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**TRABAJO DE TITULACIÓN, PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADO EN LINGÜÍSTICA APLICADA AL
IDIOMA INGLÈS**

**TITLE: THE INCIDENCE OF USING PROBLEM-BASED
LEARNING (PBL) STRATEGY ON THE LEVEL OF LISTENING
SKILL DEVELOPMENT FOR STUDENTS ATTENDING THE
THIRD YEAR OF BACHILLERATO AT UNIDAD EDUCATIVA
JORGE RODRIGUEZ ROMAN LOCATED IN CANTON OF
ORELLANA DURING THE FIRST QUIMESTER OF 2015 – 2016
SCHOOL YEAR.**

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SOCIALES
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Certifico que el trabajo de titulación, "THE INCIDENCE OF USING PROBLEM-BASED LEARNING (PBL) STRATEGY ON THE LEVEL OF LISTENING SKILL DEVELOPMENT FOR STUDENTS ATTENDING THE THIRD YEAR OF BACHILLERTO AT UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN LOCATED IN ORELLANA PROVINCE, DURING THE FIRST QUIMESTRER OF 2015 – 2016 SCHOOL YEAR" realizado por la señora estudiante **ROSENDA ALBA CARPIO CELI**, ha sido revisado en su totalidad y analizado por el software anti-plagio, el mismo cumple con los requisitos teóricos, científicos, técnicos, metodológicos y legales establecidos por la Universidad de Fuerzas Armadas ESPE, por lo tanto me permito acreditarla y autorizar a la señora estudiante **ROSENDA ALBA CARPIO CELI** para que lo sustente públicamente.

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DEDICATION

I dedicate this thesis to God, my husband and my children. To God because He has been my guide at all times when my strengths were running out, he gave me the power to follow. To my husband for his patience and understanding. In several occasions, he has often preferred to sacrifice his time so that I could fulfill my dream. He has shown me kindness, sacrifice and inspired me to pursue my goal. Now I can say that this thesis has a lot of him in it. Thanks for always being close to me Eladio.

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ABSTRACT

This research mainly aims to demonstrate the incidence of use of the Problem Based-Learning strategy to improve the performance of the listening skill for students attending the third year of Bachillerato at Unidad Educativa Jorge Rodriguez Roman located in canton Fco. Orellana, in the Province of Orellana. The teaching of English is inefficient in schools of public education due to many factors such as logistical and pedagogical problems, which is reflected in the listening skill learning. This research presents the Problem Based- Learning strategy as a solution to this problem which main objective is to increase the cognitive part of students by using specific steps. The teacher has the role of facilitator and moderator, and students are the center of the process because while they are working in groups or individually they are seeking an answer to a problem posed by unresolved. A control and an experimental group were needed for the application of the methodology design. Both experimental and control group took an initial and final exam. The results of those tests were analyzed and processed statistically to reach the conclusion that the use of the Problem Based- Learning strategy did have a positive effect on the students of the experimental group. At the end of this research, a proposal as an alternative based on the use of the Problem-Based Learning strategy is presented in order to improve the listening skill on students of English.

KEY WORDS:

- **STRATEGY**
- **INCIDENCE**
- **PROBLEM-BASED LEARNING**
- **LISTENING SKILL**
- **TEST**

RESUMEN

La presente investigación tiene por objetivo principal demostrar la incidencia del uso del Problem Based- Learning, para mejorar el desempeño de la habilidad de escucha en los alumnos del tercer año escolar de Bachillerato de la Unidad educativa Jorge Rodríguez Román de la ciudad de Orellana. La enseñanza del inglés es ineficiente en los colegios de educación pública, debido a muchos factores tanto de logística como pedagógicos, lo cual se ve reflejado en el aprendizaje de la habilidad de escucha. La investigación presenta como solución a este problema el uso de la estrategia del Pbl, el cual tiene como objetivo principal incrementar la parte cognoscitiva del estudiante mediante el uso pasos concretos, donde el profesor tiene el rol de facilitador y moderador y los estudiantes son el centro del proceso, ya que cuando ellos están trabajando en grupos o individual buscan una respuesta a un problema planteado por resolver. Para la aplicación de la metodológica se necesitó dos grupos a ser investigados, el grupo de control y experimental, los cuales rindieron un examen inicial y final. Los resultados a estos exámenes fueron analizados y procesados estadísticamente para llegar a concluir si el uso de la estrategia del Pbl tiene efecto sobre los estudiantes investigados. Al final de esta investigación se presenta una propuesta como alternativa basada en el uso de la estrategia del PBL para mejorar la habilidad de escucha en los estudiantes de área de inglés.

KEY WORDS:

- **ESTRATEGIA**
- **INCIDENCIA**
- **APRENDIZAJE BASADO EN PROBLEMAS**
- **DESTREZA DE ESCUCHA**
- **PRUEBA**

CHAPTER ONE

1. RESEARCH PROBLEM

1.1 Problematic Situation

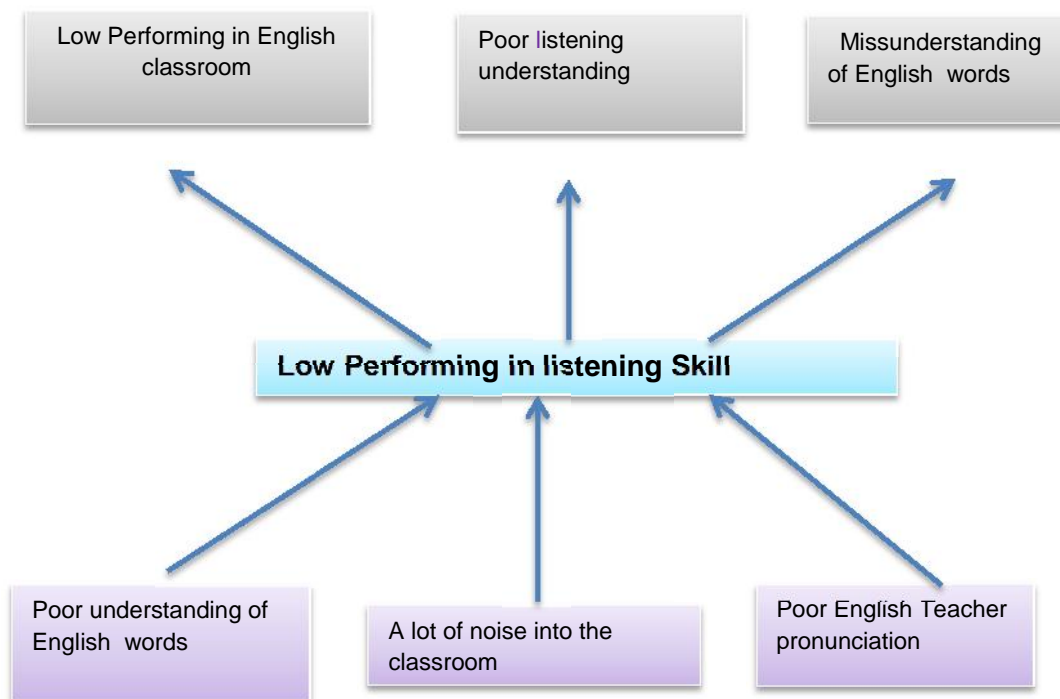


Figure 1 Tree Problem

During the observations and practices carried out at UNIDAD EDUCATIVA DR. BYRON EFREN REYES located in the Orient region, I have observed that the level of the listening comprehension is very low. And since this is an important part of English acquisition to find a strategy that will help those students it is a necessity to research this subject further. The competitiveness of our society makes students learn a foreign language such as English because it is necessary to international business, diplomacy, international economics, film industry, tourism, sports, and the wide world of the science and technology. So it becomes an essential requirement to our students in order to have many opportunities in their future careers and lives.

First of all, the students find it hard to understand proper names as they have never heard them before. In other words, they have not had background knowledge about what they are listening to. Then they feel discouraged and bored of what they are hearing because their meanings reside within the realm of unfamiliar words. They need a huge background of topics and relativity. If the students do not have a sufficient background accordingly in the activity of an English lesson, they can not succeed.

Another factor is the noise level. This is a consequence of the excessive number of students per room. Teachers of English make their best effort in their classrooms, but the student population in public institutions is very high, so they have to work with 45 or 50 students per classroom. This causes 'noise' including both background noises on the recording of the CD player and environmental noises. This can take the listener's mind off the content of the listening passage. Also, with the noise coming from corridors and other classes some students experience difficulty in listening to the teachers' voices. They are ultimately unable to absorb the lesson.

Unclear pronunciation causes much difficulty for understanding their English listening lesson. It can be for the lack of good English teachers or speakers. They make students acquire the English subject by learning inappropriate and wrong ways. The teachers have bad and incorrect pronunciation, ill-placed pauses of the actual English accent. They are not fluent. They often are not facing the students while

enunciating and the gestures in their face don't reflect the intention of the word. In other situations, it can be the incorrect use of methodological teaching process, technological equipment, such as the video reproducer, tape recordings etc...Then the students always find it difficult to understand the meanings of words, which are not pronounced clearly. It is evident that the result will be a poor comprehension in the English listening lesson.

In conclusion, listening is vital not only in language learning but also in daily communication. However, the students seem to have problems with listening. Here are the most common causes and effects: the students should spend a lot time studying sufficient background on the topic before the activity, it is good for their listening comprehension, and the background knowledge will be enriched as well as the skill. Each activity of listening needs a correct environment without noise and other perturbations for the students, teacher and materials. And the speakers should use a correct pronunciation. It must be fluent and of a good accent, have pauses in the right place and elegance in front on students. These are the principal causes and effects for poor English comprehension and listening skills found in public institutions where I wish to apply my strategy PBL for help to students improve their listening skill.

1.2 Problem Settings

This research is going to take place at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN in the city of Orellana located in the Province of Orellana. The questions we would like to answer is: Does the use of Problem-Based Learning strategy have incidence on the development of the listening skill for students attending the third year of Bachillerato at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN?

1.3 Matrix Variables

Table 1
Matrix variable

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUB-DIMENSIONS
<p><u>INDEPENDENT VARIABLE</u></p> <p>Problem-Based Learning strategy</p>	<p>It is a student-centered pedagogy in which students learn about a subject through the experience of problem solving.</p>	<p>Background (Development of PBL)</p> <p>Characteristics of the PBL</p> <p>Objectives of the PBL</p> <p>Main Advantages of using PBL</p>	<ul style="list-style-type: none"> • Origin of the PBL • The PBL and Constructivism influence • Students` own learning • Ill- structured problems • Integrated disciplines of subjects • Collaboration is essential • Learning must be applied back to the problem • A close analysis • Self and peer assessment • Activities into real world • Student examinations • Structure knowledge for use in clinical settings. • Develop effective clinical reasoning processes. • Develop skills of self-directed learning. • Motivation for learning • Develop the ability to work in groups

CONTINUE 

			<ul style="list-style-type: none"> • Students with a great motivation • Develops critical thinking • Provides a model for lifelong learning
VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUB-DIMENSIONS
<u>DEPENDENT VARIABLE</u> Listening Skill	It is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal.	Sounds Listening Process Skill as an ability	<ul style="list-style-type: none"> • Amplitude • Frequency • Hearing • Understanding • Remembered • Evaluating • Responding • Learning Skill • Communication Skill • Social Skill • Language skills
The use of PBL strategy to develop listening skill	It is a student centered pedagogy in which students learn about English listening subject through the experience of problem solving	PBL Process Listening performance	<ul style="list-style-type: none"> • Explore the issues • Brainstorming of ideas • List what is known about the topic • List what is unknown about the topic • List what is needed in order to find the problem solution • Define the problem • Getting information • Present results • Listening process • Listening strategy

1.4 Objectives

1.4.1 General Objectives

- To demonstrate the incidence of using Problem-Based Learning strategy on the level of listening skill development for students attending at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN in the city of Orellana located in the Province of Orellana.

1.4.2 Specific Objectives

- To set up theoretic framework on Problem-Based Learning strategy as a methodological tool with listening skill development.
- To apply an initial test for students attending at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN located in the Province of Orellana in order to find out their listening level.
- To apply the strategy proposed to prove the hypothesis.
- To apply a final test for students at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN in the city of Orellana in order to establish the level of the student's performance at listening skill after the application PBL strategy.
- Analysis of data.
- To formulate a proposal to put in practice the Problem-Based Learning strategy for students attending at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, located in the Province of Orellana.

1.5 Justification

Recently the countries of South America are putting special attention to the education because this is the way of development of the countries, and into the many subjects, we have the English as the study of the foreign language. The public educational institutions have English subject as a part of their curriculum, which is important to the future of student who will face to the current world and interact into it.

To put more investment to education is the factor for development of the society as it was stated previously. The State and teachers should guarantee the students acquisition of the a foreign language to respond to challenge of educational quality it means the total development of the human potential that is the principal factor to get the transformation in order to get the correct teaching and try resolving the educational problems.

The teaching of English into public institutions as a subject of study will give students a real vision of communication, and put more emphasis in listening skill will help to the future students to understand how to communicate in a real environment such as talking with foreign people, watching videos of many topics or just listening the media. All the skills play an important role into communication, but the low listening performance skill into an English class is a real problem and for this reason, this research is necessary. We need to provide some tools which contribute to develop this skill that combines with the ones already in place will help to enable students to increase and improve their communication with an appropriate understanding of what the people are speaking in a normal conversation.

The characteristic that distinguishes PBL from the other learning methods centering on what students do, rather than what teaching staff does is that the problem comes before the knowledge needed to solve or resolve it. (MacDonal and Isaccs 2001).

In the process of this Method it permits to work in groups or individuals, to get previous knowledge, if the activity does not finish in class it will be able to carry out at home for the next class. And if it doesn't work alone, it needs from the other skills, (reading, writing, and speaking). Here is an example that will illustrate during a conversation about soccer on an upcoming day, and your level of English is pre intermediate: What will you do?... avoid the lesson? No, you will investigate about soccer, such as vocabulary and phrases related to soccer. Because you have a topic that is going to be your problem next day. But now you have knowledge about English (previous knowledge), so you find the possible words that you will hear in you conversation (Possible solution). At the end you will make a summary about what you investigate and your conversation will have improved. It is PBL. You can use all of them in some form of the process according to the situation. If student follows this process in an English listening program in a high school, they will be better at English comprehension and will understanding the language without problem.

The idea is to present a real strategy that will help to students of Unidad Educativa by using the Problem-Based Learning strategy as a tool that focus the learning English listening skill through the experience of resolving problems, as it is written in the last paragraph. It means the students will analyze the topic as a problem that they have to resolve with their knowledge and with the guidance of a teacher and their classmates. With this strategy, teachers and students will benefit because through the Problem-Based Learning strategy, students will acquired responsibility using their own experience in their English listening skill, which improve their English overall. Teachers will see how the subject of English subject is easier to teach.

CHAPTER TWO

2. THEORETICAL FRAMEWORK

2.1 Theoretical and Conceptual Focus

The teaching of a foreign language in educational institutions is one of the main objectives in educational planning of public high schools. Therefore, learning itself must be planned and systematic approach to achieve the objectives, which are to master a foreign language. The ability to listen has an important role in the acquisition of a foreign language and the use of an efficient strategy is essential in the process of learning a second language.

The independent variable is the Problem-Based Learning strategy and in this research presents a literature that bases concepts that provide a clear definition of the Problem-Based Learning strategy, its origin, its relation to constructivism, characteristics and process as a strategy to be applied to obtain knowledge based on problems encountered in daily life. The strategy focuses on the cognitive part of human being and therefore It can be applied in different disciplines. Also, in the Problem-Based Learning strategy explains the role of teacher and student who is the focus of the PBL strategy.

The review of literature dependent variable considers the concepts of skill and listening separately. It concludes that hearing is not like listening, although both are engaged to process information in the brain which is a skill in humans being, so that skill is really necessary for learning English Subject.

Finally, the literature supports the joining of the two variables through the process of PBL strategy along with the listening skill.

2.2 Structure

2.2.1 Problem-Based Learning

Learning, according to Dictionary & Oxford ELS dictionary (1997) is “knowledge gained by study or education” (p.340). Which means learning is the process of acquiring knowledge at any time and place and then applying it. The successful way to do it could be by school and experience. The Problem-Based Learning is a method by Barrows Howard Barrows that reads (cited in Pagander & Read, 2014) “It is defined by Howard, American physician and medical educator, (1996) as a learning method which involves student centered learning in small groups lead by a tutor or “expert”, rather than teaching using traditional lecture teaching” (p.5). On the same page, he continues to pontificate (Pagander & Read, 2014) that “The role of the tutor is to guide the students toward discovering answers on their own rather than to simply provide the correct answer”. It is the focus of this method, to gain knowledge using their personal experience through previous ones about any subject, that contrast to the traditional learning where the student gets knowledge through teacher who has all the answers and student is, most of the time, a passive one. In Problem-Based Learning , the teacher will be the guide of activates and the students mental learning process by teaching skills to solve problems whereby students will learn on their own outside of the classroom. It is called auto-didacticism. The Dictionary.com, (w.d) “defines it as the process or practice of learning a subject without a teacher or formal education” The goal of Problem-Based Learning is to prepare the student for their future lives. Walker, Leary, Hmelo, & Erthmer, (2015) establishes that “PBL is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a variable solution to a defined problem” (p.7). The focus of this method is the instructional approach which gives the student the power to solve problems and improve their learning.

2.2.1.1 Background (Development of PBL)

2.2.1.1.1 Origin of the Problem-Based Learning (PBL)

The Problem-Based Learning (PBL) was created in the 1960s as a necessity to medical students in Canada. At that time, the intern doctors had a weak knowledge in professional practice about medicine. Morales & Landa, (2005) explains that in the sixties and seventies a group of teachers from Mc Master University of Canada, realized that they had to change how to teach the medical education in order to advance the level of performance of their students and improve their professional school practice. The medical education, which is characterized by the learning of patterns of lectures in basic science that is followed by program of clinical teaching. It became an ineffective and inhumane way of preparing students, taking into account the medical information that is growing day by day along with the new technologies and with the quickly changing demands of professional practice.

It is obvious that education institutions at all times want to improve the methods learning for their pupils so that they will become more professional in their fields of study. The history of Problem-Based Learning was of little significance and the recently graduated interns from the university did not become competent enough to perform their work, and that was due to the poor preparation in their training as future health professionals. Thus, at that time it was essential to find an efficient method of teaching and learning, so Problem-Based Learning was initiated as a standard learning practice. Walker, Leary, Hmelo, & Erthmer, (2015 stated “when Dr. Barrows started Problem-Based Learning, he sought to solve a problem he encountered while teaching medical students: They did not remember what they had learned and did not use the reasoning processes characteristic of physicians” (p.1). The students did not put in practice the theory and they had problems with their patients. Dr. Barrows helped to improve this method and increased students reasoning.

2.2.1.1.2 The PBL and Constructivism influence

According to Giesen, (2008) “Fundamentally, says that people construct their own understanding and knowledge of constructivism the world through experiencing things and reflecting on those experiences” (p.6). The learning is created when people take into account previous knowledge and through the experiences they are able to see new points of view that permit them to act according with the situation and they can control it. In Definition Constructivism (2004), “Constructivism is based on mental activity. Learners are considered to be active organisms seeking meaning” (p.1). The mental activity with the active participation of students, or people, creates knowledge, it is not passive. Then, through curiosity with the environment to interact and participate, active knowledge sample acquired. Taking all premises into account, the Problem-Based Learning is influenced by the constructivism due to this method and is based on acquiring new knowledge by the solution of problems in addition to previous knowledge.

2.2.1.2 Characteristics of the PBL

In the paper Interdisciplinary Journal of Problem-Based Learning, Savery (2014), mentions “On the website for the Problem-Based Learning initiative Barrows (n.d) describes in detail a set of Generic Problem-Based Learning Essentials (reduced to bullet points below). Each of these essential characteristics has been extended briefly to provide additional information and resources” (p.12). The characteristics are as follows:

2.2.1.2.1 Students must have the responsibility for their own learning

The Problem-Based Learning is a learner-centered approach students are faced with the problem that whatever their current knowledge or experience they have, the Problem-Based Learning is inherent to what the students know and what they need to investigate and accept. The responsibility is that they are part of a group and to find a possible solution or part of its development.

The problem simulations used in Problem-Based Learning must be ill-structured and allow for free inquiry

In the real world, the problem that learning English is too rigidly constructed. It means that the method of learning English was not designed for easy acquisition of knowledge. In the same way, the Problem Based- Learning must be poorly structured to encourage student interest and should be able to find the parameters of problems in order to arrive at a possible solution.

2.2.1.2.2 Learning should be integrated from a wide range or disciplines of subjects

The education that the students receive during their school years is on many subjects which will be mastered by them and they will use that information in the real world. Barrow (cited in Savery, 2014) claims that when students are trying to solve a problem they are able to access all of the disciplines that help them to find the solution to any activity and it is recognised that this process is occurring during the self-directed learning. In actuality, when people face a problem they integrate many resources in their activities and work.

2.2.1.2.3 Collaboration is essential

Humans are social beings. They interact, exchange ideas and form agreements to life in a prosperous society. The students should have a good relationship with colleagues in their future jobs to share information and be productive workers. In Problem-Based Learning this is achieved in each student work-group by the teacher asking a question. The students will collaborate the information and they will be able to reach an agreement to achieve a specific response to a particular problem (Savery , 2014).

2.2.1.2.4 What students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution

To share information about what each student has learned is important in making a decision in finding solution. The focus of self-directed research is that individuals

collect information, share it to the group and then make a decision in relation to the problem. It is important that each student gives consistent information about what he or she has learned and understands how that could influence the development to the solution of the problem (Savery , 2014).

2.2.1.2.5 A closing analysis of what has been learned from work with the problem and a discussion of what concepts and principles have been learned are essential

Problem-Based Learning method is a motivation to learning and the students need to focus on the problem details that they are proposing for a solution. The students see the details about the problem and they can figure out the possible solution to the problem with discussion among other students and it is arrived at because of understanding how the PBL works.

2.2.1.2.6 Self and peer assessment should be carried out at the completion of each problem and at the end of every curricular unit

The way to assess if the Problem-Based Learning strategy works is to find an important characteristic. And to understand that the acquired knowledge and the focus of this is the self-reflection of the learning and improvement of the metacognitive process skill.

2.2.1.2.7 The activities carried out in problem-based learning must be those valued in the real world

The context of the topics in actuality makes students improve their learning process and is achieved with the selection of authentic problems in the Problem-Based Learning (Savery, 2014, p.14).

2.2.1.2.8 Student examinations must measure student progress towards the goals of Problem- Based Learning

Savery (2014), stated in his paper “The goals of Problem-Based Learning are both knowledge-based and process-based. Students need to be assessed on both dimensions at regular intervals to ensure that they are benefiting as intended from the

Problem-Based Learning approach” (p.14). The responsibility of the students is that they need to focus on the covered curriculum with the problem of participation as the based on the Problem-Based Learning. And they are be able to digest mentally how much they have learned.

2.2.1.3 Objectives of the Problem-Based Learning

The Problem-Based Learning strategy has expanded into elementary schools, middle schools, high schools. In universities, it has broadened into the following schools of thought: School of Arts, Sciences, Business, Education, Nursing, and Pharmacy (Savery, 2014, p.11). And in any case all those places and disciplines follow the objectives pointed out by Barrows (1986, cited in Viscarro & Juárez, 2008).

- Structure knowledge for use in clinical settings
- Develop effective clinical reasoning processes
- Develop skills of self-directed learning
- Motivation for learning
- Develop the ability to work in groups

2.2.1.3.1 Structure knowledge for use in clinical settings

Learning every subject of study should be practice-oriented and in this objective, the knowledge acquired in the classroom is oriented medical practice in real situations. This occurred, according to the history of Problem-Based Learning by the need for medical students must put in practice what they have learned in the classroom.

2.2.1.3.2 Develop effective clinical reasoning processes

To improve the metacognitive capacity that any student needs when they obtain knowledge means being able to master the decision-making process, problem solving, hypothesis generating etc... Acting in a right way according to the situation will give the individual more confidence in and of itself. And most important is taking in to account the core objective, having patience and confidence.

2.2.1.3.3 Develop skills of self-directed learning

To develop learning strategies it is important to cope and act. If any problem is encountered by the students through self-directed learning, the student must learn how to apply these strategies in new context which will permit them to figure out what to do on their own. According to Manuel, (2008) defines that.

Strategy is the concept that involves a finalist and intentional connotation. Any strategy must be a plan of action for a task that requires a cognitive activity that involves learning. It is not, therefore, applying a specific technique, for example applying a reading method (SQ3R). This is an actuating device involving abilities and skills that the learner has acquired and a number of techniques that are applied depending on the tasks to be performed (p.2).

A plan of action in a new environment or place is to know what to do with the student situation when developing self-directed learning.

2.2.1.3.4 Motivation for learning

In his book *Motivating-Learning*, W.Carl (2013) affirms that to develop a difficult word, complicated task or a hard activity it can be achieved by pushing the brain to its limits. Motivation is the most important part of learning. The individual is immediately noticed when they participate in a classroom or problem situation if they are motivated. B. Monique (2002), author of *Motivation To Learn* stated that “Research has indicated that motivational beliefs result from direct learning experiences (e.g. Sandra: ‘Most math problems are too difficult for me to get them right the first time. However, when somebody gives me a hint I can solve a lot of problems’ (p.8). Motivation is the power that moves the world.

2.2.1.3.5 Develop the ability to work in groups

According to Wasley (cited in Burke, 2011) “Students who participate in collaborative learning and educational activities out-side the classroom and who interact more with faculty members get better grades, are more satisfied with their

education, and are more likely to remain in college” (p.1). The nature of man is to live with another human being; therefore, teamwork has a major role to execute a specific topic either in school or out of school. It is another important idea of Griffith University, (circa 2011) that mentions that working in groups is a developed skill and that this is called teamwork. Skills such as the mix of interactive, interpersonal, problem solving and communication skills needed to solve a common task in a group of individuals, is a better result than people who work independently. Working in small groups implies that the communication, the interaction of ideas and points of view are all a group process. These are all processes that make group dynamics a success in their goals.

2.2.1.4 Main advantages of the use of Problem-Based Learning

2.2.1.4.1 Students with a great motivation

Students are encouraged to become more involved in learning because they feel they have the ability to interact with real-time and observe the results of such interaction according with B. Sullo in *The Motivated Student Unlocking the Enthusiasm For Learning--The Motivated Student* (2009).

The motivated student: *Unlocking the Enthusiasm For Learning* is based on the premise that our ideas about motivation are outdated and that practices based on this flawed model unintentionally limit student achievement. As long as we continue to organize our educational practices around reward and punishment, we will see high dropout rates and a student body that is alarmingly inattentive. Once we structure schools and classrooms around the idea that students are internally motivated, we will be able to take full advantage of the many recent innovations and advances in curriculum and instructions (p.2).

Motivation is not to receive a reward for doing something; it is the predisposition to carry out any activity in the best way possible. L.S. Lumsden (1994) explains that in the article published in *Eric Digest* entitled *Student Motivation To Learn* is “Student motivation naturally has to do with students' desire to participate in the

learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities”.

Develops critical thinking

To solve a problem in some cases is a difficult activity. The way the student thinks and behaves will make the difference in making the correct decision and defines critical thinking. Screven and Paul (1987 cited in Joe & F, 2011) “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and /or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (p.9).

Gibson (1995 cited in Dam & Volman 2004) takes “From a philosophical point of view, critical thinking is primarily approached as the norm of good thinking, the rational aspect of human thought, and as the intellectual virtues needed to approach the world in a reasonable, fair minded way” (p.361). Thinking with criterion makes the best decision in real world life.

2.2.1.4.2 Provides a model for lifelong learning

The learning never ends and students will acquire many different methods to perform during their life. However, the learning is based on their own experience in their daily life will be remembered forever. C. Knapper & A. Cropley, *Lifelong in Learning in Higher Education*, (2000) argues, “Lifelong education, as it has been described, is a set of organizational and procedural guidelines for educational practice. Its goals (and also its method and its content) is lifelong learning – learning carried on throughout life” (p.11). It means that what you have learned you will not soon forget. The learning is constant and the Problem-Based Learning gives you the tools to adapt to the learning process.

According to P. Jarvis, *Lifelong Learning*(2004), affirms “Success in realizing life learning- from early childhood education to active learning retirement – will be an important factor in promoting employment, economic development, democracy

and social cohesion in the year ahead” (p.11). The wild life in the savanna jungle has as slogan “to survive is to live”. The advanced technology helps students prepare for every day to survive in the concrete jungle.

2.2.2 Listening Skill

In communication, there are two points that we have to take into account: speaking and listening. Speaking takes a lot practice when it is spoken as a second language. The following chapter will focus the listening as a process and a basic skill in communication.

What is listening skill? Ken Lanpher in his article in Iri Press Journals, vol. 2-1 (2015), defines as “The word ‘listen’ has come from old English it refers to making an effort for hearing. It is considered to be one of the basic skills required of any new language learner” (p.1). Here the author makes reference to two words such as hearing and listening. Hearing is an activity that is physical ability, which means to use the ear until the brain registers the information. M. A. M. and Phil Sayeekumar (2013), affirms that “Listening is generally defined as a conscious, cognitive effort involving primarily the sense of hearing and leading to interpretation and understanding” (p.1). Everything around us is information. What we see and hear is information. When this information reaches our brain, as in the case of information that is conveyed in the form of sound is called hearing, and the process of the information in order to understand the information would be listening. Ken Lanpher (2015), defines that “listening is a skill and it allows one to make sense of and understand what another person is saying”.

2.2.2.1 Sounds

Information can be found in many ways, and our and our sensory organs are responsible for receiving such information as the tongue, nose, ears, hands and eyes, The information could be something sweet (the language), a perfume (smell), music (ears) and use a spoon (hand). All of these things are information that is found

around us. Here, the sound is the information that will be process to become a message.

Communication has two basic skills, listening and hearing which are used to process into the brain to interpret and decide what to do. It is important analyze the sound that the human being listens and hears. R. Pasnau (2007), explains in his paper, What is Sound?, that sound can be considered as the object of hearing, and the vibrations of objects or supervene on those vibrations. And he further describes that timber is the quality of the objects makes the sound and the dictionary of Dictionary & Oxford ELS (1997), defines it as “that which is or can be hear” (p.577).

The vibrations that the human being can hear are called waves and those can be produced by the object as mention Pasnau (2007). Sound is defined by J.Bello Fundamentals Of Music Technology, New York University (2009), as “Something that is produced by a vibrating source that causes the matter around it to move” (p.7). Those vibrations send waves and the sound wave can oscillate and the rate of this oscillation is known as frequency of the sound and it is denoted in cycles per second (cps) or hertz.

2.2.2.1.1 Amplitude

Before we can analyse what is amplitude it is necessary to understand that a wave has amplitude and frequency as the following picture (1)

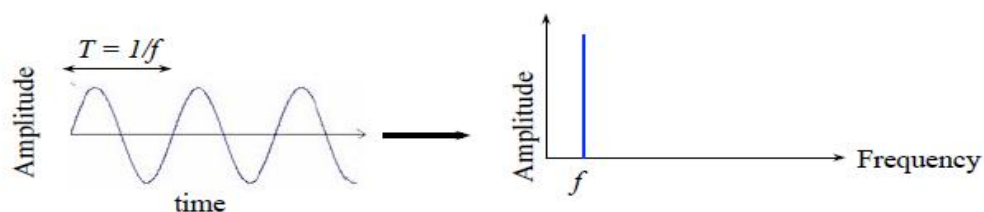


Figure 2 Amplitude

This shape is an oscillation. It means to vary to up and down (amplitude) and longitude (frequency). This oscillation that happen in a second is called cycle. All around the environment are waves, and they vary in frequency and amplitude. According to F. García , Características de Sonido (2000), “The amplitude of a

sound wave is the degree of movement of molecules air wave, which corresponds to the intensity of rarefaction and compression that accompany it”(p.164). In short, it can be defined by Cambridge dictionary (n.d) as “the distance between the top and the bottom of a wave”.

2.2.2.1.2 Frequency

Frequency is understood as this is the number of repetitions in a time unit (García, 2000) .

Often we perceive sounds as more intense or sharper. The Frequency is the number of cycles (oscillations) that a sound wave makes at a given time; It measured in hertz (cycles per second). For example, we hear the same note (the) at different frequencies, from 110.00 to 880.00 hertz (Hz). Humans can only perceive the sound within a range of relatively low frequencies, about 20 to 20,000 hertz (p.1).

Or in simple words defined by Cambridge Dictionaries (n.d) as “the number of waves, vibrations etc. per second”

2.2.2.2 Listening Process

Listening is an activity of the brain, which begins a process that starts with hearing the sound and ending with understanding it. It has some similar steps to classroom close-up (2015).

In the first step, listeners receive the aural stimuli or the combined aural and visual stimuli presented by the speaker. Secondly, listeners focus on important stimuli while ignoring other, distracting stimuli. Because so many stimuli surround students in the classroom, they must attend to the speaker’s message, focusing on the most important information in that message. In the third step, listeners comprehend or assign meaning to the speaker’s message. Responding to the message is not considered part of the listening process; the response occurs afterward, and it sets another communication process into action in which the listener becomes the message sender (p.43).

It is that listening is a process that has many points. One must consider as T. Babita (2013) summarizes in key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language” (p.1). The main idea is to hear and understand what people are transmitting in voice form. However, it is a complex activity because the hearer tries to see the point of view of the speaker and it demands a lot concentration. It can be summarized in the next picture given by (Babita, 2013). An Important Skill and Its Various Aspects, “ Listening skill is key to receiving messages effectively. *It* is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language” (p.1). The main ideas about it is to hear and understand what people is transmitting in voice form and it . However it the complex activity because the hearer tries to see the point of view of the speaker and it demands a lot concentration and it be figured up in the next picture given by (Babita, 2013) .

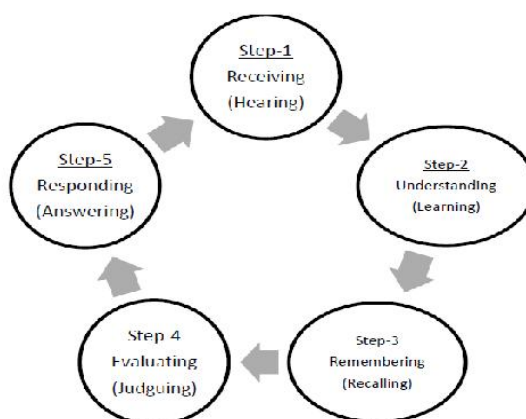


Figure 3 Listening process

2.2.2.2.1 Hearing

Hearing is a physical activity and Babita (2013) stated that “It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves” (p.2). An important tool requirement for good listening is called attention, because the brain receives just a few stimuli to decode in understanding of the information. Here it is important to

understand that “hearing and listening are not the same as that hearing is the reception of sound; listening is the attachment of meaning. Hearing is, however, a necessary pre-requisite for listening and an important component of the listening process” (J. Kline, Listen Effectively, 1997, p.16). In short, in this stage you must read the information or message by hearing and then continue to the listening process.

2.2.2.2.2 Understanding

In this process the brain is attempting to figure up the meaning of information and it is sometimes is a little complicated because the receptor sometimes makes mistakes in attaching the original meaning to the words of others. Example, if someone says the phrase `make an essay about desert`. It could be understood as to make a topic or essay about a dry place or abandonment. Here the importance is that the hearer pays attention to the emphasis of the pronunciation in order to understand meaning of the message (Whench, Goding, Johnson, & Attias, 2012, Public Speaking, Public Speaking – Practice and Ethics , p.88). Babita (2013) affirms this stage as “This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause” (p.2). The message must be understood as the intended meaning given by the sender. It concludes that understanding is the key of communication and it is not efficient until the receiver understand the message (Kline, 1997).

2.2.2.2.3 Remembering

To recall to the mind by an act or effort of memory (Dictionary.com, n.d) and to hear, understand, and stock the information to use in the future in the focus of this stage and if the message can not be remembered it might be that the listening stage was not done effectively. It can happen for many reasons like some messages are more difficult than others or something distracts the receiver for a moment. In those cases the message was not learned in the first stage (hearing) (Whench, Goding, Johnson, & Attias, 2012 (p.90), or according to (Babita, 2013) “Remembering is

important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank" (p.2). It has to be taken into account that what is remembered (stock information) may be quite different the original information, because the attention in listening is selective, so too is the human being memory (Babita, 2012).

2.2.2.2.4 Evaluating

To know how real or reliable the original message was that was processed into the brain after it has passed the previous stages (hearing, understanding, remembering) is the evaluation of the message. (Whench, Goding, Johnson, & Attias, 2012)

The fourth stage in the listening process is evaluating, or judging the value of the message. We might be thinking, 'This makes sense' or, conversely, 'This is very odd'. Because everyone embodies biases and perspectives learned from diverse of life experiences, evaluations of the same message can vary widely from one listener to another (p.90).

Active learners fall into this stage: they can weigh evidence, organize and sort the facts from opinions and determine how reliable the message is missing the point or if there is a lack or additional information from the original one. This stage has to be completed after the previous steps, or the result is the listening process will be stopped (Babita, 2013, p.2).

2.2.2.2.5 Respondering

To follow the four stages is not sufficient. Here is a necessary response from the receiver to complete the process through the verbal and nonverbal feedback. It is the way to know if the message was received and the sender can be sure the success of the trasmission of the message (Babita, 2013, p.2).

Some examples of responses to help one understand the success of the listening process are:

- 1) The direct verbal responses which ones can be spoken or written.
- 2) Responses that seek clarification like e-mail or make a phone call for extra.

- 3) Responses that paraphrase.
- 4) Nonverbal responses like the knowing nod of the head, or thumps up to communicate so that the sender knows that the message was received, attended to and understood (Kline, 1997, p.2).

2.2.2.3 Skill as an ability

According to the Business Dictionary(n.d), it is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). However, it can be defined into pedagogical and psychological literatures the word `skills` has different meanings such as:

The systems of actions and operations that are controlled by the individual that acts to an objective.

It is the capacity acquired by the human being to use their knowledge in both the process of theoretical and practical activity.

It is the mastering a complex system of psychic, logical and practical activities that are needed for the suitable regulation of the activity, knowledge and habits that the individual has.

It is the assimilation by the individual of the embodiments of the activities, which are based on a certain set of skills and habits.

The previous definitions stand out that a skill is a concept and that the psychological and pedagogical aspects are together. Psychological are actions and operations, and Pedagogical is how to conduct the process of learning of actions and an operation in short skill is the knowledge of the action (Cañedo & Cáceres , 2008, p.21).

2.2.2.3.1 Learning Skill

“Learning is the activity to obtain knowledge” (Cambridge Dictionaries , n.d), or “knowledge acquired by systematic study in any field of scholarly application” (Dictionary.com, n.d). It can be understood as the process of getting knowledge by school or experience. However S. Higgins, V. Baumfield & E. Hall, *Learning Silla and The Development of Learning Capabilities*, (2007) claim that “Learning is a very broad term used to describe the various skills needed to acquire new sills and knowledge, particulary in a formal learning seetings, such as school or university” (p.5). It is understood that we can develop any skill to learn any subject. Traditionally reseach and studies about learning centered primarily on early-years learning; childhood through adolescence. But currently it is accepted that learning is a continuous process from birth to death (Skillsyouneed, n.d). It can be the summary of the capacity to obtain knowledge, or “the concept is closely associated with learning to learn and the development of independent learning skills as well as the concepto of transfer of learning across or between context” (Higgins, Baumfield, & Hall, 2007, p.5). It is the capacity to learn.

2.2.2.3.2 Communication Skill

To understand what is communication (Cambridge Dictionaries , n.d) defines it as `the act of communicating with people`. And communicating is to `share information with others by speaking, writing, moving your body, or using other signals` (Cambridge Dictionaries , n.d). It can be said that it is the interchange of information, and understanding is the key and the focus of communication. This just happen when those who are involved in the communication have the intention of understanding and being understood. The interaction has the purpose of sharing or exchanging of signs and symbols in a given communication context (H. Rafiq, S. Yaqoob, & R. Basri, 2010, *Communication Skills*, communication module p.6).

The model depicted below developed by Clampitt (2005 cited in Dixon & O'Hara, 2006) it is important to know the the process of communication. This is shown in diagram N° 4

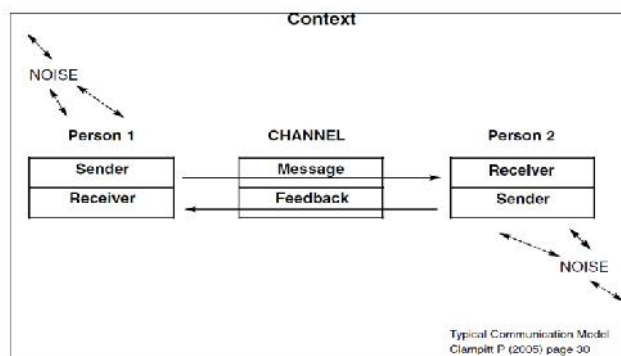


Figure 4 The process of communication

The person sends information that can be signals or symbols that can occur like visual, auditory-like sounds, tactile or alforatories all of them are what the person needs to transmute.

The way this information needs to be sent is called a channel. It could be face to face, by telephone, pager, written, radio or video communication.

The information that is transported on the channel is interpreted by receiver who decodes and reconstructs the information or message. And this cycle is repeated as a process of communication (Dixon & O'Hara, 2006, Making Practiced Based Learning Work, Communication Skills p.5). In short communication skill is the ability and capacity to communicate effectively.

2.2.2.3.3 Social Skill

A.Walker of Utah State University in 1983 cited in Steedly, Schwartz, Levin, & Luke, (2008) defines social skills as:

A set of competencies that a) allows an individual to initiate and maintain positive social relationships, b) contribute to peer acceptance and to a satisfactory school adjustment through given and receiving information and c) allow an individual to cope effectively with the larger social environment (p.2).

Social skill is related to activities in which you meet and spend time with other people and during the time when you are not working (Cambridge Dictionaries, n.d). The intention of the author is that the social skills are developed to resolve a social

situation or an activity that permits an acceptable social environment. In this context, it is necessary to know why we need social skills.

J.Patrick (Why teach Social Skills? 2011) stated that there are those things that people ought to say and do when they interact each other and exhibit social skills to show how well people get along with others (p.2). An effective social skills development is to understand peoples feelings in order for people to interact with other people and explore the different roles such as, adult, teacher, student, co-worker and community members. Social skills support the healthy adult relationship with members of the family and peers and Garrett (2002, cited in Patrick, 2011) observed that adolescents who have strong social skills in areas of conflict resolution have a greater chance to be accepted by peers. They are also able keep strong relationship with parents and peers and are seen as efficient problem solvers (p.1).

2.2.2.3.4 Language skills

To use the language in a communicative way is not just a single unified skill. It has been divided into four separated skill areas such as listening, reading, speaking and writing. Listening and reading as receptive skills and speaking and writing as the productive skills (Montgomery Coalition for Adult English Literacy, 2011).

According with Summer Institute Linguistics international chapter (SIL) (1999, cited in Mcael, 2011) the four skills are related with each other by the model of communication: oral or writing and the direct of communication: receiving or producing the message. The individual adopts the role of sender and receiver it means to send the message which one could be speaking or writing (sender) and listening and viewing (receiver) the message. This is to process information and express feeling into the communication. The four skills can be analysed one by one, but it does not mean that thoses skills are isolated processes, in fact each language process enhances the students ability to use the others. Listening to people use the language encourages the ability of children to speak in the same way the reading helps people to develop the writing skill. Writing helps to develop the phonic

knowledge and support reading fluency because children relate the writing to oral language (Kurniasih, 2011, p.73).

In short, the four skills are related to each other and they are an important part of the communication activity in expressing ideas and feelings.

2.2.3 The use of the Problem-Based Learning strategy to develop the Listening Skill

The Problem Based Learning is a strategy that helps students build the reasoning and communication skills necessary for success. Students have to follow steps with the teacher help. Its strategy has the advantage that its process may be applied to many subjects (Duch, Groh, & Allen, *The Power of Problem Based Learning*, 2001).

This can be adopted in many topics because this strategy has its basis in the constructivism. It means to create knowledge from real situations. In the next chapter shows the PBL process with their are steps that are follow by pupils monitoring by a teacher.

In order to understand how it works, let's work with an example: imagine that you know how to drive a car, truck, lorry and bus. You have learned in a driving school. You also learned how to drive a small car such as the Spark car (1000 cc.) Remember it is not easy to drive a small car (the normal car that is used to get work) or a big car (such as bus, lorry). So you follow some steps (lessons) to learn how to drive a truck, lorry and bus. The Problem-Based Learning will be the normal or small car (spark) with its techniques for driving, and the other discipline will be the truck, lorry and the bus. It means that the Problem-Based Learning is a strategy that using its process will increase the knowledge about some discipline, but how to get it? In everyday situations, people function in their environment automatically. Without realizing it, they know how to walk, cross the street, or just eat a delicious lunch, they know this by using their experience about those activities. It is the key to the PBL. Acquire the knowledge when a problem appears and resolve it and in this way improve some skills that are necessary to handling the future ones.

2.2.3.1 Problem-Based Learning Process

The set of activities that are submitted to accomplish the Problem-Based Learning Objectives are the following according to Morales & Landa (2005).

2.2.3.1.1 Explore the Issues

The teacher introduces the topic and the problem. In this case, it is the activity to develop and improve some skill (listening). Here teacher has to discuss the problem statement and shows the principal parts. The challenge is that the students will have to gain confidence and seek information. They will learn new concepts, principles and skills as the teacher engages them in the PBL process.

2.2.3.1.2 Brainstorming

The students have theories about the topic and have some idea about how to solve it, and it has to be listed to be accepted or rejected in the process.

2.2.3.1.3 What we know

The topic was introduced and students now know to ask a question ,and what they need to know to resolve it. Here is included the knowledge, capabilities and strengths that each student has. The opinion that was unknown could be used to the solve the problem.

2.2.3.1.4 List what is unknown

Students list what the group thinks that they need to know to solve the problem. It can be making and asking questions about concepts or principles that have to be studied to resolved the situation.

2.2.3.1.5 List about what needs to be done to solve the problem

In this stage, students create strategies about what they have to do or learn in order to find the solution. Like what kind of materials or resources of information should be obtained, who is going to do this or that activity and where or when. The group find routes or that will help them to getting information to solve the problem. In short, if action is to be taken.

2.2.3.1.6 Define the problem

The students made the previous steps in order to understand and to be conscious about the topic. In this step they have to explain what they hope to solve, produce, respond to, probe or demonstrate.

2.2.3.1.7 Getting information

The team or group will focus on where and when to find, collect, organize and interpret the information or data from different sources. Each student will be organized to find information. The work in the group is important to reach the goal.

2.2.3.1.8 To present results

The students share information in groups and make conclusions, achieve results, obtain solutions and recommendations about the problem.

2.2.3.2 Listening performance

It is the action of listening performed by students and in a normal classroom setting. The teacher is concerned about how well the student performs the listening task and how active the students are in this skill. H. D. Brown (Teaching By Principles, 2009) categorizes the listening performance class in as the following six types.

- **Reactive.** Here the students uses a tape recorder where they listen, repeat and focus on the pronunciation. They play an interactive part by just repeating in chorus or individually. The goal is that they simply listen to the class.
- **Intensive.** Here, the focus is to emphasize some elements of the spoken language such as phonemes, words, intonation, recognizing English stress patterns and grammatical word classes (nouns, verbs, adjectives, etc).
- **Responsive.** Focus the students answers on the teachers questions in a immediately way. This means to understand the short stretches of teacher language and its quicky respond from students.

- **Selective.** In longer stretches of speeches given by the teacher, the students are able to understand the main or global meaning by scanning the teacher's discourse.
- **Extensive.** The goal of this kind of performance is to develop the listening ability of students at the top-down level for general understanding of spoken language (listening to a conversation, listening to a longer lecture, etc.)
- **Interactive.** This is the last step and it focuses on sending and receiving information using the spoken language such as conversations, debates, role playing in pairs or group work.

2.2.3.2.1 The Listening Process

In the chapter two it was explained that the listening process begins from hearing to responding. What is important are the steps (process) the message takes to get to the brain and achieve results. However, it is important that the teacher take into account the listening process to arrive at this goal. It is important to focus on the process itself, so the students know how to work toward this process to get good results. On this premise it is necessary that the teacher develop the awareness in students of the listening process and listening strategies to make them understand how they listen to their own language and use the authentic listening activities to improve their skill. The teacher should be a good listener and respond to student communications. Their role is to be a listener rather than a teacher and their responsibility is to show and explain the best strategy that works. The student must be conscious that the listening activity must be practiced inside and outside of the classroom and the teacher should encourage them to understand how important it is. Besides teaching, the instructor should use the target language to conduct the classroom all the time and they make students evaluate their understanding after any activity or task. They should build or encourage it with assignments in and out of class.

Students must be aware that the listening activity requires responsive participation so that teachers can help them to develop the ability and confidence to put in practice what they need to apply in communications situations (NCRLC The Essential of Language Teaching, 2003-2007).

2.2.3.2.2 Listening Strategies

The comprehension of listening input is obtained by using techniques or activities. It can be classified by how the students process the information.

Top-down strategies are based on the listener. This is despite of the participation of students giving opinions about the topics, context and situations. Background knowledge is the expectation that helps students to interpret what is going to be heard and give an anticipated idea about what will come next. This strategy includes listening for the main idea, predicting, drawing inferences and summarizing.

Bottom-up-strategies

Bottom-up strategies means the listener focuses on the language and the message that has sound, words, and grammar. The students use them to create meaning. This strategy includes listening for specific details (sounds, phonemes), recognizing cognates (similar sounds) and recognizing word–order patterns (similar words, sentences) (NCRLC The Essential of Language Teaching, 2003-2007).

It is important to consider the motivation in any activity and to use the techniques that are natural. Motivation appeals to the personal interest of the students. One way to get the student motivated is by taking completely into account the experiences, targets and abilities of the students. It is understandable that the student can facilitate or interfere the listening process (Brown, 2009).

Until now, it was explained that the use of both Problem-Based Learning and the listening process is important to notice that in the listening process it needs strategies that help to reach the goal into the communication performing because this skill is an integrated one that works with other skills. The Problem-Based Learning builds on the problem that creates knowledge, but it sounds a little strange when it is related to improve the listening skill. The problem with the Problem-Based Learning is the objective of the activity. For example, in a listening to instructions of the English book activity you will hear something like `listen carefully Karol's vacation and fill in the gap what you do not hear. Look at the pictures, listen carefully and choose the

best answer. Another example is a man is answering questions for a survey about what he does in his free time. Listen and complete the form. In the instructions, the goal is to solve the problem. As in the first case Karol's vacation it is supposed to be the listening lesson of talking about the places, activities, weather etc. Something related to vacations. Those ideas are developed with the PBL strategy.

2.2.4 Brief History of UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN

In the beginning, the high school didn't have name. That was established in the academic year 1993 in the Julio Llori Neighborhood. This property started its educational work with 90 students and 30 parents. Due to the efforts of Professor Antoinette Tiwiran, and with the help of the parents the school building was finished on October 30th of 1995, with ministerial agreement Nr. 021.

Due to the high student index. Prof. Antoinette Tiwiran requested that Brigade 19 Napo collaborate with a military professor. After a discussion, it was agreed to award the school an additional professor and a soldier named Alta was selected. On September 26th of the year 2000, Professor Antoinette Tiwiran made a swap (exchange) with Professor Maira Verduga who was serving in the Enrique Castillo School. Professor Maira Verduga took over the establishment of student enrollment. Verduga Maira encountered two classrooms in poor condition in an area of almost two blocks long. After several days passed, thirty-two children were enrolled. They also took on the collaborative responsibility of the Amazon Health Institution.

In the 2001-2002 school year, fifty five students were enrolled with one teacher and with each passing day she joined to work teacher Mariana Coloma. In the academic year 2002 – 2003. Classes began with a further increase of students and parents. Another professor was requested from CONJUPRO in addition to Verduga Maira and Coloma to collaborate. Mrs. Janira Resabala joined the faculty. Since 2003, the Director Prof. Maira Verduga achieved many objectives. That same year, Lida Vargas also joined the faculty work as a teacher paid by the government.

During all academic periods, the body of teachers was increased due to student enrollment, and in the year 2010 - 2011 the eighth year of basic education was created with the following teachers:

Frank Barre in the area of Social studies.

Elsia Chillo in the area of Natural Sciences

Alexandra Hermidas in the area of Literature and Language

Nelly Perugachi in the area of mathematics.

Alodia Zambrano in the area of English.

THE EDUCATION CENTER JORGE RAMÓN RODRÍGUEZ was named in honor of Mr. Jorge Rodriguez Ramon, one of the first founders of Francisco de Orellana who with many more pioneers came to this land in an effort to settle, work, and serve to the community.

In the 2011 - 2012 school year the parallel "B" Initial education and the ninth year of basic education as well as the General Inspection Center for Basic Education was established and new areas such as English, Computer Science, Physical Culture and esthetic Culture were incorporated in order to improve the students learning.

In the 2012-2013 school year it was taken into account the model of pedagogical management of the Ministry of Education, the Educational Institution worked in the form of quimestral, spread over two quimestres The first one was culminating on February 8th and the second on July 26th of that year.

In the school year 2014 - 2015 on the first of September it was inaugurated for the first time with a group of students entering first year with a Bachillerato General Unificado with a total of 28 teachers and 843 students.

In 2015-2016 school year THE JORGE RODRIGUEZ ROMAN, ENRIQUE CASTILLO and DOCTOR BYRON EFRÈN REYES, educational institutions were fused to be named UNIDAD EDUCATIVA DEL MILENIO “JORGE RODRIGUEZ ROMAN” with AMIE code Nr. 22H00060 belonging to 22DOC05 route of Distrito Educativo 22D02 Loreto – Orellana Puerto Francisco de Orellana Canton, Orellana Province. Also in this Educational Institution, there are kindergarden, elementary school and high School.

2.3 Hypothesis formulation

2.3.1 Null Hypothesis Ho.

Problem Based Learning strategy doesn't have influence on learning listening process for students attending at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, during the second semester of 2015.

$$\mathbf{H_0: XY = 0}$$

2.3.2 Alternative hypothesis

Problem-Based Learning strategy has influence on learning listening process for students attending at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, during the first quimester of 2015.

$$\mathbf{H_1 XY \neq 0}$$

CHAPTER THREE

3. METHODOLOGICAL DESIGN

3.1 Research Type and Design

The research design is quasi-experimental that is the comparison between groups. They are experimental and control groups with their corresponding pre-test and post-test. This is an experimental research because the students took a pre-test in order to figure out how much knowledge they had in listening skill development. With this data we could apply the strategy on experimental group and at the end of the treatment both experimental and control group took a post test to analyze the results and check if the hypothesis system worked.

3.2 Sample

We took two classroom of English subject. They were of the third year of Bachillerato at Unidad Educativa Jorge Rodriguez Roman located in the Province of Orellana. They were the experimental group with 19 students and control group with 27 students. This sample was convenient because they had the previous knowledge about English subject and they knew all about the high school and its recourses for being in the last school year.

3.3 Field work

The field work took place in at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, in the city of Orellana located in the Province of Orellana, during the first semester of 2015. It has matutine and vespertine sections from early school year to third of year of Bachillerato. It has a Common Bachillerato specialization with a population of 46 students. We administered Pre and Post-test to students.

3.4 Instruments for data collection

In this research, the students answered a pre-test and a post-test. They were applied to both groups at the beginning and at the end of the treatment. After the treatment, that was applied in eight weeks, a post-test were taken by students in order to reach the research's objectives. The pre-test had ten questions by multiple choices. The topic was according to the curriculum of studies of the Ministry of Education. The final test had six questions with multiple choice, which differed, to the initial test with a topic according with the English program of UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, locates in the city of Orellana located in the Province of Orellana.

3.5 Processing and analysis

Data was analysed using descriptive statistics. The data was compared in statistics way in order to get results that was printed in the final of this research. Into this process we used the mean, the variance, the standard deviation and t student. The mean is to know the average in the pre and post-test. The variance is to know the average of the squared differences from the mean. The standard deviation is to know how spread out the data. Finally, the t student is to know if the final data is into the region of acceptance or no and claims if this work has a positive influence on the sample.

CHAPTER FOUR

4. TESTING THE HYPOTHESIS

4.1 Graphical exposition of results

After analyzing, the data getting from the pre and post- test the results are as follow:

Graph of the mean of Pre-test

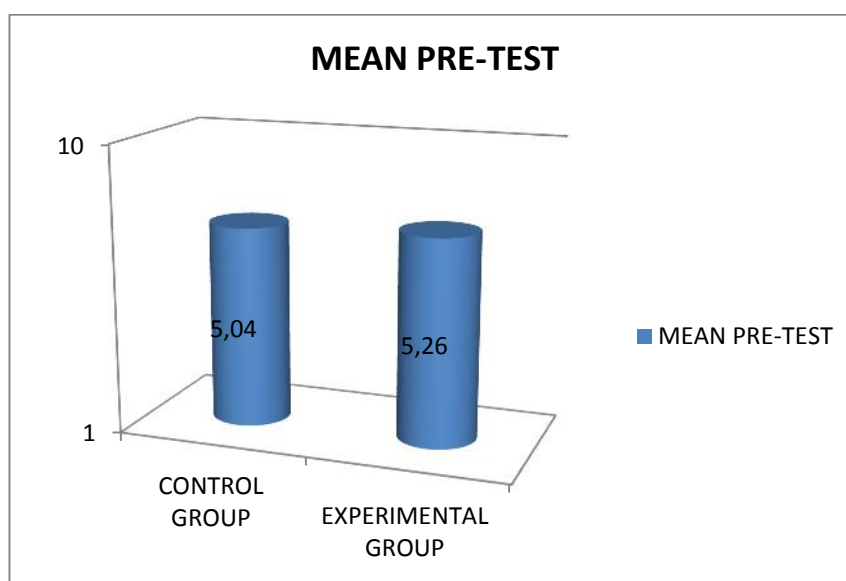


Figure 5 Mean pre-test

4.1.1 Analysis

The graph represents the mean value between the control and experimental group in the pre-test of students on the level of listening skill development for students attending the third year of Bachillerato at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, located in Canton of Orellana during the first quimester of 2015–2016 school year. The mean value of control group is 5.04 and experimental group is 5.26. So there is a little difference between them and both can be used for applying the Pbl strategy.

Graph of the mean of Post-test

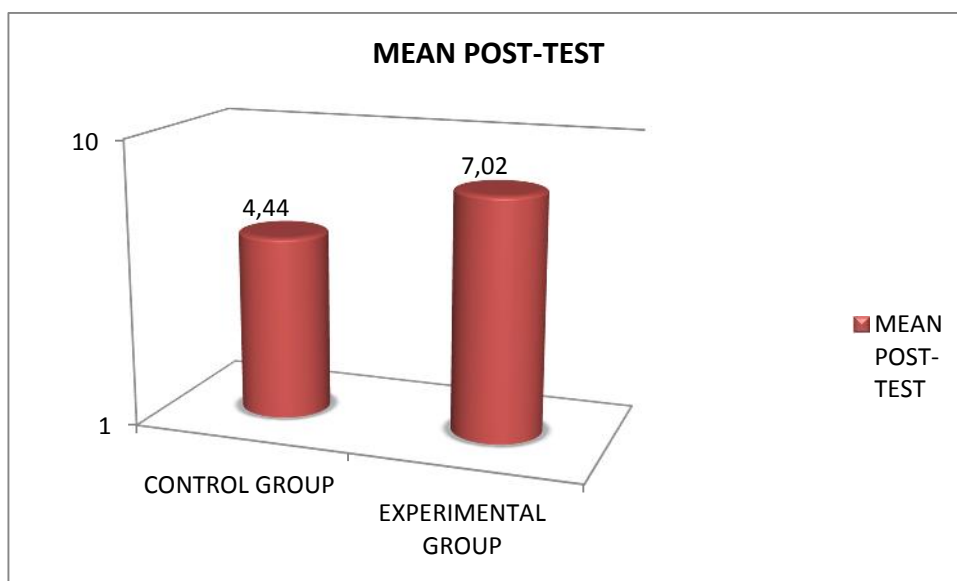


Figure 6 Mean post-test

4.1.2 Analysis

The graph represents the mean value between the control and experimental group in the post-test of students on the level of listening skill development for students attending the third year of Bachillerato at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, located in Canton of Orellana during the first quimester of 2015 – 2016 school year. The mean value of control group is 4.44 and experimental group is 7.02. It concludes that the Use of PBL strategy has incidence on those students.

4.2 Analysis of results

4.2.1 Statistic analysis between control and experimental group (Pre-test)

The control and experimental group took a pre-test. The results were analyzed and the date is showed in the boxes that follows.

Table 2
Pre-test with experiemental group

Experimental Group					
Ord.	Students	Xi	X	Xi-X	(Xi-X) ²
1	AGUINDA MAMALLACTA JEFFERSON	3,00	5,26	-2,26	5,11
2	AGUINDA MAMALLACTA KEVIN	2,00	5,26	-3,26	10,63
3	ARMIJOS CARRION MIRIAN	7,00	5,26	1,74	3,03
4	BASTIDAS CHAUZ SANDRA LORENA	6,00	5,26	0,74	0,55
5	CAIZA CAISA ANGEL DARIO	5,00	5,26	-0,26	0,07
6	CAÑAR GABRIELA	4,00	5,26	-1,26	1,59
7	CASTILLO MANCHAY DANNY	5,00	5,26	-0,26	0,07
8	CHIRIGUAYO COELLO ARIEL JHOEL	9,00	5,26	3,74	13,99
9	CHUQUI MIRIAM	3,00	5,26	-2,26	5,11
10	DUARTE LLANEZ JEAN CARLOS	8,00	5,26	2,74	7,51
11	GONZALEZ ACHAGUA DURLLEY	4,00	5,26	-1,26	1,59
12	GUERRERO TANGUILA KERLY	4,00	5,26	-1,26	1,59
13	IMBAQUINGO GREFA WILLIAM	7,00	5,26	1,74	3,03
14	IÑIGUEZ GUERRERO JENIFFER LILIANA	3,00	5,26	-2,26	5,11
15	JARAMILLO GARCIA BYRON	6,00	5,26	0,74	0,55
16	MERCHAN SOLORZANO DANNY	6,00	5,26	0,74	0,55
17	MIRANDA PAZMIÑO EDER ELISEO	9,00	5,26	3,74	13,99
18	TORRES LENCHON JAKY SAORY	5,00	5,26	-0,26	0,07
19	VILLAFUERTE MARISOL	4,00	5,26	-1,26	1,59
		100,0			75,68

Table 3
Pre-test with control group

Control Group						
Ord.	Students	Xi	X	Xi-X	(Xi-X) ²	
1	ARMIJOS JILARI YOMARI	5	5,04	-0,04	0	
2	ANGULO JOSE	6	5,04	0,96	0,92	
3	ANGULO EDILIA	5	5,04	-0,04	0	
4	BELTRAN JEFFERSON	8	5,04	2,96	8,76	
5	CASTRO CHIGUANGO MARCO ANTONIO	5	5,04	-0,04	0	
6	CEDEÑO RODRÍGUEZ STEFANIA JANETH	4	5,04	-1,04	1,08	
7	CHAVICO JIMENEZ EDWIN VINICIO	5	5,04	-0,04	0	
8	CHIRIGUAYO COELLO ADRIANA	3	5,04	-2,04	4,16	
9	CUELLAR CAMPO YADIRA FERNANDA	6	5,04	0,96	0,92	
10	FRANCO MEDINA ERIKA PAMELA	5	5,04	-0,04	0	
11	LAPO SAMANIEGO JOFFRE MIGUEL	1	5,04	-4,04	16,32	
12	LUGO BÁEZ DALIS BEATRIZ	5	5,04	-0,04	0	
13	MEJÍA CHÁVEZ HECTOR ALEXANDER	7	5,04	1,96	3,84	
14	MONAR JIMA MARJORIE LIZETH	4	5,04	-1,04	1,08	
15	MORALES INTRIAGO DAYANA BELEN	6	5,04	0,96	0,92	
16	NOTENO AGUINDA PIEDAD MARISOL	6	5,04	0,96	0,92	
17	NOTENO CHONGO ROBERTH KLEVER	3	5,04	-2,04	4,16	
18	ÑACATO LEINES ESPERANZA ESTEFANÍA	5	5,04	-0,04	0	
19	OVIEDO VIVANCO ROBERT BYRON	6	5,04	0,96	0,92	
20	PICHAMBA CUSCAGUA ROBINSON JESUS	3	5,04	-2,04	4,16	
21	QUIÑONES MINA MARIA ISABEL	6	5,04	0,96	0,92	
22	QUIÑONES MINA MARIELA THALÍA	5	5,04	-0,04	0	
23	SALAZAR CUESTA PEDRO JESÚS	6	5,04	0,96	0,92	
24	SALAZAR TAPUY NILO JADER	6	5,04	0,96	0,92	
25	SHIGUANGO DAHUA RICHARD FAUSTO	5	5,04	-0,04	0	
26	SIGUANGO DAHUA EDER VENANCIO	3	5,04	-2,04	4,16	
27	VERA FRANCO EDISON ALFREDO	7	5,04	1,96	3,84	
		136			58,96	

Table 4
Analysis of Pre-test of experimental and control group

	Experimental Group	Control Group
Sample	$n_1 = 19$	$n_2 = 27$
Mean	$\bar{x}_1 = \frac{\sum x_i}{n_1} = \frac{100}{19} = 5.26$	$\bar{x}_2 = \frac{\sum x_i}{n_2} = \frac{136}{27} = 5.04$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{75.68}{18} = 4.20$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{58.96}{26} = 2.26$
Standard Deviation	$s_{x1} = \sqrt{4.20} = 2.04$	$s_{x2} = \sqrt{2.26} = 1.50$

4.2.1.1 Analysis of Pre-test of experimental and control group

According to the analysis of scores and percentages carried out in the listening skill test, our results conclude that control group had an average of 5.04 and experimental group had 5.26, so both groups have similar scores and for this reason, the use of PBL strategy in the classroom is going to help the listening skill development.

4.2.2 Statistic analysis between control and experimental group (Post-test)

The control and experimental group took a post-test. The results were analyzed and the data is showed in the following boxes.

Table 5
Analysis of Post -test of experimental group

Experimental Group					
Ord.	Students	Xi	X	Xi-X	(Xi-X) ²
1	AGUINDA MAMALLACTA JEFFERSON	6,67	7,02	-0,35	0,12
2	AGUINDA MAMALLACTA KEVIN GABRIEL	6,67	7,02	-0,35	0,12
3	ARMIJOS CARRION MIRIAN ALEXANDRA	8,33	7,02	1,31	1,72
4	BASTIDAS CHAUZ SANDRA LORENA	8,33	7,02	1,31	1,72
5	CAIZA CAISA ANGEL DARIO	6,67	7,02	-0,35	0,12
6	CAÑAR GABRIELA	6,67	7,02	-0,35	0,12
7	CASTILLO MANCHAY DANNY ALEXANDER	5,00	7,02	-2,02	4,08
8	CHIRIGUAYO COELLO ARIEL JHOEL	8,33	7,02	1,31	1,72
9	CHUQUI MIRIAM	8,33	7,02	1,31	1,72
10	DUARTE LLANEZ JEAN CARLOS	8,33	7,02	1,31	1,72
11	GONZALEZ ACHAGUA DURLLEY KARINA	8,33	7,02	1,31	1,72
12	GUERRERO TANGUILA KERLY RACHEL	5,00	7,02	-2,02	4,08
13	IMBAQUINGO GREFA WILLIAM EUCLIDES	8,33	7,02	1,31	1,72
14	IÑIGUEZ GUERRERO JENIFFER LILIANA	8,33	7,02	1,31	1,72
15	JARAMILLO GARCIA BYRON HERNAN	5,00	7,02	-2,02	4,08
16	MERCHAN SOLORZANO DANNY JHONJAIRO	3,33	7,02	-3,69	13,62
17	MIRANDA PAZMIÑO EDER ELISEO	5,00	7,02	-2,02	4,08
18	TORRES LENCHON JAKY SAORY	8,33	7,02	1,31	1,72
19	VILLAFUERTE MARISOL	8,33	7,02	1,31	1,72
		133,31			49,59

Table 6
Analysis of Post-test of control group

Control Group					
Ord.	Students	X_i	\bar{X}	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
1	ARMIJOS JILARI YOMARI	5,00	4,44	0,56	0,31
2	ANGULO JOSE	6,67	4,44	2,23	4,97
3	ANGULO EDILIA	3,33	4,44	-1,11	1,23
4	BELTRAN JEFFERSON	3,33	4,44	-1,11	1,23
5	CASTRO CHIGUANGO MARCO ANTONIO	5,00	4,44	0,56	0,31
6	CEDEÑO RODRÍGUEZ STEFANIA JANETH	1,67	4,44	-2,77	7,67
7	CHAVICO JIMENEZ EDWIN VINICIO	8,33	4,44	3,89	15,13
8	CHIRIGUAYO COELLO ADRIANA MICHILLE	6,67	4,44	2,23	4,97
9	CUELLAR CAMPO YADIRA FERNANDA	1,67	4,44	-2,77	7,67
10	FRANCO MEDINA ERIKA PAMELA	8,33	4,44	3,89	15,13
11	LAPO SAMANIEGO JOFFRE MIGUEL	1,67	4,44	-2,77	7,67
12	LUGO BÁEZ DALIS BEATRIZ	3,33	4,44	-1,11	1,23
13	MEJÍA CHÁVEZ HECTOR ALEXANDER	3,33	4,44	-1,11	1,23
14	MONAR JIMA MARJORIE LIZETH	3,33	4,44	-1,11	1,23
15	MORALES INTRIAGO DAYANA BELEN	6,67	4,44	2,23	4,97
16	NOTENO AGUINDA PIEDAD MARISOL	1,67	4,44	-2,77	7,67
17	NOTENO CHONGO ROBERTH KLEVER	3,33	4,44	-1,11	1,23
18	ÑACATO LEINES ESPERANZA ESTEFANÍA	5,00	4,44	0,56	0,31
19	OVIEDO VIVANCO ROBERT BYRON	6,67	4,44	2,23	4,97
20	PICHAMBA CUSCAGUA ROBINSON JESUS	3,33	4,44	-1,11	1,23
21	QUIÑONES MINA MARIA ISABEL	3,33	4,44	-1,11	1,23
22	QUIÑONES MINA MARIELA THALÍA	3,33	4,44	-1,11	1,23
23	SALAZAR CUESTA PEDRO JESÚS	5,00	4,44	0,56	0,31
24	SALAZAR TAPUY NILO JADER	6,67	4,44	2,23	4,97
25	SHIGUANGO DAHUA RICHARD FAUSTO	3,33	4,44	-1,11	1,23
26	SIGUANGO DAHUA EDER VENANCIO	6,67	4,44	2,23	4,97
27	VERA FRANCO EDISON ALFREDO	3,33	4,44	-1,11	1,23
		119,99			105,60

To prove the null hypothesis is rejected we need to determine the T student and it is fundamental to calculate the next three steps.

- The variance
- Standard deviation
- T student

Table 7
Analysis of Post-test of experimental and control group

	Experimental Group	Control Group
Sample	$n_1 = 19$	$n_2 = 27$
Mean	$\bar{x}_1 = \frac{\sum x_i}{n_1} = \frac{133.31}{19} = 7.02$	$\bar{x}_2 = \frac{\sum x_i}{n_2} = \frac{119.99}{27} = 4.44$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{49.59}{18} = 2.75$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{105.60}{26} = 4.06$
Standard Deviation	$s_{x1} = \sqrt{2.75} = 1.65$	$s_{x2} = \sqrt{4.06} = 2.01$

4.2.2.1 Experimental and Control Groups. Variance

Variance:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} =$$

$$\frac{(19-1)2.75 + (27-1)4.06}{19+27-2} = 3.52$$

$$t_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{S_2^2 \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{obs} = \frac{4.44 - 7.02}{\sqrt{3.52 \left(\frac{1}{19} + \frac{1}{27} \right)}} = \frac{-2.58}{\sqrt{3.52 * 0.08}} = \frac{-2.58}{\sqrt{0.28}} = \frac{-2.58}{0.52} = -4.96$$

Significance level: $\alpha = 5\%$

Degrees of freedom: $n_{cont} + n_{exp} - 2 = 27 + 19 - 2 = 44$

$$t_r = 2.015$$

Table 8
T- student distribution

T - STUDENT DISTRIBUTION						
gl	0,100	0,050	0,025	0,010	0,005	0,001
42	1,682	2,08	2,325	2,698	2,963	3,538
43	1,681	2,017	2,323	2,695	2,959	3,532
44	1,680	<u>2,015</u>	2,321	2,692	2,956	3,526
45	1,679	2,014	2,319	2,690	2,952	3,520
46	1,679	2,013	2,317	2,687	2,949	3,515
47	1,678	2,012	2,315	2,685	2,946	3,510
48	1,677	2,011	2,314	2,682	2,943	3,505

Bell shaped curve

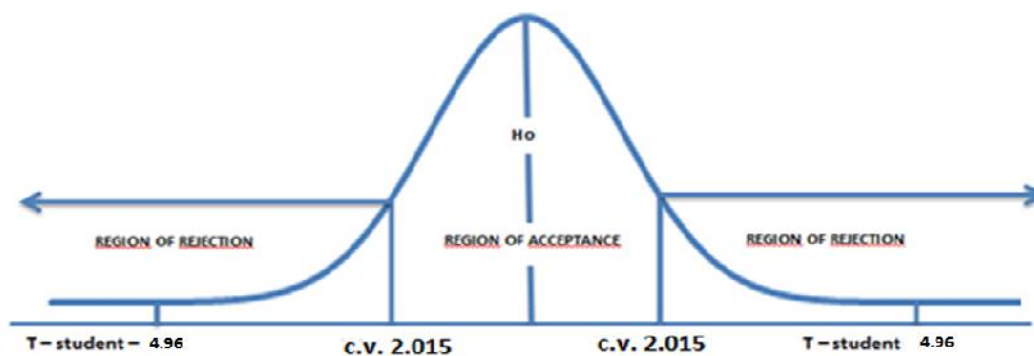


Figure 7 Bell Gauss

Legend.

Ho = Null Hypothesis

Tobs= Observed T

4.2.2.2 Analysis of Post-test of experimental and control group

In this Gauze Bell graph, the critical point is ± 2.015 with 44 degrees of freedom with 5 % or significance level in each tail. The (t) observed is - 4.96 and falls in the left tail which means it is in the rejection region of the null hypothesis, and this result gives us a decision that is to reject the null hypothesis and accept the alternative hypothesis. It concludes the Problem-Based Learning (PBL) strategy had incidence on the level of listening skill development for students attending the third year of Bachillerato at Unidad Educativa Jorge Rodriguez Roman located in Canton of Orellana during the first quimester of 2015 – 2016 school year.

4.3 Conclusions

- The PBL strategy has a positive incidence on students attending the third year of Bachillerato at Unidad Educativa Jorge Rodriguez Roman located in Canton of Orellana during the first quimester of 2015 – 2016 school year.
- This strategy can be used as a tool in order to improve the listening performing.
- The PBL strategy also increases students' motivation and so they can solve any kind of activities related to listening skills.

4.4 Recommendations

- To implement the PBL strategy into the English classes on students attending Bachillerato at Unidad Educativa Jorge Rodriguez Roman located in Canton of Orellana.
- Teachers of English can put more emphasize in listening skill activities using the PBL strategy.
- English teachers need to use audio resources in English classes and extra materials when they use the Pbl strategy.

CHAPTER FIVE

5. PROPOSAL

To create a lesson plan using the Problem-Based Learning strategy to Unidad Educativa Jorge Rodriguez Roman located in Canton of Orellana.

5.1 Introduction

The listening skill is an ability that need to be improve in the English classes of High Schools of Public Educational Institutions and Problem-Based Learning is an strategy will support to develop that skill by using easy steps with teacher help.

Problem-Based Learning is a strategy that the focus is to get learning through a problem, and the cue of this one is to apply some steps that applied in a correct order

increase the knowledge of students. According to the results of this investigation, it is a success in the listening development skill. This research was applied into the students OF UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, located in Canton of Orellana during the first quimester of 2015 – 2016 school year.

For this reason with this proposal, we attempt to give alternative strategy that can be performed in an English classroom. Teacher can apply it in their class activities and students will get confidence and motivation for working with Pbl strategy.

5.2 Justification

Listening is an activity that we used the most in our normal life. The listening skill isn't enough practiced in Public High Schools because of many reasons. Taking into account that listening skill is an important part in English communication. It is a necessity to implement the Problem-Based Learning strategy to improve this skill.

The Problem-Based Learning is a strategy that will permit the students to figure out how to develop their skills in order to acquire knowledge following a set of steps, which are focused on solving problems about a topic. The Problem-Based Learning strategy is guided by a teacher who is the facilitator and supports the student when they require it.

Therefore, it is extremely important apply PBL strategy because the students will have many opportunities in the future careers.

5.3 General Objective

To give a paper using with lesson plan applying the Problem-Based Learning strategy as an alternative to improve the listening skill development for students attending the third year of Bachillerato at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN, located in Canton of Orellana during the first quimester of 2015 – 2016 school year.

5.3.1 Specific Objective

To develop:

- Theoretical Framework
- Demonstrative Classes

5.4 Theoretical Framework

5.4.1 Problem-Based Learning definition

Problem-Based Learning (PBL) is a strategy to develop skills by focus in the learning that is initiated by a stated problem that the students want to solve. Into the Pbl strategy to solve real problem is the essential the learning because through it the students will be motivated when they discover their skills that are developing to find a solution to the problem.

The Pbl was created by the sixties as a necessity to medical students in Canada. In that time the new graduated doctors had weak knowledge in professional practice about medicine and Morales & Landa, (2005) explains that in the sixties and seventies, a group of teachers from Mc Master University of Canada, realized that they had to change how to teach the medical education to get a good performance of their students and improve their profesional school practice. The medical education, which is characterized by the learning of patterns of lectures in basic science that is followed by program of clinical teaching, it became ineffective and inhumane way of preparing students, taking into account the medical information that is growing day by day along with the new technologies, with the quickly changing demands of professional practice.

The Pbl pushes the ability to identify the information needed for a particular application, where and how to seek that information, how to handle and communicate this information to others which have the quality to work in groups that fosters the learning of the communitiy in whole classrooms. Students whose learning is in context and the most important to apply it in their future activities by putting into practice in any time and place.

5.4.2 Features of the PBL

The teacher plays an important role because his responsibility is to help students become self-directed learners and create a classroom with a motivate environment where they receive a systematic instruction, strategy and reflective reasoning in the context of a discipline that make them be a successful in investigation about any subject in the future. The work in groups is an important point because firstly, it helps to develop learning communities in which students feel in an environment where they can develop new ideas about the topic and work in group they feel motivating and interesting (Hall, 2002).

5.5 Listening Process

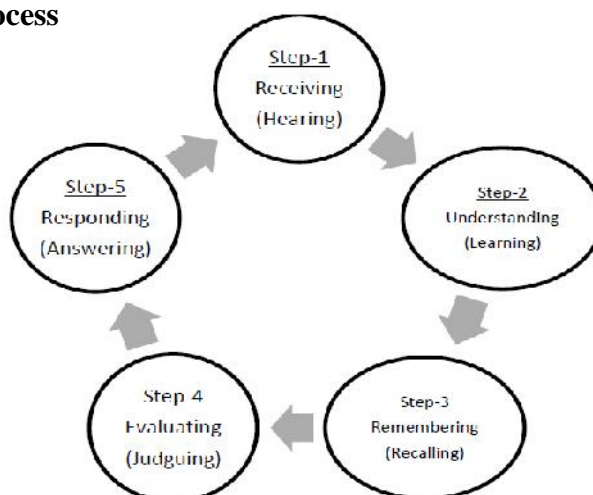


Figure 8 Listening process 2

5.5.1 Receiving

Receiving is a physical activity and Babita (2013) stated that “It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves” (p.2).

5.5.2 Understanding

In this process the brain is attempting to figure up the meaning of information and it is sometimes is a little complicated because the receptor sometimes makes mistakes in attaching the original meaning to the words of others.

5.5.3 Remembering

To recall to the mind by an act or effort of memory (Dictionary.com, n.d) and to hear, understand, and stock the information to use in the future in the focus of this stage and if the message can not be remembered it might be that the listening stage was not done effectively. It can happen for many reasons like some messages are more difficult than others or something distracts the receiver for a moment. In those cases the message was not learned in the first stage (hearing) (Whench, Goding, Johnson, & Attias, 2012 (p.90).

5.5.4 Evaluating

To know how real or reliable the original message was that was processed into the brain after it has passed the previous stages (hearing, understanding, remembering) is the evaluation of the message. (Whench, Goding, Johnson, & Attias, 2012)

5.5.5 Responding

To follow the four stages is not sufficient. Here is a necessary response from the receiver to complete the process through the verbal and nonverbal feedback. It is the way to know if the message was received and the sender can be sure the success of the trasmission of the message (Babita, 2013, p.2).

5.6 Pbl strategy process to follow:

Framework of the PBL strategy

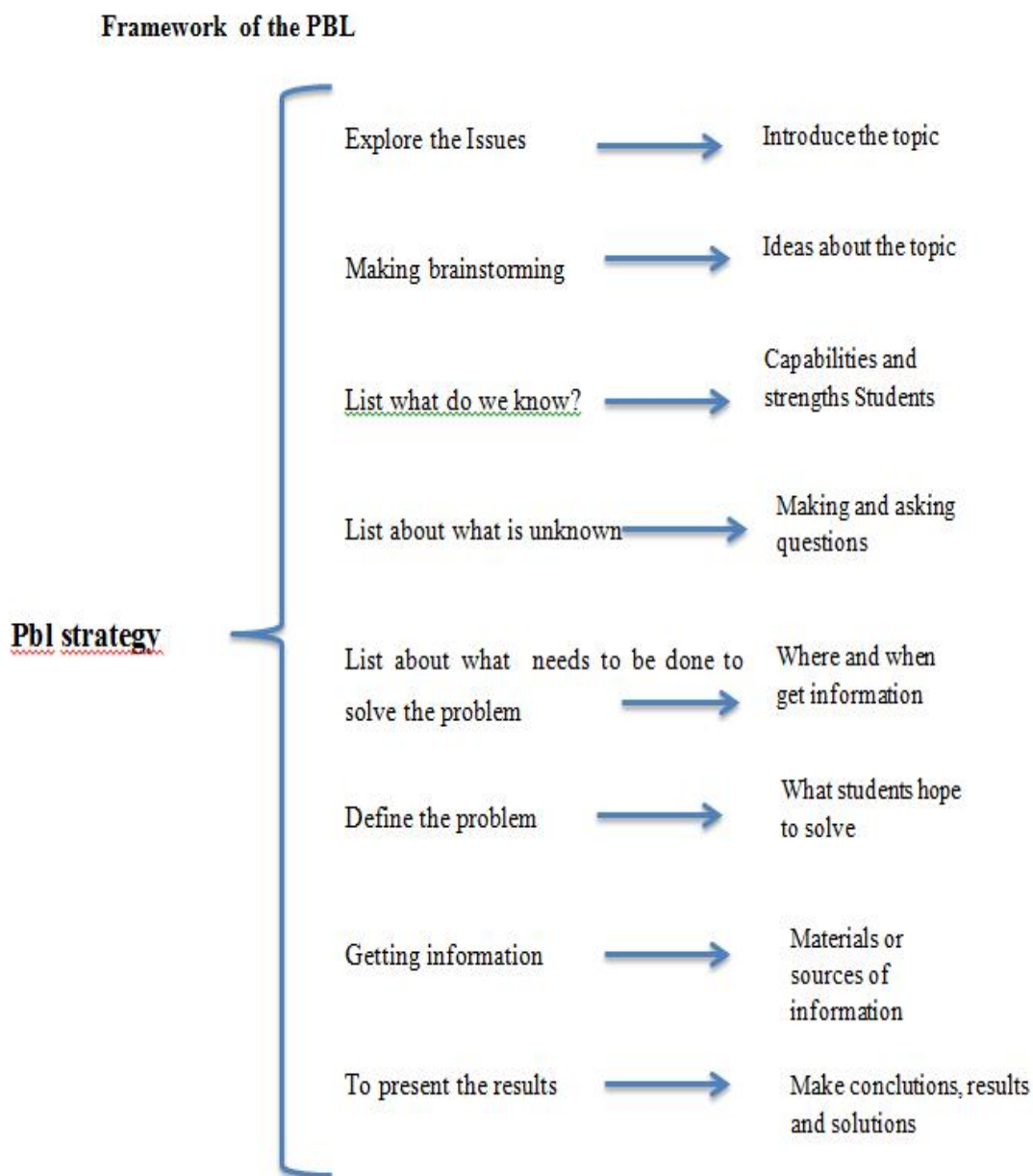


Figure 9 Process of PBL strategy

Matrix of Problem-Based Learning

Table 9
Role of teacher and student in PBL

TEACHER ROLE	STUDENT ROLE
1. Give students a leading role in the construction of their learning.	1. Assume responsibility to learning.
2. You must be aware of the achievements that get their students.	2. Working with different groups to manage potential conflicts that arise
3. It is a guide, a mentor, a facilitator of learning that students go when they need and offering them information when they need it.	3. Have a positive attitude towards the exchange of ideas with colleagues.
4. The primary role is to offer students a variety of learning opportunities..	4. Share information and learn from others.
5. Help your students to think critically directing his thoughts and making important issues.	5. Be autonomous learning (search for information, contrasting, understand, apply, etc.) and asking for help and guidance when needed.
6. Perform tutoring sessions with students.	6. Provide necessary to plan, monitor and evaluate the steps performed in their learning strategies.

5.7 LESSON PLANS

LESSON PLAN : 1

Table 10
Lesson Plan (Diagnostic test)

Target Group : : third of Bachillerato "A"	Date: 11/11/15 hasta 11/11/15	Time: 40 min	Number of students: third of Bachillerato "A" 19
Recent Topic Work People Inspiration	Recent Language work: Diagnostic test		
Aims To measure students' knowledge and skill in a listening skill			
Objectives: At the end of this lesson the students will be able to demonstrate previous knowledge of the students in that test			
Assessment: Listen and discriminate the pas times			
Materials: Cd player, markers, board, speakers, computer, paper, pencil, pen.			
Anticipated problems: To know the listening performance.			
Timing	Teacher activity	Student activity	Success Indicator
Warm up: 5 min	-To presentation an easy dynamic (Presentation with their names) (the first student says my name is ,, ,, ,, ,, ,, the second student says his/her name is ,, ,, ,, ,, ,, ,, and my name is ,, ,, ,, ,, ,, and so for)	-To participate	- Listening for specific words
Process	- To explain their activities and topic according the listening audio.	-To pay attention when your teacher explains important points.	
Evaluation	-To give them their individual test	-To resolve your test.	
additional possibilities	List common problems in listening skill.		
Homework	To carry a English dictionary or another resources		

LESSON PLAN N: 2

Recent Topic Work: Where are you from?

Table 11
Lesson Plans (Development of process of PBL strategy)

Target Group : : third of Bachillerato "A"		Date: 17/11/15 hasta 17/11/15	Time: 40 min	Number of students: third of Bachillerato "A" 19
Recent Topic Work		Recent Language work: Where are you from?		
Aims To improve the listening in nationalities.				
Objectives: At the end of this lesson the students will be able to use the to be verb..				
Assessment: Listen and identify the nationalities and countries.				
Materials: Cd, cardboard, flash card, markers, board, speakers, computer, paper, pencil, pen.				
Anticipated problems: The students may not know the meaning of some of the new words; they can help them with				
Timing	Teacher activity	Student activity	Success Indicator	
Pbl				
1.- Explore the issues	-To introduce the topic "Where are you from".	To listen to the teacher and make groups.	- Listening for specific words	
2.- Brainstorming of ideas.	To ask ideas about topic	To give ideas about countries and cities.	-Listening and understand basic classroom object	
3.- List what is known about the topic.	To Ask Students to list known words about topic.	To write many ideas about countries and cities.		
4.-List what is unknown about the topic.	To ask Students to list what they don't know about topic.	To write unknown things about topic.		
5.-List what is needed in order to find the problem solution.	To ask Student to write what is necessary to get to solve the problem.	Write in a paper about what they to do to solve the problem.		
6.--Define the problem	To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the		
7.-Getting information.	To ask students collect the information.	To look for information in any resources.		
8.- To present results	To ask Students expose the information getting the previous steps.	To organize the information in order to be ready for the test.		
Evaluation :	To give an individual test about Where		To listen the audio twice.	
Additional possibilities	List common phrase for ask and give different directions			
Homework	Practice common phrases			

LESSON PLAN N: 3

Recent Topic Work: In a restaurant

Target Group : : third of Bachillerato “A”	Date: 18/11/15 hasta 18/11/15	Time: 40 min	Number of students: third of Bachillerato “A” 19
Recent Topic Work	Recent Language work: In a restaurant		
Aims To listen and identify common expressions used in a restaurant			
Objectives: At the end of this lesson the students will be able to request menu at restaurant			
Assessment: Memorize common questions and answers for give and ask in a restaurant			
Materials: Cd, cardboard, flash card, markers, board, speakers, computer, paper, pencil, pen.			
Anticipated problems: The students may not know the meaning of some of the new words; they can help them with Chicago dictionary, encyclopedic, cellphone with internet.			
Timing	Teacher activity	Student activity	Success Indicator
Pbl			
1.- Explore the issues	To introduce the topic “In a restaurant”	To listen to the teacher and make groups.	- Listening for specific words
2.-Brainstorming of ideas.	To ask ideas about topic	To give ideas about restaurant.	-Listening and understand basic classroom object
3.- List what is known about the topic.	To Ask Students to list known words about topic.	To write many ideas about restaurant.	
4.-List what is unknown about the topic.	To ask Students to list what they don't know about topic.	To write unknown things about topic.	
5.-List what is needed in order to find the problem solution.	To ask Student to write what is necessary to get to solve the problem.	Write in a paper about what they to do to solve the problem.	
6.--Define the problem	To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the	
7.-Getting information.	To ask students collect the information.	To look for information in any resources.	
8.- To present results	To ask Students expose the information getting the previous steps.	To organize the information in order to be ready for the test.	
Evaluation : Additional possibilities	To give an individual test about the topic List common phrase for ask and give menu in a restaurant		To listen the audio twice.
Homework	Practice common phrases		

LESSON PLAN N: 4

Recent Topic Work: Personal Information

Target Group : : third of Bachillerato “A”		Date: 20/11/15 hasta 20/11/15	Time: 40 min	Number of students: third of Bachillerato “A” 19
Recent Topic Work		Recent Language work: Personal Information		
Aims To listen and give full information about a short manner				
Objectives: At the end of this lesson the students will able to interchange personal information in their daily life.				
Assessment: Memorize common questions and answer for personal information.				
Materials: Cd, cardboard, flash card, markers, board, speakers, computer, paper, pencil, pen.				
Anticipated problems: The students may not know the meaning of some of the new words; they can help them with Chicago dictionary, encyclopedic, cellphone with internet.				
Timing	Teacher activity	Student activity	Success Indicator	
Pbl				
1.- Explore the issues	To introduce the topic “Personal information”	To listen to the teacher and make groups.	- Listening for specific words	
2.- Brainstorming of ideas.	To ask ideas about topic	To give ideas about Personal information.	-Listening and understand basic classroom object	
3.- List what is known about the topic.	To Ask Students to list known words about topic.	To write many ideas about Personal Information.		
4.-List what is unknown about the topic.	To ask Students to list what they don't know about topic.	To write unknown things about topic.		
5.-List what is needed in order to find the problem solution.	To ask Student to write what is necessary to get to solve the problem.	Write in a paper about what they to do to solve the problem.		
6.--Define the problem	To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the		
7.-Getting information.	To ask students collect the information.	To look for information in any resources.		
8.- To present results	To ask Students expose the information getting the previous steps.	To organize the information in order to be ready for the test.		
Evaluation:	To give an individual test about the topic reviewed.	To listen the audio twice.		
Additional possibilities	List personal information			

LESSON PLAN N: 5

Recent Topic Work: In a hotel

Target Group : third of Bachillerato "A"	Date: 23/11/15	Time: 40 min	Number of students: third of Bachillerato "A" 19
	hasta 23/11/15		
Recent Topic Work	Recent Language work: In a hotel		
Aims To listen and identify common expressions for getting a room in a hotel.			
Objectives: At the end of this lesson the students will be able to book in a hotel for a night.			
Assessment: Understand the common words about hotel.			
Materials: Cd, cardboard, flash card, markers, board, speakers, computer, paper, pencil, pen.			
Anticipated problems: The students may not know the meaning of some of the new words; they can help them with Chicago dictionary, encyclopedic, cellphone with internet.			
Timing	Teacher activity	Student activity	Success Indicator
Pbl			
1.- Explore the issues	To introduce the topic "Personal information"	To listen to the teacher and make groups.	- Listening for specific words
2.-Brainstorming of ideas.	To ask ideas about topic	To give ideas about in a hotel.	
3.- List what is known about the topic.	To Ask Students to list known words about topic.	To write many ideas about in a hotel.	
4.-List what is unknown about the topic.	To ask Students to list what they don't know about topic.	To write unknown things about topic.	
5.-List what is needed in order to find the problem solution.	To ask Student to write what is necessary to get to solve the problem.	Write in a paper about what they to do to solve the problem.	
6.--Define the problem	To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the	
7.-Getting information.	To ask students collect the information.	To look for information in any resources.	
8.- To present results	To ask Students expose the information getting the previous steps.	To organize the information in order to be	
Evaluation :	To give an individual test about the topic	To listen the audio twice.	

LESSON PLAN N: 6

Recent Topic Work: Past tense

Target Group : : third of Bachillerato "A"	Date: 09/11/15	Time: 40 min	Number of students: third of Bachillerato "A" 19
	hasta 13/11/15		
Recent Topic Work	Recent Language work: Past tense		
Aims To listen and identify common expressions for use in activities in past tense			
Objectives: At the end of this lesson the students will be able to answer activities in the past			
Assessment: Memorize common verbs with the correct pronunciation in past tense.			
Materials: Cd, cardboard, flash card, markers, board, speakers, computer, paper, pencil, pen.			
Anticipated problems: The students may not know the meaning of some of the new words; they can help them with Chicago dictionary, encyclopedic, cellphone with internet.			
Timing	Teacher activity	Student activity	Success Indicator
Pbl			
1.- Explore the issues	To introduce the topic "Past tense".	To listen to the teacher and make groups.	- Listening for specific words
2.- Brainstorming of ideas.	To ask ideas about topic	To give ideas about Past tense.	-Listening and understand basic classroom object
3.- List what is known about the topic.	To Ask Students to list known words about topic.	To write many ideas about Past tense.	
4.-List what is unknown about the topic.	To ask Students to list what they don't know about topic.	To write unknown things about topic.	
5.-List what is needed in order to find the problem solution.	To ask Student to write what is necessary to get to solve the problem.	Write in a paper about what they to do to solve the problem.	
6.--Define the problem	To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the	
7.-Getting information.	To ask students collect the information.	To look for information in any resources.	
8.- To present results	To ask Students expose the information getting the previous steps.	To organize the information in order to be	
Evaluation :	To give an individual test about the topic	To listen the audio twice.	

LESSON PLAN N: 7

Table 12
Lesson Plan (Final test)

Target Group : : third of Bachillerato "A"	Date: 02/12/15 hasta 02/12/15	Time: 40 min	Number of students: third of Bachillerato "A" 19
Recent Topic Work Go to the cinema	Recent Language work: Final test		
Aims To measure the knowledge obtained during the application of the strategy PBL.			
Objectives: At the end of this lesson the students will be able to apply the use of Pbl strategy in listening skill.			
Assessment: Listen and answers the questions.			
Materials: Cd, cardboard, flash card, markers, board, speakers, computer, paper, pencil, pen.			
Anticipated problems: The students may not know the meaning of some of the new words; they can help them with some tips used in the application of the strategy			
Timing	Teacher activity	Student activity	Success Indicator
Warm up:	Dynamic Write some words known (divide the class in two groups and the teacher says write words learned during the class the group that write more words in winner)	_Participate and write	- Listening for specific words
Process	- Explain your activities and topic according the audio of listening	-Play attention when your teacher explains important points.	-Listening and understand basic classroom object
Evaluation :	-To give the listening test	-Resolve your test.	
Additional possibilities			
Homework	Congratulations		

LESSON PLAN N: 8

Table 13
Lesson Plan (Demonstrative class)

Target Group : third of Bachillerato "A"	Date: 13/11/15 Hasta 13/11/15	Time: 40 min	Number of students: third of Bachillerato "A" 19
Recent Topic Work Instructions	Recent Language work: Classroom Instructions		
Aims To learn important instructions to improve the communication into the classroom between teacher and students.			
Objectives: At the end of this lesson the students will be able to perform classroom commands			
Assessment: Memorize the list important instructions classroom			
Materials: Cd, cardboard, flash card , markers, board, speakers, computer, paper, pencil, pen.			
Anticipated problems: The students may not know the meaning of some of the new words.			
Strategy	Teacher activity	Student activity	Success Indicator
Warm up	Dymanic	Participate	
Process Pbl			
1.- Explore the issues	To introduce the topic "Classroom Instructions".	To listen to the teacher and make groups.	- Listening some keys for a good listening.
2.-Brainstorming of ideas .	To ask ideas about topic	To give ideas about classroom instructions.	- Listening for specific words.
3.- List what is known about the topic.	To ask students to list known words about topic.	To write many ideas about clas room instructions.	-Listening and understand basic commands.
4.-List what is unknown about the topic.	To ask students to list what they don't know about topic.	To write unknown things about topic.	
5.-List what is needed in order to find the problem solution.	To ask student to write what is necessary to get to solve the problem.	Write in a paper about what they to do to solve the problem.	
6.-Define the problem	To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the topic	
7.-Getting information.	To ask students collect the information.	To look for information in any resources.	
8.- To present results	To ask students expose the information getting the previous steps.	To organize the information in order to be ready for the	
Evaluation :	To give an individual test about the topic reviewed.	-To listen the audio twice and put the words in correct order.	
	- To give an individual test about classroom instructions		

5.8 Demonstrative class

Demonstrative class

Experience stage

The goal for the next activity is to demonstrate how apply the Problem-Based Learning strategy to improve the listening performance for students attending the third year of Bachillerato at UNIDAD EDUCATIVA JORGE RODRIGUEZ ROMAN located in Canton of Orellana during the first quimester of 2015 – 2016 school year.

Topic: Classroom instructions

Functions: Interpreting commands, orders, discriminate the classroom instructions

Grammar Focus: Imperative verbs.

EXPERIENCE,

This is an English class of 19 students of UNIDAD EDUCATIVA DEL MILENIO “JORGE RODRIGUEZ ROMAN”. The class of English starts at 07:00 o'clock with an English teacher, she starts with:

Warm up:

The teacher gets into the classroom and gives a greeting to the students:

Teacher : Good morning dear students, How are you?

The students replay: Morning teacher, Hi teacher.

And in chore they respond: We are Ok. Teacher:

Teacher starts singing a song: please repeat after me.

Everybody stands up, moves your hands, and sits down, closes your eyes and sleeps.

Everybody wakes up, and cries.

The students do all those activities with the teacher and she starts applying the steps of Pbl strategy as follow:

Explore the Issues

Teacher: Ok, dear students, today we have a listening activity
For this reason, first make four groups, please.
The students start working quickly making groups.



Figure 10 Process of Pbl strategy (Explore the Issues)

Teacher: Ok dear students, today we are going to see about an interesting topic,

The teacher asks to students: What is an order? And students answer it.

Edwin 1: Teacher, It is what my mom tell me every moment, “Edwin, please, clean the house, go to the grocery store” etc.

John 2: Teacher, It is something that I have to do otherwise my father penalize me.

Teacher: Why John?

John 2: Because If I do not get a good score. I will die. Therefore, my father always says “Study”, or “paliza contigo”

Teacher: Both student 1 and student 2 are correct; orders are commands or instructions that you have to do.

The teacher monitors that all the students focus in the topic in the next activity.

Making brainstorming



Figure 11 Process of Pbl strategy (Making brainstorming)

List what do you know?

Teacher: Exactly dear students, classroom instructions are orders that you have to follow in class. Now please make a list in a paper about what you know about classroom instructions.

The teacher goes to each group and helps in any doubts about the activity in order to create a good environment job.



Figure 12 Process of Pbl strategy (List what do you know?)

Teacher says: Ok, dear students all your opinions are very important in this job, because you spend time doing it and all of us have to respect the ideas of your classmates and those opinions will help you to solve the activity.

List about what is unknown

Teacher: Ok, dear students, until now you have the idea about classroom instructions which are something that I make you do in this class.

Students: Teacher, It means, ir to the board, sentarse, open the libreta de apuntes,

Teacher: Yes, that is right, in this case you don't know how to write and pronounce some words in English, and the next activity.....

Please, you need to write the things that you do not know about classroom instructions, for example, how to pronounce and write some Spanish words in English, such as:

Sentarse, ir, libreta de notas.

Classmates, how do I say those Words in English (ir, borrar, sentarse, silencio), John: I don't know, let's make a list

Someone knows how to pronounce the following words: bathroom, clean, stand up, and how to make this sentence: abrir el libro en la página x.

NO, partner, so, let's make a list about it.

Figure 13 Process of Pbl strategy (List about what is unknown)

The teacher monitors each group and helps if someone does not understand the activity.

Teacher: Excellent job dear students, you have into your mind what you unknown about the classroom instructions.

Teacher explained the things that they do not know to introduce the next activity.

List about what needs to be done to solve the problem

Teacher: Now dear students discuss in groups and write down what you have to do to pronounce and write some words in English.

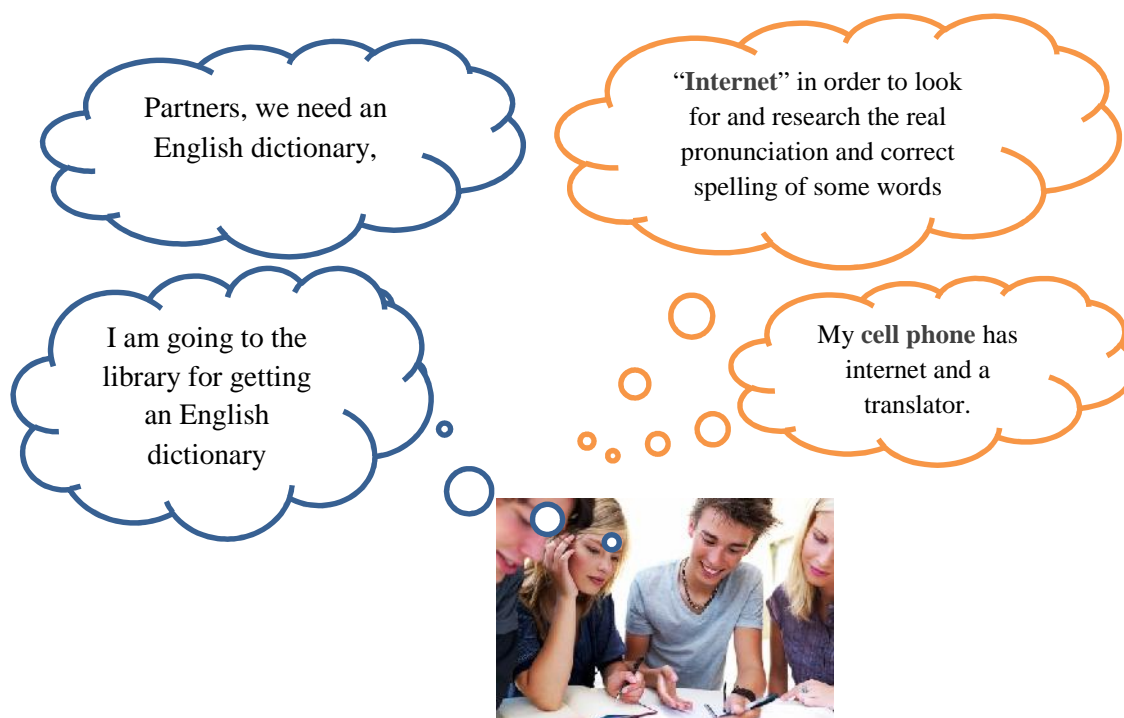


Figure 14 Process of Pbl strategy (List about what needs to be done to solve the problem)

Teacher: Dear students now you have to use the resources that you have in hand.

Teacher supports the students how to apply the resources in case they don't know how to use them and She continues next activity.

Define the problem

Teacher: Ok dear students, good job.

Teacher: You have the idea about the classroom instructions, now you choose the words that correspond our topic, but....

Teacher: Do you need the word “Police”?

Student; No teacher, we don’t need it, because that word doesn’t have any relation with classroom instructions.

Teacher: Exactly, dear students you will classify the words to understand what classroom instructions mean.

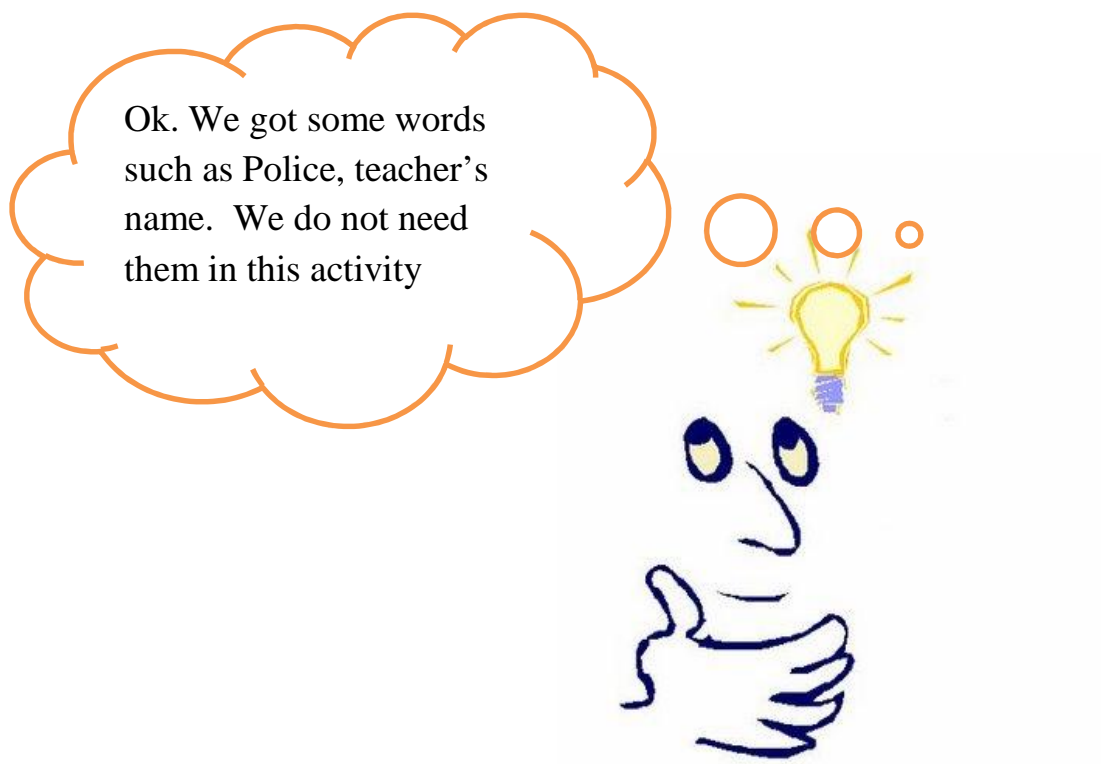


Figure 15 Process of Pbl strategy (Define the problem)

Getting information

Teacher: Ok, please dear students, in this activity you look for the correct pronunciation and spelling using the dictionary and internet tools for collecting information about the classroom instructions.

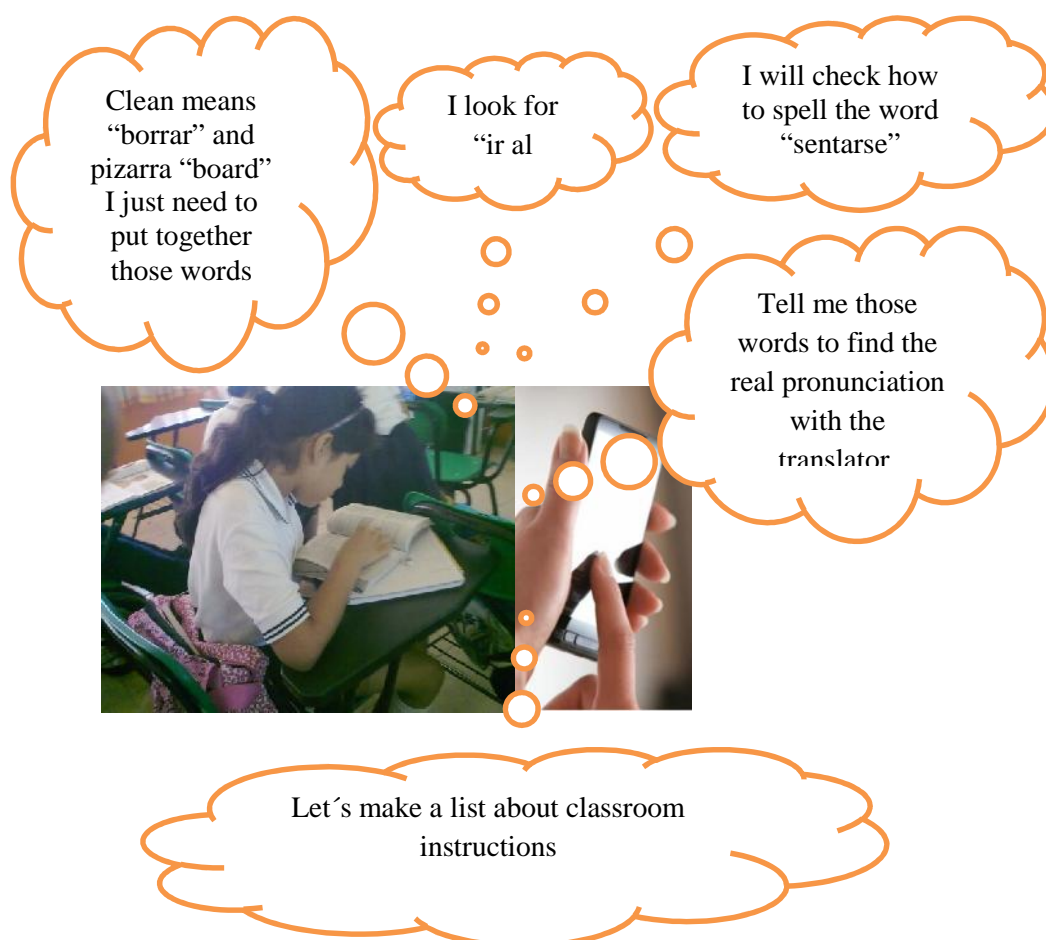


Figure 16 Process of Pbl strategy (Getting information)

To present results

Teacher: Congratulations dear students, you have made an excellent job in-group, now you are be able to understand how to pronounce the classroom instructions and listen and perform those commands

Teacher: John, close your eyes, please. Stand up, sit down, and open your eyes.

Teacher: Any question students? Are classroom instructions a difficult topic?

Students: No, teacher

Teacher: Ok. You will take a listening test.

Students: we can do it.

UNIDAD EDUCATIVA DEL MILENIO

JORGE RODRIGUEZ ROMAN

ACUERDO MINISTERIAL N.- 0110
ORELLANA – ECUADOR

Listening test

Name:.....Date:.....

Course:.....Teacher:.....

Listen to the English instructions, then

Listen carefully and underline the Instructions when you hear them.

Look at page ten

Answer the questions

Fill in the gaps

Open your book

Read the article

Match the words to the pictures

Check your answers

Work in pairs

Work in groups

Listen and practice

Don't write

Close your book

By (Redston & Cunningham, 2005)

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