

APPENDICES

Appendix 1

Interview Guide for Lecturers and Students in HPBL

1. Do you know PBL approach?
2. Have you participated in a HPBL before?
3. Can you explain your roles in the HPBL process?
4. Do you think HPBL model motivates the students to learn and speak English?
Please explain why or why not.
5. What do you think motivate the students?
6. Can you explain whether HPBL modelsuits the students' ability?
7. Do the students make any progress in their speaking skills following the HPBL approach, in what ways?
8. Which teaching approach do you prefer, the traditional teaching approach or HPBL? Please elaborate your answer.
9. What were some challenges that you faced during the HPBL process?
10. In your view, what are the benefits of HPBL on the students' learning skills?
11. Do you think it is an effective learning approach, why or why not?
12. Can you recommend HPBL modelto teach the speaking classroom in EFP at Elmergib University, why or why not?

APPENDIX 2
QUESTIONNAIRE ON INTRINSIC/EXTRINSIC MOTIVATION SCALE OF
ENGLISH SPEAKING

Dear Student,

This questionnaire is to obtain your views on how the hybrid problem-based learning activity you participated in motivated you to speak. Please read and answer all questions by choosing one option from 1 to 5 on the questionnaire. All the information that you provide will be used for this research and will be kept confidential.

Thank you.

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| S/N | Items | Strongly disagree | Slightly disagree | Neither agree or disagree | Slightly agree | Strongly agree |
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| 1 | I like speaking English. | | | | | |
| 2 | I will persist when facing difficulties in speaking English. | | | | | |
| 3 | I do all my oral English exercises actively. | | | | | |
| 4 | I feel more confident in speaking English compared with my classmates. | | | | | |
| 5 | I work on my English speaking assignments according to a planned schedule. | | | | | |
| 6 | I speak English diligently for potential development in the future. | | | | | |
| 7 | I like challenging and difficult tasks in English speaking. | | | | | |
| 8 | I consider English oral examination as an evaluation of what I have learned about English. | | | | | |
| 9 | I like imitating English spoken in movies. | | | | | |
| 10 | I am excited when I have accomplished a difficult task in English speaking. | | | | | |
| 11 | I try to speak English hard for the praise of the teacher. | | | | | |

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| 12 | I seldom speak English out of English class. | | | | | |
| 13 | I am learning to speak English only to pass examination in the English Foundation Program | | | | | |
| 14 | I seldom finished English speaking homework. | | | | | |
| 15 | It is very challenging to communicate with foreign speakers. | | | | | |
| 16 | The English achievement is a crucial factor in getting the scholarship, so I speak English diligently. | | | | | |
| 17 | I speak English diligently merely to graduate from university. | | | | | |
| 18 | English is a very important tool for communication so I speak it diligently. | | | | | |
| 19 | In order to get an ideal job in the future, I learn to speak English diligently. | | | | | |
| 20 | English speaking takes great advantage on the future work. | | | | | |
| 21 | In order to go abroad in the future, I speak English diligently. | | | | | |

Modification on the Questionnaire

| S/N | Original Questionnaire | Modified Questionnaire |
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| 1 | I like learning English | I like speaking English. |
| 2 | I will persist when facing difficulties in English learning. | I will persist when facing difficulties in speaking English. |
| 3 | I can finish my English homework actively. | I do all my oral English exercises actively. |
| 4 | I like listening to English speech | I feel more confident in speaking English compared with my classmates. |
| 5 | I like reading English articles | I work on my English speaking assignments according to a planned schedule. |
| 6 | I feel more confident in English studying compared with my classmates. | I speak English diligently for potential development in the future. |
| 7 | I work on my English assignments according to a planned schedule. | I like challenging and difficult tasks in English speaking. |
| 8 | I study English diligently for potential development in the future | I consider English oral examination as an evaluation of what I have learned about English. |
| 9 | I like challenging to difficult tasks. | I like imitating English spoken in movies. |
| 10 | I treat English exams as an evaluation of what I have learned about English. | I am excited when I have accomplished a difficult task in English speaking. |
| 11 | I like English movies. | I try to speak English hard for the praise of the teacher. |
| 12 | I am excited when I have accomplished a difficult task in English learning. | I seldom speak English out of English class. |
| 13 | I study English hard for the praise of the teacher. | I am learning to speak English only to pass examination in the English Foundation Program |
| 14 | I seldom read English out of English class. | I seldom finished English speaking homework. |
| 15 | I study English only to pass English Foundation Program | It is very challenging to communicate with foreign speakers. |
| 16 | I seldom finished English homework | The English achievement is a crucial factor in getting the scholarship, so I speak English diligently. |
| 17 | It is very challenging to communicate with foreign speakers. | I speak English diligently merely to graduate from university. |
| 18 | In order to know recent developments in my major, I study English diligently | English is a very important tool for communication so I speak it diligently. |
| 19 | The English achievement is a crucial factor in getting the scholarship, so I study English diligently. | In order to get an ideal job in the future, I learn to speak English diligently. |
| 20 | I study English diligently merely | English speaking takes great advantage |

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| | to graduate from university. | on the future work. |
| 21 | English is a very important tool for communication so I study it diligently | In order to go abroad in the future, I speak English diligently. |
| 22 | In order to get an ideal job in the future I study English diligently. | |
| 23 | English learning takes great advantage on the future work. | |
| 24 | In order to go abroad in the future, I study English diligently. | |

APPENDIX 3

EFL SPEAKING COURSE LESSON PLAN USING HYBRID PBL

| Stage/Time | Content | Teaching/Learning Activities | Teaching Outcomes of speaking skills |
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| Week 1 Monday and Thursday Introduction to the course | <ul style="list-style-type: none"> • Course overview • PBL introduction • Library orientation • Group formation | Through group interactions, students are expected to develop their speaking skills. Group Formation | Improved vocabulary Motivation to speak Fluency in speaking |
| Week 2 Monday and Thursday Traditional based learning Approach | The focus on vocabulary knowledge 1. Use advanced words 2. Use a variety of | Reading the passage 1. Presenting the key words related to the passage 2. Do different vocabulary exercise (i.e. brain power words, concept cube, concept definition map, connect two, dictionary games, find the word, language detectives, pair-define-explain, | Employ different vocabulary= different spoken context Using dictionary to spot words, meanings, explanation. |

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| <p>(Teacher directed learning)</p> <p>What is most important taste or nutrition (UNIT 2)</p> | <p>words</p> <p>3. Use idioms/phrasal verbs where appropriate</p> | <p>personal dictionary, semantic maps, Venn diagram, Vocabulary Bingo, word expert cards).</p> <p>3. Do the individual exercise in the unit</p> <p>4. Four individual homework assignments</p> | |
| <p>Week 3</p> <p>Monday</p> <p>PBL 1</p> <p><u>Guided</u> Problem-Based Learning</p> <p>Classroom will be divided into the following stages</p> <p>Set induction</p> | <p>Initiate the lesson</p> | <p>1. Teacher greets the students</p> <p>2. Students recite prayers</p> <p>3. Teacher asks the students a few questions and students respond accordingly.</p> | |

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| <p>Stage 1</p> <p>In classroom</p> <p>Read out the problem and identify and clarify words and phrases that are unknown to you.</p> | <p>First, students draw a table consisting of four columns: (1) Facts in the text (2) Problem (3) Hypotheses about cause and effect and (4) Learning objectives.</p> <p>The text with the problem introduced, unknown terminology explained.</p> <p>Facts are listed in the.</p> | <p>Read out the problem, identify unclear words, dictionary use is possible, group prior pooled.</p> <p>Still unclear?</p> <p>It is a learning objective</p> | <ol style="list-style-type: none"> 1. Engagement. 2. Task focus 3. Learning starts 4. vocabulary clarity encouraged 5. Loud reading, slower readers are not left behind. 6. Definitions given where necessary. |
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| | <p>Focus in PBL lessons is on vocabulary skills: adjective, noun collocations, use advanced words, etc.</p> <p>Problem 1: Treatment of Obesity</p> | | |
| <p>Stage 2</p> <p>In classroom</p> <p>Define the problem or problems.</p> | <p>Group discussions of problem and methods used to solve it.</p> <p>Problem written “problem” column.</p> | <p>1. Group contributes their views and thoughts to problems identified.</p> <p>2. Raise relevant points, no right wrong answer. Student have different perspectives.</p> <p>Ideas pooled=students motivated comparison and discussion allowed.</p> <p>Problems listed</p> | <ol style="list-style-type: none"> 1. To define the task ahead and further engage the whole group in it. 2. To stimulate intrinsic interest and curiosity. 3. To encourage people to think deeply rather than just memorise. 4. To broaden the horizons of the discussion. 5. To provide a crude framework and starting point for the rest of the discussion. |

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| <p>Stage 3</p> <p>In classroom</p> <p>Using the problem list brainstorm possible explanations.</p> | <p>Group discussion held, students use their prior knowledge to explain the problem, students encouraged to speak their mind.</p> | <p>Students talk together, brainstorm hypotheses or explanations of problems using prior knowledge.</p> <p>Draw a mind map/ graph</p> <p>Understanding not only recording facts</p> <p>list of possible hypotheses or explanations is generated</p> | <ol style="list-style-type: none"> 1. Draw existing knowledge out of memory and apply it. 2. Form and test links between items of knowledge. 3. Encourage deeper thinking by analysing and synthesising recalled knowledge. 4. Pool the knowledge of everyone in the group. 5. Streamline and organise the list of items identified. |
| <p>Break</p> | | | |
| <p>Stage 4</p> <p>In Classroom</p> <p>Arrange explanations into tentative solutions.</p> | <p>Step 2 and 3 are reviewed, different explanations are given, one final structured hypothesis is formulated and written in the “hypotheses about cause and effect” column.</p> | <p>group should have thought of different explanations of the event. The problem is compared against the proposed explanations. All students are involved, restructuring prior and existing knowledge to identify gaps in understanding, concepts are linked and priority areas identified.</p> <p>Schematic representation of problems & their explanation</p> | <ol style="list-style-type: none"> 1. To actively process and restructure existing knowledge. 2. To define the limits of knowledge 3. To Prepare to define learning objectives |

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| <p>Stage 5</p> <p>In classroom</p> <p>Define the learning objectives needed to test the validity of your explanations.</p> | <p>When the hypothesis is chosen and formulated the students must agree on achievable and comprehensible learning objectives for the task. These objectives will be the necessary knowledge the students need to acquire before they will be able to continue on working with their hypothesis. These learning objectives are written down in the “Learning objectives” column on the board.</p> | <p>The group agree on a set of focused and achievable learning outcomes, discuss attainable learning outcomes and concludes the discussion. The learning outcomes are either specific questions or hypotheses. Outcomes take three categories:</p> <p>* Primary outcomes: every member of the group should study. They are of direct importance to the issues raised</p> <p>* Secondary outcomes are less importance; they may hold interest for some students. These can be researched by those of the group who wish to pursue them.</p> | <ol style="list-style-type: none"> 1. Define the Learning agenda in terms of knowledge and skills. 2. Define appropriate resources for self-directed learning. 3. Motivate students to learn from various source of knowledge 4. Produce a list of learning objectives, mostly in the form of questions that will have to be answered. |
| <p>Stage 6</p> | <p>The search for</p> | <p>At step six, students end the PBL session and begin their private study for the week. Students should use a range of resources to meet the</p> | <ol style="list-style-type: none"> 1. Develops students ability to research, pursue their individual learning needs and provides |

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| <p>Out classroom (Time is undefined)</p> <p>Members of the group go away and study privately using all sources of information available.</p> | <p>information is done individually and with emphasis on mutual learning objectives. This will provide the students with a more profound knowledge regarding the problem they are working on. The minimum time for this research is two days, but can preferably go on for a longer amount of time, since the students are given the</p> | <p>learning outcomes set in step five.</p> <p>It is recommended that students research the web and the library. There are no ‘right’ or ‘wrong’ resources; students should use whatever they personally find useful.</p> <p>It is important however that you keep a note of all resources you use as you will need to be able to reference the material used when you feedback at step seven. Notes should be made and adequate active learning conducted to be able to feedback your answers to the rest if the group.</p> | <p>material for pooling, discussion and critique at the following Monday session.</p> <p>2. Private study is an essential complement to the PBL group sessions. Where the first PBL meeting serves to activate and explore prior knowledge, private study provides the real opportunity to enhance the depth and breadth of your knowledge.</p> |
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| | <p>opportunity to find their own resources and might need the extra time to research their credibility.</p> | | |
| <p>Thursday Stage 7 In classroom</p> <p>Share the results of your private study with the rest of your group. See how far your explanations are justified and what further knowledge is required. Cite the</p> | <p>During the final step the members of the group share the results of their individual findings, including structures, functions, causes etc. with each other. With this new information they analyse the stated problem and, hopefully, they come to an understanding of, and solution to the identified problem.</p> <p>Students at the end</p> | <p>After conducting private study on the learning outcomes, students reconvene to pool and synthesise the information they have gathered. Each student should come prepared to talk through and share the work they have done on each of the set learning outcomes.</p> <p>Again, it should be noted that students should not return with a set of unanalysed notes. The aim of pooling information from private study is to help each other with difficult concepts, to expand on each individual's knowledge base and to identify areas where confusion or uncertainty still exists. It is probable that not all issues will be resolved and new ones may appear.</p> | <ol style="list-style-type: none"> 1. To consolidate knowledge by putting it into words and discussing it. 2. To assist each other in understanding difficult concepts: A student who has come to understand a difficult concept is often the best person to help a peer who is struggling with it. 3. To elaborate and enhance each student's pool of knowledge: Sharing different answers to the same questions elaborates upon the learning of individual students and produces a sum that is greater than its component parts. 4. To critique and correct any misconceptions. Pooling information provides opportunity for students and the tutor to |

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| resources used. | <p>of the session will be asked to present their findings in form of Oral Presentation for assessment puposes.</p> <p>The focus of assessment in this PBL lesson will be on vocabulary skills</p> | | <p>correct each other, resolve conflicts raised by the literature found and add new learning.</p> <p>5. To define new questions and the limits of existing knowledge through critical reflection on the answers the group has found.</p> <p>6. To train students in the discipline of citing and criticising resources. Students should start to be able to judge the validity of information by its source, critically appraise strength of evidence and learn ‘triangulation’ of information by cross checking different sources.</p> |
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| <p>Week 4</p> <p>Monday and Thursday</p> | <p>Focus on grammar aspects</p> <ol style="list-style-type: none"> 1. Use short responses/phrases, not just yes/no answers 2. Form simple sentences in the correct word order 3. Use a variety of verb tenses | <ol style="list-style-type: none"> 1. Explain the grammar rule on the whiteboard. 2. Introduce grammar target rule/tense and explain when to use the grammar point and why. 3. Go over the rule again. 4. Present the grammar point in written and oral examples to | <p>Be able to produce a stretch of spoken discourse that is grammatically correct</p> |
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| <p>Traditional Classroom (Teacher Directed Learning)</p> <p>Do we need technology to communicate long distance (UNIT 10)</p> | <p>where appropriate</p> <ol style="list-style-type: none"> 4. Use a variety of sentence structures 5. Connect ideas with and, but, so, etc. (coordinating conjunctions) 6. Connect ideas using adverb clauses 7. Connect ideas using relative pronouns (adjective clauses) 8. Use transition words and phrases so others can follow your sequence of ideas | <p>bring the lesson into context and to address the needs of students with different learning styles.</p> <ol style="list-style-type: none"> 5. Providing examples is an important part of grammar instruction. 6. Plan your examples around two basic principles: a) Examples must be accurate and appropriate. They must present the language appropriately and be culturally appropriate for the setting in which they are used. b) Use the examples as teaching tools. 7. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary. 8. Once you've run through your examples, ask your students if they can come up with some simple ideas or sentences that match the rule you are teaching. 9. Conclude this portion of the lesson by teaching any exceptions to the rule. 10. Do the individual exercise in the unit 11. Four individual homework | |
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| <p>Week 5</p> <p>PBL 2</p> <p><u>Partially Guided</u> Problem-Based Learning</p> <p>Nature of the Case</p> <p>Classroom will be divided into the following stages</p> <p>Set induction</p> | <p>Initiate the lesson</p> | <ol style="list-style-type: none"> 1. Teacher greets the students 2. Students recite prayers 3. Teacher asks the students a few questions and students respond accordingly. | |
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| <p>Stage 1</p> <p>In classroom</p> <p>Read out the problem and identify and clarify words and phrases that are unknown to you.</p> | <p>First, the group of participating students draw a table on the board in the classroom, consisting of four columns: Facts in the text, Problem, Hypotheses about cause and effect, and Learning objectives. The text with the problem to be identified and solved is then introduced to the students, and unknown terminology is explained and clarified. After this the facts presented in the text are listed in the “facts in the text” column on the board.</p> <p>The focus of this classroom will be toward the grammar skills provided in the previous class of use short</p> | <ol style="list-style-type: none"> 1. Read out the problem and identify the grammatical structure of the paragraph include the tenses used, conjunctions, verb derivational system etc. | <ol style="list-style-type: none"> 1. To engage all members of the group 2. To focus students on the task 3. To start the process of learning 4. Encourage clarity in the use of grammatical aspects 5. Reading out loud ensures slower readers are not left behind. 6. Provides an explanation for the grammatical structure employed in the problem presented |

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| | <p>responses/phrases, not just yes/no answers, form simple sentences in the correct word order, use a variety of verb tenses where appropriate, use a variety of sentence structures, connect ideas with and, but, so, etc., connect ideas using adverb clauses, connect ideas using relative pronouns (adjective clauses), and use transition words and phrases so others can follow your sequence of ideas</p> <p>Problem 2: Misuse of the Internet by Children.</p> | | |
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| <p style="text-align: center;">Stage 2</p> <p style="text-align: center;">In classroom</p> <p>Define the problem or problems.</p> | <p>The second step consists of group discussions of what the problem is and which methods can be used to find the solution. The identified problem is then written down in the “problem” column on the board.</p> | <ol style="list-style-type: none"> 1. Ideally this should be a fast moving and involved analysis where the group contributes their views and thoughts to problems under discussion. <p style="text-align: center;">It is important that you feel comfortable to raise whatever points you feel relevant and not be inhibited by thinking there is a right and wrong answer. Each student will have a different perspective on the problem, all of which being equally valid.</p> <p style="text-align: center;">The pooling of ideas will stimulate others and allow comparison and discussion which is an essential part of the process. The result is a list of problems to be discussed in the next stage. Note that this ‘problem list’ should not be a</p> | <ol style="list-style-type: none"> 1. To define the task ahead and further engage the whole group in it. 2. To stimulate intrinsic interest and curiosity. 3. To encourage people to think deeply rather than just memorise. 4. To broaden the horizons of the discussion. 5. To provide a crude framework and starting point for the rest of the discussion. |
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| | | definitive list of learning objectives but rather a list of problems to form the basis for further discussion. | |
| <p>Stage 3</p> <p>In classroom</p> <p>Using the problem list brainstorm possible explanations.</p> | <p>Another group discussion is held where the students use their prior knowledge to come up with ideas for different hypotheses to explain the problem. During this step all students are encouraged to speak their mind and all ideas are valued and noted.</p> | <p>1. All members of the group should talk about the case together and brainstorm possible hypotheses or explanations of problems in the case study in order to test and compare them.</p> <p>Firstly, work out what you already know about the various parts of the scenario and how they fit together. Many groups find this easiest by drawing a ‘mind map’ or spider diagram on the white board. This step is vital because it is where you make the link with previous learning and start to draw on each other’s understanding. Ideally it should get beyond the level of recording facts to that of understanding. You should be cautious not to rush on to define (often unmanageably large) chunks of learning. You should discipline yourself to address</p> | <ol style="list-style-type: none"> 1. Draw existing knowledge out of memory and apply it. 6. Form and test links between items of knowledge. 7. Encourage deeper thinking by analysing and synthesising recalled knowledge. 8. Pool the knowledge of everyone in the group. 9. Streamline and organise the list of items identified. |

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| | | each theme explicitly and ask if there are relevant outcomes relating to that theme. This step should end with a list of possible hypotheses or explanations. | |
| Break | | | |
| <p>Stage 4</p> <p>In Classroom</p> <p>Arrange explanations into tentative solutions.</p> | <p>A review of step 2 and 3 is carried out and different possible explanations of the problem are given, eventually leading up to one final structured hypothesis, which is then written down in the “hypotheses about cause and effect” column.</p> | <p>1. By this stage the group should have thought of many different explanations of what is happening in the case study. The problem should be looked at in fine detail and compared against the proposed explanations to see whether they match or if further explanation is needed. All students should be involved in the discussion as it continues the activation of prior knowledge and is the stage when it is most extensively explored and restructured. As well as restructuring existing knowledge this process leads to the identification of gaps in understanding. Some concepts will need to be linked and priority areas identified. It</p> | <ol style="list-style-type: none"> 1. To actively process and restructure existing knowledge. 2. To define the limits of knowledge 3. To Prepare to define learning objectives |

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| | | <p>should end with a schematic representation of the problems and their explanation. This process starts to define learning objectives but writing them down too soon should be resisted as they could be misleading.</p> | |
| <p>Stage 5 In classroom</p> <p>Define the learning objectives needed to test the validity of your explanations.</p> | <p>When the hypothesis is chosen and formulated the students must agree on achievable and comprehensible learning objectives for the task.</p> <p>These objectives will be the necessary knowledge the students need to acquire before they will be able to continue on working with their hypothesis. These learning objectives are written down in the “Learning objectives” column on the board.</p> | <ol style="list-style-type: none"> 1. The group should now agree on a set of focused and achievable learning outcomes. This stage uses the expertise of entire tutorial group to discuss appropriate and attainable learning outcomes and concludes the discussion. The learning outcomes should where possible be in the form of specific questions that address the problems/ hypotheses and attend to the gaps that students have identified in their knowledge. The outcomes produced can be divided into three categories, primary, secondary and deferred to assist structuring and prioritising | <ol style="list-style-type: none"> 1. Define the Learning agenda in terms of knowledge and skills. 2. Define appropriate resources for self-directed learning. 3. Motivate students to learn from several resources 4. Produce a list of learning objectives, mostly in the form of questions that will have to be answered. |

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| | | <p>learning.</p> <ul style="list-style-type: none"> ➤ Primary outcomes are those which every member of the group should study. They are of direct importance to the issues raised by the case and support the objectives laid out in the course study guide. ➤ Secondary outcomes are issues of lesser importance to the case and the week's objectives but that may hold interest for some students. These can be researched by those of the group who wish to pursue them. ➤ Deferred outcomes are important issues that will be addressed later in the course and thus they can be deferred until later. | |
| <p>Stage 6</p> <p>Out classroom</p> <p>(Time is undefined)</p> | <p>The search for information is done individually and with emphasis on mutual learning objectives. This will provide the students with a more profound knowledge</p> | <p>At step six, students end the PBL session and begin their private study for the week. Students should use a range of resources to meet the learning outcomes set in step five.</p> <p>It is recommended that students research the web and the library. There</p> | <p>1. Develops students ability to research, pursue their individual learning needs and provides material for pooling, discussion and critique at the following Monday session.</p> |

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| <p>Members of the group go away and study privately using all sources of information available.</p> | <p>regarding the problem they are working on. The minimum time for this research is two days, but can preferably go on for a longer amount of time, since the students are given the opportunity to find their own resources and might need the extra time to research their credibility.</p> | <p>are no ‘right’ or ‘wrong’ resources; students should use whatever they personally find useful.</p> <p>It is important however that you keep a note of all resources you use as you will need to be able to reference the material used when you feedback at step seven. Notes should be made and adequate active learning conducted to be able to feedback your answers to the rest if the group.</p> | <p>2. Private study is an essential complement to the PBL group sessions. Where the first PBL meeting serves to activate and explore prior knowledge, private study provides the real opportunity to enhance the depth and breadth of your knowledge.</p> |
| <p>Thursday Stage 7 In classroom</p> <p>Share the results of your private study with the rest if your group. See how far your explanations are</p> | <p>During the final step the members of the group share the results of their individual findings, including structures, functions, causes etc. with each other. With this new information they analyse the stated problem and, hopefully, they come to an understanding of, and solution to the identified problem.</p> | <p>After conducting private study on the learning outcomes, students reconvene to pool and synthesise the information they have gathered. Each student should come prepared to talk through and share the work they have done on each of the set learning outcomes.</p> <p>Again, it should be noted that students should not return with a set of unanalysed notes. The aim of pooling information from private study is to help each other with difficult concepts, to expand on each individual’s</p> | <ol style="list-style-type: none"> 1. To consolidate knowledge by putting it into words and discussing it. 2. To assist each other in understanding difficult concepts: A student who has come to understand a difficult concept is often the best person to help a peer who is struggling with it. 3. To elaborate and |

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| <p>justified and what further knowledge is required. Cite the resources used.</p> | <p>Students at the end of the session will be asked to present their findings in form of Oral Presentation for assessment</p> <p>The researcher will focus on the grammatical aspects used during participants' Ops for assessment purposes</p> | <p>knowledge base and to identify areas where confusion or uncertainty still exists. It is probable that not all issues will be resolved and new ones may appear.</p> | <p>enhance each student's pool of knowledge: Sharing different answers to the same questions elaborates upon the learning of individual students and produces a sum that is greater than its component parts.</p> <ol style="list-style-type: none"> 4. To critique and correct any misconceptions. Pooling information provides opportunity for students and the tutor to correct each other, resolve conflicts raised by the literature found and add new learning. 5. To define new questions and the limits of existing knowledge through critical reflection on the answers the group has found. 6. To train students in the discipline of citing and criticising resources. |
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| | | | Students should start to be able to judge the validity of information by its source, critically appraise strength of evidence and learn ‘triangulation’ of information by cross checking different sources. |
| <p>Week 4</p> <p>Monday and Thursday</p> <p>Traditional Classroom (Teacher Directed Learning)</p> <p>Do we need technology to communicate long</p> | <p>Focus on grammar aspects</p> <p>9. Use short responses/phrases, not just yes/no answers</p> <p>10. Form simple sentences in the correct word order</p> <p>11. Use a variety of verb tenses where appropriate</p> <p>12. Use a variety of sentence structures</p> <p>13. Connect ideas with and, but, so, etc. (coordinating conjunctions)</p> <p>14. Connect ideas using adverb clauses</p> <p>15. Connect ideas using relative</p> | <p>12. Explain the grammar rule on the whiteboard.</p> <p>13. Introduce grammar target rule/tense and explain when to use the grammar point and why.</p> <p>14. Go over the rule again.</p> <p>15. Present the grammar point in written and oral examples to bring the lesson into context and to address the needs of students with different learning styles.</p> <p>16. Providing examples is an important part of grammar instruction.</p> <p>17. Plan your examples around two basic principles: a) Examples</p> | <p>Be able to produce a stretch of spoken discourse that is grammatically correct</p> |

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| distance (UNIT 10) | pronouns (adjective clauses) 16. Use transition words and phrases so others can follow your sequence of ideas | must be accurate and appropriate. They must present the language appropriately and be culturally appropriate for the setting in which they are used. b) Use the examples as teaching tools. 18. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary. 19. Once you've run through your examples, ask your students if they can come up with some simple ideas or sentences that match the rule you are teaching. 20. Conclude this portion of the lesson by teaching any exceptions to the rule. 21. Do the individual exercise in the unit 22. Four individual homework assignments. | |
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| Week 5 PBL 2 | Initiate the lesson | 4. Teacher greets the students 5. Students recite prayers 6. Teacher asks the students a few questions and students respond accordingly. | |
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| <p><u>Partially Guided</u> Problem-Based Learning</p> <p>Nature of the Case</p> <p>Classroom will be divided into the following stages</p> <p>Set induction</p> | | | |
| <p>Stage 1</p> <p>In classroom</p> <p>Read out the problem and identify and</p> | <p>First, the group of participating students draw a table on the board in the classroom, consisting of four columns: Facts in the text, Problem, Hypotheses about cause and effect, and Learning objectives. The text</p> | <p>2. Read out the problem and identify the grammatical structure of the paragraph include the tenses used, conjunctions, verb derivational system etc.</p> | <p>7. To engage all members of the group 8. To focus students on the task 9. To start the process of learning 10. Encourage clarity in the use of grammatical aspects</p> |

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| <p>clarify words and phrases that are unknown to you.</p> | <p>with the problem to be identified and solved is then introduced to the students, and unknown terminology is explained and clarified. After this the facts presented in the text are listed in the “facts in the text” column on the board.</p> <p>The focus of this classroom will be toward the grammar skills provided in the previous class of use short responses/phrases, not just yes/no answers, form simple sentences in the correct word order, use a variety of verb tenses where appropriate, use a variety of sentence structures, connect ideas with and, but, so, etc., connect ideas using adverb clauses, connect</p> | | <ol style="list-style-type: none"> 11. Reading out loud ensures slower readers are not left behind. 12. Provides an explanation for the grammatical structure employed in the problem presented |
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| | <p>ideas using relative pronouns (adjective clauses), and use transition words and phrases so others can follow your sequence of ideas</p> <p>Problem 2: Misuse of the Internet by Children.</p> | | |
| <p>Stage 2</p> <p>In classroom</p> <p>Define the problem or problems.</p> | <p>The second step consists of group discussions of what the problem is and which methods can be used to find the solution. The identified problem is then written down in the “problem” column on the board.</p> | <p>2. Ideally this should be a fast moving and involved analysis where the group contributes their views and thoughts to problems under discussion.</p> <p>It is important that you feel comfortable to raise whatever points you feel relevant and not be inhibited by thinking there is a right and wrong answer. Each</p> | <p>6. To define the task ahead and further engage the whole group in it.</p> <p>7. To stimulate intrinsic interest and curiosity.</p> <p>8. To encourage people to think deeply rather than just memorise.</p> <p>9. To broaden the horizons of the discussion.</p> <p>10. To provide a crude framework and starting</p> |

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| | | <p>student will have a different perspective on the problem, all of which being equally valid.</p> <p>The pooling of ideas will stimulate others and allow comparison and discussion which is an essential part of the process. The result is a list of problems to be discussed in the next stage. Note that this ‘problem list’ should not be a definitive list of learning objectives but rather a list of problems to form the basis for further discussion.</p> | <p>point for the rest of the discussion.</p> |
| <p>Stage 3 In classroom</p> | <p>Another group discussion is held where the students use their prior knowledge to come up with ideas for different hypotheses to explain the problem. During this step all</p> | <p>2. All members of the group should talk about the case together and brainstorm possible hypotheses or explanations of problems in the case study in order to test and compare them. Firstly, work out what you</p> | <p>2. Draw existing knowledge out of memory and apply it.</p> <p>10. Form and test links between items of knowledge.</p> |

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| Using the problem list brainstorm possible explanations. | students are encouraged to speak their mind and all ideas are valued and noted. | already know about the various parts of the scenario and how they fit together. Many groups find this easiest by drawing a ‘mind map’ or spider diagram on the white board. This step is vital because it is where you make the link with previous learning and start to draw on each other’s understanding. Ideally it should get beyond the level of recording facts to that of understanding. You should be cautious not to rush on to define (often unmanageably large) chunks of learning. You should discipline yourself to address each theme explicitly and ask if there are relevant outcomes relating to that theme. This step should end with a list of possible hypotheses or explanations. | <ol style="list-style-type: none"> 11. Encourage deeper thinking by analysing and synthesising recalled knowledge. 12. Pool the knowledge of everyone in the group. 13. Streamline and organise the list of items identified. |
| Break | | | |
| Stage 4 In Classroom | A review of step 2 and 3 is carried out and different possible explanations of the problem are | 2. By this stage the group should have thought of many different explanations of what is happening in the case study. The | <ol style="list-style-type: none"> 4. To actively process and restructure existing knowledge. 5. To define the limits of |

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| <p>Arrange explanations into tentative solutions.</p> | <p>given, eventually leading up to one final structured hypothesis, which is then written down in the “hypotheses about cause and effect” column.</p> | <p>problem should be looked at in fine detail and compared against the proposed explanations to see whether they match or if further explanation is needed. All students should be involved in the discussion as it continues the activation of prior knowledge and is the stage when it is most extensively explored and restructured. As well as restructuring existing knowledge this process leads to the identification of gaps in understanding. Some concepts will need to be linked and priority areas identified. It should end with a schematic representation of the problems and their explanation. This process starts to define learning objectives but writing them down too soon should be resisted as they could be misleading.</p> | <p>knowledge 6. To Prepare to define learning objectives</p> |
| <p>Stage 5</p> | <p>When the hypothesis is chosen and formulated the students must agree</p> | <p>2. The group should now agree on a set of focused and achievable learning outcomes. This stage</p> | <p>5. Define the Learning agenda in terms of knowledge and skills.</p> |

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| <p>In classroom</p> <p>Define the learning objectives needed to test the validity of your explanations.</p> | <p>on achievable and comprehensible learning objectives for the task.</p> <p>These objectives will be the necessary knowledge the students need to acquire before they will be able to continue on working with their hypothesis. These learning objectives are written down in the “Learning objectives” column on the board.</p> | <p>uses the expertise of entire tutorial group to discuss appropriate and attainable learning outcomes and concludes the discussion. The learning outcomes should where possible be in the form of specific questions that address the problems/ hypotheses and attend to the gaps that students have identified in their knowledge. The outcomes produced can be divided into three categories, primary, secondary and deferred to assist structuring and prioritising learning.</p> <ul style="list-style-type: none"> ➤ Primary outcomes are those which every member of the group should study. They are of direct importance to the issues raised by the case and support the objectives laid out in the course study guide. ➤ Secondary outcomes are issues of lesser importance to the case and the week’s objectives but that may hold interest for some students. These can be | <ol style="list-style-type: none"> 6. Define appropriate resources for self-directed learning. 7. Motivate students to learn from several resources 8. Produce a list of learning objectives, mostly in the form of questions that will have to be answered. |
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| | | <p>researched by those of the group who wish to pursue them.</p> <p>➤ Deferred outcomes are important issues that will be addressed later in the course and thus they can be deferred until later.</p> | |
| <p>Stage 6</p> <p>Out classroom</p> <p>(Time is undefined)</p> <p>Members of the group go away and study privately using all sources of information available.</p> | <p>The search for information is done individually and with emphasis on mutual learning objectives. This will provide the students with a more profound knowledge regarding the problem they are working on. The minimum time for this research is two days, but can preferably go on for a longer amount of time, since the students are given the opportunity to find their own resources and might need the extra time to research their credibility.</p> | <p>At step six, students end the PBL session and begin their private study for the week. Students should use a range of resources to meet the learning outcomes set in step five.</p> <p>It is recommended that students research the web and the library. There are no ‘right’ or ‘wrong’ resources; students should use whatever they personally find useful.</p> <p>It is important however that you keep a note of all resources you use as you will need to be able to reference the material used when you feedback at step seven. Notes should be made and adequate active learning conducted to be able to feedback your answers to the rest of the group.</p> | <p>3. Develops students ability to research, pursue their individual learning needs and provides material for pooling, discussion and critique at the following Monday session.</p> <p>4. Private study is an essential complement to the PBL group sessions. Where the first PBL meeting serves to activate and explore prior knowledge, private study provides the real opportunity to enhance the depth and breadth of your knowledge.</p> |

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| <p>Thursday</p> <p>Stage 7</p> <p>In classroom</p> <p>Share the results of your private study with the rest of your group. See how far your explanations are justified and what further knowledge is required. Cite the resources used.</p> | <p>During the final step the members of the group share the results of their individual findings, including structures, functions, causes etc. with each other. With this new information they analyse the stated problem and, hopefully, they come to an understanding of, and solution to the identified problem.</p> <p>Students at the end of the session will be asked to present their findings in form of Oral Presentation for assessment</p> <p>The researcher will focus on the grammatical aspects used during participants' Ops for assessment purposes</p> | <p>After conducting private study on the learning outcomes, students reconvene to pool and synthesise the information they have gathered. Each student should come prepared to talk through and share the work they have done on each of the set learning outcomes.</p> <p>Again, it should be noted that students should not return with a set of unanalysed notes. The aim of pooling information from private study is to help each other with difficult concepts, to expand on each individual's knowledge base and to identify areas where confusion or uncertainty still exists. It is probable that not all issues will be resolved and new ones may appear.</p> | <ol style="list-style-type: none"> 7. To consolidate knowledge by putting it into words and discussing it. 8. To assist each other in understanding difficult concepts: A student who has come to understand a difficult concept is often the best person to help a peer who is struggling with it. 9. To elaborate and enhance each student's pool of knowledge: Sharing different answers to the same questions elaborates upon the learning of individual students and produces a sum that is greater than its component parts. 10. To critique and correct any misconceptions. Pooling information provides opportunity |

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| | | | <p>for students and the tutor to correct each other, resolve conflicts raised by the literature found and add new learning.</p> <ol style="list-style-type: none">11. To define new questions and the limits of existing knowledge through critical reflection on the answers the group has found.12. To train students in the discipline of citing and criticising resources. Students should start to be able to judge the validity of information by its source, critically appraise strength of evidence and learn 'triangulation' of information by cross checking different sources. |
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APPENDIX 4

Ill-structured Problems

Problem 1: Treatment of Obesity

Obesity has been identified as one of the killer diseases facing young adults. Undergraduate students who suffer from this disease find it difficult to interact with their friends in school. They feel embarrassed of their body sizes. This affects them psychologically, which also affects their academic performance negatively. How do think the problem of obesity can be dealt with naturally? Collaboratively discuss the problem in your group members following the PBL steps and propose suitable solutions to the problem.

Problem 2: Misuse of the Internet by Children

Nowadays, parents have been expressing their concern over excessive with of the Internet by their children. It is reported that now many children do not concentrate on their studies instead they spend most of their time on the internet. This affects their academic performances and study attitudes. What do you think should be done to reduce the chances of your child becoming a victim? Propose appropriate solutions to address this problem following the PBL steps.

Problem 3: Preserving our Beautiful Environment

We have a uniquely beautiful world, thus surely it would make sense to preserve it for future generations to enjoy as we do. However, domestic rubbish is dumped everywhere and it increases day by day. This pollutes our environments, causes diseases and other inconveniences. People should stop dumping rubbish and the already dumped rubbish need to be collected and taken away. What do you think should be done to reduce pollution in our environment, to make people stop dumping rubbish? Discuss the problem with your group members and provide possible solutions to the problem.

Problem 4: Exposing the Dangers of Drugs

Starting at a very young age, children are exposed to messages that make smoking, alcohol, and drugs look attractive. They see cartoon characters drinking and smoking, and TV stars popping pills. They listen to songs about smoking pot and see alcohol and tobacco ads that make people who use these products seem chic and sexy. These messages are crafted by sophisticated professionals who know how to reach your kids, and so common that your child, and even you, may not notice how persistent they are. However, the messages can lead your child to think that smoking cigarettes and drinking alcohol are cool because they not always able to sort through the messages they hear. How do you think the influence of these messages could be limited in our societies? Discuss the problem with your group members and provide suitable solutions.

APPENDIX 5

Students' Informed Consent Form

Dear Student,

I am a PhD candidate conducting a research on the effectiveness of problem-based learning approach on motivation and language achievement of students in speaking classroom. I would like you to participate in the study. You will fill a questionnaire, participate in group discussion and be interviewed at the end of the process. All the information that you provide will be used for this research and will be kept confidential.

Participating in the study may help you to improve your speaking skills and it would not affect your marks in the exams. Please sign this form if you agree.

Name:

Sign.....

Number:

Level:

Thank you.

EMAN FATHI BARESH

PhD candidate

Department of English,

Faculty of Major Languages Studies

English Department

Universiti Sains Islam Malaysia

Appendix 6: Observation Notes

Page 1

Observation Notes on the Use of HPBL in a Speaking Classroom

Observation of the Workshop for Lecturers

The researcher first introduced herself and the aim of the research to the lecturers. Thereafter, she explained the roles of each of the components of HPBL to the lecturers. These include the roles of the lecturers, the students and the problems that the students would work on to provide solutions.

First, the researcher explained that in the HPBL process, lecturers take a new role of being tutors who only guide and direct the students instead of telling the students what to do. The researcher also explained the responsibilities of the lecturers, which include the following: explaining the requirements of the PBL approach, the roles of the teachers and the students to the students. It also includes how to guide students to get learning materials and other resources. Other includes:

- How to explain the differences between the Hybrid PBL approach and other traditional approaches, to the students
- How to guide students with some skills needed to complete the assignments, encouraging students to work collaboratively and engage actively in the task given
- How to explain the usefulness of learning through PBL to students,
- How to introduce learning problems to class/groups and encouraging groups to assign work to individual group members as well as schedule group meetings
- How to walk around student groups, observing while they were working, and providing help if needed,
- How to advise students to use power-point presentations to present their final group work

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- How to allocate necessary time for every learning problem that is expected to be finished.

For the students assume the major responsibility for their learning, they decide and discover for themselves what they will learn and how they will learn. They work in groups discussing an ill-structured problem. The students work in small groups to generate ideas or possible solutions to the ill-structured problem. They identify available information related to the problem and identify learning issues (things they need to find out). They identify resources to look up or consult; assign tasks to the various group members (i.e. who is responsible for working on each learning issue); gather information and finally propose solution (s). While following the steps, the students develop their cooperative learning skills, higher order thinking, self-directed learning skills.

As for the course content, the researcher explained that in the PBL approach, subject content is given to students as an ill-structured problem that is related to their real-life situation and complex enough to stimulate their thinking. The ill-structured problem serves as a trigger of the students' inquiry that leads them to discovery of the relevant knowledge and skills required for the course.

During the workshop, the lecturers asked question for clarifications where they needed more information.

Clearly noticeable in the workshop is the distinction between the lecturer who had the experience of PBL and the lecturer without such experience. In the exercises in the workshop, the lecturer with PBL experience demonstrated the ability to arrange and

Page 3

prepare the ill-structured problem for lessons with students, and could explain his roles as facilitator in a PBL lesson. In all the stages of the workshop, the other lecturer exhibited difficulty in explaining when asked to try to explain what he understands by his roles.

On the part of the students, all of them failed to explain what PBL is at the beginning of their workshop with the lecturers. However, way through the workshop, the students became active trying to solve an ill structured problem by using their language skills especially writing speaking and listening. The students also had difficulty organizing themselves into groups at the introduction of the workshop. This situation can clearly show their attitude towards handling anything

by themselves in the classroom. Even in organising themselves there had to be intervention from the lecturers. This shows the students were not used to depending on themselves on anything; they just had to depend on their lecturer for everything.

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Observation Notes on the Use of HPBL in a Speaking Classroom

Observation of the HPBL Session

Beginning with the sessions of the traditional approach, the important thing noticed is there was no active reaction or response by the students on anything asked by the lecturer. Some of the students towards the end of the first traditional lesson tended to sleep in the class. There were not adequate exercises or questions to students; the lecturer just writes the Topic of the lesson followed by some vocabularies or ideas on the chalkboard. He keeps explaining while the students are not responding. At the end he gives them Homework, and when the students bring the Homework, he allocates marks, The students just end up getting marks without knowing what is the right answer to the Homework questions they failed. And the way the lesson runs and the attempts by the students to present their Homework do not show any evidence of using multiple sources or references. In the first session of the PBL process, the lecturers introduced the concept of PBL to the students. The instructor checked to make sure the students understand the concepts. Students felt comfortable interrupting for clarification or to share an understanding about the concepts presented. Also, the students, who quickly got the concept, were asked to share their findings and the process of discovery with the other students. If concepts needed re-explaining, the instructor would use analogies and associations other than what was previously introduced. The enthusiasm the instructor showed for the subject was also

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shared by the students. In addition, the tutors used instructional materials to support the students such as handouts, board illustrations, and computer simulations.

Thereafter, the students were grouped in to smaller groups and presented with a problem. The students were also asked to propose possible solutions to the problem. Specifically, the students were asked to

- Identify and clarify unfamiliar terms presented in the scenario.
- (b) Define the problem or problems to be discussed.
- (c) Aspects on basis of prior knowledge are collected.
- (d) During the fourth step, which forms the core of the analysis, the problem is explained in different ways.
- (e) Formulating learning objectives; group reaches consensus on the learning objectives
- (f) Self-independent learning; during this phase, students are going home and study.

In the process, it was clearly observed that many of the students struggled to speak about the ill-structured problems presented to them. The students showed their enthusiasm to propose possible solutions to the problems. Some students even spoke Arabic when they lacked English words to speak. Also, the tutors supported the students and used questioning strategies to accommodate different ability levels of the students. The students seem to know the HPBL routines well and were so excited to participate actively in the process. There was evidence of student interest in the class as demonstrated by their active participation in the HPBL process and attentiveness. Discussions were in progress during a good part of the lesson. Exchange and sharing of ideas occurred between instructor and students and among students such as "Please pay attention. I think you all should take notes of this, can you think of possible solutions to the problems?"

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In the lesson for the traditional method what is glaringly noticeable is the lecturers almost all the times facilitated their lessons by writing new words in English and translating them in Arabic on the chalkboard. The lecturers mostly used simple words in the lessons 'smoking', 'obesity', 'sites' and students do not attempt to exercise the words in complex sentences and structures, in fact the students mostly don't react. Mostly when the students try to talk the lecturers do not discuss with them. When the lecturers are asked about the reason for that they say they are managing the time allocated. When giving the students Homework, the lecturers do not explain or give clue to the students on how to go about doing the assignments. Sometimes it appears that the lecturers don't come to the lessons with a prepared lesson plans. And

sometimes it appears the students understand that the lecturer is not prepared. Again, the lecturers are supposed to collect the students' homework and mark them at some other time, but the lecturers while away the class time by calling for the students' Homework and solving them in class lesson. All the students almost all the students are focused straight to the lecturer only sometimes briefly silently talk to those sitting close to them.

In week 3 when the PBL lessons began with the topic " Treatment of Obesity" the lecturer actually had difficulty in observing the PBL steps, he actually struggled hard trying to remember everything in the procedure in trying to act only as facilitator. But actually, when the students asked questions looking for ready-made answers as in traditional method, the lecturer did well by answering their questions indirectly, thereby encouraging them to depend on themselves to solve the problem. At the beginning, the students invited.

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their friends to make groups of 5. The students also were not organized in this first PBL

lesson; the week was a difficult one for both lecturers and students. When presented with the ill-structured problem, each student was waiting for the other one to start speaking or bring an idea as a solution to the problem. No one was willing to be the first to contribute. All of them looked confused and were as if it was impossible. Everyone was not confident and was not sure of the right vocabularies to use to solve the problem. They were very shy to speak, may be in a bid to conceal their mistakes. Everyone did not like others to laugh at them.

Then one and in other groups two students began to talk about the subject, while others listen. Sometimes they start with problematic sentences and watch up to the lecturer. Gradually the students became immersed in the activity and became attentive striving to get to solution to the problem posed. Towards the end of the lesson the students gradually showed happiness with the approach and were eager to know what happens next.

In the next traditional approach, the students were also given homework, but when they turned the assignments in, most of their answers were incomplete, they brought them requiring the lecturer to complete the answers for them. This shows that at

individual level, the students were not eager to do much. Sometimes not always, the lecturer translates words from English to Arabic.

In week 5, the students exhibited some degree of familiarity with PBL and some of them used deeper words, such examples which they did not speak with in the earlier lessons.

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For example, while referring to a former lesson, S1 said, "... the fat is harmful for man". S5 said, "obesity is unhealthy".

In week 5 and 7 surprisingly most of the students were trying to show that they are perfect. Sometimes in overconfidence they try to use English words and expressions like "junk food" "authentic" and "harmful food" they meaning of which they do not know. The students became always happy in that they are responsible for themselves the felt more confident to express themselves freely. They try not to mix English and Arabic. They students were encouraged to words that are nearest in meaning to the one they want to use for example when looking for the word 'conference', the word 'meeting' is used.

The students however some of the times forget the lecturer's role by asking him to give the meaning of some words directly but the lecturer always refers them back to other members of the group.

In weeks 5, 7 and 9 lecturer paid attention to learning outcomes by encouraging the students to keep talking, giving out their opinions about the solutions to the ill structured problems thereby indirectly practicing speaking English. In the traditional method, the lecturer was very much preoccupied with just delivering the lesson only not paying attention to improvement in students' speaking ability.

Almost all the students try to imitate how the lecturer speaks and also use the kinds of words he frequently uses and some of the students try to correct the errors of their colleagues. And I note that before each PBL lesson commences, the groups collect themselves together in different places and engage in intense discussions to be sure of some aspects of what they have to present. Sometimes they make reference to dictionaries.

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it is apparent that each of the groups wants to be best. The students are most concerned about errors in grammar, they promptly attempt to correct for example, a student said, ‘a fat man had...’, she was quickly corrected ‘ a fat man has....’. This is unlike the traditional lesson in which students are taught new words to store in their memory, because here they practice by themselves..

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Observation Notes of Oral Presentation in the Use of HPBL in a Speaking Classroom

After the group discussions, every group presented their findings, the possible solutions to the problems. Every group chose one person to represent the group and make the class presentation. During the presentation, each group was given 15 minutes to make the presentation. The students used computer and PowerPoint to aid the presentation. The students showed enthusiasm for the presentation and every student waited for their turn to make the presentation. They also asked every presenter questions regarding the presentation. The lecturers also made some suggestions which would improve the students’ critical thinking skills. It was observed that some of the students were nervous and could not confidently express their ideas at the beginning of the presentation. However, a few minutes they were able to overcome their nervousness. They copied and learned the use of English such as pronunciation from one another in the process. The improvement was observed in their subsequent presentations.

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To prepare for the oral presentation, the students used Internet a lot and online dictionaries. The students used pictures a lot during presentation and the presenters spend most times trying to describe what is in the picture.

Usually to make themselves composed the presenters started their presentation by asking the class whether they are familiar with the topic of presentation for example ‘do you know obesity?’ The students usually respond with entirely different set of answers. The presenters stood in the middle of the class to do explanation. The presenters came with the new words already prepared in slides. In the presentations

became freer to speak mostly feeling informal. During the discussions mostly try to bring jokes and fun and even the lecturers sometimes ask joking questions. The students laugh easily laugh or smile. They never exhibited boredom. In the last three presentations the students are fond of using a little bit complex sentences like clauses joined by moreover, therefore, because etc. They were also fond of using adverbs like “definitely”, “exactly” “completely” etc. but in the initial stages the frequent adverbs among them are ‘ slowly’, ‘always’, ‘never’, ‘sometimes’, ‘today’, ‘yesterday’ etc. In the 1st and 2nd presentations only few at most 3 of them were participating in the presentation by asking the presenter questions and responding when he asks questions. But in the last two presentations almost all of them were asking questions and participating. In the 5th lesson many of the students struggled hard to make sentences. But in the 9th lesson the flow sentences increased even though with some kind of mistakes in grammar. They were not shy to uncover their mistakes. They encouraged one another, when one of them stumbles in a sentence, some of the students try to correct the sentences.

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In the 5th lesson, some of the students were eager to be the first to respond when the lecturer asks question. This is a complete contrast from what happened in lesson 2, when it was the traditional approach. Again, whenever the lecturer or colleagues require something, everyone is eager to respond unlike in the traditional lessons when each of the students brought incomplete Homework assignments waiting for the lecturer to complete the answers for them. They showed strong desire to cooperate with one another. Particularly in the last PBL lesson, there were so much English discussion among the students about which group to become best in presentation especially in terms of fluency.

On the part of the lecturers, unlike in the traditional lessons they showed motivation by coming with lap top computer with many materials prepared. The lecturers delivered the PBL lessons including handling the presentation with no much stress; they did not have to do much in the lesson. Almost everything is done by the students themselves..

Appendix 7

Transcript 1

Interview Responses

Lecturer 1

1. Interviewer: Do you know PBL approach?
2. Lecturer: Yes, I know PBL when I was in a university.
3. Interviewer: Have you participated in a PBL before?
4. Lecturer: Yes, I participated in a PBL classroom when I undertook my Masters overseas.
5. Interviewer: As a student or a facilitator?
6. Lecturer: I participated as a student. I participated in a PBL classroom when I undertook my Masters overseas and since then I always want to implement it in teaching... but I can't because the university used traditional method or it will be something strange to students
7. Interviewer: What is your perception of the approach then?
8. Lecturer: I really I liked the approach because it gives students opportunity to discuss and share ideas. Since then I always want to implement it in teaching.
9. Interviewer: What can you say about the just concluded workshop?
10. Lecturer: The workshop is good. I did not have any problem implementing HPBL to the students because I participated in it before now. It is easier. I am aware of all the steps.
11. Interviewer: What have you learned in the workshop regarding the implementation of PBL?
12. Lecturer: I really learned a lot from the workshop. Although I have experience of PBL, this workshop is helpful. It helps me to remember all the process
13. Interviewer: Like what? Can you give me examples?
14. Lecturer: The workshop really helps me to fully understand what the PBL is all about and how to coach the students in the process. It is better that you organize the workshop before we implement the PBL. I became more confident to implement the HPBL after the workshop. You know, before I participated as a student but now participating as a lecturer. So, it refreshes my memory.
15. Interviewer: Can you explain your roles in the PBL process?
16. Lecturer: I played a role of a facilitator as you know.

17. Interviewer: How, can you tell me more?
18. Lecturer: I followed the PBL steps closely; I gave the students the ill-structured problems. I then go round the groups to see how the students worked. I provided supports only when the students confused or are in disagreement.
19. Interviewer: What can you say about the students' roles?
20. Lecturer: Peer collaboration among the students is the important part of PBL. I had to explain everything over and over to the students before they could understand their roles and the lecturer's roles in the HPBL. I think is because they did not participate a class similar to this one before
21. Interviewer: How?
22. Lecturer: Students are expected to have good background knowledge so that they can develop a variety of tentative solutions from problems provided as critical ways of solving the problem are highly assessed in PBL class, not just the subject content gained
23. Interviewer: What did you do to help the students in the learning process?
24. Lecturer: I encouraged the students to form their groups by themselves, but there were also some group changes after that. Some of the groups had many members while others had less. So, I made all the groups equal in number. In my view, the first class is the most important because I introduced to students the teaching and learning approach. Specifically, I explained their new role in HPBL class so that they would be prepared for their learning. I explained to them the objectives of the course and the benefits of HPBL
25. Interviewer: Do you think PBL approach motivates the students to learn and speak English? Please explain why or why not.
26. Lecturer: Yes, it motivates the students to learn and speak English.
27. Interviewer: How?
28. Lecturer: The PBL class is quite interesting because each and every lesson has lots of fascinating experiences. I followed the HPBL steps closely; I gave the students the ill-structured problems. I then go around the groups to see how the students worked. I provided supports only when the students confused or are in disagreement.
29. Interviewer: What do you think motivate the students?

30. Lecturer: The conducive classroom atmosphere makes the students speak at ease, therefore I developed a lot of confidence in speaking the English language. The problem given to them is quite related to their real life. Therefore, they had opportunities to brainstorm more easily and to retain what they have found out. At the end, they become confident with the PBL experience I remained committed to it. Peer collaboration among the students is the important part of HPBL. Students are expected to have good background knowledge so that they can develop a variety of tentative solutions from problems provided as critical ways of solving the problem are highly assessed in HPBL class, not just the subject content gained.
31. Interviewer: Can you explain whether PBL approach suits the students' ability?
32. Lecturer: This HPBL is good for the students because it will improve their speaking skill, it gives them confidence to speak English in public. Some of the students were shy before but gradually they improved and became confident to speak the language.
33. Interviewer: Do the students make any progress in their speaking skills following the PBL approach, in what ways?
34. Lecturer: Yes, because PBL allowed them to practice speaking and with colleagues after every exercise and this has help them to improve fluency during communication in class and outside. PBL encouraged them in reading every material giving to them a lot and other relevant English reading materials
35. Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
36. Lecturer: Well, I can say I prefer PBL
37. Interviewer: Why do you prefer PBL?
38. Lecturer:
39. Interviewer: What were some challenges that you faced during the PBL process?
40. Lecturer: Some students complained that it was difficult for them to take finish their discussions with the allocated time. They also complained that during the

self-directed learning it took their time for other assignments. The class presentation also needs more time according to the students.

41. Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
42. Lecturer: Working to solve a problem within the group is really mesmerising and can even help in solving any real life problem in the present and future. The teamwork prepares students for success in real life situation. I'm now more assured that I can speak the English language passionately anywhere I found myself. With the HPBL model learning to speak the English language is easiest one can achieve in life. I think education authorities should consider HPBL
43. Interviewer: Do you think it is an effective learning approach, why or why not?
44. Lecturer: Yes, it is effective.
45. Interviewer: Why?
46. Lecturer: This PBL is good for the students because it will improve their speaking skill, it gives them confidence to speak English in public. Some of the students were shy before but gradually they improved and became confident to speak the language.
47. Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
48. Lecturer: Yes, I can recommend PBL in our university.
49. Interviewer: Why?
50. Lecturer: Because... We need our students to be fluent in English. We need them to develop critical thinking skill and many more.

Transcript 2

Interview Responses

Lecturer 2

1. Interviewer: Do you know PBL approach?
2. Lecturer: Yes, I do.
3. Interviewer: How do you know the approach?

4. Lecturer: I read about PBL long time ago as a student-centred approach.
5. Interviewer: Have you participated in a PBL before?
6. Lecturer: No, I only read about it but... I have not used it in my class as a teaching method. I read about PBL long time ago as a student-centred approach. But... I have not used it in my class as a teaching method.
7. Interviewer: Would you like to implement it in your classroom?
8. Lecturer: Yes, because I want to try a new approach.
9. Interviewer: Why do you want to try a new approach in your class?
10. Lecturer: Because... both the teachers and the students here are tired of the traditional lecture-method. We want to try a new method.
11. Interviewer: Please tell me about the workshop.
12. Lecturer: Really, I am now more aware and enlightened of the PBL approach, because before, I only read about it. I had some problems during the HPBL process. You know this is my first time to participate. I only read about it before. Sometimes I almost tell the students the answers
13. Interviewer: So, what have you learned?
14. Lecturer: It has many advantages to both students and teachers. Students may learn to develop their learning skills. It is good that we have the workshop before we begin the PBL. The workshop really helps me to fully understand what the PBL is all about and how to coach the students in the process. I learned how to control and guide the students properly. I become more confident to implement the HPBL after the workshop. You know I did to participate in it before. So, the workshop helps me to be more confident.
15. Interviewer: Is that all you learned?
16. Lecturer: No, I learned that in PBL students take a longer time to finish their discussion in a session. Sometimes, they exceed 1-2 hours given. So, I learned how to control the discussion within the stipulated time. The workshop helps us to understand the advantages of HPBL. It has many advantages to both students and teachers. Students may learn to develop their learning skills. It is good that we have the workshop before we begin the PBL
17. Interviewer: Can you explain your roles in the PBL process?

18. Lecturer: Hmm... During the learning process, I helped the students in formulating learning objectives. I also asked them to use dictionaries to check the meaning of some unfamiliar words or terms.
19. Interviewer: You did not participate in any PBL before. How do you feel in the first time?
20. Lecturer: Initially, in the learning process, I feel like telling the students what they should instead of helping them indirectly.
21. Interviewer: Did the students have any problem with that?
22. Lecturer: In my view, the first class is the most important because I introduced to students the teaching and learning approach. Sometimes, the students expect us to tell them exactly what to do, or how to solve the given problems. This, you know, is as the results of their inexperience and lack of prior knowledge of the HPBL. However, gradually, they became used to it
23. Interviewer: How?
24. Lecturer: Specifically, I explained their new role in PBL class so that they would be prepared for their learning. I explained to them the objectives of the course and the benefits of PBL. The introduction is very important because through that the students understood what the HPBL is all about. Because they did not participate in HPBL before, the introduction allows the students to understand their roles and the roles of the lecturers in the process. This approach is not the same like the traditional method they are used to.
25. Interviewer: Do you think PBL approach motivates the students to learn and speak English? Please explain why or why not.
26. Lecturer: Yes, working to solve a problem within the group is really even help and motivates the students in solving any real life problem in the present and future. The teamwork prepares students for success in real life situation. I encouraged the students to form their groups by themselves, but there were also some group changes with after that. Some of the groups had many members while others had less. So, I made all the groups equal in number. We explained all the rules related to the group presentation to the students from the beginning of the HBL sessions. For example, they should provide possible and appropriate solutions to the problems. They should also provide evidence to support their claims during the presentation.

27. Interviewer: What do you think motivate the students?
28. Lecturer: The flexibility of the learning process which fits into the students' balanced life and the high-quality knowledge acquired during PBL approach help the students to achieve their aims. The topic also motivates the students much to write more and more
- I think facilitation is the most important part of the HPBL process because if the students are not properly guided, they may not know what to do in the learning process. They may end up learning nothing
29. Interviewer: Can you explain whether PBL approach suits the students' ability?
30. Lecturer: The PBL approach is quite practical in nature. The process has definitely helped them in developing English vocabulary based on various themes. The topic of the discussion is very good because it talks about what they so familiar with. It was on real life problem. Speaking on a more familiar topic is better than on the one which is unfamiliar. During the learning process, I helped the students in formulating learning objectives. I also asked them to use dictionaries to check the meaning of some unfamiliar words or terms.
31. Interviewer: Do the students make any progress in their speaking skills following the PBL approach, in what ways?
32. Lecturer: Yes! In my view, implementing the HPBL helped the students to improve because they were eager to learn something new. They didn't have opportunities to work collaboratively before. The problems are related to their everyday lives so easy for them to discuss and become active learners.
33. Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
34. Lecturer: I prefer PBL
35. Interviewer: What were some challenges that you faced during the PBL process?
36. Lecturer: The challenge I face in this approach, as I told you, initially I tend to forget and begin to tell the students what do exactly.
37. Interviewer: In your view, what are the benefits of PBL on the students' learning skills?

38. Lecturer: It develops students' learning skills. In HPBL, lecturers learn to keep students going on the right track during the learning process. Moreover, keeping students on the right track of their group work, but not much intervene in their learning is an important role of the tutors in HPBL implementation.
39. Interviewer: Do you think it is an effective learning approach, why or why not?
40. Lecturer: Yes, in my view, implementing the PBL helped the students to improve because they were eager to learn something new.
41. Interviewer: How?
42. Lecturer: They didn't have opportunities to work collaboratively before. The problems are related to their everyday lives so easy for them to discuss and become active learners
43. Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
44. Lecturer: Yes, of course
45. Interviewer: Why?
46. Lecturer:

Transcript 3

Interview Responses

Student 1

- 1** a) Interviewer: Do you know PBL approach?
b) Student: No
- 2** a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 3** a) Interviewer: Can you explain your roles in the PBL process?
b) Student: Hmm... I was a group member. I was also a chair one time
- 4** a) Interviewer: Can you explain whether PBL approach suits your ability?
b) Student: Yes, it suits our ability
- 5** a) Interviewer: What were some challenges that you faced during the PBL process?

- b) Student: I really don't like my group because some students talk a lot and don't allow other to speak. They think their talk is the best.
- 6** a) Interviewer: Ok, how do you
- b) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
- 7** a) Interviewer: What do you think motivate you?
- b) Student: The PBL class is quite interesting because every lesson has many fascinating experiences. The conducive classroom atmosphere makes the students speak at ease. Therefore, I developed a lot of confidence in speaking the English language. The problem given to us is quite related to our real life. We are so familiar with the topic given to us and this has given us the opportunities to brainstorm more easily and to retain what he have found out. At the end, I have confident with the PBL experience I remained committed to it
- 8** a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
- b) Student: Yes,
- 9** a) Interviewer: What aspect of your language has improved?
- b) Student: the process has definitely helped us in developing English vocabulary based on various themes. The topic of the discussion is very good because it talks about what I'm so familiar with, it was on real life problem. Speaking on a more familiar topic is better than on the one which is unfamiliar.
- 10** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
- b) Student: I prefer the PBL method.
- 11** a) Interviewer: Why do you prefer it?
- b) Student: I like this PBL because we have a freedom to discuss with group members not like in the traditional method
- 12** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
- b) Student: I think student will have more confidence to speak in PBL

- than in the traditional method
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
 b) Student: Yes, it is a good method. I really improve my speaking. Before I participated in this PBL, I don't like talking with many people around me. I was afraid they will laugh at me. I was very shy and embarrassed
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
 b) Student: Yes, because students can improve their speaking in this method. Many students in this university cannot speak English fluently and confidently.

Transcript 4

Interview Responses

Student 2

- 1** a) Interviewer: Do you know PBL approach?
 b) Student: No
- 2** a) Interviewer: Have you participated in a PBL before?
 b) Student: No, I have not participate in it before
- 3** a) Interviewer: Can you explain your roles in the PBL process?
 b) Student:
- 4** a) Interviewer: Can you explain whether PBL approach suits your ability?
 b) Student: Yes, because everyone of us like it and was happy about it
- 5** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
 b) Student: I like PBL
- 6** a) Interviewer: Why?
 b) Student: I really appreciate what I learned from our class presentation exercise in the PBL approach, we were subjected to constant presentation, this presentation I believed has developed my confidence to speak the English language effectively and it polished my speaking

style, also believed the confidence I have will translate into many practical aspects of my life, such as public oratory, academic performance, jobs interviews. I also believed that class presentation gives students the opportunity to display their hard work, to impact knowledge to others and to develop communication skills

- 7** a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: Hmm.. we spent long time before finishing
- 8** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
b) Student: There are many benefits of PBL to students
- 9** a) Interviewer: Like what?
b) Student: Hmm... like speaking, how to give solution to a problem.
- 10** a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes,
- 11** a) Interviewer: What do you think motivate you?
b) Student: Working to solve a problem within the group is really mesmerising and can even help in solving any real life problem in the present and future. The teamwork prepares students for success in real life situation. I'm now more assured that I can speak the English language passionately anywhere I found myself. With the PBL approach learning to speak the English language is easiest one can achieve in life. I think education authorities should make it compost in every learning context.
- 12** a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
b) Student: Yes. My confidence level has increased so much during the period of this programme, a quality that I haven't possessed initially. I feel free to speak among my group and the entire class without any fear of making mistakes. In this course, I became used to communication and interaction more often which also helped in increasing my confidence.

- 13 a) Interviewer: Do you think it is an effective learning approach, why or why not?
- b) Student: Yes, because PBL had thought me how to form better sentence structures using the appropriate clauses and phrases. This was possible because of the too much practice that we have been subjected to, during the course period.

Transcript 5

Interview Responses

Student 3

- 1 a) Interviewer: Thank you very much for coming; I have some few questions to ask you regarding the PBL activities. I hope you will respond as possible.
- b) Student: Ok.
- 2 a) Interviewer: Do you know PBL approach?
- b) Student: No
- 3 a) Interviewer: Have you participated in a PBL before?
- b) Student: No, I have not
- 4 a) Interviewer: Can you explain your roles in the PBL process?
- b) Student: Some of the roles I played are: I acted as a secretary to the group twice, and also I acted as a chair, I chaired the sitting once.
- 5 a) Interviewer: Can you tell me your experiences? What have you experienced in each of these roles?
- b) Student: Some of my experience during the PBL activities is that some members when they give out a point even if it is not correct they will not accept it. If someone tries to correct it for them some will not accept it. I like this PBL because we have a freedom to discuss with group members not like in the traditional method.
- 6 a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
- b) Student: Yes,
- 7 a) Interviewer: What do you think motivate you?
- b) Student: Really, the interactions. The classroom presentation helps me

to improve my English speaking skills. In addition, it helps me to improved body control, eye contact voice projection.

- 8**
- a) Interviewer: Can you tell me more?
 - b) Student: Yes, because when a student cannot express their feeling or what they like in a class but with this it is just among your peers you can say it even if it is not correct someone will correct you with that you learn a lot. It is just within your peers on one is teaching you whether it is
- 9**
- a) Interviewer: Can you explain whether PBL approach suits your ability?
 - b) Student: Yes, because it was not difficult for me. The topics are related to my life and these are my friends. We discuss
- 10**
- a) Interviewer: Do you make any progress in their speaking skills following the PBL approach, in what ways?
 - b) Student: Yes, I really progress in my speaking.
- 11**
- a) Interviewer: How, can you give me example of what learned?
 - b) Student: Hmm... for example, I learned how to form better sentence structures using the appropriate clauses and phrases from my friends. This was possible because of the too much practice that we have been subjected to, during the course period. My comprehension skills and understanding of the spoken English language have increased remarkably. This is because of our frequent interaction within ourselves and our tutors during the PBL course.
- 12**
- a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
 - b) Student: I prefer PBL
 - a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
 - b) Student: Yes, I wish this method can be used in all the courses in our university.

Transcript 6

Interview Responses

Student 4

- 1 a) Interviewer: Good morning!
b) Student: Good morning!
- 2 a) Interviewer: I have some few questions to ask you regarding the PBL activities.
b) Student: Ok
- 3 a) Interviewer: Do you know PBL approach?
b) Student: No
- 4 a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 5 a) Interviewer: Can you tell me your experiences of the PBL activities?
b) Student: First, I know of something in learning which they call ah, teamwork. Our lecturers use to tell us that it is encouraging when something, when a task is given to us as students to get together and do it collectively. But actually, they didn't tell us any way of doing so or the better way of doing it. But with the coming of you as a researcher of this PBL. I learnt that it is the special and organized way that encourage teamwork in which various students will sit down within themselves and solve some problems
- 6 a) Interviewer: Can you explain your roles in the PBL process?
b) Student: The HPBL class is quite interesting because each and every lesson has lots of fascinating experiences. The problem given to us is quite related to our real life, therefore, we are so familiar with the topic given to us and this has given us the opportunities to brainstorm more easily and to retain what he have found out. At the end, I have confident with the HPBL experience I remained committed to it.
- 7 a) Interviewer: Can you explain whether PBL approach suits your ability?
b) Student:
- 8 a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: Well, in the group I cannot say there are no challenges, but I

can say this boldly that there are not much challenges so far is the issue of interrupting one another in the process of discussing or sourcing solution to problems. We didn't understand

- 9** a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes
- 10** a) Interviewer: What do you think motivate you?
b) Student: Yes, it motivated me a lot. As I tell you earlier, before I don't used to speak anyhow but now whenever I see people I just speak to them in English. It really motivate me to speak
- 11** a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
b) Student: Yes
- 12** a) Interviewer: In what aspect?
b) Student: As I told you, my weakness was grammar. I always become confused in arranging a good sentence by thinking about the rules and structure. After going through the PBL course have improved my grammar ability in speaking.
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
b) Student: Yes, The reason is very simple. Here in our societies, amm, learning is booking as people used to say. That all our learnings are only in books.
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
b) Student: Yes, I can recommend it to all departments in the university. because here, our lessons and every things are only found in books. And we have this poor attitude towards reading. So you see, this PBL as an approach of teaching or learning will help people to know that for you to have ideas, you need to read. So this PBL encourage us to go out and read further before we come back to a particular problem and supply, I mean, and provide or propose better solutions to it so first of

all PBL is liked by me because it encourages reading it makes people very curious, because in the process someone will say something which may be the first time someone heard it. And because of that he may like to go deep into that and read, and before he comes and continue discussing.

Transcript 7

Interview Responses

Student 5

- 1** a) Interviewer: Good morning!
b) Student: Good morning!
- 2** a) Interviewer: I have some questions to ask you regarding the PBL activities.
b) Student: Ok
- 3** a) Interviewer: Do you know PBL approach?
b) Student: No
- 4** a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 5** a) Interviewer: Tell me about your experiences of the PBL approach.
b) Student: My general experience in this exercise arr, it was okay. Because there are a lot of things I lack it initially, but as of now I

experiences many things which lead me to at least correct some pronunciation or through my colleague, the way they pronounced. In fact, in general the programme is ok. Is ok especially for the programme of language acquisition.

- 6** a) Interviewer: Can you explain your roles in the PBL process?
b) Student: I serve as a leader, the chairman of the group. I learned how to at least go by the rule and regulation. I learn that there are leader in whatever the situation. Whenever a task is given to someone or when a task is given to a group of people, they must assign a person, single person to be their leader and you as a leader you have to be subjective
- 7** a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: We did not have problems because we cooperate, we give task after the group discussion we did learning issues, we shared to every one of us in the group and we go and search more knowledge related to that task topic that is given to every one of us.
- 8** a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes,
- 9** a) Interviewer: What do you think motivate the students?
b) Student: I was motivated due to many things. During the group interaction the group discussion, we had feedback from your colleagues and from the tutors. The feedback improves our speaking and learning generally. I like my group because we are all friends. It is easy for us to discuss and find solutions to the problems, no too much argument or quarrel.
- 10** a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
b) Student: Really it affect my speaking, because the way I think may not be the same the way they think, the knowledge I acquired may not be also the same with others especially we are different here. The course has improved my pronunciations skills through group practice with my

group members. I also have the opportunity for self-practice of words I found difficult to pronounce

- 11** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
b) Student: PBL, Really it change, because this experience lead me to read many books, to consult many books and it enhance me to use dictionary, because I normally come in contact with some words I don't know their meaning then now in fact I improved, through learning
- 12** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
b) Student: The reason why I said this is that you see, something that you will be opportune to think of yourself to used your initiative is very important and likewise there is guide by the teacher is leading you where you have a mistake or what so ever, he put you through that is why I like it that way.
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
b) Student: Yes
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
b) Student: Yes, how I wish or with all other teachers right from grassroots the primary, secondary schools teachers should adopt this method of teaching. And I think student of English will improve through using their sense of reasoning.

Transcript 8

Interview Responses

Student 6

- 1** a) Interviewer: Good afternoon
b) Student: Good afternoon
- 2** a) Interviewer: Do you know PBL approach?
b) Student: No
- 3** a) Interviewer: Have you participated in a PBL before?

- b) Student: No
- 4 a) Interviewer: Can you explain your roles in the PBL process?
b) Student: I was a member and group leader.
- 5 a) Interviewer: What were some challenges that you faced during the PBL process?
Student: We did not have challenges in the process. The only thing I can remember is... we spent long time before we finish. At the beginning also, I feel shy to speak but after sometimes, I become used to it.
Sometimes during the discussion, it was difficult for me to generate relevant ideas related to the topic.
- 6 a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes
- 7 a) Interviewer: What do you think motivate you?
b) Student: In PBL we are free to discuss and say what we want not like the normal class where teachers always control. This motivates me to speak English in the process. The oral presentations helped me to overcome my anxiety. Before I participated in this study I always felt worried to speak in front of many people. But now can talk very well. It really helped me.
- 8 a) Interviewer: Is that all?
b) Students: Also I want to speak English because it is a global language now
- 9 a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
b) Student: HPBL made me practice a lot by myself and with my colleagues after every exercise and this has help us in our fluency during communication in class and outside. HPBL encouraged me in reading every material giving to us a lot and other relevant English reading materials
- 10 a) Interviewer: Can you explain whether PBL approach suits your ability?
b) Student: Yes, the programme is ok the programme. Student: Yes, I experience many things which lead me to at least correct some

pronunciation or through my colleague, the way they pronounced. In fact, in general the programme is ok. Is ok especially for the programme of language acquisition

- 11** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
- b) Student: This one, emm.. PBL. I like it because when a student cannot express their feeling or what they like in a class but with this it is just among your peers you can say it even if it is not correct someone will correct you with that you learn a lot. It is just within your peers on one is teaching you whether it is correct or bad you just accept it you are teaching yourself
- 12** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
- b) Student: In my view, students learn many things in PBL not only speaking. We learned like extensive reading, how to search for materials, how to think and solve problem.
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
- b) Student: Yes, as I told you we learned many things in PBL
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
- b) Student: Yes, because the students can learn how to speak English fluently.

Transcript 9

Interview Responses

Student 7

- 1** a) Interviewer: Good morning!
- b) Student: Good morning
- 2** a) Interviewer: Do you know PBL approach?
- b) Student: No
- 3** a) Interviewer: Have you participated in a PBL before?
- b) Student: No. I don't know anything about HPBL. I did not participate in

anything like that because it is not practice in this school.

- 4** a) Interviewer: Tell me your experiences of the PBL process
Student: Well some of my experiences are, I had the chance of becoming a leader and also get new ideas from my group members I learned a lot of things from them. Anything I don't ever know, I will learn it from them.
I really don't like my group because some students talk a lot and don't allow other to speak. They think their talk is the best.
- 5** a) Interviewer: Can you explain your roles in the PBL process?
b) Student: The lecturers explain everything to us before we start. They explain their roles and our roles. This helped us to understand what to do in the process because we had no experiences of the HPBL approach
- 6** a) Interviewer: Can you explain whether PBL approach suits your ability?
b) Student: Yes. I like this HPBL better than any other approach because I learn my thoughts in this approach. I can now speak confidently. I can interact with anybody and contribute. I also learn to read a lot in order to find solutions to the problems
- 7** a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: Well, I would say the challenges I faced is thinking critically because this is my first time of really sitting with intention of thinking critically. It will be difficult if one doesn't do that often. You have to think critically and sometimes when you do, you get distracted. So, the difficulty I faced so far was to think critically.
- 8** a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes Before I participated in this HPBL, I don't like talking with many people around me. I was afraid they will laugh at me. I was very shy and embarrassed.
- 9** a) Interviewer: What do you think motivate you?
b) Student: Many things. The writing topic motivates me much to write more and more Because some student can even make you understand more than a teacher can. Because of the friendliness of your colleagues. You will feel free

to ask them what you want to know but your teacher can to some extent be strict with you and there might be some things you would want to ask them but because of their strictness you will find it difficult asking them because it might earn you some insults or embarrassment so you would rather just keep it to yourself. But if you are with your colleagues, you know them and some of them are of the same age with you, you can share ideas with them. The problems I face at the beginning I was afraid to talk in the interactions

- 10** a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
b) Student: Yes. The HPBL course had taught me how to form better sentence structures using the appropriate clauses and phrases. This was possible because of the too much practice that we have been subjected to, during the course period
- 11** a) Interviewer: Tell me what have learned
b) Student: My comprehension skills and understanding of the spoken English language have increased remarkably. This is because of our frequent interaction within ourselves and our tutors during the PBL course
- 12** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
b) Student: PBL because it has improved my pronunciations skills through group practice with my group members. I also have the opportunity for self-practice of words I found difficult to pronounce.
- 13** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
b) Student: I think PBL is a very good approach because it will give you the chance to relate with different people and ever know what is in their mind, their ideas, you can share with them sometimes, even if you should be taught by a teacher, if it will not be enough for you but if you are in your group, you will feel free to share ideas though jokes. It can be beyond what you will learn from your teacher
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
b) Student: Yes, as I told you, in student can even make you understand more

than a teacher can. Because of the friendliness of your colleagues. You will feel free to ask them what you want to know but your teacher can to some extent be strict with you and there might be some things you would want to ask them but because of their strictness you will find it difficult asking them because it might earn you some insults or embarrassment so you would rather just keep it to yourself. But if you are with your colleagues, you know them and some of them are of the same age with you, you can share ideas with them

Transcript 10

Interview Responses

Student 8

- 1** a) Interviewer: Good afternoon
b) Student: Good afternoon
- 2** a) Interviewer: Do you know PBL approach?
b) Student: No
- 3** a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 4** a) Interviewer: Can you explain your roles in the PBL process?
b) Student: I have so many roles, I play so many roles in the PBL activities
- 5** a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: Initially during the discussion it was difficult for me to generate relevant ideas related to the topic.
- 6** a) Interviewer: In your view, what are the benefits of PBL on your learning skills?
b) Student: PBL increase confidence and gives students opportunity to use the language.
- 7** c) Interviewer: Can you explain whether PBL approach suits your ability?
d) Student: Yes, it suits my ability. It is not difficult for me.
- 8** a) Interviewer: Do you think PBL approach motivates the students to learn and speak English? Please explain why or why not.
b) Student: Yes, it has really motivated me to speak English. Before, I do

not speak English if not in the classroom. But now I can speak anywhere. The HPBL model is quite practical in nature; the process has definitely helped us in developing English vocabulary based on various topics. The topic of the discussion is very good because it talks about what I'm so familiar with, it was on a real life problem. Writing on a more familiar topic is better than on the one which is unfamiliar.

- 9**
- a) Interviewer: What do you think motivate the students?
 - b) Student: Many things in PBL motivate me, like the friendliness of the environment. Sometimes we argue much in the group discussion before we agree on the solutions to the problems. Also sometimes, we spent long time in the discussion. This discouraged me really. I think these are the only challenges
- 10**
- a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
 - b) Student: I improve in many things. For example, I have improved in my intonation ability from this course, as I listen to how my fellow group members expressed and say words and how they were meant to mean a particular meaning or attitude.
- 11**
- a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
 - b) Student: I prefer PBL because because it will give you the chance to relate with different people and ever know what is in their mind, their ideas, you can share with them sometimes, even if you should be taught by a teacher, if it will not be enough for you but if you are in your group, you will feel free to share ideas though jokes.
- 12**
- a) Interviewer: Do you think it is an effective learning approach, why or why not?
 - b) Student: Well if I should go by my own perception of everything, I would say PBL approach is an effect way of learning. Because learning in group is a little bit better than learning alone.
- 13**
- a) Interviewer: How?
 - b) Student: They say two heads are better than one. If you want to put down your points and you don't know how to do that, you have

someone with you and that person can assist you generate ideas. When you generate yours alone, you may get stuck in an idea, so you can ask a member to help you by explaining more. If that person explains, you can put it down in your own words. So I think this PBL approach is an effective way of learning

- 14 a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
b) Student: Yes, I will really recommend this method to the University so that all the students can benefit from the new method.

Transcript 11

Interview Responses

Student 9

- 1 a) Interviewer: Good morning
b) Student: Good morning
- 2 a) Interviewer: Do you know PBL approach?
b) Student: No
- 3 a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 4 a) Interviewer: Can you explain your roles in the PBL process?
b) Student: Some of the roles I played are: I acted as a secretary to the group twice, and also I acted as a chairman to the group
- 5 a) Interviewer: Can you explain whether PBL approach suits your ability?
b) Student: Yes, because it is interesting and not problematic, very easy to understand
- 6 a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: Yes, some members want to dominate and control the group discussion, some group members even when they contributed a wrong idea they insist.
- 7 a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
b) Student: It increases their confidence, teamwork skills

- 8 a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.

Student: Yes, I want to speak English but I always feel shy.

- a) My group members help me in many ways. For example, I learn to pronounce words correctly. And if I am shy to speak I see everyone speaking and that motivate me to speak also

- 9 a) Interviewer: What do you think motivate you?

- b) Student: Our tutors always tell us that there is nothing like right or wrong in PBL, everything is important. That we should free

- 10 a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?

- b) Student: Yes, my confidence level has increased so much during the period of this programme, a quality that I haven't possessed initially. I feel free to speak among my group and the entire class without any fear of making mistakes. In this course, I became used to communication and interaction more often which also helped in increasing my confidence.

Before this approach I wasn't confident to speak English at all thinking that some people may look down on me but now I developed confidence I can speak English anywhere with the HPBL model students are allowed to express their feelings. I have improved in my correct use of vocabulary when speaking English when compared to my previous state when I only memorised a small number of vocabulary collection. I was able to achieve this through interaction during the period of the course, group work because I learned a lot of new vocabularies from my group members and constant practice of the modules given.

- 11 a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.

- b) Student: PBL

- 12 a) Interviewer: Do you think it is an effective learning approach, why or why not?

- b) Student: Yes

13

- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
b) Student: Yes

Transcript 12

Interview Responses

Student 10

- 1** a) Interviewer: Good morning
b) Student: Good morning
- 2** a) Interviewer: Do you know PBL approach?
b) Student: No
- 3** a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 4** a) Interviewer: Can you explain your roles in the PBL process?
b) Student: I was a group member for many times
- 5** a) Interviewer: Can you explain whether PBL approach suits your ability?
b) Student: Yes, it suits my ability
- 6** a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: We did not have any challenge in the process
- 7** a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes, it motivate me to learn and speak English
- 8** a) Interviewer: What do you think motivate you?
b) Student: The freedom and the interactions in the PBL process.
- 9** a) Interviewer: Do you make any progress in your speaking skills

following the PBL approach, in what ways?

- b) Student: Yes, I have improved in my correct use of vocabulary when speaking English when compared to my previous state when I only memorised a small number of vocabulary collection. I was able to achieve this through interaction during the period of the course, group work because I learned a lot of new vocabularies from my group members and constant practice of the modules given.
- 10** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
- b) Student: PBL
- 11** a) Interviewer: In your view, what are the benefits of PBL on your learning skills?
- b) Student: I think there are many benefits of PBL to students.
- 12** a) Interviewer: Can you tell me some of the benefits?
- b) Student: Like... communication in English, how to work in groups I really appreciate what I learned from our class presentation exercise in the PBL approach, we were subjected to constant presentation which has developed my confidence to speak the English language effectively
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
- b) Student: Yes! For me, my weakness was grammar. I always become confused in arranging a good sentence by thinking about the rules and structure. However, the PBL course have improved my grammar ability in speaking

- 14 a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
- b) Student: Yes

Transcript 13

Interview Responses

Student 11

- 1 a) Interviewer: Salm alikum and good morning!
- b) Student: Wa alikum salm. Good morning
- 2 c) Interviewer: I want to ask you about the PBL activities
- d) Student: Ok
- 3 e) Interviewer: Do you know anything about PBL approach?
- f) Student: No
- 4 g) Interviewer: Have you participated in a PBL before?
- h) Student: No
- 5 i) Interviewer: Can you explain your roles in the PBL process?
- j) Student: I am just a group member.
- 6 k) Interviewer: What did you learn as a group member?
- l) Student: We used to share the task. So when I am given a task I will go and find out on the task that I was given then I will bring the feedback of what I get to the group. Our lecturers used only traditional method here. So, I don't know any approach. Our lecturers always dominate the classroom and we are not used to work in group
- 7 a) Interviewer: What were some challenges that you faced during the PBL process?
- b) Student: The challenges I face is not really in the class when we were discussing the but is outside the class, like during the self-directed learning I found it difficult to locate relevant materials.
- 8 a) Interviewer: In your view, what are the benefits of PBL on your learning skills?
- b) Student: Emm.. really I learned how to search for material on my own
- 9 a) Interviewer: Do you think PBL approach motivates you to learn and

Speak English? Please explain why or why not.

- b) Student: Yes, It motivates me to speak English. What fascinates me most was our relationship with the tutor in the class. He was just like our friend. During the HPBL model there was no direct command, but rather an advice on how to go about solving a problem. The discussion session was quite engaging because we were highly motivated by the tutor when we were deliberating on how to come up with the solutions. Instead of lectures the tutors asked questions like “what do you think”, “how”, “why”. Therefore, this approach has helped me to be successful in speaking the English language fluently.
- 10**
- a) Interviewer: What do you think motivate you?
- b) Student: Working in group to solve a problem really motivate and help me. The teamwork prepares students for success in real life situation. I am now more assured that I can speak the English language passionately anywhere I found myself. With the PBL approach learning to speak the English language is easiest one can achieve in life.
- 11**
- a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
- b) Student: Yes, I really make progress in many ways. For example, my comprehension skills of the spoken English language have increased. This is because of our frequent interaction within ourselves and our tutors during the PBL course. I listen to others attentively in order to give my contribution. The course has enhanced my intonations skill. I can now differentiate and understand different rhythm, sounds and I equally used them in my conversation with others
- 12**
- a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
- b) Student: PBL because before I was shy to speak English in the class but gradually they improved and became confident to speak the language.
- 13**
- a) Interviewer: Do you think it is an effective learning approach, why or why not?
- b) Student: Yes, because it will improve students’ speaking, it gives them confidence to speak English anywhere even in public.

- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
b) Student: Yes, Because the method will improve their speaking skills and make them learn easily.

Transcript 14

Interview Responses

Student 12

- 1** a) Interviewer: Salm alikum and good morning!
b) Student: Wa alikum salm. Good morning
- 2** a) Interviewer: I want to ask you about the PBL activities
b) Student: Ok
- 3** a) Interviewer: Do you know PBL approach?
b) Student: No
- 4** a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 5** a) Interviewer: Can you explain your roles in the PBL process?
b) Student: Emm... my role is a group member.
- 6** a) Interviewer: Tell me what you have learned as a group member
b) Student: I learned many thing, like express myself, how to talk to people to know their feelings about something. My group members are really good. They helped me a lot because we are all friends. We discuss freely and find solutions to the problems
- 7** a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: I did not have any challenge only that the activities too much

and time little

- 8** a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
- b) Student: Yes, it motivate me to learn and speak English. I like the oral presentation because it gives me confidence. Now I am not only talking to my group members but I am talking to the whole class with the teachers
- 9** a) Interviewer: What do you think motivate you?
- b) Student: For example, the problems are related to their everyday lives so easy for them to discuss and become active learners. Also we participate in the class activities not only the teacher. The teacher will give students a problem. It is the students that will solve the problem by doing so they will never forget it.
- 10** a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
- b) Student: The PBL helped me to improve my pronunciations skills by listening to my group members and the teachers in the process. I also have the opportunity to practice pronouncing words I found difficult to pronounce. As a result, of HPBL I frequently practice my lessons and exercises more. This had helped me greatly in improving my fluency. The structure of the course made me practice more at individual capacity and within the group.
- 11** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.

- b) Student: I like PBL because students are allowed to have their classes in a group and work together to solve a problem in a convenient and suitable way. To me in the PBL approach students are more engaged more than in any traditional learning approach
- 12**
- a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
- b) Student: Hmm... many benefits
- c) Interviewer: Like...
- d) Student: Confident to speak English
- 13**
- a) Interviewer: Do you think it is an effective learning approach, why or why not?
- b) Student: I think implementing the PBL helped the students to improve their learning generally because they were eager to learn something new. Here we do not have opportunities to work collaboratively before. So, with this approach we are happy that we can work in group to help one another.
- 14**
- a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
- b) Student: Yes, because in PBL students also participate in the class activities not only the teacher, so that the learning is student-centered, not teacher-centered. The teacher will give students a problem. It is the students that will solve the problem by doing so they will never forget it. It is very interesting.

Transcript 15

Interview Responses

Student 13

- 1** 13. Interviewer: Good morning!
14. Student: Good morning!
- 2** a) Interviewer: I want to ask you some questions concerning the PBL activities
- b) Student: Ok
- 3** a) Interviewer: Do you know PBL approach?
- b) Student: No
- 4** a) Interviewer: Have you participated in a PBL before?
- b) Student: No!
- 5** a) Interviewer: Can you explain your roles in the PBL process?
- b) Student: I am one of the students. As a student, I participated in a group that is group three. We discussed so many things in the group like the topic we were given and how solve the problem. Our lecturers helped us in the learning process. They encouraged us to speak and whenever we have no idea they encourage us to think of another idea. like the oral presentation because it gives me confidence
- 6** a) Interviewer: What were some challenges that you faced during the PBL process?
- b) Student: The challenge I face initially I was afraid to talk in the interactions. We don't interact and speak with one another in the learning process. It is only when a lecturer asks a question then we speak, or when we want to ask a question. I am not familiar with any collaborative learning.

- 7 c) Interviewer: Can you explain whether PBL approach suits your ability?
d) Student: Yes, it suits my ability.
- 8 a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
Student: Yes, it motivates me to speak English.
The class presentation motivated me to speak English very well. I want to be an English newscaster who will always be speaking to people. So, I enjoyed the class presentation.
- 9 a) Interviewer: What do you think motivate you?
b) Student: The topics given in the PBL class has help me to prepare for any coming challenge in my life, I have now developed the habit of memorizing additional vocabularies on daily basis and I can now use different varieties of English in my daily conversations with my fellow students and even foreigners. So I can say this has linked with the experience I have with the PBL approach more especially given students to speak on what they now most
- 10 a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
b) Student: Yes, my speaking skill really improved. I learned that when a person is talking nobody is supposed to interfere, even if it is argument it should be done one after the other. Before I used to argue too much because to me I want people to agree with what I am saying but through the PBL activities all this has changed
- 11 a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
b) Student: PBL because it has changed speaking. before some people

used to say that my speaking is not good while some said it is ok. But through this PBL activity, my speaking has improved and I have more feelings on speaking than I used to.

- 12** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
- b) Student: Many benefits, like communication, problem-solving skills
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
- b) Student: Yes, it is effective because many years of lecture I did not improve but now only one semester I improve in my speaking
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at Elmergib University, why or why not?
- b) Student: Yes, because students of this university need to talk in English like other students in any part of the world. And this PBL gives students opportunity to improve their speaking in English.

Transcript 16

Interview Responses

Student 14

- 1 a) Interviewer: Good morning!
b) Student: Good morning!
- 2 a) Interviewer: I have some questions for you concerning the PBL activities.
b) Student: Ok
- 3 a) Interviewer: Do you know PBL approach?
b) Student: No
- 4 a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 5 a) Interviewer: Can you explain your roles in the PBL process?
b) Student: I am just a group member.
c) Interviewer: What did you learned then?
d) Interviewer: I learned to express myself, how to talk to people to know their feelings about something
- 6 a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: I did not face any challenge. I enjoyed everything.
- 7 c) Interviewer: Can you explain whether PBL approach suits your ability?
d) Student: Yes, it suits my ability
- 8 a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes, It was motivating to learn and speak English in this

method.

- 9**
- a) Interviewer: What do you think motivate you?
 - b) Student: What motivates me most was our relationship with the tutor in the class. He was just like our friend during the PBL approach there was no direct command, but rather questioning on how to go about solving the problem. The discussion session was quite engaging because we were highly motivated by the tutor when we were deliberating on how to come up with the learning issues, hypothesis formulation, information collection, framing objectives etc. instead of lectures the tutors asked questions like “what do you think”, “how”, “why”. This approach has helped me to be successful in speaking the English language fluently
- 10**
- a) Interviewer: Do you make any progress in your speaking skills following the PBL approach, in what ways?
 - b) Student: Yes, I made progress in my speaking.
 - c) Interviewer: Like...?
 - d) Student: I greatly improve in my fluency as a result, of PBL I frequently practice my lessons and exercises more. The structure of the course helped me and made me practice more at individual capacity and within the group.
- 11**
- a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
 - b) Student: PBL What I love more about HPBL modelis that in the approach we are allowed to have their classes in a group and work

together to solve a problem in a convenient and suitable way. To me in the HPBL model students are more engaged more than in any traditional learning approach.

- 12**
- a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
 - b) Student: Some of the benefits of PBL to my learning skills include speaking, listening and reading skills
- 13**
- a) Interviewer: Do you think it is an effective learning approach, why or why not?
 - b) Student: Yes,
- 14**
- a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
 - b) Student: Yes, because I improve my speaking and listening. For example, I learned to listen when a person is talking even if it is argument it should be done one after the other. Before I used to argue too much because to me I want people to agree with what I am saying but through the PBL activities all this has changed.

Transcript 17

Interview Responses

Student 15

- 1 a) Interviewer: Good afternoon!
b) Student: Good afternoon!
- 2 a) Interviewer: I have some questions for you concerning the PBL activities.
b) Student: Ok
- 3 a) Interviewer: Do you know PBL approach?
b) Student: No
- 4 a) Interviewer: Have you participated in a PBL before?
b) Student: No
- 5 a) Interviewer: Can you explain your roles in the PBL process?
b) Student: My roles are group member and sometimes a group leader.
- 6 a) Interviewer: Ok, tell me your experiences.
b) Student: My experiences are good throughout the process.
- 7 a) Interviewer: What were some challenges that you faced during the PBL process?
b) Student: Not many challenges, initially some group members tried to dominate the group discussion. They don't want other people to speak, they speak all the time.
- 8 a) Interviewer: Do you think PBL approach motivates you to learn and speak English? Please explain why or why not.
b) Student: Yes! The HPBL class has to help me to prepare for any coming challenge in my life, I have now developed the habit of memorizing additional vocabularies on daily basis and I can now use different varieties of English in my daily conversations with my fellow students and even foreigners.
- 9 a) Interviewer: What do you think motivate you?
b) Student: What motivates me more was the support given by the tutors. I believed that the PBL tutor has greatly helped me by motivating me to pursue my inner feelings. Therefore, I appreciate the beauty of English language now and I considered it much simpler to learn than most of

other languages. The way our tutor behaves in the classroom motivates me to love the English language. Therefore, I can say the PBL model is attractive and new for me and is entirely different from other English classes I had before. I believed that the HPBL tutor has greatly helped me by motivating me to pursue my inner feelings. The way our tutor behaves in the classroom motivates me to speak the English language. The tutors supervise and help the students to speak more fluently and clearly. I can say my love and confidence in using English have greatly developed overwhelmingly

- 10** a) Interviewer: Do you make any progress in you speaking skills following the PBL approach, in what ways?
b) Student: Yes, my pronunciations skills have improved through the process. I observed how my group members and the teachers pronounce some words then learn. I also have the opportunity for self-practice of words I found difficult to pronounce
- 11** a) Interviewer: Which teaching approach do you prefer, the traditional teaching approach or PBL? Please elaborate your answer.
b) Student: I like PBL because I learn better than the traditional lecture-method.
- 12** a) Interviewer: In your view, what are the benefits of PBL on the students' learning skills?
b) Student: Many benefits because, as you can see, everyone is happy about this approach. We interact and speak freely.
- 13** a) Interviewer: Do you think it is an effective learning approach, why or why not?
b) Student: It is effective because we can all see its positive effects on our learning. It made me more confident to speak English now.
- 14** a) Interviewer: Can you recommend PBL approach to teach the speaking classroom in EFP at the University, why or why not?
b) Student: Yes, because in PBL he tutors supervise and help the students to speak more fluently and clearly. The friendly environment makes one speak English at ease, therefore, my love and confidence in using English have greatly developed greatly.

Appendix 8

Page 1

Transcript Glimpse of Students Interactions During the HPBL Lessons

Obesity

Group 2

Mansoor: We want discuss about how obesity can be tackle in your society, to me If we want deals with the issues of obesity we need to know the causes of obesity after we have identify the causes then we can propose how to manage it. As far as I know, obesity is cause by too much calories intake and lack of exercise. Therefore, if we want to control obesity naturally we need to monitor the way our children take sweets and anything that has high sugar concentration such as chocolates, sweets fried foods. Secondly, we should encourage our children to do lots of exercise on regular basis.

Fatimah: Yes I agree with you what I want to add to what you have just said is that children should be encourage to eat more fruits and vegetables instead of sugar-sweetened drinks. Children should also be exposed about the danger of smoking because smoking also affects obesity.

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Nur: In my opinion government, both at local and national levels have to come in and a bring policy that will batter the life of their subjects and promote athletic activities that will help the children to lose weight and obesity.

Ammar: In additions to what you have said I think community leader and familiars and educators as well as private sectors also have to come in to invest in providing appropriate environment that will help in overcome obesity and overweigh.

Group 3

Misuse of internet by Children

Nusaiba:I have to say that internet is now one of the best tool in modern way of conducting research, the need for internet is becoming a necessity in our life, therefore, it has many advantages, but it also has

many disadvantages. Some of the disadvantages I noticed are it takes away children's time children spent much of their time in the social media at the detriment of their studies. This affects their performances in schools, which will later translates into society at large. Therefore what i think should be done to tackle this issue every parent should monitor his child in the social media.

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Akil: To me another disadvantage of internet is that it exposes children into sites that promote criminal activities such as gambling lottery, online casino, alcoholism etc. My suggestion is that government

should block any site that promotes gambling and other criminal activities.

Amir:Yes, internet has many disadvantages it is now destroying our community rapidly in my opinion parent should not allow children to use computer without monitoring. In addition, to all you have mentioned internet exposes young children to drugs. If a child wants to use computer let him use family computer in a family living rooms where he can be monitored.

Muhammad: Misuse of internet by our children could be avoided if parent could monitor their children's online activities and government should provide policies that will help to prevent in appropriate content.

Amir: some of the possible solutions of such acts and viable solutions to them include... what do you see about this sentence?

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Nusaiba: That 'include' must take 's'. write it as includes...

Amir: But we say some, there no s

Muhammad: No

Amir: We said some of the possible solutions of such acts... then which act?

Muhammad: solutions, with 's' is plural. So should be 'include' without 's'

Misuse of Internet

Group 2

Facilitator: Mansoor, why did you say that students use social media because interesting?

Mansoor: Social media is interesting because of the interesting it draws students' attention more. Then number two item is that students engage in social media because they get related with their friends outside there. For example a student may be in Europe studying while his counterpart is in Libya they get connected. As the result they start chatting through Whasapp, Facebook and whatever, they spent a lot of time.

Nur: What I understand by the point you make is that people leave their studies to connect with friends. So one the ways the

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social media affects our studies is that it carries our attention by given us opportunity to meet with other friends.

Misuse of internet

Group 5

Muhammad: Yes, I agree with that

Facilitator: What?

Muhammad: Interesting

Facilitator: So what do you mean by uninteresting?

Muhammad: I mean the style, the study style or the mode of schooling is not very interesting. You sit down for two hours confined in a hall that is not very conducive while one is explaining things. Well, it may be interesting but there is social media which more interesting than the other one. And people tend to like things that are more interesting than those interesting. So social media affects our studies because it is more interesting than our studies. If now our school will be more interesting than the social media may be we would like it more than the social media.

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Pollution

Group 2

Ammar: Now, we have a problem and we need to study it, but before we go into the problem, we need to all understand it. Is there any that we need to clarify?

Nur: Em... what is the problem?

Fatima: Well, it is about domestic rubbish is dumped everywhere and it increases day by day. As a result, it pollutes our environments, causes diseases and other inconveniences. So is there any term that we need to clarify before we move further, or are the terms all clear?

Mansoor: As far as I am concerned the terms are clear to me

Fatima: Do you all agree?

Nur: Well, I think I understand the problem

Fatima: Maryam, do you understand the problem?

Maryam: No, I understand. What do we do?

Ammar: You know, we are expected to identify causes of the problem, why people dump rubbish everywhere, and provide some solutions to the problems

Maryam: Ok, I understand now.

Ammar: Good! what do we need to do first... we know the problem now. What is the next step?

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Ammar: let say what I think should be done to have pollution control , one of major cause of population and environmental degradation is lack of awareness in the side of the people, therefore, if we can restore our environment into good shape if government will come up with some strategies of telling people the danger of throwing refuse items anywhere.

Nur: Yes, I agree with you, what I want to add is that we need to encouraged our people to developed a habit of keeping the environment clean because we don't have to blame government always. The first victim in the case of any epidemic is a common man

not the government so I think we as individuals we have to keep our environment clean, houses and neighbourhood have to be clean all the time.

Fatima: Good of you Nur my opinion is that we need to have the ability of utilizing the refused items into useful material, this I think would help to keep our environment clean and pollution free. If can recycle our post consumed waste, this thing can be done by anybody it doesn't require any skill, it has even double advantages that is free pollution environment and also some cash could be gained from it.

Mansoor: That is very good suggestion, in addition to your suggestion Fatima, i think pollution can be control to the

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barest minimum if we can use clean power instead of the dirty sources of energy such gas, oil etc. if our industries could use solar and wind energy our environment will be pollution free. The pollution generated in our industries are so great.

Nur: Where you said control is supposed to be controlled because he verb is after "be"

Maryam: Yes, you are all right

Misuse of Internet

Group 4

Usman: It catches the minds of the students

Amir: How?

Aish: The students use Facebook always

Usman: That the students always think about it

Amir: I think she wanted to say that the students always engage with the Facebook. So how do we write it here? Do we just write it captures the minds of the students?

Usman: We need to paraphrase

Amir: Yes, we need to get the most suitable word. SO what do we say?

Aish: It affects reading habit of the students

Hana: I think it is the same thing with it catches the mind of the students

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Amiru: No, it is not the same. We are trying find out the best word

Hana: Let's think. I think we can use the word attraction. It attracts

Muhammad: I think we can use the word attraction

Aish: Let's think of another one before we choose

Usman: We can just write it down then later on we edit it

Amir: Can we use the word distract?

Usman: Just write the point

Hana: Then why not say it distracts students' attention from their books.

Hana: Let talk about the issue in detailed we have to say that internet is now one of the best tool in modern way of conducting research, the need for internet is becoming a necessity in our life, therefore, it has many advantages, but it also has many disadvantages. Some of the disadvantages I noticed are it takes away children's time children spent much of their time in the social media at the detriment of their studies. This affects their performances in schools, which will later translates into society at large. Therefore what is think should be done to tackle this issue every parent should monitor his child in the social media.

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Aish: You wanted to say 'let us talk about the issue in details'. To me another disadvantage of internet is that it exposes children into sites that promote criminal activities such as gambling lottery, online casino, alcoholism etc. My suggestion is that government should block any site that promotes gambling and other criminal activities.

Usman: both of you have spoken well , Yes, internet has many disadvantages it is now destroying our community rapidly in my opinion parent should not allow children to use computer without monitoring. In addition, to all you have mentioned internet exposes young children to drugs. If a child wants to use computer let him use family computer in a family living rooms where he was monitored.

Aish: It is supposed to be 'where he is monitored'.

Amir: Misuse of internet by our children could be avoided if parent could monitor their children's online activities and government should provide policies that will help to prevent the circulation of inappropriate content in the internet.

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Drugs

Group 3

Muhammad: Messages that deceive targeting young children could avoided if people would be so vigilant and report any suspicious ads in the society. To the policy of inspection and seizure should be lunch on any producted found to be suspicious. That is my opinion

Nusaiba: What I think as the right way to prevent our children from becoming vulnerable to drugs to monitor the way they watch television, because television is an important source of information to our children besides internet. If we can watch them closely as they watch television we would be able to judge for them as to what is appropriate for them and what is not.

Akil: To me this issue could be avoided if our government could banned any unfair and deceptive ads that promote drugs. And sized the lences of any compony that proced drugs and should be.

Nusaiba: What do you mean by lences?

Muhammad: He means licence

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Nusaiba: Ok. But lences is different fron license. Lenses is like camera lenses and licence is permission by government

Appendix 9

Sample of Data Coding

Research Question One

How is the HPBL implemented in the Libyan EFL speaking course?

| Data | Codes | Themes | Definition |
|--|---|---|--|
| <p>I participated in a PBL classroom when I undertook my Masters overseas and since then I always want to implement it in teaching... but I can't because the university used traditional method or it will be something strange to students. (Int. Trans. 1, L7-9 Appendix 7)</p> | <p>partial prior knowledge, Prior knowledge and experiences assist in explaining PBL concepts,</p> | <p>prior knowledge and experience of HPBL,</p> | <p>It includes tutors knowledge of HPBL gain either through reading or participation of in a real HPBL activity before participating in this study</p> |
| <p>Although I have experience of PBL, this workshop is helpful. It helps me to remember all the process. (Int. Trans. 1, L19-20Appendix 7)</p> | <p>a better understanding of the HPBL process, awareness of the advantages of HPBL.</p> | <p>Need for workshop prior to implementing HPBL</p> | <p>This is the tutors' perceptions of the workshop organized prior to the implementation of the PBL process</p> |
| <p>In my view, the first class is the most important because I introduced to students the teaching and learning approach. Specifically, I explained their new role in HPBL class so that they would be prepared for their learning. I explained to them the objectives of the</p> | <p>Preparation for working with a new learning approach</p> | <p>HPBL introduction to students,</p> | <p>This describes the participants' perception of how the students behaved when HPBL was introduced to them</p> |

| | | | |
|--|---|------------------------------------|---|
| course and the benefits of HPBL. (Int. Trans. 1, L45-48Appendix 7) | | | |
| <p>During the learning process, I helped the students in formulating learning objectives. I also asked them to use dictionaries to check the meaning of some unfamiliar words or terms. (Int. Trans. 2, L78-80Appendix 7)</p> <p>Peer collaboration among the students is the important part of HPBL. Students are expected to have good background knowledge so that they can develop a variety of tentative solutions from problems provided as critical ways of solving the problem are highly assessed in HPBL class, not just the subject content gained. (Int. Trans. 1, L63-66Appendix 7)</p> | <p>Lecturers' roles determine the success of a HPBL process</p> <p>allows identify the potentials of the students</p> <p>student-centered</p> <p>HPBL allows lecturers to manage class.</p> | Lecturers' and students' roles and | This describes the Lecturers' perceptions of their own roles and the students' roles and the HPBL process |
| In my view, implementing the HPBL | HPBL develops students' | the overall | This describes the lecturers' perceptions of the |

| | | | |
|---|--|--|---|
| <p>helped the students to improve because they were eager to learn something new. They didn't have opportunities to work collaboratively before. The problems are related to their everyday lives so easy for them to discuss and become active learners. (Int. Trans. 2, L82-84Appendix 7)</p> | <p>speaking skills</p> <p>HPBL develops students' learning skills,</p> | <p>effectiveness of the HPBL in the speaking classroom</p> | <p>effectiveness of the HPBL model on the students' speaking skills</p> |
|---|--|--|---|

Appendix 10

Class Presentation Score Sheet

| Group | Composure | | Expression | | Content | | Grammar | | Sub Total | | Total | Average |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------|---------|
| | 1 st Assessor | 2 nd Assessor | | |
| 1 | 5 | 3 | 6 | 3 | 8 | 4 | 5 | 4 | 24 | 14 | 38 | 19 |
| 2 | 7 | 5 | 7 | 5 | 8 | 8 | 8 | 3 | 30 | 21 | 51 | 25.5 |
| 3 | 8 | 7 | 8 | 7 | 8 | 8 | 7 | 6 | 31 | 38 | 59 | 29.5 |
| 4 | 8 | 6 | 8 | 8 | 9 | 7 | 9 | 5 | 34 | 26 | 60 | 30 |
| 5 | 7 | 6 | 9 | 7 | 7 | 7 | 7 | 4 | 31 | 24 | 55 | 27.5 |
| 6 | 6 | 5 | 8 | 8 | 8 | 6 | 6 | 4 | 28 | 23 | 51 | 25.5 |

Appendix 11

Oral Presentation's Assessment Criteria adopted from English Foundation Program at Elmergib University for the Academic Year 2015/2016

| Categories | Criteria | Marks |
|----------------|--|-------|
| Very Good | Communicates fluently and accurately and recovers well when there is some hesitation. A good range of vocabulary and structures. Understands almost all of what is said. Pronunciation and intonation sufficient to be readily understood by a sympathetic speaker of the language. | 30 |
| Good | Communicates fairly fluently and accurately and generally recovers well where there is some hesitation. An appropriate range of vocabulary and structures. Understands almost all of what is said, although may require some clarification. Pronunciation and intonation sufficient to be readily understood by a sympathetic speaker of the language. | 24 |
| Satisfactory | Handles language appropriate with sufficient grammatical accuracy and a reasonable range of vocabulary to ensure that communication is achieved. May speak with considerable hesitation, but makes some attempt to recover. Understands most of what is said clearly and slowly by a sympathetic speaker of the language. Pronunciation and intonation sufficient to be understood by a sympathetic speaker of the language. | 18 |
| Unsatisfactory | Difficulty in achieving communication because of limited range of vocabulary and structures and/or serious inaccuracies in language appropriate. May speak with considerable hesitation, but makes some attempt to recover. Has difficulty in understanding what is said, even with help. Pronunciation and intonation sufficient to be understood by a sympathetic speaker of the language although some points may not be immediately clear. | 12 |
| Poor | Communication seriously impeded because of very limited range of vocabulary and structures and/or serious inaccuracies in language appropriate . Has difficulty in understanding what is said. Pronunciation and/or intonation may be such as would not be readily understood without clarification, even by a sympathetic speaker of the language. | 6 |
| Very Poor | No redeeming features. | 0 |