understand the target language through active student interaction.

1.3.4 PBL

The PBL (Problem Based Learning) is a learning- teaching method base on constructivism where the learning is applied and students learn through their experiences.

This methodology started in the 60s, at McMaster University in Canada, to be punctual at the Medicine School. After that the application of the PBL was adopted by many universities in United States until the 70s. in the 80s it was developed in European

universities specially at Maastricht University in Holland which was one of the first universities to applied this method. Nowadays the Maastricht University is famous because of the application of the PBL method.

The PBL is applied at the Barcelona University in the Law School, Nursery School and Pedagogy School, and so on, some others universities are using the PBL method too, due to the fact that it has given effective results.

The application of the PBL has forced the universities to rethink about the curricula. People who deal with education must take into consideration the culture and the social fact because language is culture and culture is language, they cannot be separated. Educators have to think about the integration of knowledge and the content and language integrated learning. Presenting this methodology does not mean to consider just this as a whole or unique option, the majority of teachers use an eclectic method of teaching English, that means to use different kind of methodologies. However, the PBL is a great option to develop the oral skill when people learn English as a foreign language.

The PBL always starts presenting a problem to be solved; it is a very good idea to present a real life problem, so that students could be interested on it. Most of the time it is a good idea to present a problem related to the students' professions or interests. This is an advantage because if the problem is related to their studies or professions, the students will be able to practice and applied their professional competences according to their professions. The PBL allows the students to relate the situation or the problem to be solved with the real life, in order to solve it they have to search, to share and to apply information, procedures, strategies and knowledge to give a good solution to the problem.

The objective of this methodology is not just to give a solution to the problem; the aim is to join knowledge about English and the situation to be analyzed according to the reality of the country and the community where the students live. Students work in groups of 3 or 4 like professionals, so they have different roles and responsibilities to cover. Students interact a lot, sharing ideas, meanings, and structures. They discuss about the solution and take decisions. According to this, the PBL is an advantage in the

learning process specially to develop the oral skills and some competences, abilities, attitudes, and values.

This is a cyclic process of learning; the information goes and comes around. The information is analyzed, evaluated, and related to the situation, after that the group has to take the best option to solve the problem. In this way the students acquire the language in a significant manner.

The student's and the teacher's roles is completely different from other traditional methods. The teacher is not the center of the class any more, the student is the center of the class, the teacher is a facilitator, a guide and a helper. The teacher induct the students to a formative process, with a continue evaluation and orientation giving an effective feedback to enable the students to reach their goals.

Teachers are not open to the change, in the moment to introduce the new method they show resistance. Doubts and fears about unknown, but after a while, when the teacher gets involved and familiarized with the new method recognized the advantages and start to use it.

The PBL procedures about evaluation have a new perspective. Teacher do not just evaluate results, the process is evaluated too. Students learn how to work in group, in a collaborative way, which is essential nowadays.

Evaluation in the PBL has a new perspective and aim. The PBL does not evaluate just effects or results, it evaluates the procedure too. It does not evaluate just the students, it also evaluates the teachers, the group work, the program, the procedures and materials, specially the problem presenting in the class to be analyzed by the students. Therefore the students are involved in all the process including the evaluation. The evaluation could be formal or informal, teachers and students share the responsibility of evaluate the acquisition of the language. From this approach the evaluation becomes an effective instrument to improve the learning teaching process.

1.3.4.1 The Teacher

The teacher's role in the PBL is like a facilitator, or guide with the main purpose to present different interesting activities to be analyzed by the students in order to develop critical thinking, interaction and the four skills of the language. The teacher must master the different topics expose in the class, and must know very well the techniques and strategies to be applied by the students to solve the problem given with positive attitude. Some of the required conditions to apply the PBL are:

➢ The teacher must present a positive attitude toward the PBL. He /she needs to be convinced that the PBL is a good method to be used in order to develop the students' interaction and motivation.
➢ The teacher must be trained in the PBL application to facilitate the adequate practice.

➢ To give feedback to the different activities performed in the class.
➢ To have the abilities, attitudes, values and knowledge needed to apply the PBL

1.3.4.2 The Student

The student is the center of the class. It is necessary to transmit the students the advantages of the PBL, and accept changes like the following:

➢ To develop the group work ability.
➢ To be organized and responsible enough to accomplish the goals.
➢ Communicative ability
➢ Analysis, ability in order to synthesize and investigate about new topics.

1.3.4.3 Content

Everything that is planned for the class could be change. It is known by the teachers that planning is not a straitjacket. Planning can change according to the situation and circumstances. Traditionally de teacher determines the sequence during the class.

However in the PBL the students have a bigger role of participating to improve the learning – teaching process.

The problems presented to the students must have some characteristics, because not all the problems cover all the required conditions to develop what the PBL wants. According to Dutch (2004) the characteristics that the problems must have are the followings:

➢ They must be interesting for the students and develop motivation.
➢ The problem must be related to the topic which is studied at the moment.
➢ It is referred to the real life.
➢ The problems must conduct the students to take decision based on facts.
➢ The students have to support and defend their decisions.
➢ The questions related to the problem must be opened, related to a previous learning or knowledge and must be controversial.
➢ It has to foment investigation and searching.

1.3.4.4 Methodological Aspects

To apply the PBL, the class would be form by 30 students' maximum, who would be divided in work groups of three, four six or eight students. The students function is to analyze the problem given by the teacher. The groups discuss about the problem and try to give solutions to it. After that the students present the results and conclusions to the class. The presentation is criticized by the rest of the students and compared with other solutions given by other groups. During the process the group tries to improve their level of the target language specially the oral skill. Thanks to the interaction during the process the students have the opportunity to use the language more time than before, so that they can use the language in a real manner.

Dutch (2004) mentioned some PBL objectives:

➢ The responsibility of learning
➢ Self-evaluation
➢ Interpersonal relationships

➢ Creativity

➢ Critical thinking

➢ Collaborative work

➢ Motivation to improve

➢ Interaction using the target language

1.3.4.5 PBL Methodology

The questions and problem tasks are the central point of this methodology. It is dynamic and involves a process that overcomes the traditional way of teaching. The problem set by the teacher is according to de level, and it determines the teacher's aim, therefore it develops a heuristic activity, and defines the level of complexity.

It is convenient to find the complexity level of the problem according to the students group, that means to design polemic situations according to what people call the zone of proximal develop "the distance between the real level and the develop determine by the capacity of solving a problem independently" (Vigostky, 1987,p211).

The level of complexity is related to the previous knowledge and what the students learnt during the process. This progression develops thanks to a group of intellectual operations that facilitate the students to acquire the knowledge in a productive way through the constructions of the information.

This methodology establishes five steps, which include a process that characterized the logical thinking, the analysis and the result.

Graphic N° 1. 1 Process of elaboration of the problems
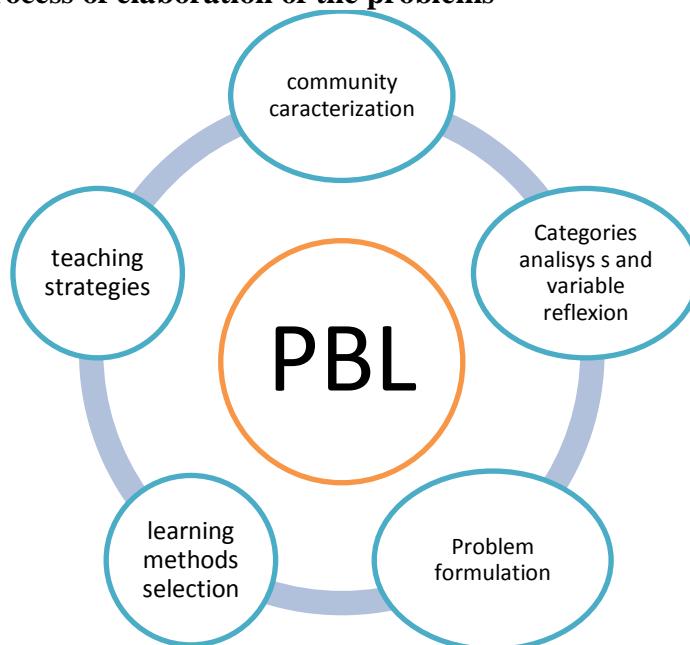
Step No. 1: Community Characterization

The real comprehension of the social reality requires a problem process, where the students practice finding a solution and develop the capacity of deduces, induce, infer, formulate a hypothesis and experiment the result of their intellectual settings. The relationship between the community, the social facts, the social reality, and the students facilitate the scientific exploration and a wider knowledge of it.

The real social analysis shows that the human being daily face needs, solve social problems, and have cognitive activity, thanks to the knowledge acquired through the time and trough the experiences.

The human being before taking a decision develops a process of reflection and analysis that allow him/her to choose the correct one. The human beings get the data, analyze it, set hypothesis, considers solutions and decides.

The aim of this level is to characterize the community and determine the problem. The teacher has to consider the students' needs and interests to choose a problem that helps them to develop the English language and vocabulary.

Step No. 2: Categories Analysis and variable reflection

Once the teacher sets the problem, it is necessary to analyze it and find the variables of reflection to study it. The process of social relations consider the society, in a concrete scenery trough specific actions in a determine period of time.

These four categories (the human being, the facts, the process and the period of time) conform the problem analysis and they become knowledge as a result of the cognitive evaluation of the mentioned problem.

This step has some other steps to follow:

➢ To identify the human being responsibility level in the problem
➢ To determine the scenery, conditions and background of the problem
➢ To determine the reflection variable

Step No. 3: Problem Formulation

The teacher facilitates the problem, and presents some questions to create the discussion and the challenge to solve it.

Step No. 4: Learning methods selection

It is important to combine the problem dialogue and the heuristic socialization in an activity dedicated to a teaching learning process. According to this, the selection criteria are taking into consideration. Torres (1993)

➢ To determined content according to their professional level and age.
➢ To take into consideration the students' knowledge level, their abilities, the required time to solve the problem, and the organization conditions and level of English.
➢ To choose the appropriate problem according to the students age, knowledge, interests, and the curriculum.

Step No. 5: Teaching Strategies

It is necessary to choose the strategies and techniques to solve the problem in order to develop the oral skill.

 Process

➢ The teacher presents the problem
➢ The students identify the necessities to solve the problem
➢ The students search for information about it.
➢ Students give the possible solutions to the problem
➢ Students evaluate their answers and the use of the language.

In the PBL the students have the possibility to evaluate themselves, their classmates the process and the team work. The teacher has to give feedback and the classmates too, in order to improve the process and the level of the language.

To evaluate the PBL considers the following instruments:

➢ Written exam.
➢ Conceptual Maps
➢ Summaries
➢ Essays.
➢ Co-evaluation
➢ Self-evaluation
➢ The teachers' evaluation
➢ Oral presentations
➢ Discussions
➢ Role Plays
➢ Debates

1.3.5. Language

Language is a communicating system. According to Saussure (2007) language is compound by a general model develop by the members of a linguistic community, it is the momentary practice of that model; it is an individual and voluntary act that is done by phonology and signs.

1.3.5.1 Language Skills

When people refer to different manners to provoke or activate the use of the language that means that the language skills are involved. The language skills are established according to the way they are transmitted and they are:

Productive:

➢ Speaking
➢ Writing

Receptive:

➢ Listening
➢ Reading

Taking into consideration that every basic skill has its own sub-skills, means that basic skills are integrated and not isolated. When people are learning a language the skills must be integrated. Nowadays methods, approaches and strategies to learn a foreign or second language are based on communication and interaction.

1.3.5.2.Productive Skills

These skills are speaking and writing and people use them to express their ideas, thought, feeling, and sensations. People use these skills all the time in order to have an accurate communication.

1.3.5.3.Speaking

This is the skill which is in close relation with the discourse. It refers to the capacity or ability of communication that involves the pronunciation, vocabulary and grammar that every single language has. Language includes culture, traditions and society. The oral skill is form by many other sub-skills like: giving information, solve problems, agree or disagree, giving advice and so on, everything according to the situation or event.

According to studies the oral skill is the one which is the most difficult to develop, due to the fact that the pronunciation is really different and that it has a totally different system of vowels production.

According to Ramirez (2002) sets that to become a good communicator the person must be competitive and master the communicative skills, specially the oral skill; in order to reach that performance the person needs to practice and try to improve it every day.

Antich (1986) set that the abilities are programmed and regulated by the human being for that reason to reach to the level of the oral expression during teaching a language signify to reach a new qualitative level, so teachers must present the language as a main of communication.

1.3.5.4.The Grammar Role

The communication is the main point when somebody is learning a language. However, communication does not mean to leave grammar apart, due to the fact that the language is based on the grammatical structures. If the person knows grammar correctly, she/he would be able to use it a fluently, accurately and effective way.

1.3.5.5.Vocabulary

The vocabulary is an essential component in the teaching- learning process. Vocabulary provides a big contribution to the development of the receptive and productive skills, while wider the knowledge of vocabulary the better the communication.

The vocabulary acquisition is indispensable to support to the teaching- learning process of a language, while more vocabulary a person knows, more comprehension of a text, more fluency while speaking and more knowledge while discuss about any topic.

Talking about vocabulary does not mean just words; it means phrases, expressions, idioms, slangs, metaphors and costumes. Vocabulary supports the language acquisition involving understanding the message and communicating ideas, feelings and facts.

CHAPTER II

1 METHODOLOGY

2.1 RESEARCH DESIGN

This research work was carried out in the Human and Education Faculty at Ambato Technical University, about the speaking skill of C1 level of the Language School. The research problem was established through various techniques such as observation, surveys and tests. Based on the problem, a book "Beyond the Problem" built on the PBL, was elaborated to be used in classes to develop the oral skill.

The Independent variable is the PBL, which was measured through three intervening variables which are: Vocabulary, Reading and Interaction. For these three variables a topic to discuss in groups and present it in class was given. In order to measure vocabulary a rubric was applied were students got 22% of vocabulary variety over 100% which means that students lack of vocabulary to communicate themselves. The other intervening variable was reading, students were exposed to different topic readings in order to check understanding. However, the students could not identify main ideas or secondary ideas from the given articles. The intervening variable number three was interaction, students were observed while they were discussing, and as result they did not have a good interaction in the group, because just one student in the group was leading the activity and not all the students had a definite role to convey.

The intervening variable, Vocabulary, has one dimension: Variety. The indicator is the use of a variety of words with the same meaning. For measuring this indicator, during the oral presentations a rubric was used for the analysis. This rubric helped the investigator to measure the vocabulary knowledge that the students could have.

Reading was the other intervening variable and it was considered in one dimension, which was comprehension, this means how well the student understands the problem given to be analyzed.

The other intervening variable, interaction, it was considered in two dimensions the students role and the STT (students talking time)

The dependent variable is the SPEAKING SKILL which is measure in two dimensions: fluency and speaking. To do this, a pretest and posttest were set.

The indicator for fluency is pace. Before the application of the PBL Method a test was applied to get the information needed. After applying the PBL Method, a post test was directed to the students.

In the speaking dimension there are two indicators:, accuracy, and talking frequency. To get the information a topic to discuss was given. Students had to discuss about it to give their ideas and present them in class.

For STT (students' talking time) the topic was presented in class, the objective was to measure students'' talking frequency (STT) and (TTT) teachers talking time.

2.2 RESEARCH TYPE

This study has the following features:

➢ This is a qualitative and quantitative research do to the fact that it indicates qualities of a problem and numerically results will be presented

➢ This is a quasi- experimental research because a pre- test and a post-test were applied by the investigator and there was the manipulation of one variable to see the results obtained after the application of the PBL Method.

➢ It is applied research due to the fact that the problem was found after using some techniques in the class.

➢ It is explorative because it explores a wide topic like the PBL method to develop the speaking skill.

➢ This is a field research due to the fact that the PBL method was applied in situ with the students of C1 of the "Languages School" at Human and Education Faculty of Ambato Technical University.

➢ This is a correlational research too, because its variables have a relation between them.

2.3   RESEARCH METHODS

There was a hypothetical solution since the study started from a problem according to this, the hypothetical method was used. The speaking skill of the C1 level students of the Language School of Ambato Technical University was enriched through the application of the PBL Method using a book "Beyond the Problem" elaborated by the investigator.

An Analytical method is set in this investigation due to the fact that exist a process of learning English as a foreign language, in which exists the necessity of augment the speaking skill development.

2.4   DATA COLLECTION, TECHNIQUES AND METHODS

The students were observed during classes especially when they had to present a topic about a previous discussion; nevertheless the most important instruments for the collection of the data were the pre-test and post-test on speaking performance. The results of the pre-tests as well as the results of the post- test were compared. During the whole period of classes, a semester, the PBL method was applied through the "Beyond the Problem" book in the class of C1 level students. The data was organized, tabularized, analyzed and interpreted by means of tables and graphs which provided the description for the results found in the research.

2.5   POPULATION AND SAMPLE

The population used in this investigation was 23 students that correspond to the C1 level of the Language School at Ambato Technical University, due to the fact that the population is very short, it is not necessary to take a sample. Therefore 23 students correspond to the population and the sample.

Table N° 2. 1 Research Data

RANK	QUANTITY	PERCENTAGE
C1 level students	23	100%

Source: Language School Secretary
Elaborated by: Vera. A (2015)

2.6 PROCEDURES FOR THE RESULTS ANALYSIS AND INTERPRETATION

The data was obtained from some oral presentations activities and pre and post oral presentations.

The first step was to present a topic to be discussed in groups, after that the students presented the topic to the class. This was really useful to identify the problem in the development of the speaking skill.

Alternatively, to identify the lack of vocabulary and interaction, students work in groups where they were observed and taking into consideration the group organization and the STT (student taking time) as well the role that each student had.

The data was collected to be analyzed. They it was tabulated with the intention of being presented and interpreted.

Statistical study showed the increase of the oral skill development after the PBL method was applied.

2.7 HYPOTHESIS

2.7.1 General Hypothesis

The application of PBL Method improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato.

2.7.2   Specific Hypothesis

➢ The application of the PBL Method using the book BEYOND THE PROBLEM improves the vocabulary needed for the development of the oral skill of the C1 level students of the Technical University of Ambato.

➢ The application of the PBL Method using the book BEYOND THE PROBLEM improves fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class.

➢ The application of the PBL Method using the book BEYOND THE PROBLEM improves interaction and STT (students talking time) of the C1 level students at the Technical University of Ambato.

2.8   VARIABLES

2.8.1   Independent Variable

The PBL (Problem – Based – Learning

2.8.2   Dependent Variable

Speaking Skill Development

2.8.3   Intervening Variable

Vocabulary
Fluency
Interaction

2.9 HYPOTHESIS OPERATIONALIZATION

2.9.1   Independent Variable Operationalization

GENERAL HYPOTHESIS	INDEPENDENT VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	TECHNIQUE	TOOLS
The application of PBL Method improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato	PBL (Problem-Based-Learning)	It is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge.	Content	Vocabulary Reading Interaction	Variety Comprehension Student`s Role Turn Taking	Evaluation	Tests

Source: Sindelar. T. (2002)
Elaborated by: Vera. A (2015)

2.9.2 Dependent Variable Operationalization

GENERAL HYPOTHESIS	INDEPENDENT VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	TECHNIQUE	TOOLS
The application of PBL Method improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato	Speaking Skill Development	It is the arbitrary system of verbal signs that are used to convey oral communicate between people who have the same language code.	Fluency

Speaking | Pace

Accuracy

Talking Frequency | Amount time of talking

Mistakes

STT (students-Talking – Time) | Evaluation | Rubric |

Source: Sindelar. T. (2002)
Elaborated by: Vera. A (2016)

2.9.3 Intervening Variable Operationalization

SPECIFIC HYPOTHESIS	INTERVENING VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	SCALE	TECHNIQUE	TOOLS
The application of the PBL Method using the book BEYOND THE PROBLEM improves the vocabulary needed for the development of the oral skill of the C1 level students of the Technical University of Ambato.	Vocabulary	The words known and used by a particular person in a specific language.	Variety	The words that are the most repeated	Adjectives Verbs Expressions	Twice Three times Four times More than four times	Oral presentation	Rubric

Source: Sindelar. T. (2002)
Elaborated by: Vera. A (2016)

2.9.4 Intervening Variable Operationalization

SPECIFIC HYPOTHESIS	INTERVENING VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	SCALE	TECHNIQUE	TOOLS
The application of the PBL Method using the book BEYOND THE PROBLEM improves fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class.	Fluency	The ability to speak a foreign language easily, smoothly and effectively	Oral expression	Effective communication	Grammar Collocation Pronunciation	Clear Understandable	Oral Presentation	Rubric

Source: Sindelar. T. (2002)
Elaborated by: Vera. A (2016)

2.9.5 INTERVENING VARIABLE OPERATIONALIZATION

SPECIFIC HYPOTHESIS	INTERVENING VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	SCALE	TECHNIQUE	TOOLS
The application of the PBL Method using the book BEYOND THE PROBLEM improves interaction and STT (students talking time) of the C1 level students at the Technical University of Ambato.	Interaction	The activity of being with and talking to other people, and the way that people react to each other	Participation STT (students talking time)	Times of participation	Target language	Clear Understandable Communication	discussion	Observation

Source: Sindelar. T. (2002)
Elaborated by: Vera. A (2016)

CHAPTER III

3   ALTERNATIVE GUIDELINES

This chapter refers to the guidelines on which the book "Beyond the Problem" is based.

3.1 TOPIC

To elaborate and apply a book "Beyond the Problem" (Problem – Based Learning Guide to Develop active English classes) in order to enhance the speaking skill in the C1 level of the Language School at Ambato Technical University

3.2 PRESENTATION

The book contains some real life problems to be used in the class as additional material. It takes into consideration some aspects like vocabulary, interaction and fluency which are the ones the students are weak on; using the PBL the students will be able to discuss about real life problems in order to improve their oral communication in the target language.

The guide book contains some problems about different topics and some exercises to be completed by the student.

3.3 OBJECTIVES

To enrich speaking skill through the application of the PBL method using the guide book "Beyond the Problem" in the C1 level students of the Language School at Human and Education Faculty of Technical University of Ambato to communicate accurately and fluently.

3.3.1 Specific Objectives

3.3.1.1 To improve the speaking skill by means of vocabulary exercises to enhance the oral communication in the C1 level students of the Language School at Technical University of Ambato.

3.3.1.2 To improve the speaking skill by means of discussion exercises to enhance the interaction in the oral communication in the C1 level students of the Language School at Technical University of Ambato.

3.3.1.3 To improve the speaking skill by means of fluency exercises to enhance the oral communication in the C1 level students of the Language School at Technical University of Ambato.

3.3.2 Proposal Objective

To improve the development of the oral skill in the students of C1 level after their familiarization with the PBL Method through the guide book "Beyond the Problem" to promote an effective communication.

3.4 FOUNDATION

The guide book is based on the PBL Method. Attractive material was used to develop the oral skill. It is taken into consideration the students' weaknesses in vocabulary, interaction and fluency as important features to create active classes to develop the four language skills specially the speaking.

To elaborate the guide book the intrinsic and extrinsic motivation was taken into account to facilitate the learners' interaction and to promote the use of the target language effectively.   After detecting the different problems, the guide book was focus to develop a wide range of **vocabulary** to promote **interaction** and group work. After some research the majority of enterprises and companies need people who know how to

work in groups and finally to improve **fluency,** communication, giving opinions, ideas and advice.

The guide book is formed by six chapters; chapter one refers to the PBL background. Chapter 2 illustrates the PBL concept and some aspects about this methodology. Chapter three presents some health problems like: HIV, Cancer, food poisoning and some not very serious health problems like cold and flu. Chapter four offers a real case problem. Chapter five shows different kinds of problems and chapter six is about everyday problems. This guide is a support for the class and it is presented in a physical document.

3.5 GUIDE BOOK

The guide book "Beyond the Problem" has the following parts:

3.5.1   Cover Page

The book contains a catchy cover page, in blue color, with the aim of calling the students' attention. On the cover page there is photo taken by the investigator where you can see a wonderful landscape in the Tungurahua Province. The title THE PBL (Problem-Based-Learning) and a subtitle "PROBLEM –BASED LEARNING GUIDE TO DEVELOP ACTIVE ENGLISH CLASSES"

3.5.2   Name and Extension

The name and the extension show the investigator's aim to elaborate a guide book with the application of the PBL Method (Problem – Based Leering guide to develop active English classes) specially the speaking skill.

3.5.3   Number of Reviews

Due to the fact that is a research project parallel to a thesis, the guide book corresponds to the first edition and in consequence to the first revision.

3.5.4   Structure of the Guide Book

The Guide Book BEYOND THE PROBLEM (Problem – Based Leering guide to develop active English classes) has the following elements:

1.   A catchy cover page where you can see a photo and the title of the book
2.   Front page
3.   Guide presentation
4.   Details about the Book including the ISBN number -978-9942-13-950-4
5.   Dedication
6.   Acknowledgement
7.   Content Index
8.   Prologue
9.   Content
10. Bibliography
11. Internet References
12. Back Page with the barcode

3.5.5   Contents

The guide book contains different kind of problems which help students to improve vocabulary about different interesting topics.

3.5.5.1 Vocabulary

1.   Health Problems
2.   Common Health Problems
3.   HIV Test
4.   Living with breast Cancer
5.   Food Poisoning

3.5.5.2 Interaction

A life or Death situation:

1. Step 1
2. Step 2
3. Step 3
4. Step 4
5. Step 5
6. Step 6
7. Step 7
8. Step 8
9. Step 9
10. Step 10

3.5.5.3 Fluency

Miscellaneous

1. A good Secretary
2. The Gold Years
3. The Advertisement

3.6   AREAS OF APPLICATION AND CHOICE OF PROCEDURES

The guide book BEYOND THE PROBLEM (Problem – Based Leering guide to develop active English classes) is oriented to help C1 level students of the Language School at Ambato Technical University to improve their speaking skill, for this reason it has a great impact and it also could be used in other levels of the Language School.

The guide book is full of real life problems which can help students not just to develop their language skills but also to think about life problems that everybody could face sometimes. So that it is a useful instrument to use in a language class to develop critical thinking, meditate about the value of being alive and the value of friendship and family.

3.7 RESPONSIBLE

The author, Ana Vera de la Torre as thesis of the Post-graduate Institute in the Chimborazo National University, is the responsible of the base study of this research and the implementation and application of the guide book. The advisor of this investigation was Mr. Luis Machado as research work tutor.

3.8 DEFINITIONS

Chapter I is designated to give a background about the English language and in Chapter II is dedicated to present a conceptual framework about the PBL Method. (Problem-Based – Learning). Chapter III covers topics related to health, chapter IV presents a real case study step by step, chapter V is a miscellaneous of problems and chapter VI is a variety of daily problems people face in their lives.

3.9 PROCEDURE

The guide book starts with a presentation of the PBL background and a little bit of its trail through time to time. Then the PBL concept and procedure is presented emphasizing the importance of collaborative group and interaction. It declares the importance of promoting students to take responsibility for their own learning since the PBL is not based on traditional education through lectures and teacher just teaching Grammar or structures about the language.

Due to the fact that the PBL Method does not divide the language in parts, **vocabulary** is presented in context with the aim students have the opportunity to discover the words meaning and investigate about the words they really do not know as part of the PBL procedure.

Interaction is presented in the whole process during PBL application. Interaction is the main branch of the PBL. Interaction is based on team work, which facilitates the students' talking time (STT)

Fluency is important to convey communication, so it is presented in all the guide book activities and in every single problem.

The procedure to the guide book is the following:

1. Presenting the Problem
2. Analyzing the problem given
3. Setting roles to start the discussion
4. Discussion about the problem
5. Presenting some ideas to solve it
6. Writing the possible solutions
7. Choosing the best solutions to be presented
8. Presenting the solutions
9. Discussing the solutions in class
10. Offering feedback

3.10   OPERATIVITY

The creation of the guide book had different phases; all of them were designated under their own purposes and strategies.

Table N° 3. 1 Operability

ACTIVITY	OBJECTIVE	STRATEGY
Content Selection	-To present activities according to the students' level using the PBL method	Surf in the internet to find the appropriate resources and set some personal problems to be presented-
Adapting the problems	-To present some problems adapted to the groups and classifying the useful vocabulary to be acquired in context.	Choosing the problems with the suitable vocabulary which could be useful to the students to communicate in a real way.
Organizing content	-To create a motivating material. As well as texts, activities and questions to enhance the production of the language.	Adding some visual aids to make the guide book attractive and effective to the students.
Didactic Planning of activities	-Setting pre- test and post- test. -Presenting some	Finding the students weaknesses in order to apply effective activities.

	strategies to be used. -Creating activities to follow the PBL process -Finishing the activity with a wrap up to facilitate feedback.	
Activities	-To develop the speaking skill.	Group Work
Feedback	-To reinforce strategies after the activities is a good idea to give feedback. Feedback to the whole class or individually.	Giving feedback to improve the teaching – learning process
Evaluation	To assess the speaking skill development. To assess the use of the guide book using the PBL Method.	Test and questions

Source: Guide Book "BEYOND THE PROBLEM"
Elaborated by: Vera. A. (2015)

3.10.1 Application

The guide book has been applied to the C1 level students of the Language School at Ambato Technical University during a semester. It is important to emphasize that the material was applied to certain group of students; it could be applied in any group of students who are learning English as a foreign language.

3.11 BIBLIOGRAPHY

The bibliography is described in the guide book and some internet references.

CHAPTER IV

4. RESULTS PRESENTATION AND DISCUSSION

4.1 RESULTS

In this section, graphs are used to present the results obtained in the measurement of the oral skill, analyzing each extract individually before and after the intervention in the group.

Problem 1

Table N° 4. 1. Health Problems

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	**0%**	9	**39%**	7	**30%**	7	**30%**	**23**	**100%**
Post-test	2	**9%**	21	**91%**	0	**0%**	0	**0%**	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 1. Health Problems
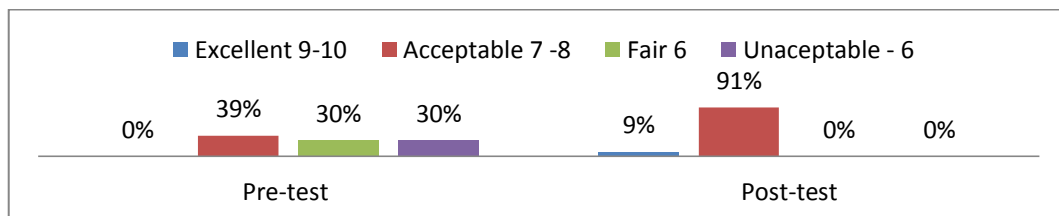
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: In the obtained results through the pre- test and post-test it is observable and verified that the results are better in the post- test, it is noticeable that the 9% of the students got excellent grades and the 91% got acceptable and none obtained less grading.

b) Interpretation: Through the application of different exercises using the PBL Method and the Guide Book "Beyond the Problem" the students improved their knowledge and abilities.

Problem 2

Table N° 4. 2. Common Health Problems

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	4	17%	10	43%	9	39%	23	100%
Post-test	13	57%	10	43%	0	0%	0	0%	23	100%

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 2. Common Health Problems
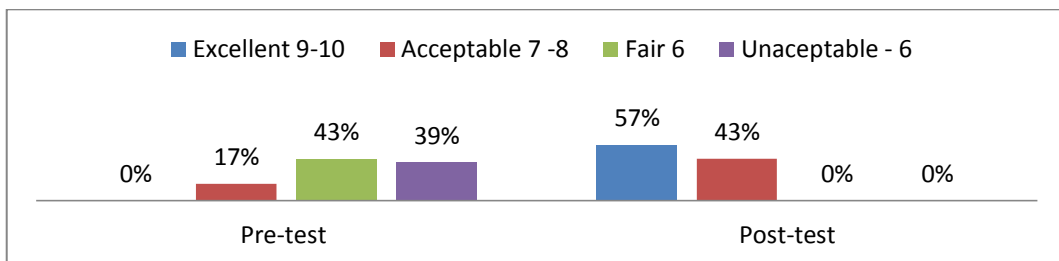
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: After intervention 57% of students got excellent results; in contrast to the 0% of students in the pre-test, as the graph clearly shows. It is important to notice that 39% of students got unacceptable results in the pre- test, while 0% of students got unacceptable results after the intervention.

b) Interpretation: Students reinforced their knowledge through the application of the PBL method working on the Common Hearth problems using the PBL method.

Problem 3

Table N° 4. 3. HIV Test

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	**0%**	6	**26%**	9	**39%**	8	**35%**	**23**	**100%**
Post-test	19	**83%**	4	**17%**	0	**0%**	0	**0%**	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 3. HIV Test
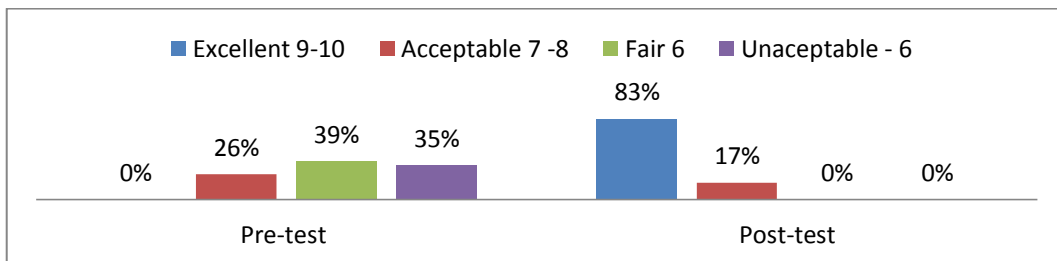
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) **Analysis:** After the application of the guide book the 83% of the students obtained excellent results, in contrast to the 0% of students in the pre-test, as the graph clearly illustrates.

b) **Interpretation:** By means of different exercises and the PBL method through the HIV test problem the students strength their knowledge of the target language.

Problem 4

Table N° 4. 4. Living with breast Cancer

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	**0%**	6	**26%**	13	**57%**	4	**17%**	**23**	**100%**
Post-test	21	**91%**	2	**9%**	0	**0%**	0	**0%**	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 4. Living with breast Cancer
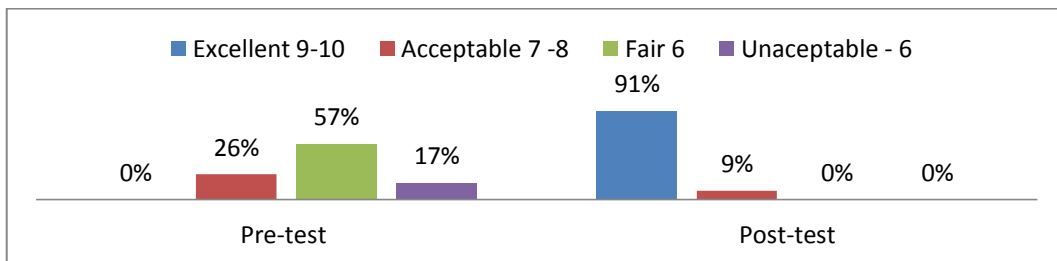
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: The chart shows the results obtained after the intervention; 91% of students got excellent results; whereas 0% of them got the same result in the pre-test. It is important to notice that 17% got unacceptable results in the pre-test; while 0% got the same in the post-test.

b) Interpretation: Thanks to the application of the PBL method through the Living with a breast Cancer problem, the students were able to improve their vocabulary knowledge.

Problem 5

Graphic N° 4. 5. Food Poisoning

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	5	22%	10	43%	8	35%	23	100%
Post-test	23	100%	0	0%	0	0%	0	0%	23	100%

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic No.4.5. Food Poisoning
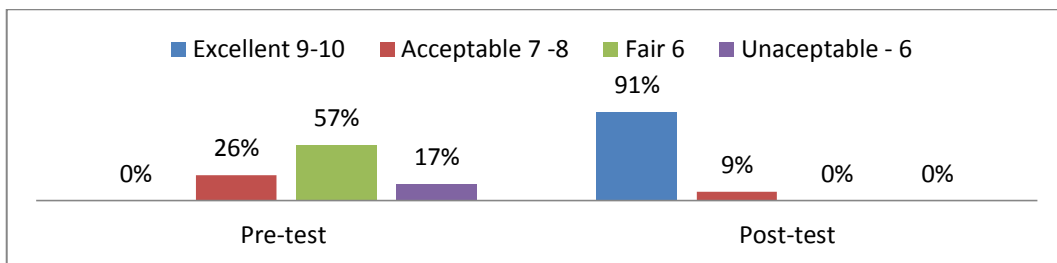
Elaborated by: Vera. A. (2015)

a) Analysis: From the obtained results it is obviously to observe that after the post –test 91% of the students got excellent results; while 0% got fair or unacceptable results after the intervention.

b) Interpretation: After working for a while using the PBL method and different kind of problems, like in this case Food Poisoning, the students were already familiar with the method and knew what to do and how to communicate.

4.2 Intervening Variable: Vocabulary

Table N° 4. 5. Intervening Variable: Vocabulary

No. SS	PRE- TEST							POST – TEST						
	Problem 1	Problem 2	Problem 3	Problem 4	Problem 5	TOTAL	Average	Problem 1	Problem 2	Problem 3	Problem 4	Problem 5	TOTAL	Average
1	6	5	6	6	5	28	5,6	7	8	8	9	10	42	8,4
2	6	5	6	6	6	29	5,8	7	9	8	9	10	43	8,6
3	7	7	6	6	6	32	6,4	7	8	10	9	10	44	8,8
4	7	6	6	6	5	30	6,0	7	9	10	10	10	46	9,2
5	7	6	6	6	5	30	6,0	8	9	10	10	10	47	9,4
6	7	7	6	6	5	31	6,2	8	8	9	10	10	45	9,0
7	8	7	7	6	6	34	6,8	8	8	9	10	9	44	8,8
8	7	6	7	6	5	31	6,2	7	9	10	10	10	46	9,2
9	5	6	7	7	6	31	6,2	8	8	9	10	10	45	9,0
10	6	5	7	7	5	30	6,0	7	8	9	10	9	43	8,6
11	4	5	5	5	7	26	5,2	7	8	9	10	10	44	8,8
12	7	6	6	5	7	31	6,2	8	9	10	9	10	46	9,2
13	2	4	5	5	6	22	4,4	8	9	10	9	10	46	9,2
14	5	4	5	5	7	26	5,2	9	9	10	9	10	47	9,4
15	3	4	5	6	6	24	4,8	8	9	10	9	9	45	9,0
16	6	5	5	6	7	29	5,8	7	8	9	9	9	42	8,4
17	7	6	5	7	6	31	6,2	8	9	9	9	9	44	8,8
18	7	6	5	6	7	31	6,2	9	9	9	9	10	46	9,2
19	6	7	5	7	6	31	6,2	7	9	10	10	10	46	9,2
20	6	6	6	6	5	29	5,8	8	9	10	10	10	47	9,4
21	6	6	6	6	6	30	6,0	7	8	10	10	10	45	9,0
22	5	6	7	7	5	30	6,0	7	8	8	8	9	40	8,0
23	5	5	7	7	6	30	6,0	8	9	8	8	9	42	8,4
					TOTAL	676	135,20					TOTAL	1025	205
		Average					5.87			Average				8.913

Source: Problems
Elaborated by: Vera. A. (2015)

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	0	0%	15	65%	8	35%	23	100%
Post-test	13	56%	10	44%	0	0%	0	0%	0	100%

4.3 HYPOTHESIS STATEMENT

4.3.1 Specific Hypothesis 1 Testing

H_a: The application of the PBL Method using the book BEYOND THE PROBLEM improves the vocabulary needed for the development of the oral skill of the C1 level students of the Technical University of Ambato.

b) Level of significance.

$\alpha = 0,05$

c) Chi Square Calculation

$$\chi^2 = \sum \frac{(FO - FE)^2}{FE}$$

X^2 = chi square

$\sum$ = Addition

FO = Observable Frequency

FE = Expected Frequency

e) Chi Square Statistical Calculation.

Table No. 4. 1 Specific Hypothesis I Checking

OBSERVED FREQUENCY			
CATEGORY	PRE-TEST	POST-TEST	TOTAL
Excellent 9-10	0	13	13
Acceptable 7 -8	0	10	10
Fair 6	15	0	15
Unacceptable - 6	8	0	8
TOTAL	**23**	**23**	**46**

Source: Students' tests
Elaborated by: Vera. A. (2015)

d) Acceptance and rejection of the regions specifications

Gl = degree of freedom (F – 1) (C – 1)

Gl = (4– 1) (2 – 1)

Gl = (3) (1) = 3

Gl = 3, table 7,815; the tabulated reject the null hypothesis H$_o$ and accepted the alternative hypothesis H$_a$.

Expected Frequencies

EXPECTED FREQUENCIES			
CATEGORY	PRE-TEST	POST-TEST	TOTAL
Excellent 9-10	6,5	6,5	13
Acceptable 7 -8	5	5	10
Fair 6	7,5	7,5	15
Unacceptable - 6	4	4	8
TOTAL	23	23	46

Source: Students' tests
Elaborated by: Vera. A. (2015)

O	E	(O-E)	(O-E)^2	$\dfrac{(O - E)2}{E}$
0	6,5	-6,5	42,25	6,5
0	5	-5	25	5
15	7,5	7,5	56,25	7,5
8	4	4	16	4
13	6,5	6,5	42,25	6,5
10	5	5	25	5
0	7,5	-7,5	56,25	7,5
0	4	-4	16	4
46	**46**	**0**	**279**	**46**

Source: Students' tests
Elaborated by: Vera. A. (2015)

X^2 = 46

Alpha (α): The confidence level test is 95% because the alpha value must be perceptual reliability 0,05which corresponds to the complement.

e) Decision.

Due to the fact that the calculated amount of chi square is bigger than (7,815) the tabulated (46), the null hypothesis is rejected and the alternate hypothesis "The application of the PBL Method using the book BEYOND THE PROBLEM improves

the vocabulary needed for the development of the oral skill of the C1 level students of the Technical University of Ambato." is accepted.

$$\chi_c^2 = 46$$

Acceptation zone Ho

$$\chi_t^2 = 7,815$$

Source: Students' results
Elaborated by: Vera. A. (2015)

53
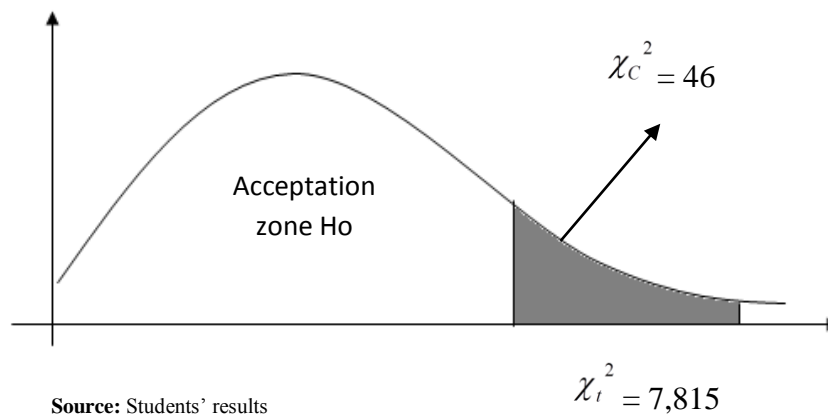
Step 1

Table N° 4. 6. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	12	52%	8	35%	3	13%	**23**	**100%**
Post-test	6	26%	15	65%	2	9%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 6. A life or death situation
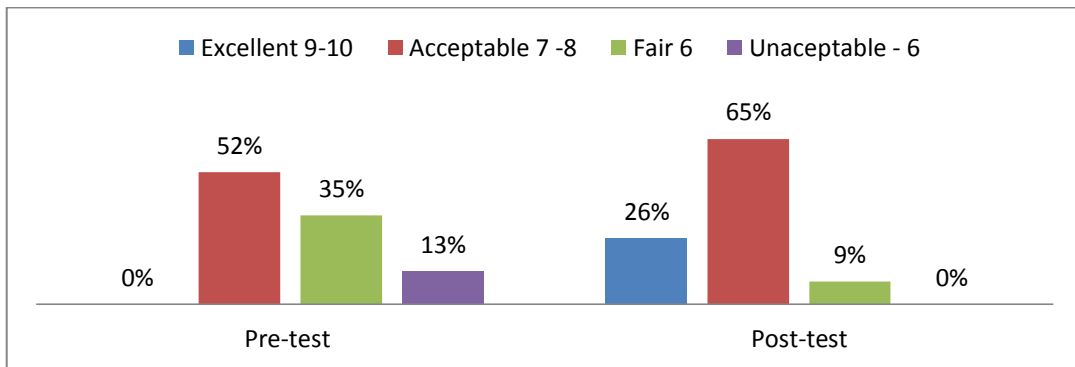
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: From the pre-test and post-test results it was verified that the marks had improved a lot because the 26% of the students got excellent marks and 65% got acceptable while the 9% unacceptable.

b) Interpretation: Thanks to the application of the PBL method through the "A life or death situation" Step 1 problem, the students increased their skill development.

Step 2

Table N° 4. 7. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	11	48%	8	35%	4	17%	**23**	**100%**
Post-test	5	22%	18	78%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 7. A life or death situation
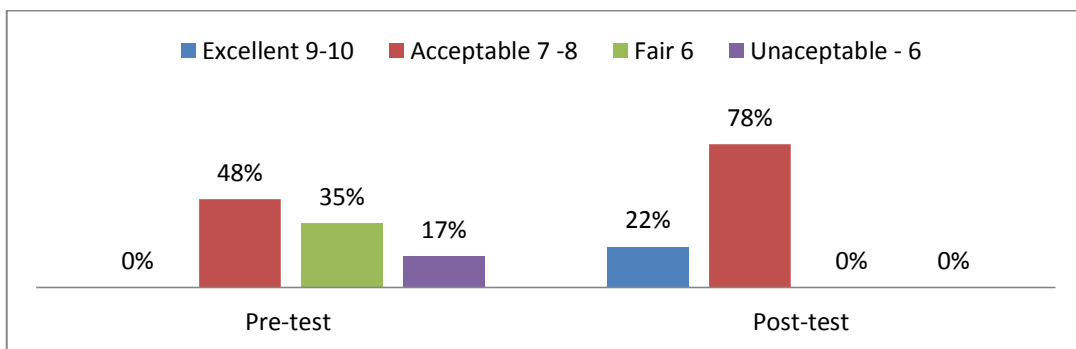
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: The chart shows the results obtained after intervention; 22% of students got excellent results; whereas 0% of students got excellent results in the pre-test. It is significant to observe that 78% of students got acceptable results after the intervention; while 48% of students got acceptable results in the pre- test.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 2, the students strengthened their knowledge.

Step 3

Table N° 4. 8. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	9	39%	11	48%	3	13%	**23**	**100%**
Post-test	7	30%	15	65%	1	4%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 8. A life or death situation

Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: From the pre-test and post-test results the marks have been increased a lot because the 30% of the students got excellent marks and 65% got acceptable while the 4% fair; whereas 0% of students got excellent results in the pre-test.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 3, the students strengthened their knowledge.

Step 4

Table N° 4. 9. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	9	39%	11	48%	3	13%	**23**	**100%**
Post-test	6	26%	17	74%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 9. A life or death situation

Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: After the intervention, 26% of students got excellent results, in contrast to the 0% of students in the pre-test, as the graph clearly demonstrates.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 4, the students strengthened their knowledge.

Step 5

Table N° 4. 10. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	8	35%	12	52%	3	13%	**23**	**100%**
Post-test	7	30%	16	70%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 10. A life or death situation

Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: From the pre-test and post-test results, it is observable that the marks increased a lot because the 30% of the students got excellent marks and 70% got acceptable; while 0% of students got fair and unacceptable after the intervention.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 5, the students strengthened their knowledge.
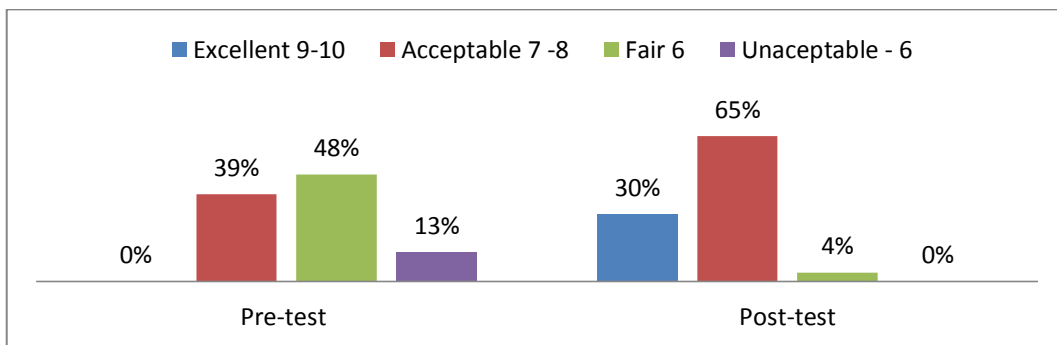
Step 6

Table N° 4. 11. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	10	43%	9	39%	4	17%	**23**	**100%**
Post-test	7	30%	15	65%	1	4%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 11. A life or death situation

Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: The chart shows results obtained by students after intervention 30% of them got excellent results, whereas 0% of students of the same group in the pre-test (without the guide book) obtained excellent results.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 6, the students strengthened their knowledge.
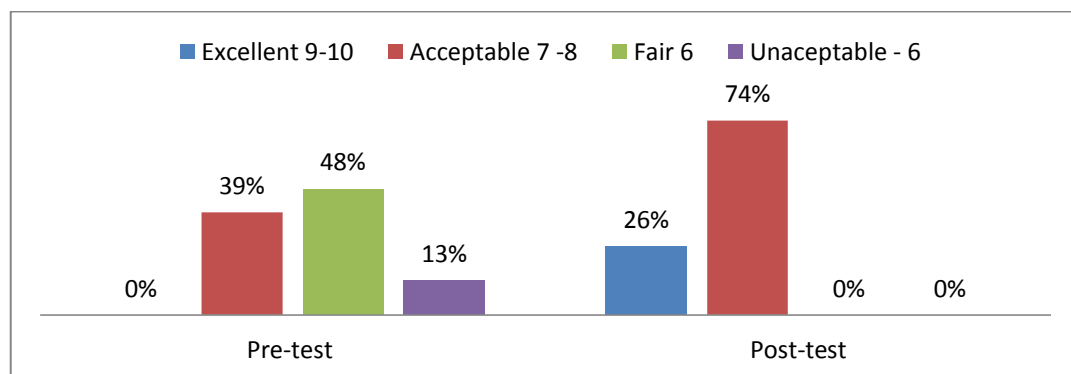
.

Step 7

Table N° 4. 12. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	9	39%	10	43%	4	17%	**23**	**100%**
Post-test	6	26%	16	70%	1	4%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 12. A life or death situation
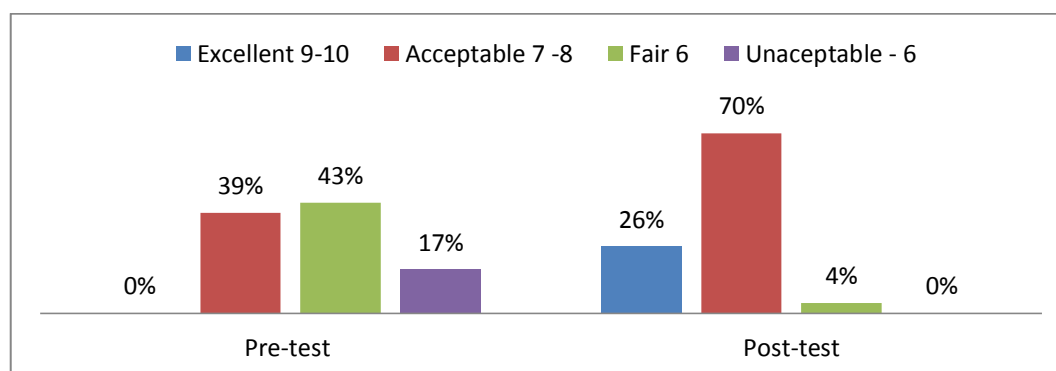
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: As it is seen in the chart 70% of students got acceptable results after the intervention; whereas only 39% of students of the same group in the pre-test. Also it can be seen that 26% of the students got excellent results after the intervention, while 0% of the students of the same group in the pre- test got excellent results.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 7, the students strengthened their knowledge.
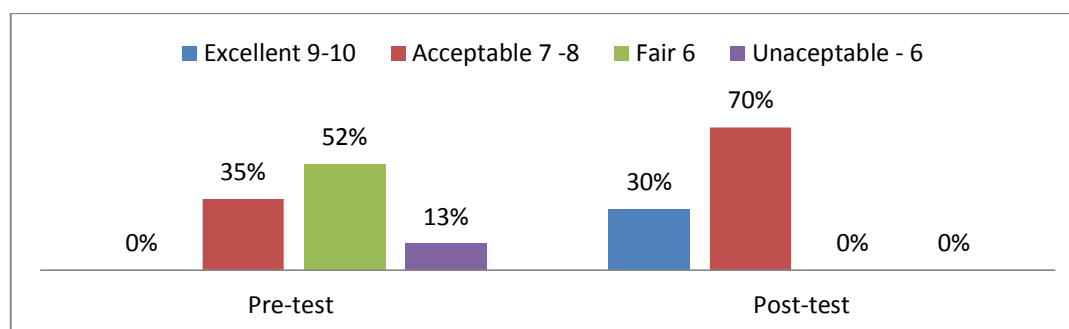
Step 8

Table N° 4. 13. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	10	43%	9	39%	4	17%	**23**	**100%**
Post-test	9	39%	14	61%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 13. A life or death situation
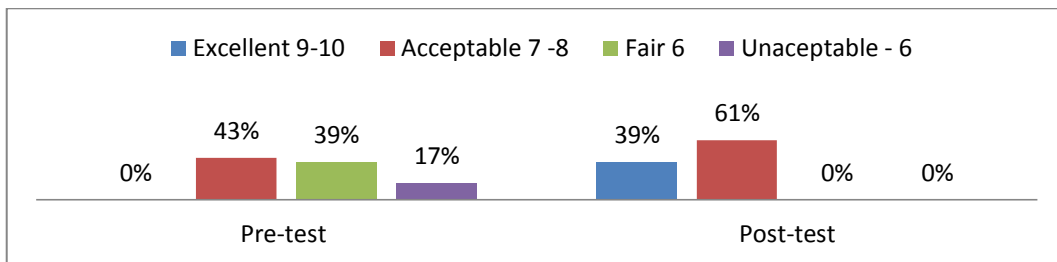
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: After intervention 39% of the students got excellent results; in contrast to the 0% of the students in the pre –test, as the graph clearly shows.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 8, the students strengthened their knowledge.

Step 9
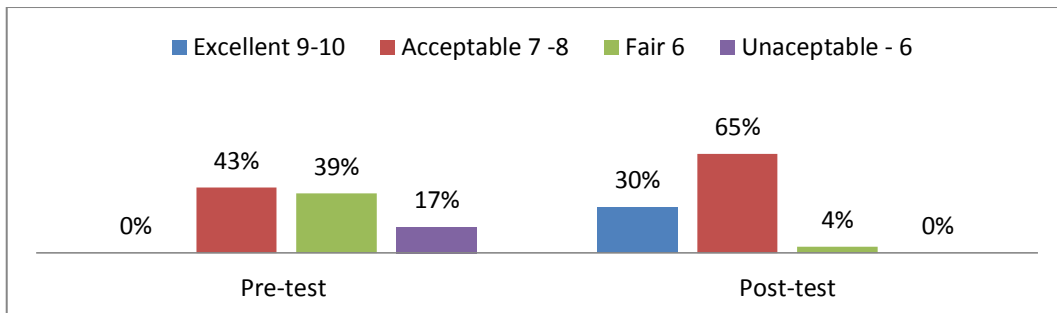
Table N° 4. 14. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	11	48%	11	48%	1	4%	23	100%
Post-test	10	43%	13	57%	0	0%	0	0%	23	100%

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 14. A life or death situation
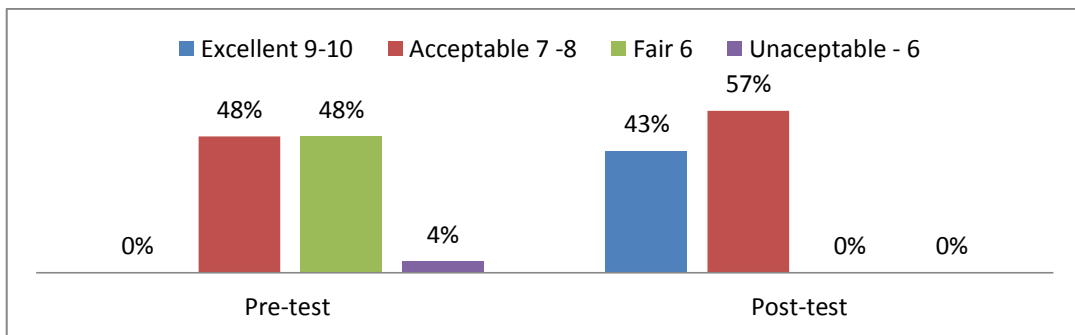
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: From the pre-test and post-test results we can verify that the marks have improved a lot because the 43% of the students got excellent marks and 57% got acceptable while there were not students with fair or unacceptable marks.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 9, the students strengthened their knowledge.

Step 10

Table N° 4. 15. A life or death situation

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	11	48%	11	48%	1	4%	**23**	**100%**
Post-test	10	43%	13	57%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 15. A life or death situation
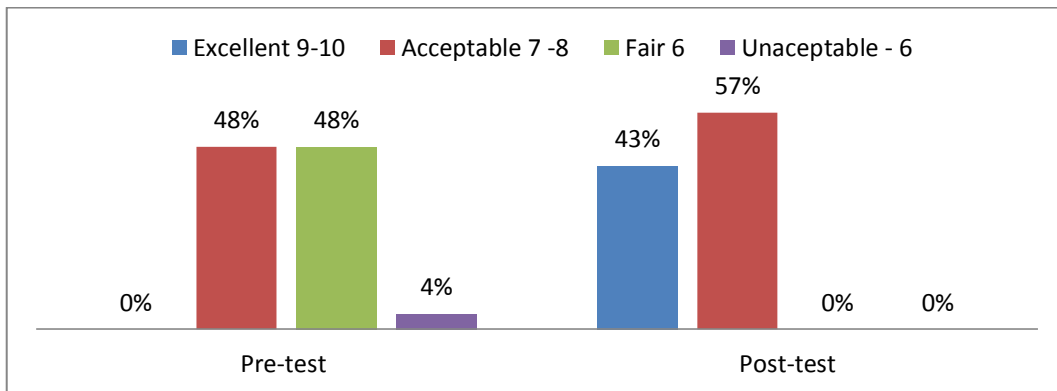
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: The chart shows the results obtained after intervention; 43% of students got excellent results; whereas 0% of students got excellent results in the pre-test.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A life or death situation" step 10, the students strengthened their knowledge.

4.3 INTERVENING VARIABLE: INTERACTION
Table N° 4. 17. INTERACTIONS

Nº. ss					PRE- TEST												POST- TEST							
Nº. ss	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	TOTAL	AVERAGE	Step 1	Step 2	Step3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	TOTAL	AVERAGE
1	6	7	6	7	5	6	6	6	7	8	64	6,4	7	7	7	8	9	9	8	8	8	9	80	8,0
2	7	6	6	7	6	6	6	7	6	7	64	6,4	6	7	7	8	7	8	7	8	8	8	74	7,4
3	6	6	6	7	6	5	5	5	6	7	59	5,9	7	7	7	8	7	8	7	8	7	7	73	7,3
4	7	7	7	6	6	6	5	6	7	6	63	6,3	8	8	8	8	7	8	7	9	9	8	80	8,0
5	6	6	6	7	7	7	7	5	5	6	62	6,2	7	8	8	9	9	9	10	10	10	9	89	8,9
6	7	7	7	7	7	8	7	7	8	8	73	7,3	9	9	9	8	9	8	9	10	10	8	89	8,9
7	6	6	6	6	6	7	7	7	6	6	63	6,3	8	8	9	9	9	10	10	10	9	9	91	9,1
8	8	8	8	7	7	7	7	6	7	6	71	7,1	10	10	10	10	8	8	7	8	7	8	86	8,6
9	7	7	7	7	6	7	6	7	6	6	66	6,6	8	8	8	9	8	9	8	9	10	9	86	8,6
10	6	6	6	6	7	7	7	6	6	7	64	6,4	7	7	7	10	10	10	8	8	9	9	85	8,5
11	7	7	7	6	6	6	7	7	8	6	67	6,7	8	7	8	7	8	7	9	9	9	9	81	8,1
12	6	7	6	6	6	7	7	6	6	7	64	6,4	8	8	8	8	10	10	10	9	9	9	89	8,9
13	7	7	7	6	7	6	7	6	6	7	66	6,6	7	8	7	8	7	8	8	7	7	7	74	7,4
14	7	5	5	5	6	7	6	6	5	5	57	5,7	8	8	8	8	7	9	9	10	8	9	84	8,4
15	7	7	7	6	5	5	5	6	5	6	59	5,9	9	8	9	8	9	8	7	7	8	8	81	8,1
16	5	5	5	6	6	7	6	7	6	7	60	6,0	7	7	7	7	7	8	7	7	8	8	73	7,3
17	7	8	7	8	6	6	6	7	7	6	68	6,8	9	9	9	9	8	7	6	7	7	8	79	7,9
18	6	6	6	6	7	8	8	7	7	7	68	6,8	8	8	8	8	8	8	7	7	9	10	81	8,1
19	5	5	6	5	6	5	6	7	6	7	58	5,8	6	7	6	7	8	8	7	7	7	7	70	7,0
20	6	6	6	6	5	5	5	5	6	6	56	5,6	8	8	8	7	7	7	7	7	8	8	75	7,5
21	7	6	7	6	7	6	6	6	6	6	63	6,3	10	9	10	8	8	8	7	8	7	8	83	8,3
22	5	5	5	5	6	6	6	5	7	6	56	5,6	8	8	9	8	7	6	7	8	10	9	80	8,0
23	8	7	6	8	7	6	6	7	8	7	70	7,0	10	10	8	8	7	8	8	9	10	8	86	8,6
											1461	146											1869	187
												6.35												8.13

Source: Problems
Elaborated by: Vera. A (2016)

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	**0%**	3	**13%**	14	**61%**	6	**26%**	23	**100%**
Post-test	1	**4%**	22	**96%**	0	**0%**	0	**0%**	23	**100%**

Specific Hypothesis 2 Testing

H$_o$: The application of the PBL Method using the book BEYOND THE PROBLEM does not improve fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class.

H$_a$: The application of the PBL Method using the book BEYOND THE PROBLEM improves fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class.

b) Level of significance

$\alpha = 0,05$

c) Chi Square Calculation

$$\chi^2 = \sum \frac{(FO - FE)^2}{FE}$$

X^2 = chi square

$\sum$ = Addition

FO = Observable Frequency

FE = Expected Frequency

e) Chi Square Statistical Calculation.

Table No.4. 2 Specific Hypothesis II Checking

OBSERVED FREQUENCY			
CATEGORY	PRE-TEST	POST-TEST	TOTAL
Excellent 9-10	0	1	1
Acceptable 7 -8	3	22	25
Fair 6	14	0	14
Unacceptable - 6	6	0	6
TOTAL	**23**	**23**	**46**

Source: Students' tests
Elaborated by: Vera. A. (2015)

d) Acceptance and rejection of the regions specifications

Gl = degree of freedom (F – 1) (C – 1)

Gl = (4– 1) (2 – 1)

Gl = (3) (1) = 3

Gl = 3, table 7,815; the tabulated reject the null hypothesis H_o and accepted the alternative hypothesis H_a.

Expected Frequencies

EXPECTED FREQUENCIES			
CATEGORY	PRE-TEST	POST-TEST	TOTAL
Excellent 9-10	0,5	0,5	1
Acceptable 7 -8	12,5	12,5	25
Fair 6	7	7	14
Unacceptable - 6	3	3	6
TOTAL	23	23	46

Source: Students' tests
Elaborated by: Vera. A. (2015)

O	E	(O-E)	(O-E)^2	$\dfrac{(O-E)2}{E}$
0	0,5	-0,5	0,25	0,5
3	12,5	-9,5	90,25	7,22
14	7	7	49	7
6	3	3	9	3
1	0,5	0,5	0,25	0,5
22	12,5	9,5	90,25	7,22
0	7	-7	49	7
0	3	-3	9	3
46	**46**	**0**	**297**	**35,44**

Source: Students' tests
Elaborated by: Vera. A. (2015)

$$X^2 = 35,44$$

Alpha (α): The confidence level test is 95% because the alpha value must be perceptual reliability 0,05which corresponds to the complement.

e) Decision.

Due to the fact that the calculated amount of chi square is bigger than (7,815) the tabulated (35,44) the null hypothesis is rejected and the alternate hypothesis: The application of the PBL Method using the book BEYOND THE PROBLEM improves fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class is accepted

$$\chi_c^2 = 35,44$$

Acceptation zone Ho

$$\chi_t^2 = 7,815$$
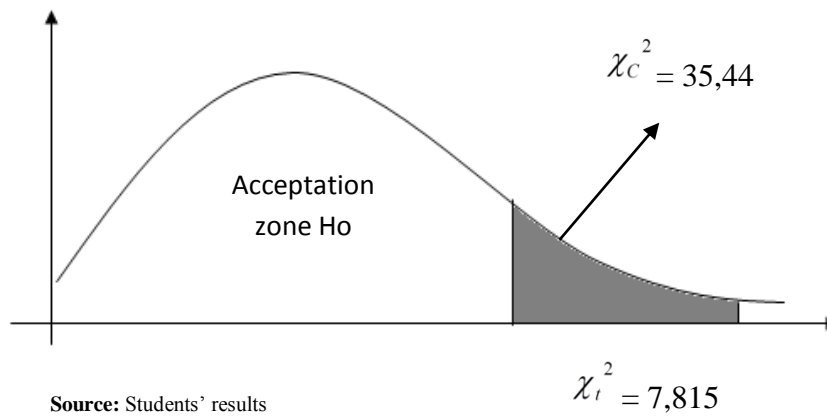
Source: Students' results
Elaborated by: Vera. A. (2015)

FLUENCY 1

Table N° 4. 16. A good secretary

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	10	43%	5	22%	8	35%	**23**	**100%**
Post-test	16	70%	7	30%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 16. A good secretary
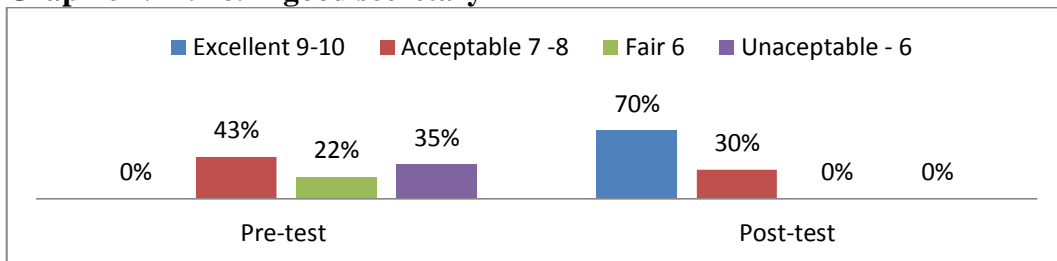
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: The chart shows that 70% of students got excellent results after intervention; whereas 0% of students got those results before.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A good Secretary", the students strengthened their knowledge and improve their oral skill development.

FLUENCY 2

Table N° 4. 17. The Golden years

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	9	39%	9	39%	5	22%	**23**	**100%**
Post-test	19	83%	4	17%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 17. The Golden years
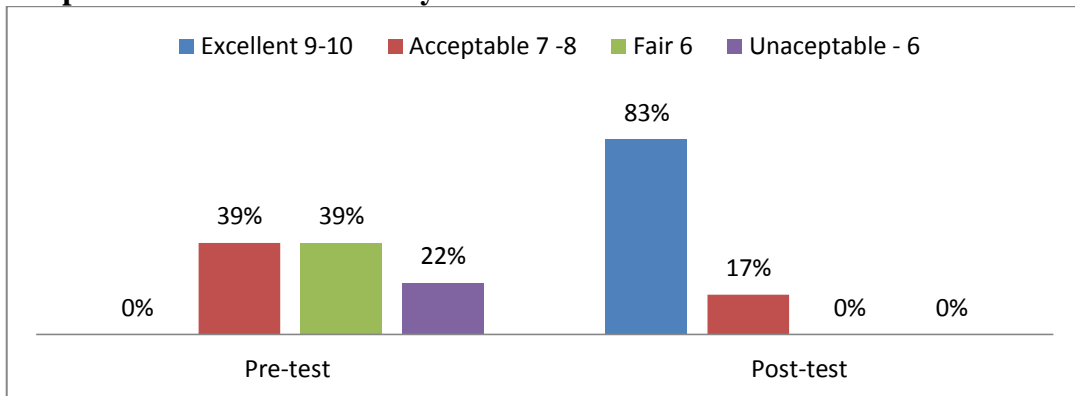
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: From the pre-test and post-test results show that the 83% of students got excellent results after the intervention while 0% got the same before the intervention.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A good Secretary", the students strengthened their knowledge and improve their oral skill development.

FLUENCY 3

Table N° 4. 18. The Advertisement

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	0%	10	43%	11	48%	2	9%	**23**	**100%**
Post-test	20	87%	3	13%	0	0%	0	0%	**23**	**100%**

Source: Students' tests
Elaborated by: Vera. A. (2015)

Graphic N° 4. 18. The Advertisement
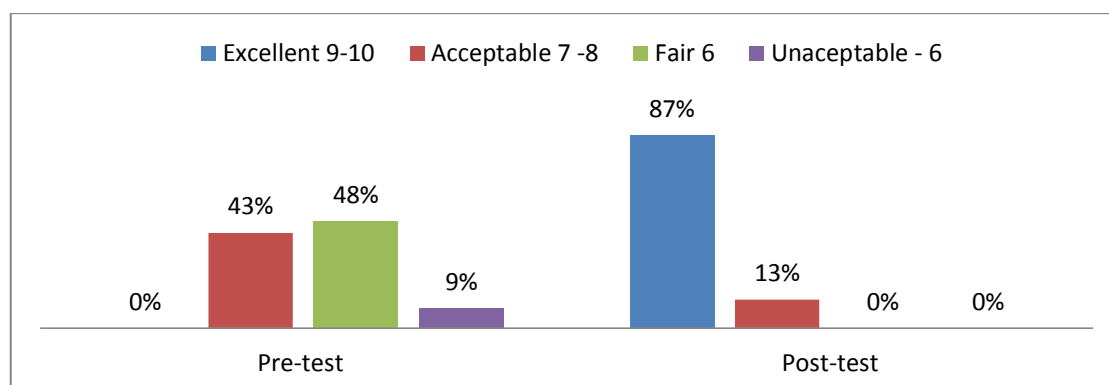
Source: Students' tests
Elaborated by: Vera. A. (2015)

a) Analysis: After intervention 87% of students got excellent results, in contrast to the 0% obtained in the pre- test. It is important to notice that in the pre-test 9% of students got unacceptable results; while after the intervention 0% got unacceptable results.

b) Interpretation: Through the different exercises using the PBL method and the application of a new problem "A good Secretary", the students strengthened their knowledge and improve their oral skill development.

## 4.4 INTERVENING VARIABLE: FLUENCY

Table N° 4. 20. FLUENCY

	PRE- TEST					POST – TEST				
No. SS	Problem 1	Problem 2	Problem 3	Total	Average	Problem 1	Problem 2	Problem 3	Total	Average
1	6	6	6	18	6,0	7	8	8	23	7,7
2	7	6	7	20	6,7	9	9	10	28	9,3
3	5	7	6	18	6,0	8	9	9	26	8,7
4	6	6	6	18	6,0	9	10	10	29	9,7
5	8	7	6	21	7,0	10	10	10	30	10,0
6	5	5	6	16	5,3	9	9	10	28	9,3
7	6	6	6	18	6,0	10	10	10	30	10,0
8	5	5	6	16	5,3	8	9	10	27	9,0
9	4	5	7	16	5,3	7	9	9	25	8,3
10	5	6	6	17	5,7	8	8	8	24	8,0
11	7	5	6	18	6,0	10	9	8	27	9,0
12	6	7	8	21	7,0	9	10	10	29	9,7
13	8	7	7	22	7,3	10	10	10	30	10,0
14	8	8	7	23	7,7	10	10	10	30	10,0
15	5	5	6	16	5,3	8	8	10	26	8,7
16	7	6	6	19	6,3	9	9	9	27	9,0
17	5	8	8	21	7,0	8	10	10	28	9,3
18	6	6	5	17	5,7	9	9	9	27	9,0
19	7	6	7	20	6,7	10	8	10	28	9,3
20	5	6	4	15	5,0	9	9	9	27	9,0
21	7	7	7	21	7,0	10	10	10	30	10,0
22	8	7	7	22	7,3	10	10	10	30	10,0
23	8	7	7	22	7,3	10	10	10	30	10,0
TOTAL				435	144,9	TOTAL			639	213
AVERAGE					6,30	AVERAGE				9,26

Source: Problems (Fluency)
Elaborated by: Vera. A (2016)

REQUIREMENT	Excellent 9-10	%	Acceptable 7 -8	%	Fair 6	%	Unacceptable - 6	%	TOTAL	PERCENTAGE
Pre-test	0	**0%**	8	35%	8	**35%**	7	**30%**	23	100%
Post-test	18	**78%**	5	22%	0	**0%**	0	**0%**	23	100%

Source: Students' tests
Elaborated by: Vera. A (2016)

Specific Hypothesis 3 Testing

H_o: The application of the PBL Method using the book BEYOND THE PROBLEM does not improve interaction and STT (students talking time) of the C1 level students at the Technical University of Ambato.

H_a: The application of the PBL Method using the book BEYOND THE PROBLEM improves interaction and STT (students talking time) of the C1 level students at the Technical University of Ambato.

b) Level of significance

$$x_c^2$$

c) Chi Square Calculation.

$$\chi^2 = \sum \frac{(FO - FE)^2}{FE}$$

X^2 = chi square

$\sum$ = Addition

FO = Observable Frequency

FE = Expected Frequency

e) Chi Square Statistical Calculation.

Table No. 4. 3 Specific Hypothesis III Checking

OBSERVED FREQUENCY			
CATEGORY	PRE-TEST	POST-TEST	TOTAL
Excellent 9-10	0	18	18
Acceptable 7 -8	8	5	13
Fair 6	8	0	8
Unacceptable - 6	7	0	7
TOTAL	**23**	**23**	**46**

Source: Students' tests
Elaborated by: Vera. A. (2015)

d) Acceptance and rejection of the regions specifications

Gl = degree of freedom (F – 1) (C – 1)

Gl = (4– 1) (2 – 1)

Gl = (3) (1) = 3

Gl = 3, table 7,815; the tabulated reject the null hypothesis H_o and accepted the alternative hypothesis H_a.

Expected Frequencies

EXPECTED FREQUENCIES			
CATEGORY	PRE-TEST	POST-TEST	TOTAL
Excellent 9-10	9	9	18
Acceptable 7 -8	6,5	6,5	13
Fair 6	4	4	8
Unacceptable - 6	3,5	3,5	7
TOTAL	23	23	46

Source: Students' tests
Elaborated by: Vera. A. (2015)

O	E	(O-E)	(O-E)^2	$\dfrac{(O-E)2}{E}$
0	9	-9	81	9,00
8	6,5	1,5	2,25	0,35
8	4	4	16	4,00
7	3,5	3,5	12,25	3,50
18	9	9	81	9,00
5	6,5	-1,5	2,25	0,35
0	4	-4	16	4,00
0	3,5	-3,5	12,25	3,50
46	**46**	**0**	**223**	**33,69**

Source: Students' tests
Elaborated by: Vera. A. (2015)

$X^2 = 33,69$

Alfa (α): The confidence level test is 95% because the alpha value must be perceptual reliability 0, 05 which corresponds to the complement.

e) Decision.

Due to the fact that the calculated amount of chi square is bigger than (7,815**)** the tabulated (33,69) the null hypothesis is rejected and the alternate hypothesis: The application of the PBL Method using the book BEYOND THE PROBLEM improves fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class.

$$\chi_C^2 = 33,69$$

Acceptation
zone Ho

$$\chi_t^2 = 7,815$$
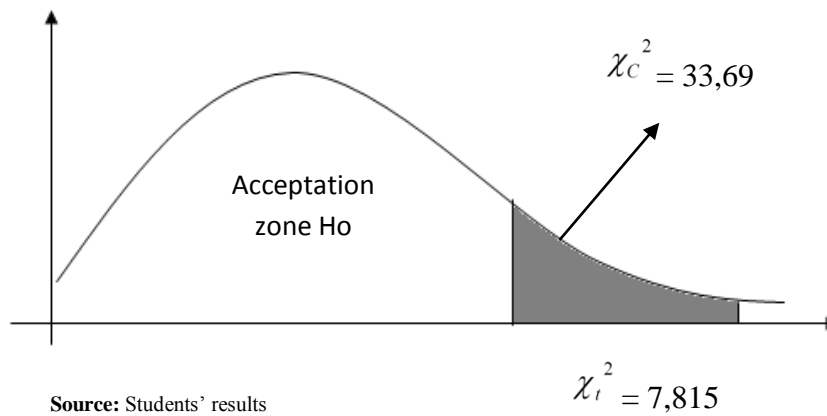
Source: Students' results
Elaborated by: Vera. A. (2015)

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

According to the results of this investigation the conclusions are:

➢ The application of the PBL method shown to be effective for developing, vocabulary, fluency and interaction. It increased the knowledge, the use of vocabulary and improved the speaking through the interaction and the STT (students talking time)

➢ The oral skill was improved through an effective communication and team work, using the guide book "Beyond the Problem" the students had the opportunity to use the language properly.

➢ Interaction was organized and well developed during the application of the guide book "Beyond the Problem"; students were able to work as a team, where different roles were given and the turn talking time was respected.

➢ The application of the PBL Method through the guide book "Beyond de Problem" allowed students to develop their skills specially the oral one , due to the fact that they had the opportunity to discuss about different problems,   share their knowledge, practicing vocabulary, and giving ideas to get the best solution

5.2 RECOMMENDATIONS

➢ To apply the PBL method as part of the syllabus content for developing vocabulary, fluency and interaction.

➢ To adapt the guide book "Beyond the Problem" based on PBL method and problems from the real life, as an additional material to teach English as a foreign language in any level.

➢ To use the PBL method through the guide book "Beyond the Problem" to develop work team lessons, where the students have the opportunity to share their knowledge and to improve their vocabulary.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

VICERRECTORADO DE POSTGRADO E INVESTIGACIÓN

INSTITUTO DE POSTGRADO

PROGRAMA DE MAESTRÍA EN LINGÜÍSTICA APLIACADA AL APRENDIZAJE DEL INGLÉS

DECLARACION DEL PROYECTO DE INVESTIGACÍON

TEMA:

THE APPLICATION OF THE PROBLEM- BASED LEARNING (PBL) AND IT'S IMPACT ON THE DEVELOPMENT OF SPEAKING SKILL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THE STUDENTS OF C1 AT TECHNICAL UNIVERSITY OF AMBATO 2014-2015

PROPOSER:

Ana Jazmina Vera de la Torre

Riobamba- Ecuador

2015

1. THEME

The Application of the Problem- Based Learning (PBL) and its impact on the Development of Speaking Skill in Learning English as a Foreign Language in the Students of C1 at Technical University of Ambato 2014-2015

2. PROBLEMATIZATION

2.1 Location where the research is going to be performed

The investigation will be done with the C1 level students from the Technical University of Ambato

2.2 Problematic Situation

According to UNESCO (2008) the Latin America educative situation is a fundamental right of the human being. The learning and knowing dimension is related to the abilities, learning strategies and attitudes development in order to learn a language. According to the Wall Street English Institute (2014) article knowing and acquiring a foreign language like English is a useful tool that has power and break frontiers. Learning English is a necessity in these days because it is part of knowing Universal Culture. On the other hand because of the globalization it is indispensable to know English due to the fact that the majority of information is in English. However, it is not useful just to know the language, the students must know how to analyze and summarize in the target language so that the students will be able to judge and interpret to make decisions.

Most of the foreign language teachers have difficulties to reach the goal of making students speak because of the time consuming and the TTT (Teacher According to INEC (Instituto Nacional de Estadìstica y Censos) (2014) in Ecuador exists a wide number of students who are studying the high School 1.288,451 which equivalent is 19.6% males and 1.272.141 equivalent 19.8% totally 39.4% students who receive the English as a subject. The problem is that the majority of the time the students receive the class as a Lecture, in that way the students do not have the enough time to talk or to use the language in a real way. In Ecuador we can observe that the majority of

Educative Institutions there is not enough time to develop this skill, which means that the students need to practice and to interact with their classmates. According to what the government has set the last years, the English language has been consider like one factor to be changed in order to improve it in all the levels of education.

In the Technical University of Ambato this is not an exception, most of the time classes are dictated as lectures and there is not enough students' time talking STT. Teachers do not use enough activities to develop the speaking skill that is the reason I want to improve the development of the speaking skill trough the PBL (Problem Base Learning). This method gives the students the opportunity to have more time to speak and use the language in a real manner. The teacher must consider the implementation of new activities with a methodology that develops the speaking skill related to the unit objective, content and the different levels of assimilation. It is observable that the C1 students do not have the speaking skill developed according to their level, they have some gaps to be covered, and it is indispensable to implement new activities based on the PBL to help them to develop interaction in order to improve their speaking skill.

2.3   Problem Formulation

How can the Application of the PBL (Problem Based Learning) impact on the development of the speaking skill in learning English as a Foreign Language in the students of C1 at Technical University of Ambato during the period of 2014-2015?

2.4   Derivative Problems

- How can the activities based on the PBL (Problem Based Learning) influence on the development of Speaking Skill in Learning English as a foreign Language?
- How does the implementation of PBL (Problem Based Learning) impact on the developing of the Vocabulary in learning English as a foreign language at the student level C1 at Technical University of Ambato?
- How does the implementation of PBL (Problem Based Learning) impact on the developing of the Fluency in learning English as a foreign language at the student level C1 at Technical University of Ambato?

- How does the implementation of PBL (Problem Based Learning) impact on the developing of the Interaction in learning English as a foreign language at the student level C1 at Technical University of Ambato?

3. JUSTIFICATION

After analyzing the critical nodes showed during the teaching – learning process of English in C1 level at technical university of Ambato, and after evaluating the students' needs at Technical University of Ambato It was decided to apply the PBL in this process, in order to develop interaction and communication among students so they can use the target language using the four skills.

This investigation is **important** because it allows proposing solutions to help students to communicate in an effective, efficient, fluid and coherent way, using the target language in order to interact with people from other countries and other cultures. Also it is vital to establish goals and determine actions to use activities focused on students so they allow students to develop the speaking skill in a enjoyable manner, so they can have a real conversation in real time to acquire the language in an effective way so students would find a good job in the near future.

This investigation is **interesting** because implement new activities to develop the oral expression. The students acquire the language through autonomous learning solving design problems (Bound, 1985). The students apply their acquired knowledge to solve problems. The students face a problematic situation sometimes real and sometimes imaginary, so they can give a real o no real solution. (Larmer, 2015)

This investigation is **feasible** because in the real situation and the investigator has the support of the Institution authorities, students, teachers and university's community. Also there is enough information about the chosen method to be applied. The authorization was given by the Technical University of Ambato authorities. This investigation is possible because the investigator has found enough bibliography. There are books, magazines, documental, thesis and a lot of information about this topic; in addition the cost required will be cover by the investigator.

It is **useful** because this investigation will present different kind of problems to develop the interaction between teacher and students, students and students, and students – teacher that will help students to develop the oral skill.

It has **impact** because it allows the English teachers to be aware about the education process and identify strengths and weaknesses in the target language communication, in order to provide students different activities to develop the oral skill.

If the Institutions continue teaching English as a subject in a traditional way the students will maintain low levels in the English Language, which will prevent their location in jobs in which the English language is required.

By acquiring the English language students will have an integrated formation that expresses a prospective vision based on the actual being to the orientation of what would it be, considering the factors listed in the diagnostic setting. It presents the kind of professional with a holistic formation according to our reality including the social, economic and political formation.

Thanks to the application of the PBL the education in the target language will be complete because it will form students with excellence, entrepreneurial leaders with strong moral and ethical values. Being prepared in various fields such as scientific, technological and management through information that will open the student's opportunities to get good jobs and develop them in a professional way. Because of that, the new professional contributes to the national development, to improve social, economic, environmental and political condition of the community.

This investigation will help the C1 students and the English teachers from de English Centre at Technical University of Ambato. This investigation is **authentic** because it will be apply to the C1 level of English Students who have never been exposed to this technique- For this reason they will have the chance to use this novel technique for them to improve their language communication.

4. OBJECTIVES

4.1   General Objective

To demonstrate how the PBL (Problem Based Learning) application impact on the Development of Speaking Skill in Learning English as a Foreign Language in the Students of C1 at Technical University of Ambato 2014-2015

4.2   Specific Objectives

To check the reasons why the application of PBL (Problem Based Learning) impacts on developing of the vocabulary in learning English as a foreign language of the students level C1 of Technical University of Ambato?

To see how the implementation of PBL (Problem Based Learning) impacts on developing of fluency in learning English as a foreign language at the student level C1 at Technical University of Ambato.

Evidence of how the application of PBL (Problem Based Learning) impacts on developing interaction in learning English as a foreign language at the student level C1 at Technical University of Ambato?

5. THEORETICAL FOUNDATION

5.1   Previous Research Background

In our country there are not many researches about the application of the PBL (Problem Based Learning) in learning English. After reviewing the documents in the library of the Technical University of Ambato, there are no similar investigations so my research is based on research conducted in other countries as we can find the following:

According to Sindelar, T. (2002) "The Effectiveness of Problem-Based Learning in the high school Science classroom, at the University of Nebraska to get the Bachelor of

Arts degree with the following purpose of the Study: Problem – based learning states that is possible to teach the content through real life scenarios without having the traditional notes, practice, activity, assessment cycle. After careful analysis of all available data, this study concludes that:

- The PBL is effective in the science classroom in terms of increasing student' engagement.

- Students learn more effectively when given a problem to solve and are allowed to make some choices in their learning

Rendering to Fung Yee, A. (1998) "The effect of Problem-Based Learning on Students' Critical Thinking dispositions and Approaches to Learning: A Study of the student nurse educator in Hong Kong". The purpose of this study was to implement the Problem-based learning as an attempt to enhance students nurse educators' dispositions to critical thinking and to promote a deep approach to learning. The study involved two 27 participants who represented the 100% of the total number of student nurse educators, this study concludes:

- Problem –based learning could be an effective intervention to promote the dispositions toward analyticity, systematicity, critical thinking, self- confidence and cognitive maturity.
- Problem-based learning offers students the opportunity to work with problem situations and improve their problem- solving skills.

According to Othman, N & Ahamad, M. (2013) in their study "Problem- Based Learning in the English Language Classroom" The purpose of the investigation was to search the effects of the problem-based learning)PBL) on students in language classes in two areas: Course content and language development. It was applied on 128 students, in two different groups the experimental and the control group. After finishing the investigation the investigator concluded:

- In terms of course content both groups improved.
- In terms of language the PBL group showed more improvements.
- The PBL groups showed improvements in the post – writing test.

In the study conducted by (Sola, 2005) "Problem-based learning. From theory to practice", applied in Trillas, Mexico, establishes:

- The application of PBL is an integrative approach it is based on different activities that encourage reflection, complex thinking, interaction, discussion, decision making which revolves around coping with real and significant problems.
- The PBL is a student-centered approach allowing a particularized education that respects diversity, talents and interests approach.

Research by Rodolfo Cruzat (2009) "Is PBL a way to innovate in the classroom?" He mentioned elements that help the implementation of PBL in the classroom. The ABP is used at university level in different areas of knowledge. The PBL promotes independent learning. One of its effective results is that:

- The student learns to learn and can compare the information acquired with reality, therefore solving problems help them to have a critical view of the events of real life.

This analysis contributes to my proposal because we can see that in places where the PBL has been applied it facilitates the teaching – learning process of the English language. Also it helps students to become complete human beings basing their knowledge in values.

According to Hoyos (2008) "Problem Based Learning" applied in Peru

"This monograph based on Problems reflects on the daily lives of human beings who spend their lives trying to solve problems. The author of this paper maintains that the problem-based learning can contribute to the:

- Acquisition of cognitive, procedural and attitudinal skills to solve everyday problems. Therefore PBL applied to the teaching of English helps to develop the four skills that students need to acquire in order to use the language in a real way.

5.2 Scientific Foundation

We refer to the period of retention of knowledge. According to Farnsworth (1994) being exposed to PBL students were able to remember the contents over time. In reference to their skills, the students who used learning materials with greater autonomy to develop their language skills were more competent in solving problems.

5.2.1 Epistemological foundations

Since epistemology is based on reality as knowledge to be observed by the researcher, who realized an exploratory existing problem: oral communication is damaged and needs to be inquired into; the researcher seeks knowledge to questioning reality techniques with the aim of solving problems. This foundation determines the way and the strategies to follow in order to have a logic structure according to the acquiring language level, the curriculum, knowledge and the interaction between them.

5.2.2 Philosophical Foundation

This research work is based on the positivism focus. August Comte the father of positivism set that positive knowledge is based on natural phenomena and their properties and relations. The PBL is an educational format that focuses on discussion and learning emanating from the base of a problem. It is a method that encourages independent learning and encourages students to face complex situations and define their own understanding alternatives in the context of clinically relevant problems, with the intention of making them more similar to what they will live later in the field they will work. This is the form of learning that fosters a deeper understanding of the knowledge.

The schools have offered students the opportunity to obtain an integral education, being the base of this investigation the PBL and its impact on the English language, the philosophical part of this research is based on the Critical purposeful paradigm due to the fact that the paradigm in mention is immersed in life and itself and its social, economic and global issues.

This paradigm is supported on that education is related to the development processes of human beings and all events that all of that entails. The Cooperation allows sharing, group work to build something effective, collective work and solidarity. The research is a fundamental principle for a teaching - based on creating, learning research to provide solutions.

5.2.3   Sociological Foundations

The theory of communicative action Habermas Jünger in the context of education and socialization through communicative action states that "The theory of communicative action is not a mere theory, but the beginning of a theory of society that tries to identify their critical criteria. Habermas claims that the notion of communicative rationality is implicit in the structure of human speech and that means the basic standard of rationality shared by competent speakers at least in modern societies.

This means that anyone who understands the internal relationship between the conditions of validity and commitment to giving and receiving arguments are behaving rationally. And there is only one dimension of logical relations between propositions and actions (consistency) but in a dialogical dimension of relations between different speakers. This also implies that communicative rationality is also a specific rational attitude that individuals adopt towards others and themselves as an attitude of mutual recognition.

5.2.4   Pedagogical Foundations

This research is supported in the Piaget's theory of constructivism; it is focused on how humans make meaning in relation to the interaction between their experiences and their

ideas. Students construct their knowledge through practice and base on previous experiences, in order to solve a problem given.

5.2.5   Axiological foundation

Students must achieve knowledge. However, values must be taught and observed during the teaching learning process. Values must be internalized by students. This investigation is based on axiological foundation due to the fact that the universal principle of human rights (UNESCO; 2010) is consider as a very significant factor to develop knowledge. Taking into consideration the following values: collaboration, respect, kindness, cordiality, generosity and respect others ideologies, religions, and sexual preferences. It is included the intercultural factor and the ancestral knowledge as it is established in the PNBV (Plan Nacional del Buen Vivir)

5.2.6   Legal Foundation

Constituent Assembly

Art. 26. Education is a right of individuals throughout life and an unavoidable and inexcusable duty of the State. Is a priority area of public policy and government investment, ensuring equality and social inclusion and indispensable condition for the good life, individuals, families and society are entitled to a responsibility to participate in the educational process.

Art.27.- Education focuses on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy, will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and equity, justice and solidarity, peace stimulate critical sense, art and physical education, individual and community initiative, the development of skills and abilities to create and work.

The education is the indispensable knowledge for the exercise of the rights and building a sovereign country, which is a strategic hub for National Development.

Art. 28.-The education respond to the public interest and not be at the service of individual and corporate interests, the universal process, retention, mobility and egress shall be guaranteed without discrimination of any obligation at the basic level or equivalent degree or so.

It is a right of every person and community cultures interact and participate in a learning society, the State shall promote intercultural dialogue in its many dimensions.

The constitution, the LOES (Ley Orgánica de Educación Superior), the principles of good living, the internal regulations of UNACH have integrated the creation and application of an investigation in order to get the Master's degree.

5.3   Theoretical Foundations

Problem-based learning is a teaching and learning method based on socio-constructivist perspective of learning and it is applied, especially at the university level.

This methodology was first used in the 60s, highlighting the Faculty of Medicine at McMaster University (Canada) as a pioneer in its application. The spread of ABP in many universities in the United States was rapid in the 70s in the 80s came hard in European universities being the University of Maastricht (Netherlands) one of the pioneers, having, at present, with extensive experience in this method of teaching and learning.

For a while it is being implemented at the University of Barcelona, Faculty of Law, School of Nursing and School of Education, among others, in the Autonomous University of Barcelona and the Polytechnic University of Catalonia. In the same sense, it is preferably applied scientific techniques -Medicine, Nursing, Architecture, Engineering, etc. careers

The use of ABP has led some universities to perform a transformation of the whole curriculum which should be located within the social and cultural context of each curriculum and that from this approach; studies on education have to move towards integration of methodologies that facilitate interdisciplinary subjects and integration of

labor within the European convergence process. Using this methodology does not consider it only involves methodological choice, but as a possibility which may be completed or supplemented by other forms of work.

The ABP always starts learning through problem based on the same reality or based on it, which involves applying or exercising some of the specific skills of discipline. This allows acquaint students with the situation, problem or case to be resolved and they will need to know and apply a set of information and not only conceptual knowledge, but also procedural and attitudinal, and not only theoretical but also practical.

The objective of this methodology is not only to be concluded with an answer or solution to the issues raised; it concerns especially training / student in a body of knowledge related to the English language and relating to the situation analyzed. Similarly, also interested in the students that make up the sub-usually consists of three or four people- would work as a team of professionals. This requires that students interact, to pool learning processes undertaken, share ideas and meanings, contrasting both information and knowledge, make decisions together, enabling thus the cooperative search for meaning or shared building knowledge. It is seen, therefore, that the ABP sides with a certain concept of learning by making reference to the development of skills, abilities, attitudes or even earlier value.

Using this methodology a learning process that used to be cyclical, there is a constant coming and going of reality to information and, from this, back to reality, once it is built, related, valued and co-constructed by / students. Proceeding in this way, not only significant knowledge is acquired, but also the knowledge about practice expands, as does the understanding of the situation or case work.

It is obvious that the student's role changes from this conception, but can also say that the role or function of teachers is very different from what is usually from a traditional approach. The teacher goes from being the center of transmission of information, to be the enabler or facilitator of it. Accompanying / students in their learning process and through the training and continuous assessment, provides guidance and advice to adjust the learning process to achieve the aims presented in advance.

There may be fear or resistance from the teachers in time to introduce this methodology for the first time; fears are overcome when we realize that, as teachers our purpose goes beyond meeting the schedule to commit to the process training of /the students. Since this methodology, the main concern is no longer the intervention of teachers to centralize the information, training and interaction with and between the students.

In the ABP evaluation systems also gain a new perspective and meaning. Only effects or results but also processes, not only students, but also teachers, group work, the program, procedures and materials, in particular the case, problem or situation presented for analysis are evaluated. Furthermore, the student gets more involved in the evaluation procedures deciding the level of detail they want or can reach, both formal ways, no formal or informal. Students and faculty share the evaluation function, increasing the number of evaluators' agents. In this new approach, the evaluation becomes another tool to optimize the teaching-learning process in another way to learn, while it is also conceived from the plurality of assessment tools and plurality of uses of such instruments.

Content that is subject of learning can be modified, since traditionally the teacher determines the sequence in all teaching activities (planning) and PBL, students take a more participatory role to support the logical sequence of learning moments when the session is divided

Although the methodology of PBL establishes the teacher's role is final, it will always be a fundamental part of the process, there is usually first a theoretical presentation of the content and then working on issues and activities that lead to the goal of reaffirming the concepts. In PBL, the generation of several moments of learning takes place before there is a presentation of material, and therefore, the generation of knowledge and relationships is performed actively and prior to any educational activity.

It is essential that the problems or cases that will be presented to students possess certain characteristics resolution because not every problem meets the intrinsic conditions to develop what is sought in the PBL methodology According to (Duch, 2004) the characteristics that problems must meet are:

- The design must engage the interest and motivation.
- The problem must be related to some objective teaching.
- The problem should reflect a real life situation.
- Problems should lead students to make decisions based on facts.
- Discharges judgments should be justified.
- The problems should be divided and treated in parts.
- The questions of the problems must be open, linked to previous learning and being controversial.
- They should encourage independent information search.

6. HYPOTHESIS

6.1   General Hypothesis

The application of PBL improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato

6.2   Specific Hypothesis

- The application of the PBL Method using the book BEYOND THE PROBLEM improves the vocabulary needed for the development of the oral skill of the C1 level students of the Technical University of Ambato.
- The application of the PBL Method using the book BEYOND THE PROBLEM improves fluency when the C1 level students at the Technical University of Ambato have an oral presentation in class.
- The application of the PBL Method using the book BEYOND THE PROBLEM improves interaction and STT (students talking time) of the C1 level students at the Technical University of Ambato.

6.2.1   Independent Variable

The PBL (Problem Based – Learning)

6.2.2 Dependent Variable

Speaking Skill Development

7. HYPOTHESIS OPERATIONALIZATION

7.1 INDEPENDENT VARIABLE OPERATIONALIZATION

GENERAL HYPOTHESIS	INDEPENDENT VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	TECHNIQUE	TOOLS
The application of PBL Method improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato	PBL (Problem-Based-Learning)	It is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge.	Content	Vocabulary Reading Interaction	Variety Comprehension Student`s Role Turn Taking	Evaluation	Tests

7.2 DEPENDENT VARIABLE OPERATIONALIZATION

GENERAL HYPOTHESIS	INDEPENDENT VARIABLE	DEFINITION	DIMENSION	INDICATORS	ITEM	TECHNIQUE	TOOLS
The application of PBL Method improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato	Speaking Skill Development	It is the arbitrary system of verbal signs that are used to convey oral communicate between people who have the same language code.	Fluency Speaking	Pace Accuracy Talking Frequency	Amount time of talking Mistakes STT (students - Talking – Time)	Evaluation	Rubric

Source: Sindelar. T (2002)
Elaborated by: Vera. A (2015)

8. METHODOLOGY

Approach

The focus of this process is qualitative and quantitative because the internal study will be conducted; the population of the C1 level is reduced thus will apply 100% of it, in order to obtain a real and effective sample.

8.1 Type of Investigation

a. By Objectives: This research will be applied because it seeks to expand knowledge made in the technique of ABP immediately.
b. By the Extent: This research is experimental because PBL application will be done as a means of teaching which will be tested in English courses in order to get positive results
c. By the Place: This is a Field research because it is to be held in study campus, where students attend daily to classes.
d. By Nature: This research by nature is action and that through the implementation of the mechanism of ABP can change the teaching method using the ABP it is very positive for students

8.2 Investigation Design

This research is quasi-experimental. The research is based on a form field, experimental and bibliographic - documentary.

By the Field: Because it will be applied on the C1 level students at the Ambato Technical University.

Experimental: Because several problems will be applied to be solved in order to see results. It will build on other research in other fields; they have been conducted in the English language to verify its functionality and effectiveness.

8.3 Population and Sample

The population will be formed by all C1 the students that make a total of the population. As it is evident in the following chart:

Chart 1.1

POPULATION	INCIDENCE	PORCENTAGE
Students	23	100%
TOTAL	23	100%

Source: Language School Secretary
Elaborated by: Vera. A (2015)

8.4 Sample

It will be taken from all the students of C1 level because it is relevant.

8.5 Research Methods

The hypothetical method will be used - Deductive as it is proposing a hypothesis as a result of an inference from a set of empirical data through which he may draw any conclusions. Deductive and inductive methods will be used to analyze the hypothesis and then the checked experimentally. The theoretical part wastes no sense and is subsequently relate to reality

8.6 Techniques and instruments for data collection

The mechanism of ABP will be applied to the 23 students C1 level of the first half of 2014-2015 with the aim of determining the use and results of the use of PBL in learning the English language. To collect information the observation, questionnaire, interviews and a survey will be applied.

8.7 Techniques and procedures for the analysis of results

The information collected will be organized, represent and analyze, presenting the results in percentages and diagrams that will provide as the reality of the problem and the need for change or improvement of the situation

9. HUMAN AND FINANCIAL RESOURCES

Human Talent
- Experts
- Authorities
- Teachers
- Students
- Tutor
- Investigator

Materials
- Books
- Web pages
- Magazine articles
- Audio visuals
- Tutorials
- Flashcards

Financial Resources

No.	Items	
1	Counseling	300.00
2	Stationary	200.00
3	Office equipment	100.00
4	Internet	100.00
5	Technology	50.00
6	Copies	30.00
7	Transportation	100.00
	Total	960.00
	Incidentals 5%	43.00
	Total	1003.00

Source: Investigator
Elaborated by: Vera. A (2015)

10. SCHEDULE

	MONTH	July				August				September				October			
	WEEKLY ACTIVITY	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Project Presentation			■	■												
2	Chapter 1 elaboration					■	■										
3	Chapter 2 Theory							■	■	■							
4	Chapter 3 Methodology										■	■	■	■			
5	Chapter 4 Conclutions														■	■	
6	Proposal															■	■

Source: Investigator
Elaborated by: Vera. A (2015)

11. LOGICAL MATRIX

PROBLEM FORMULATION	GENERAL OBJECTIVE	GENERAL HYPOTHESIS
How can the Application of the PBL (Problem Based Learning) impact on the development of the speaking skill in learning English as a Foreign Language in the students of C1 at Technical University of Ambato during the period of 2014-2015?	To demonstrate how the PBL (Problem Based Learning) application impact on the Development of Speaking Skill in Learning English as a Foreign Language in the Students of C1 at Technical University of Ambato 2014-2015	The application of PBL improves the development of the oral skill in English as a foreign language on students of level C1 of the Technical University of Ambato
DERIVTIVE PROBLEMS	**SPECIFIC PROBLEMS**	**SPECIFIC HYPOTHESIS**
Why the application of the PBL (Problem Based Learning) based on personal problems impact on the development of vocabulary in Learning English as a foreign Language in the students of C1 at Technical university of Ambato 2014-2015?	To verify the reasons why the application of the PBL (Problem Based Learning) impact on the development of vocabulary in Learning English as a foreign Language in the students of C1 at Technical university of Ambato 2014-2015?	The application of the PBL (Problem Based Learning) based on personal problems impact on the development of vocabulary in Learning English as a foreign Language in the students of C1 at Technical university of Ambato 2014-2015?
How can the application of the PBL (Problem Based Learning) impact on the development of fluency in learning English as a Foreign Language in the students of C1 at Technical university of Ambato 2014—2015?	To prove How can the application of the PBL (Problem Based Learning) impact on the development of fluency in learning English as a Foreign Language in the students of C1 at Technical university of Ambato 2014—2015?	The application of the PBL (Problem Based Learning impact on the development of fluency in learning English as a Foreign Language in the students of C1 at Technical university of Ambato 2014—2015?
In which way the application of the PBL (Problem Based Learning) trough job real life stories impact on the development of interaction in the learning English as Foreign Language in the students of C1 at Technical University of Ambato 2014-2015 ?	In which way the application of the PBL (Problem Based Learning) trough job real life stories impact on the development of interaction in the learning English as Foreign Language in the students of C1 at Technical University of Ambato 2014-2015 ?	The PBL (Problem Based Learning) trough job real life stories impact on the development of interaction in the learning English as Foreign Language in the students of C1 at Technical University of Ambato 2014-2015 ?

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Annex 2

Poll

Poll

Poll about the use and effect of the PBL method application to learn English as a foreign language in the C1 Level students at Ambato Technical University.

AIM:

- **To analyze the English class process.**
- **To identify the use of the PBL in the English class.**

NAME: _____   **DATE:** _____

Mark (x) in each of the questions according to your experience taking into consideration the following scale:

5. Always   4. Almost always   3 sometimes   2. Rarely   1. Never

No.	QUESTIONS	5	4	3	2	1
1	How often does the professor start classes with a warm up?					
2	After the warm up how often does the professor facilitate the topic?					
3	How often do you work in groups?					
4	How often does the professor give you the lesson objective?					
5	How often does the professor enable a real problem to be solved?					
6	How often do you interact with your classmates?					
7	How often do you practice the language through a discussion?					
8	How often do you have to solve a problem as a main point of the lesson?					
9	How often do you have any activity which enables you to use the language properly?					
10	How often do you have an active participation during the class?					

Source: Barba. A (1996)
Elaborated by: Vera. A (2015)

Annex 3

Pre- Test and Post- test Rubric

UNIVERSIDAD TECNICA DE AMBATO

NIVEL C1

SPEAKING PRE- TEST EVALUATION SHEET

NAME: _____

DATE: _____   _____ /10

0 POOR   0,5 NOT SO GOOD   1 NEEDS TO IMPROVE   1,5 GOOD   2 EXCELLENT

FLUENCY	Suitable speed, pauses and discourse strategies how positively the student contributes to the conversation?	
ACCURACY / GRAMMAR	How accurate and appropriate was the student's grammar, verbs, sentence structure, individual grammar points, functional phrases.	
VOCABULARY	If the student uses a wide variety of words and phrases, or uses new vocabulary, learned and related to the topic of the Project. Word choice, idioms and phrasal verbs, appropriate in each context.	
PRONUNCIATION	Effort made to use correct intonation, stress, individual sounds	
CONTENT	Topic elaboration, organization, coherence and cohesion, suitable linkers and connectors.	
TOTAL		_____/10

Source: Barba. A (1996)
Elaborated by: Vera. A (2015)

Annex 4   VOCABULARY ASSESSMENT

Student's Name : _____   **Date: _____**

Vocabulary assessment	0.5 Poor	1.0 Fair	1.5 Good	2 Excellent
Match words to definitions	Poor Student is able to match only a few words to their definitions	Fair Student is able to match some of the words to their definitions	Good Students is able to match most of the words to their definitions	Excellent Student is able to match all of the words to their definitions
Complete sentences	Poor Student is able to complete only a few senteces with the correct vocabulary words	Fair Student is able to complete some of the senteces with the correct vocabulary words	Good Student is able to complete most of the senteces with the correct vocabulary words	Excellent Student is able to complete all of the senteces with the correct vocabulary words
Write definitions	Poor Student is able to write only a few definitions	Fair Student is able to write some of the definitions	Good Student is able to write most of the definitions	Excellent Student is able to write all of the definitions
Write original sentences	Poor Student is able to write a sentence for only a few words	Fair Student is able to write a sentence for some of the words	Good Student is able to write a sentence for most of the words	Excellent Student is able to write sentences for all of the words
Mechanics	Poor Student often misspells, does not capitalize, does not use correct punctuation.	Fair Student sometimes misspells, does not capitalize, does not use correct punctuation.	Good Student seldom misspells, does not capitalize, does not use correct punctuation.	Excellent Student never misspells, does not capitalize, does not use correct punctuation.

TOTAL_____/10

Source: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=B8A699&

Annex 5   **Fluency Rubric**

Name: _____   Date: _____

	2,0 Excellent	1,5 Good	1,0 Fair	0,5 Poor
Accuracy	Word recognition accuracy is excellent: 96%. Self-corrections are few but successful as nearly all words are spoken correctly on initial attempt.	Word recognition accuracy is good: 91-95%. Self corrects successfully.	Word recognition accuracy is marginal: 86-90%. Speaker struggles on many words. Many unsuccessful attempts of self-correction.	Word recognition accuracy is poor: generally below 85%. Speaker clearly struggles in decoding words. Makes multiple decoding attempts for many words, usually without success.
Phrasing (prosody)	Generally well-phrased; mostly in phrase, clause, and sentence units; with adequate attention to expression.	Mixture of run-ons, mid-sentence pauses for breath, and possible some choppiness; reasonable stress and intonation.	Frequent two and three-word phrases giving the impression of choppy speaking; lacks appropriate stress and intonation that mark ends of sentences and clauses.	Monotonic, with little sense of phrase boundaries, frequent work-by-word speaking; usually exhibits improper stress and intonation that fail to mark ends of sentences and clauses.
Smoothness (prosody)	Generally smooth speaking with minimal breaks, but work and structure difficulties are resolved quickly, usually through self-corrections.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Several "rough spots" in text where extended pauses, hesitations, etc. are more frequent and disruptive.	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and /or multiple attempts.
Pace (automaticity)	Consistently conversational and appropriate.	Uneven and mixture of fast and slow speaking.	Moderately slow or overly and inappropriately fast).	Slow and laborious.
			TOTAL	_____/10

Annex 5

Fluency Rubric

Name: _____   Date: _____

	2,0 Excellent	1,5 Good	1,0 Fair	0,5 Poor
Accuracy	Word recognition accuracy is excellent: 96%. Self-corrections are few but successful as nearly all words are spoken correctly on initial attempt.	Word recognition accuracy is good: 91-95%. Self corrects successfully.	Word recognition accuracy is marginal: 86-90%. Speaker struggles on many words. Many unsuccessful attempts of self-correction.	Word recognition accuracy is poor: generally below 85%. Speaker clearly struggles in decoding words. Makes multiple decoding attempts for many words, usually without success.
Phrasing (prosody)	Generally well-phrased; mostly in phrase, clause, and sentence units; with adequate attention to expression.	Mixture of run-ons, mid-sentence pauses for breath, and possible some choppiness; reasonable stress and intonation.	Frequent two and three-word phrases giving the impression of choppy speaking; lacks appropriate stress and intonation that mark ends of sentences and clauses.	Monotonic, with little sense of phrase boundaries, frequent work-by-word speaking; usually exhibits improper stress and intonation that fail to mark ends of sentences and clauses.
Smoothness (prosody)	Generally smooth speaking with minimal breaks, but work and structure difficulties are resolved quickly, usually through self-corrections.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Several "rough spots" in text where extended pauses, hesitations, etc. are more frequent and disruptive.	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and /or multiple attempts.
Pace (automaticity)	Consistently conversational and appropriate.	Uneven and mixture of fast and slow speaking.	Moderately slow or overly and inappropriately fast).	Slow and laborious.
			TOTAL	_____/10

Elaborated by: Vera, A. (2015)

Annex 7

Authorization

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
Av. Los Chasquis y Rio Guayllabamba/Campus Huachi/Teléfono 032410189 Ext. 120/Ambato-Ecuador

Ambato septiembre 30, 2016
Ofic. N° CI-C-490- 2016

Mg.
Ana Vera de la Torre
DOCENTE DE IDIOMAS
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

En atención al pedido realizado por usted, en el cual solicita que se le ratifique la autorización verbal expedida a su persona en el periodo Octubre 2014- Marzo 2015 para la aplicación de su trabajo de investigación **"THE APPLICATION OF THE PROBLEM-BASED LEARNING (PBL) AND IT'S IMPACT ON THE DEVELOPMENT OF SPEAKING SKILL IN LEARNING ENGLISH AS A FOREING LANGUAGE IN THE STUDENTS OF C1 AT TECHNICAL UNIVERSITY OF AMBATO 2014-2015"** como requisito previo para su Maestría en Lingüística Aplicada al Aprendizaje del Idioma" de la Universidad Nacional de Chimborazo, ratifico la AUTORIZACIÓN solicitada.

Particular que participo para los fines pertinentes

Atentamente,

Mg. Veronica Chicaiza Redín PhD
COORDINADORA DE LA CARRERA DE IDIOMAS

Annex 8

PHOTOS PBL METHOD APPLICATION