



ESPE

UNIVERSIDAD DE LAS FUERZAS ARMADAS

INNOVACIÓN PARA LA EXCELENCIA

DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

CARRERA DE LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

**PROJECT PRIOR TO OBTAINING APPLIED LINGUISTICS IN
ENGLISH LANGUAGE BACHELOR'S DEGREE**

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THEME

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.



PART ONE

RESEARCH PROBLEM

× PROBLEM IDENTIFICATION

Low performing in English classroom

Poor listening understanding

Missunderstanding of English words

• LOW PERFORMING IN LISTENING SKILL

Poor understanding of English words

A lot noise into the classroom

Poor English teacher pronunciation

PROBLEM SETTING

PLACE



× QUESTION



MATRIX VARIABLES

INDEPENDENT VARIABLE

PROBLEM BASED-LEARNING (PBL)

DEPENDENT VARIABLE

LISTENING SKILL

OBJECTIVES

GENERAL



SPECIFIC

Concetual Framework



PT FINAL EXAM



JUSTIFICATION

❖ Listening skill

❖ Real problem

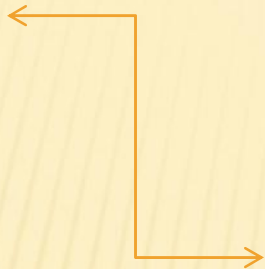
❖ To present real strategy



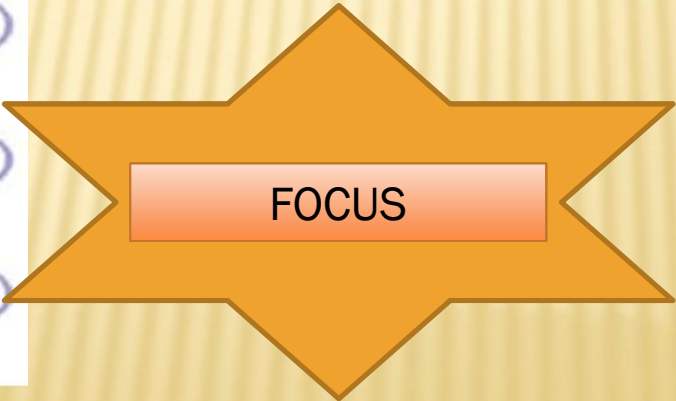
PART TWO

THEORETICAL FRAMEWORK

PROBLEM BASED LEARNING



problem
based
learning



CHARACTERISTICS OF THE PBL

Own learning

Ill-structured problem

Integrated disciplines

Collaboration

Reanalysis and self and peer assessment

Real world

Student examination



OBJECTIVES OF PBL

- ❖ Structure knowledge
- ❖ Develop effective clinical reasoning process.
- ❖ Motivation for learning
- ❖ Develop the ability to work in groups

LISTENING SKILL

Listening process



Stage 1
Receiving



Stage 2
Understanding



Stage 2
Remembering

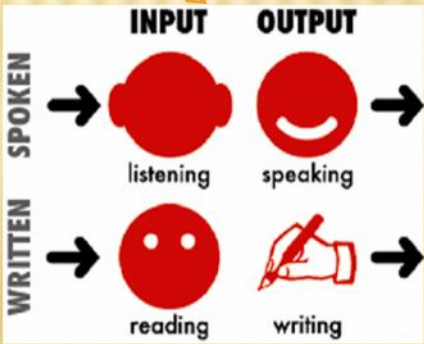


Stage 2
Evaluating



Stage 5
Feedback

Learn



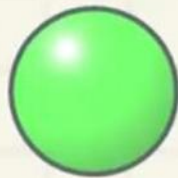
UNIDAD EDUCATIVA

JORGE RODRIGUEZ ROMAN



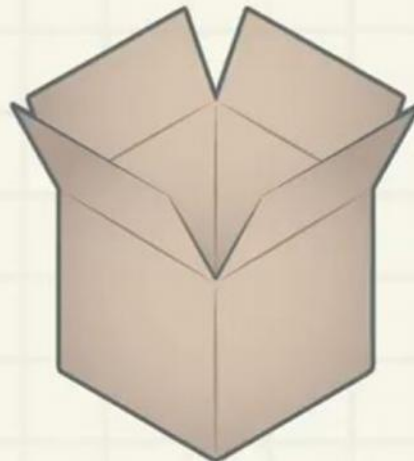
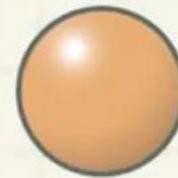
HYPOTHESIS SYSTEM

**NULL
HYPOTHESIS**



OR

**ALTERNATIVE
HYPOTHESIS**



DATA

PART THREE

METHODOLOGICAL AND DESIGN

✘ Research Type and design

QUASI - EXPERIMENTAL

```
01010 10000 01111 0  
00000 01010 01111 0  
00111 10000 10011 0  
01110 00001 10101 0  
01010 10000 01111 0
```

- Sample



INSTRUMENTS FOR DATA COLLECTION

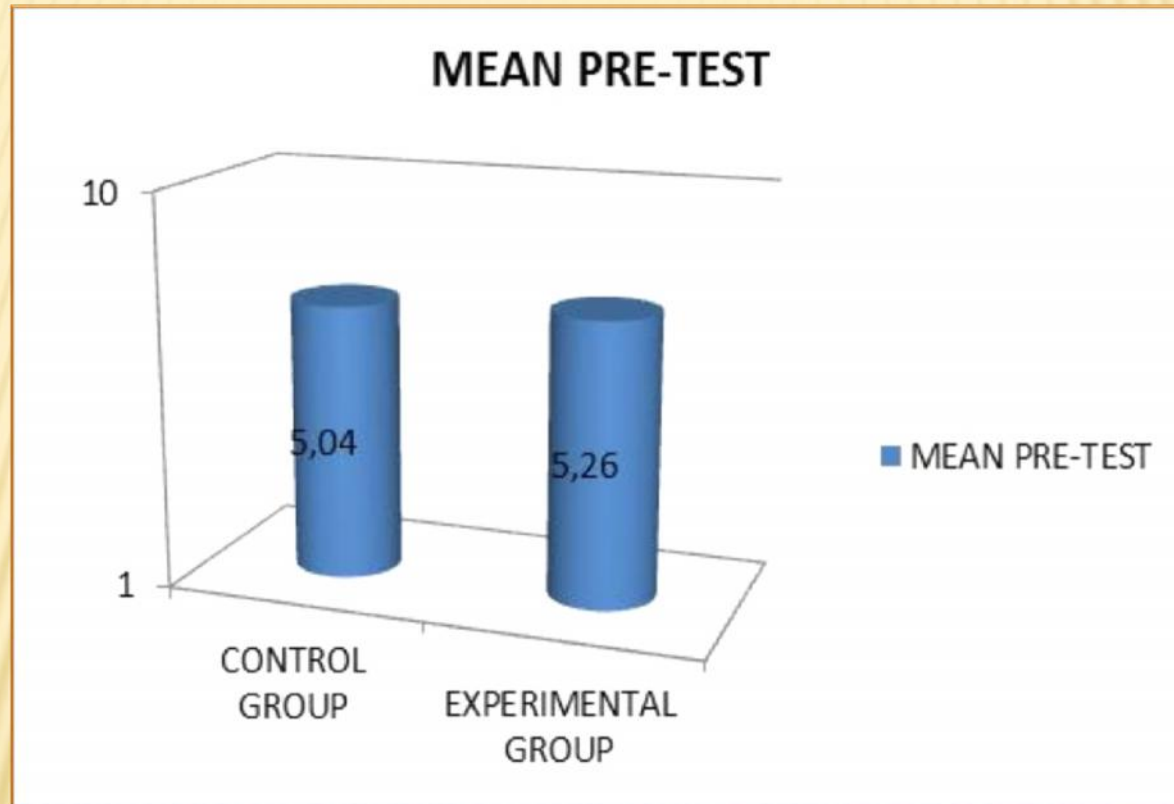


PROCESSING ANALYSIS



PART FOUR

GRAPHICAL EXPOSITION OF RESULTS



PBL

TIME

8 WEEKS
3 HOURS PER WEEK

STUDENTS

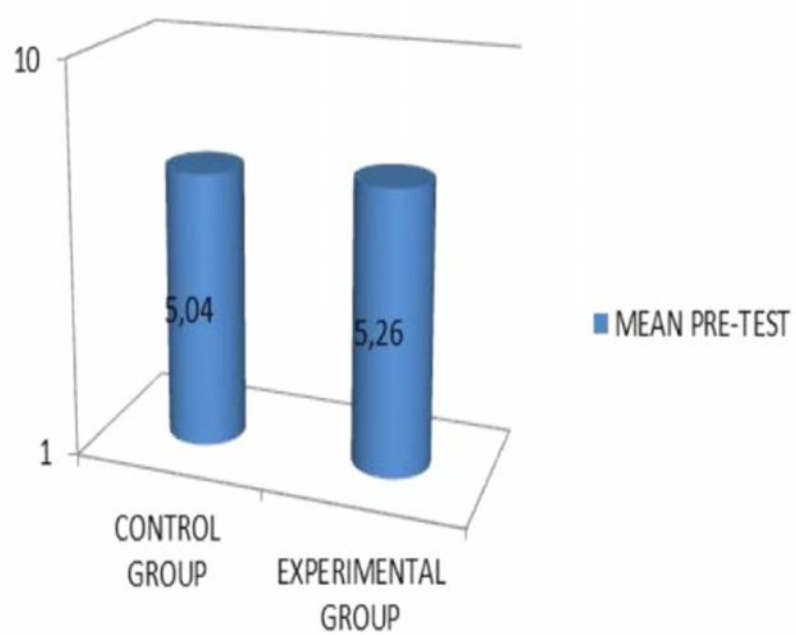
19

TEST

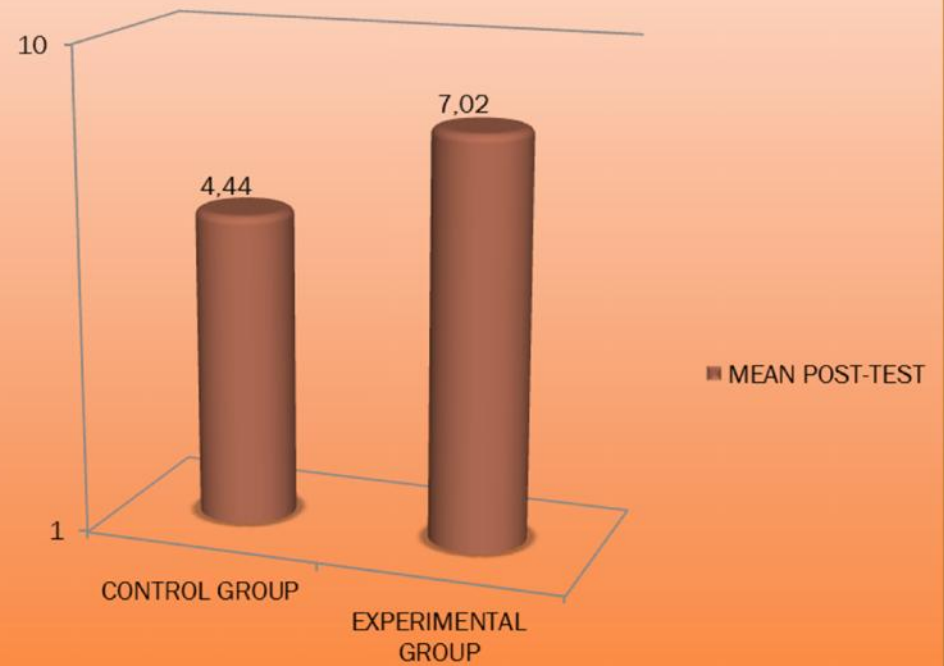
PRE AND POST TEST

COMPARATION BETWEEN TESTS

MEAN PRE-TEST



MEAN POST-TEST



SCORES OF THE POST TEST

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

ANALYSIS RESULTS

POST-TEST

	Experimental Group	Control Group
Sample	$n_1 = 19$	$n_2 = 27$
Mean	$\bar{x}_1 = \frac{\sum x_i}{n_1} = \frac{13331}{19} = 7.02$	$\bar{x}_2 = \frac{\sum x_i}{n_2} = \frac{11999}{27} = 4.44$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{4959}{18} = 2.75$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{105.60}{26} = 4.06$

VARIANCE (EXPERIMENTAL AND CONTROL GROUP)

Variance:

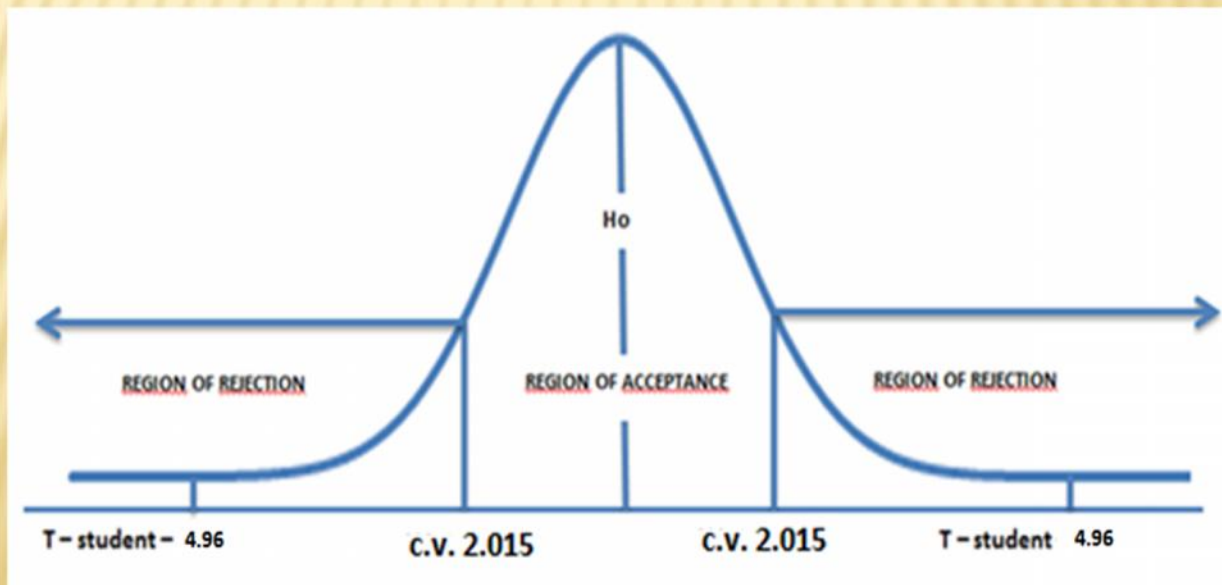
$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} =$$

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

T - student

$$t_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

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



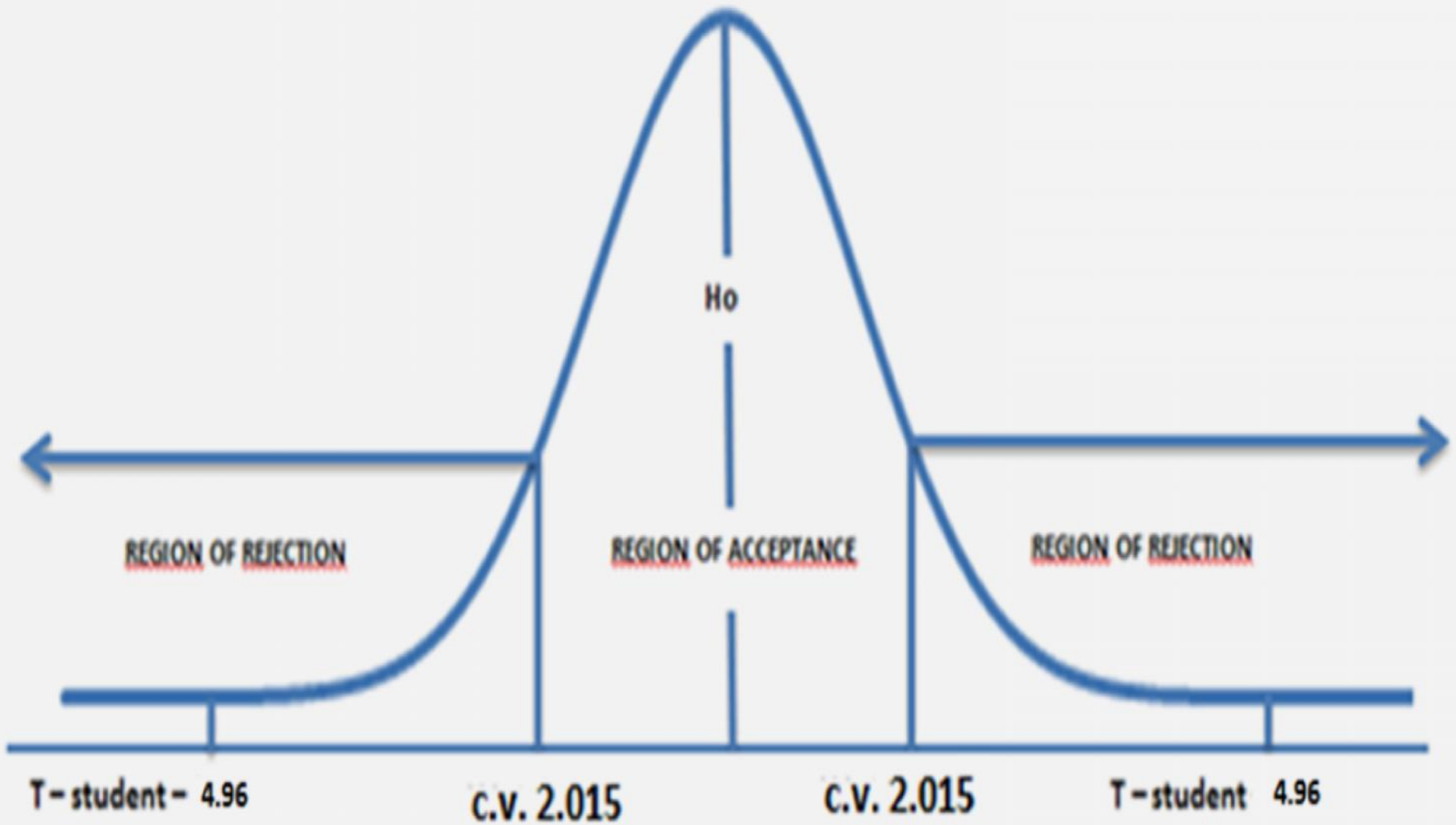
Significance level: $\alpha = 5\%$

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

$t_r = 2.015$

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	2,015	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 GAUSS



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.

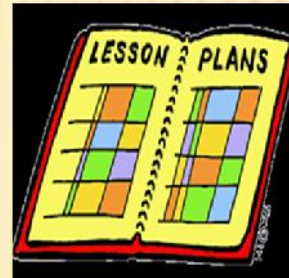
RECOMMENDATIONS

- ❖ 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.

PART FIVE

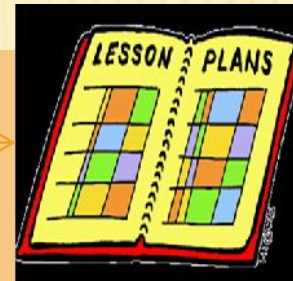
PROPOSAL

LESSON PLANS



PROPOSAL

GENERAL OBJECTIVE



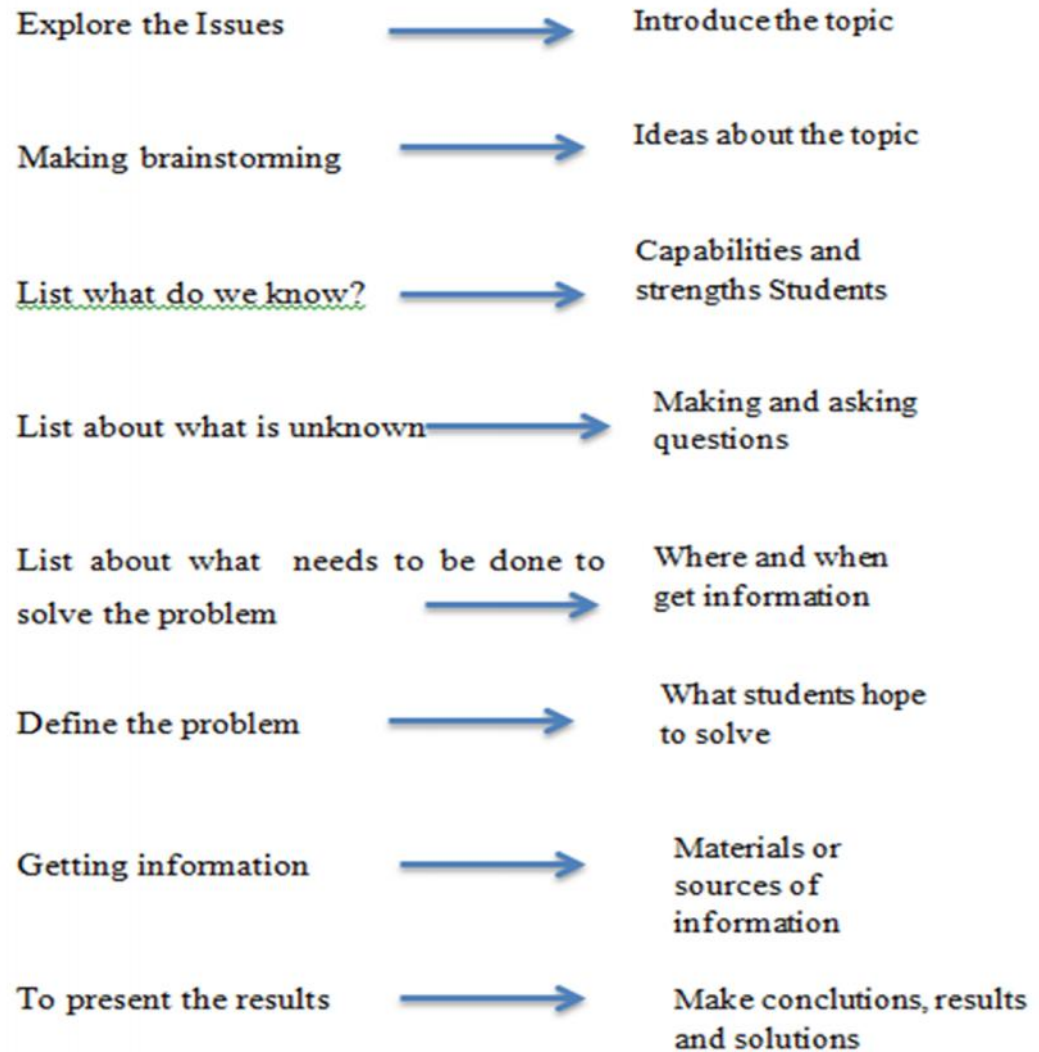
SPECIFIC OBJECTIVE



Framework of the PBL

PBL PROCESS

Pbl strategy



LESSON PLAN

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	-Dynamic	-Participate	
Process Pbl	-To introduce the topic Classrooms Instructions.	Students listen the teacher in groups	- Listening some keys for a good listening.
1.- Explore the issues	-To ask ideas about topic	To give ideas about orders and commands.	-- Listening for specific words.
2.-Brainstorming of ideas.	To Ask ss to list knowing words about topic.	-To give different ideas about classroom instructions	-Listening and understand basic commands.
3.- List what is known about the topic.	<i>To ask Students</i> to list what they don't know about topic	To write down unknown things about topic	
4.-List what is unknown about the topic.	To ask Student to write down what is necessary to get to solve the problem	Write in a paper about what they to do to solve the problem	

5.-List what is needed in order to find the problem solution.	-To clarify what the students need to find to solve the problem.	To ask the teacher if they understand or not the topic.	
6.--Define the problem	To ask students collect the information	To look for any information in any resources.	
7.-Getting information.	To ask Students expose the information getting the previous steps.-	-To organize the information in order to be ready for the test.	
Evaluation :			
8.- To present results	- To give an individual test about classroom instructions	To listen the audio twice and put the words in correct order.	
Additional possibilities	Pictures		
Homework	Practice the list classroom instructions		

DEMONSTRATIVE CLASS

Classroom Instructions

WARM UP



PBL PROCESS

Explore the Issues



What is an order ?

Making brainstorming



Ok, listen every body
tell me some ideas
about the topic



List what do they know?

List what do they unknown?



Love, look, write, run,
talk, chat, teacher's
name, surname

Door, Bathroom, School,
Board, Chair, Book,
Notebook Window

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

Sentarse, ir, libreta de notas.



What to need to solve the problem

Partners, we need an English dictionary,

I am going to the library for getting an English dictionary



"Internet" in order to look for and research the real pronunciation and correct spelling of some words

My cell phone has internet and a translator.

Getting information

I look for "ir
al baño"

I will check how to spell
the word "sentarse"

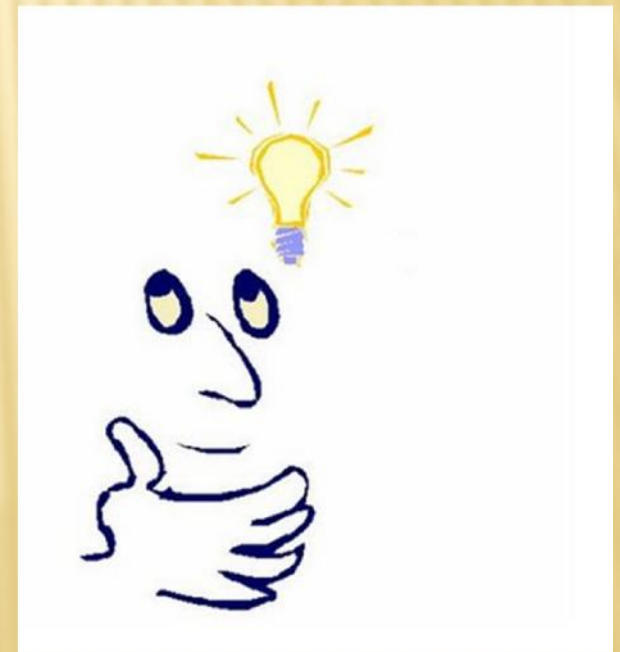
Tell me those
words to find the
real
pronunciation
with the
translator.



Define the problem



Ok. We got some words such as *Police*, teacher's name we do not need them in this activity



To present results



THANK YOU