

## CHAPTER 4

### RESULTS, FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents findings of the study followed by a discussion of the findings. The study explored the use of HPBL in a speaking classroom in order to check how it motivates Libyan undergraduates. The profile of the students is presented followed by the results and discussions of the three research questions. The findings were discussed simultaneously with the results, what was found in this study, on every research questions were discussed against what was obtainable in the literature.

#### 4.2 Finding Research Question 1: How is the HPBL implemented in the Libyan EFL speaking course?

This section presents the findings of the first research question which is a description of how HPBL was implemented in the speaking classroom. To answer the research question, data were collected through observation and interview responses (see Table 3.3) of the lecturers and the students. Fifteen students were interviewed and observed. The interviews were conducted in order to obtain the students' and lecturers' views and perceptions of how PBL approach was implemented in the speaking classroom. The following are the aspects explored (1) prior knowledge and experience of HPBL, (2) designing HPBL materials and process, (3) HPBL introduction to students, (4) lecturers' and students' roles and (5) the overall effectiveness of the HPBL in the speaking classroom. The findings from each aspect is named as a theme and further explicated as sub-theme and substantiated with the students' actual words.

## **Theme 1: Relevance of Prior Knowledge and Experience in the implementation of HPBL**

The first category is *prior knowledge and experiences of HPBL*. It explains whether the students are aware of the PBL approach or even participated in the process before they were involved in this study. From the category, the following themes emerged: (1) partial prior knowledge, (2) no prior knowledge, (3) prior knowledge and experiences assist in explaining PBL concepts, (4) prior knowledge and experiences assist in implementing HPBL, (5) prior knowledge and experiences help in minimising flaws in the implementation, and (6) prior knowledge and experiences assist in figuring out the students' roles.

Students' prior knowledge and experiences of PBL may influence their participation in the study. Therefore, the lecturers were interviewed if they had prior knowledge of the HPBL or PBL. They were also asked if they had employed the approaches in any of their classes before the current study. Both lecturers involved in the study had prior knowledge of HPBL. One of the lecturers, L1 explained that he learned through a PBL approach while he was pursuing his Master's programme overseas. He participated in a PBL classroom and had positive experiences and perception of the approach. His response in Excerpt 1.

### **Excerpt 1**

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)

The lecturer was further asked on why he did not implement PBL in his classroom despite his knowledge and experience. He explained that he did not implement the approach simply because the university adopts the traditional method of teaching and thought the students may not like it due to the routine. However, when he was asked at the end of this study if he can now implement the approach in his class, he responded in the affirmative. He added that because the students expressed their positive perceptions toward the approach, it would be easier for him to implement. He said, "this HPBL is good for the students

because it will improve their speaking skill; it gives them confidence to speak English in public” (Int. Trans. 1, L15-16 Appendix 7)

The other lecturer, L2 commented that he had prior knowledge of HPBL but did not participate in it as a student. He also did not adopt it in his classroom. He only read about the approach sometime in the past and some of its benefits in improving students’ learning skills. He responds as in Excerpt 2.

**Excerpt 2**

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. (Int. Trans. 2, L7-8 Appendix 7)

The students were also interviewed whether they had prior experiences of the HPBL approach. From their responses, they revealed that none of them participated in a PBL classroom. This is because the approach is not practised in the university as well as in most schools in Libya. For instance, one of the students, S3 explained as below.

**Excerpt 3**

I don’t know anything about HPBL. I did not participate in anything like that because it is not practice in this school. (Int. Trans. 5, L6-7 Appendix 7)

Another student participant (S7) also made the same declaration that he was not aware of any learning approach like HPBL. He added that in their university, only traditional method of teaching is employed by their lecturers and no other new approach is used. He explained that they were not given room to work collaboratively among themselves as he puts it in Excerpt 4:

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. (Int. Trans. 9, L14-17 Appendix 7)

On her part, another female student S9 supported the claim that she does not know the HPBL approach. Their lecturers used only traditional method of teaching in their classrooms. She added that they are not given the opportunity to interact and discuss freely with their peers in the learning process. In the classrooms, they only speak when they want to ask teachers question or when answering a question asked by

the teachers. Therefore, they were not familiar with any collaborative learning much more of HPBL as S9 stated in Excerpt 5:

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. (Int. Trans. 11, L16-18 Appendix 7)

Furthermore, from the responses of the interview, it was understood that tutor's prior knowledge and experience of HPBL help in the implementation of the approach. This is explained by L1 who participated in a PBL class prior to this study, as he puts it in Excerpt 6

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. (Int. Trans. 1, L14-16 Appendix 7)

This is supported by the second lecturer (L2) who did not participate in the PBL prior to his participation in this study. He explained that although he read about the approach, he faced some difficulties or challenges during the HPBL process because this is his first time to implement the approach. He felt like telling the students what they should do instead of using open-ended questioning to guide them. He responds as quoted in Excerpt 7

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 (Int. Trans. 2, L16-18 Appendix 7)

From the responses, it could be concluded that tutors' prior knowledge and experience of HPBL helped in their understanding of the roles and implementation of the approach in their classroom. It also helped them to explain the roles of the students. This agrees with the findings of Dion (2001) who claims that teachers' understanding of the PBL approach helps in the preparation for their PBL classes. It is also in line with the findings of Nguyen (2009) which showed that the teachers' prior knowledge of PBL helped them to engage in preparatory activities prior to implementing PBL, such as preparing the learning facilities such as a conducive

classroom, and finding available spaces for group work and arranging other teaching materials such as a projector for class presentations. Although they have prior knowledge on PBL and NOT HPBL, they could make use of that knowledge in HPBL classroom too.

Prior knowledge of the approach is important, as it would help the students to easily understand their roles and the roles of the lecturers. For instance, because the students were used to the traditional teaching approach where teachers dominate the classrooms, the researcher and the lecturers had to explain to the students' their roles repeatedly. This is explained by one of the lecturers, L1, in Excerpt 8.

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. (Int. Trans. 1, L32-34Appendix 7)

The other lecturer (L2) also supported the idea that prior knowledge and experience help students to understand the concepts of the HPBL easily. He added that because the students were not used to the HPBL model in the learning process, they asked their teachers to tell them some answers to the given problem. In some other instances, the students asked the lecturers to tell them specifically what to do in order to propose possible solutions to the ill-structured problems. L2 responds as in Excerpts 9:

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. (Int. Trans. 2, L41-43Appendix 7).

This further justifies the use of the hybrid form of PBL because it gives a room for explanation and lectures as support to the students' learning.

In this section, it can be deduced that prior knowledge of HPBL plays a very crucial role in introducing the approach to a speaking course. This is such that prior knowledge guides both lecturer and student as to what their roles are and what to expect from each other.

## **Theme 2: Need for Workshop Prior to Introducing HPBL**

Prior to the implementation of the HPBL process of this study, a workshop was organised for the lecturers for them to get a better understanding of how the HPBL should be conducted in the speaking classroom. In the workshop, the lecturers were given a complete module on HPBL and they were taught on how to craft PBL cases for knowledge and design ill-structured problems that would promote students' creativity, thinking, independent learning and teamwork skills. They have promptly practiced how to effectively facilitate the students' learning. After the workshop was over, the lecturers were interviewed to get their experiences and perceptions of the usefulness of the workshop in helping them to effectively implement HPBL in the speaking classroom.

From this category – designing HPBL process and materials – the following themes emerged: (1) a better understanding of the HPBL process, (2) confidence in implementing HPBL, and (3) awareness of the advantages of HPBL. The themes are explained and supported with excerpts from the interview, as will be expounding below.

From the responses of the semi-structured interview, the lecturers revealed that they get a better understanding of how to implement the approach from the workshop. For example, one of the lecturers (L2) who only read about the PBL approach but did not participate prior to this study explained that the workshop gave him a practical experience. This, according to him enabled him to implement it effectively. They learned how to control their classes and facilitate the students' learning as well as give feedback. L2 responds as in Excerpt 10:

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. (Int. Trans. 2, L22-24Appendix 7)

The other lecturer (L1) who participated in the PBL process prior to his study also commented positively on the effectiveness of the workshop. He added that although he participated in the PBL before, it has been a long time. Therefore, the workshop helped him to remember every step of the HPBL process. Excerpt 11 contains his response:

Although I have experience of PBL, this workshop is helpful. It helps me to remember all the process. (Int. Trans. 1, L19-20 Appendix 7)

They felt confident to implement HPBL in their class as it gives better ways of managing classrooms. For example, one of the lecturers (L2) revealed that he had learned during the workshop how to facilitate the learning process to enable the students develop their speaking skills. He added that since he was not practically involved in HPBL before, he was not so confident. However, after the workshop, he gained more confidence because every step was explained clearly and even demonstrated practically, he commented as in Excerpt 12:

I become more confident to implement the HPBL after the workshop. You know I did not participate in it before. So, the workshop helps me to be more confident. (Int. Trans. 2, L24-26 Appendix 7)

The lecturer (L1) who participated in the PBL process prior to this study also asserted that the workshop increased his confidence to implement HPBL successfully. He mentioned that he participated as a student before, but now he is participating as a lecturer. Therefore, the workshop served as a refresher to him as he puts in Excerpt 13:

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. (Int. Trans. 1, L24-26 Appendix 7)

The workshop also increased their awareness of the advantages of HPBL. They learned that it has many advantages to both students and teachers. For instance, students may learn to develop their learning skills. Therefore, they concluded that the workshop was essential before conducting any HPBL activity. This is explained by one of the lecturers (L2). In Excerpt 14:

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 (Int. Trans. 2, L30-31 Appendix 7)

The lecturer also became more aware of some disadvantages of HPBL and learned to take some measures to control them in the classroom. For instance, the second lecturer (L2) commented that he learned from the workshop that HPBL is time-consuming. Therefore, during the implementation, he should coach the students to focus on the most important issues and avoid off-point discussions. He added that he learned to change his teaching style. He responds as in Excerpt 15.

I learned that in HPBL 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. (Int. Trans. 2, L27-28 Appendix 7).

The lecturers were also asked whether they read more about the HPBL model apart from the workshop, or gathered any additional learning resources prior to the implementation of the HPBL process. They responded that they read some materials such as articles from both online and offline sources to help them learn more about the approach. The responses of the lecturers showed the usefulness of the workshops in assisting them to effectively implement the HPBL model in their classroom. Their understanding of HPBL was much enhanced after the workshops. This shows that if the workshop would be given for a longer time, the lecturers may have been more informed and skillful in implementing HPBL. In addition, it shows that previously, the lecturers had limited awareness of innovative teaching and learning approaches. Therefore, they want to have a better teaching approach that would help them improve their students' learning output. It could be concluded that workshops are necessary for teachers to effectively implement the HPBL approach. It is also important to provide materials for both lecturers and students to consult for better implementation of the approach.

So generally, the workshop was found to be a worthwhile and essential endeavour in introducing the HPBL approach.

### **Theme 3: Introducing HPBL model to Students**

Having conducted the workshop, another category identified from the data is introducing HPBL model to students. The first task of the lecturers in conducting HPBL was to introduce the students to the HPBL approach, then group them into smaller groups. The introduction of the HPBL model to students in the first class meeting was seen to be essential for HPBL implementation. The following themes emerged from the category: (1) preparation for working with a new learning approach, and (2) encouragement and permission for selecting group members.

From the interview, the lecturers expressed their perceptions on how they introduced the HPBL model to their students in the first class. According to them, introducing HPBL to the students prior to the actual implementation enables the students to understand the concept. It also helps the students to prepare for working with a new teaching and learning approach which could be more demanding and different from traditional approaches they were familiar with.

The lecturers commented that during the introduction process, they explained the features and requirements of HPBL to the students. They explained the roles of students and the lecturers in the process. For example, students will take charge of their learning by deciding on what to learn and how to learn, while lecturers will facilitate the learning process through questioning and prompting. To enable the students to understand the concept of HPBL better, the lecturers showed the students the differences between the HPBL model and other traditional approaches, which the students were familiar with. In Excerpt 16 below L1 said,

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. (Int. Trans. 2, L49-52 Appendix 7)

In the introduction process, the lecturers also discussed the assessment procedures, for example, how each group will make a class presentation at the end of each HPBL cycle. They however, made it clear that it was not going to affect the students' final grade in the course. Finally, the lecturers discussed some of the benefits

of HPBL to the students, such as improving their speaking skills, critical thinking and cooperative learning skills. For example, the first lecturer (L1) explained that the first session of the HPBL process was very important because it is where the students will get to know the process. As he said in Excerpt 17:

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. (Int. Trans. 1, L45-48 Appendix 7)

The lecturers believed that HPBL is new to the students. Thus, they clearly explained every step to the students to enable them to participate actively in the process. They compared HPBL with the lecture-based learning and guided students with some skills needed in learning through a HPBL approach. This showed the lecturers' perceptions on the need to prepare students for HPBL in the first meeting. Providing students who are new or have little experience of a HPBL model with explanation of the approach helps in their understanding and active participation in the actual HPBL process

The students also agreed that the introduction enabled them to understand what the approach is all about. For example, one of the students (S7), mentioned that the explanation given by the lectures of the HPBL model prior to the commencement of the process helped them to appreciate the new process. The explanations enabled them to understand their roles and that of the lecturers in the process. In Excerpt 18 S7 said:

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. (Int. Trans. 9, L13-15 Appendix 7)

Having introduced the concept of HPBL to the students, the lecturers expressed their perceptions and experiences of grouping the students in smaller HPBL groups. Grouping students to work collaboratively is one of the features of an effective HPBL process. Lecturers should know how to group students to enable them

to work collaboratively. In the interview, the lecturers explained that they encouraged and allowed the students to select their group members by themselves. This is because one of the aims of HPBL is to train students to work in teams as they would in their real lives. In addition, allowing the students to group themselves helped to avoid conflicts or disagreements during the HPBL process. For instance, the second lecturer (L2) explained that he allowed the students to select their group members and then help to make some changes, as he states in Excerpt 19.

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. (Int. Trans. 2, L57-60Appendix 7)

The students were also interviewed regarding the grouping. Most of them expressed that they were happy and worked well with their group members. For instance, one of the students (S5) bared his mind that because they were all friends, collaboration and generating ideas among the group members really worked smoothly. There was no much argument or disagreement among the group members. Excerpt 20 contains his comments:

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. (Int. Trans. 7, L33-35Appendix 7)

Another student (S12) also explained that his group was very helpful to him during the learning process. He added that whenever he had a problem during the interactions one of his group members helped him to solve the problems as he said in excerpt 21:

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. (Int. Trans. 14, L13-15Appendix 7).

Only one student (S7) however expressed concern that he did not quite enjoy his group members. He lamented that some of his group members tend to be

dominating the discussion all the time. They did not allow others to speak or did not consider points made by others. He responded in Excerpt 22:

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. (Int. Trans. 9, L12-1Appendix 73)

These discussions show the need for facilitators to allow students to form their groups independently. It also shows the need for the facilitators to monitor the group activities in order to correct issues like domination by some group members or stiff disagreement among group members. This is in line with Dion (2001) who states when preparing for the PBL process, facilitators have to set clear guidelines for working in groups. They should also guide the students to form their own groups and ground rules.

Finally, the lecturers commented on how they explained the class presentation process to the students and how they assessed the students' performance in the oral presentations based on the language assessment criteria developed by this study's public university for the English Foundation Program for the academic year. The lecturers explained what was required from the students during the presentations, such as clear and fluent expression of ideas, adequate range of vocabulary, appropriate choice of words and good pronunciation. For instance, L2 added that he asked the students to propose suitable and plausible solutions to the given ill-structured problems and should support their claims with convincing points. In Excerpt 23, he said,

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. (Int. Trans. 2, L60-63Appendix 7)

During the class presentation, the lecturers also encouraged the students to use aids such as PowerPoint, and cardboard to illustrate their points. On the final note, both the lecturers and the students had positive experiences and perceptions of the class presentation at the end of the HPBL sessions. The students also corroborated that

the oral presentations boosted their confidence to speak English language as explained by one of the students (S12) in Excerpt 24:

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. (Int. Trans. 14, L22-24Appendix 7)

Another student (S6) also mentioned that the HPBL process increased his confidence in speaking. He added that he used to be nervous before, whenever he speaks in public. However, through the HPBL process he overcame it gradually as he commented in Excerpt 25:

**Excerpt 25**

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. (Int. Trans. 14, L21-2Appendix 72)

Overall, the drills helped the students to improve the speaking performance and confidence in speaking.

It is however worth-mentioning that the early phase of introducing the PBL lesson was a very difficult one for both the lecturers and the students, especially the 1<sup>st</sup> PBL lesson. For example,

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 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. (Appendix 6 Obs. Nts. Page 1-2)

#### **Theme 4: Perceptions of Lecturers' and Students' Roles**

Another category identified from the data from the interview is *perceptions of lecturers and students' roles*. Here, the lecturers expressed their views concerning their roles and how they guided the students in the process. From this category, two themes emerged: (1) Determination of success of a HPBL process (2) Opportunities to identify the potentials of the students. These are explained in detail and supported by the excerpt from the data.

From the interview, the lecturers described tutor-facilitation as another important feature of HPBL process. The facilitation determines the success or otherwise of the HPBL process. Therefore, to enable students to learn effectively, lecturers must know and be able to coach the students effectively. He summarizes his thoughts as in Excerpt 27:

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 (Int. Trans. 2, L68-70Appendix 7)

The lectures also expressed how it was carried out in the HPBL process. For example, L1 revealed that at the initial stage of the HPBL process, he presented the ill-structured problems to the students to work on. After that, he walked around the

groups, observing while the students were working. He claimed that he assisted the students there was a need for that, such as giving clarifications for some unclear terms and learning difficulties the students faced in their learning process. He also helped the students to resolve some conflicts among them during the learning process. He did not directly involved in student learning, as he commented in Excerpt 28:

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.

(Int. Trans. 1, L54-56Appendix 7)

The other lecturer (L2) also explained that he helped the students through advising them to use other resources such as dictionaries, whiteboard during the learning process. He also cautioned the students to avoid unnecessary discussions among the students during the process. He further commented that he encouraged the students to identify learning issues as well as share responsibilities to every member of their groups. He also helped the students to identify learning resources for self-directed learning. He responds as in Excerpt 29:

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)

The students on their part also mentioned that the facilitation is the most important part of the process that determines the success of the HPBL process. For instance, one of the students (S13) explained that the tutors helped them to focus on the discussion as quoted in Excerpt 30:

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. (Int. Trans. 15, L12-14Appendix 7)

The lecturers were also interviewed on how they perceived the facilitation process since none of them implemented HPBL previously in their classrooms. From their responses, the lecturers had positive experience and perception of the facilitation

process. They claimed that HPBL really helps because it gave them the opportunity to identify the potentials of the students. It allowed them to give feedback easily since the students are in groups. One of the lecturers (L2) commented initially he tended to feel like telling the students what to do as obtained in the traditional way as he stated, quoted in Excerpt 31:

as I told you, initially I tend to forget and begin to tell the students what do exactly.. (Int. Trans. 2, L86-87Appendix 7)

Generally, the lecturers had good perceptions of the students' roles. They considered the students' role as the most important feature of the HPBL approach. The first lecturer explained thus, in Excerpt 32:

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)

The students, on the other hand, were also interviewed on how they perceive their roles and that of the lecturers, since they were used to the traditional lecture method where lecturers always dominated the class. The students responded positively that they all had positive experiences. They claimed that HPBL is better than the traditional approach used in their university because in HPBL, they are given freedom to decide on what to learn and how to learn. For instance, one of the students (S3) commented as in Excerpt 33:

I like this PBL because we have a freedom to discuss with group members not like in the traditional method. (Int. Trans. 5, L15-17Appendix 7)

Another student (S7) also corroborated that he preferred HPBL to the traditional approach. This is because the approach helped him to develop many of his learning skills. For example, he mentioned that he improved his speaking and reading skills as he is quoted in excerpt 34:

I like this HPBL better than any other approach because I learn my thinks 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 fine solutions to the problems. (Int. Trans. 9, L19-22Appendix 7)

From the results presented so far, it is evident that the lecturers followed the guidelines given to them during the workshops in facilitating students' learning. This is in line with Little's (2007) view that using guidelines to support the implementation of PBL is necessary. The guidelines give a range of steps of the PBL implementation such as introducing learning problems to students, helping them identify learning issues, providing any necessary additional resources, as well as supporting students to provide viable solutions to the problems. To enable students to effectively learn in the HPBL process, tutors should be actively involved in the process. For instance, lecturer should have knowledge of the subject, motivate the students, consider the students' interest while formulating the ill-structured problem, resolve group conflicts during the discussions.

It is therefore clearly understandable from this section that lecturer's and students' roles are perceived as a basis for discovering the students by the lecturers and by themselves in terms of their abilities and potentialities.

#### **Theme 5: Overall Effectiveness of the HPBL in the Speaking Course**

The last category identified under this research question is the 'overall effectiveness of the HPBL in the speaking classroom'. The following themes emerged from the category. (1) HPBL develops students' speaking skills, (2) HPBL develops students' learning skills, and (3) HPBL allows lecturers to manage and control the class.

As for the overall effectiveness of the HPBL model on students' performance, especially in speaking, the lecturers commented that the approach had positively affected not only the students' speaking skills but other learning skills as well. The approach gave the students opportunities to develop their problem-solving skills, teamwork, self-directed learning, and communication. The approach made the

learning environment interesting which encouraged the students to become active and confident speakers as well as learners in general. L1 said in Excerpt 35:

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. (Int. Trans. 1, L67-70 Appendix 7)

The lecturers commented that because the ill-structured problems given to the students were related to their real-life situations, the students became motivated to speak and share ideas about the problems. They all had first-hand information about the problems. In addition, the students were so eager to learn something new because the approach was new to them as explained by Lecturer 2 who is the female, as in Excerpt 36.

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. (Int. Trans. 2, L82-84 Appendix 7)

The lectures also highlighted other benefits of HPBL model to teachers. For example, it allowed them to manage and control the class. They also had the opportunity to identify fast/slow or reluctant learners in order to provide them with appropriate supports. The students on their parts also responded positively that HPBL helps them to improve their speaking skills and other learning skills as well. For example, one of the students (S7), commented that HPBL increases her confidence and motivation to speaking English. He responded as in Excerpt 37:

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. (Int. Trans. 9, L30-33 Appendix 7)

The lecturers were asked to compare the HPBL model with the traditional methods which they usually adopt in their classrooms. From their responses, they

preferred HPBL to the traditional methods in terms of developing students' learning. They commented that the learners have opportunities for developing a variety of skills such as problem-solving, teamwork, thinking and self-directing while traditional learners do not. In HPBL learners are responsible for their learning and working actively, while students in traditional approach often expect direct explanations from the teacher. They further commented that the traditional approaches are teacher-centred lecture delivery; the teacher as authority and learning results shown in the final assessment. The HPBL, on the other hand, is learner-centred, teacher-student interaction, the teacher as facilitator, process assessment and learning results shown throughout the learning process as he puts it in Excerpt 38:

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. (Int. Trans. 2, L92-95Appendix 7).

Despite the positive perception and experiences of the HPBL approach, the lecturers or the students also commented on some of the shortcomings of the approach. They mentioned time-consuming as one of the negative sides of HPBL. It is a big challenge conducting HPBL lesson in one hour. For instance, L1 commented in Excerpt 39:

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. (Int. Trans. 1, L83-86Appendix 7)

In addition, it is also challenging to implement the HPBL model in classes with students who are not previously introduced to the approach. Some of the students found it difficult to understand their roles as they were used to the traditional approach, where teachers dominate the classrooms. It is also difficult to carry every student along in the learning process because some were slow and passive learners. This made assessing the students also difficult. Other challenges identified by the

lecturers include limited or insufficient resources such as classrooms with round tables where students could sit facing one another in a discussion format, because their current classrooms were not designed as such. One of the students also commented that one of the given ill-structured problems was not interesting him.

From the results presented under this theme, it shows that the lecturers recognised a range of positive aspects which are aimed to enhance students' learning, such as collaboration in the learning environment. These positive learning aspects contributed to helping students achieve learning outcomes of knowledge content as well as the skills required for working with others and being self-directed in their learning. The students also realised the importance of HPBL to their learning. This made them to actively participate in the process. These findings are in line with Barrows and Tamblyn's (1980) views that learning through the PBL approach helps students to improve their problem-solving skills, critical thinking skills, team working and self-directed learning skills. It also agrees with Savin-Baden and Major's (2004) assertions that teachers' timely constructive comments and support probably helped students improve their learning.

In addition, the results also reveal some of the drawbacks of HPBL. For example, it is initially difficult to implement on the side of the students and the inexperienced lecturer. This concurs with the assertions of Prince and Felder (2007) that PBL is the most difficult to implement of all the inductive teaching methods; it is time-consuming to construct authentic open-ended problems. The results also showed that the lecturers faced some challenges working with students who had limited knowledge. According to Vygotsky (1978), students work within their Zone of Proximal Development (ZPD) and their learning moves to the next level through additional support from their classmates or group members. Finally, from the findings presented in this section, the first research question, how the HPBL model is implemented in the Libyan EFL speaking course, has been answered. The HPBL model is implemented in the Libyan EFL speaking course by introducing the approach to the lecturers, designing HPBL materials and process, introducing it to the students by explaining the lecturers' and students' roles them following the HPBL seven steps.

#### **4.3 Findings Research Question 2: How does the HPBL motivate Libyan EFL learners to speak English?**

This section addresses research question two on how the HPBL motivates Libyan EFL learners toward speaking English.

To further address the research question, qualitative data were collected and analysed from interviews with the respondents. The qualitative findings indicated that the HPBL has greatly motivated the Libyan EFL learners to speaking English in the course, and it is found to be an effective way of learning to speak English language. These can be demonstrated in the following themes.

##### **Theme 1: Familiarity with the topic**

The findings indicated that Libyan EFL learners were very much motivated to speak the English language through the HPBL model. One of the striking factors for the motivation is the familiarity with the topic. According to most of the students, when discussing the topic given to them, they developed and generated their ideas because they were familiar with the topic given to them to discuss and come up with a solution. The approach allows the students to write on the topic of which they knew much because it related to their real life experience and they are relatively familiar with. This approach has given the Libyan EFL learners an opportunity to develop their speaking skills. For example, one of the students (S4) explained that he was greatly influenced by the impact of HPBL model to speak the English language. The entire HPBL model and nature of the problem given to them to investigate served as sources of motivation for him. Therefore, he would never regret being part of that experience. His views were transcribed in Excerpt 40 below:

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. (Int. Trans. 6, L19--23 Appendix 7)

Similar claims have been found from another student (S7) that she also reinforced the aforementioned finding, that HPBL model is quite a motivator as far as learning to speak English language is concerned. Her views were presented in Excerpt 41 below:

The writing topic motivates me much to write more and more. (Int. Trans. 9, L36-37 Appendix 7)

Other set of students were also found to be in support of the above claims. Students (S8) and (S9) believed after being part of the HPBL model they are now determined to speak the English language interestingly and passionately. According to students 8 who maintained that HPBL is the nice approach in learning a second language, therefore, it motivates him to go for his goals. He says in Excerpt 42:

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 real life problem. Writing on a more familiar topic is better than on the one which is unfamiliar. (Int. Trans. 10, L22-27 Appendix 7)

The views of student (S8) were equally supported by another student (S17) who like his other fellow students supported the effectiveness of HPBL model in motivating students to see beyond classroom success. Therefore, he says as in Excerpt 43:

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. (Int. Trans. 19, L20-23 Appendix 7)

Going by the finding drawn from the qualitative data, it is apparent that the students were highly motivated by the HPBL model to be self-reliant and pursue their desired goals. Furthermore, motivation to a self-sufficient stand normally happens when students undergo a reliable and self-empowered educational training, which allows them to undertake several study activities out of their wish (Deci & Ryan,

2001). The findings from the above interviews on the effect of HPBL matches with the findings of Martin et al., (2008), who surveyed the effect of PBL on science students; a positive effect of PBL on students was found. In addition, Herrington and Oliver (2000) described PBL as a source of knowledge which is directly gained from the learning environment through authentic activities, contexts, and assessments, which reflect on the real world knowledge usage. The knowledge gained from HPBL expands the students' horizons such as in phrases, vocabularies, and knowledge of grammar. These findings were supported by other researchers; for example, there was numerously published literature conducted to evaluate the effects of PBL on students' motivation.

The findings of those studies were in conformity with the findings of the present research. For example, Baeten et al. (2010) believed that PBL approach developed a deeper understanding of the students' subject matter and facilitates knowledge transfer. Furthermore, students are extrinsically and intrinsically motivated in the PBL approach in order to become self-directed learners and independent (Norman & Schmidt. 1992). Similarly, Brown, Lawless and Boyer (2013) found the effect of the PBL approach in enhancing students' beliefs and self-efficacy. More to that, Liu, Hsieh, Cho and Schallert, (2006), have also found similar results supporting the effect of PBL on developing the potentials of students.

## **Theme 2: Peer Collaboration Motivates the Students to Speak English**

It has been found that the Libyan EFL learners were motivated by the HPBL model to speak English language because of peer group collaboration during the process. Most of the students expressed their views commenting on the effectiveness of peer group collaboration. In the peer group collaboration, students were grouped together for collective work, which helped to develop the students' oral communication skills and fostered interpersonal skills. In addition, the collaborative work can help students with different personalities to work together and come up with a common solution to any given problem. The approach is effective for encouraging the students to become very active learners in solving and exploring problems and challenges. For example, one of the Lecturers (L1) commented as in Excerpt 44:

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. (Int. Trans. 1, L88-93 Appendix 7)

A student (S14) also commented that the collaboration developed his speaking ability and increased his love for English language. He was therefore quite fascinated by English language, and loved it more than before. He added that after his participation in the HPBL process, he made it compulsory upon himself to teach his siblings to speak English. He stressed that he will make sure every member of my family speaks English language fluently and diligently as he puts it, quoted in Excerpt 45:

What I love more about HPBL model is 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 engage more than in any traditional learning approach. (Int. Trans. 16, L41-14 Appendix 7)

The above claim was supported by another student (S9), who explained that the assistance he got from his group members in the learning process motivated him to speak English. For instance, he learned to pronounce English words correctly from them. In addition, whenever he was anxious to speak, he got encouragement from the group members. In Excerpt 46, he commented:

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. (Int. Trans. 11, L24-26 Appendix 7)

Furthermore, the HPBL model has been proved a tool which enhances the students' high skill retention since, in the approach, students learn through discovery not directly fed by an instructor or a specific textbook. Again, in the approach, students' sense of self-reliance, craft, creativeness and argumentative confidence can be achieved within a limited time (Iwamoto, Hargis & Vuong, 2016).

### **Theme 3: Lecturers' Support Increases Motivation**

It was gathered from the interviews conducted with the students that after having the HPBL, the Libyan EFL learners were motivated to speak and learn English language effectively. Their success is directly linked to the support they had from their tutors. Many students expressed approval of the support they got from their tutors during the HPBL learning approach. For instance, S11 in Excerpt 47 commented:

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. (Int. Trans. 13, L27-35 Appendix 7)

Similarly, another student (S17) also admitted the roles of the tutors as effective in achieving his goal. He appreciates the roles of the HPBL model in making him successful in terms of learning to speak the English language. In Excerpt 48, S15 commented:

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. (Int. Trans. 17, L131-3 Appendix 76)

Furthermore, another student (S9) supported the above claim by confirming that the lecturers' supports and the learning approach itself helped to motivate and shape his views about the English language, as he summarized in Excerpt 49:

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. (Int. Trans. 11, L37-40 Appendix 7)

Researchers have identified the role of tutors in HPBL approach. In the approach, tutors tried to stress on the strategies that are highly effective in learning. Therefore, tutors in the HPBL model are only facilitators who help students to progressively attain success in solving problem (Spencer & Jordan, 1999). Magetson (1991) opines that in the PBL approach, tutors facilitate learning by monitoring the students and encouraging them to reflect and think critically. Additionally, Farmer (2004) described the roles of tutors in the PBL approach as something that is very important, even though the participation of tutors in PBL is very less but it proved to be very essential for the students to attain self-directed learning. Furthermore, the work of a tutor in PBL is to assist students to attain learning objectives as set up in the curriculum (Wood, 2003).

#### **Theme 4: Motivation from Class Presentation**

Remarkably, the students became curious about the PBL lessons. They were always eager to know what happens next. As the PBL classes progressed, the students were eager to be the first to respond to any questions whether by the lecturer or the colleagues making paper presentation. As it appeared, each of them wanted to take credit for a good solution to the problems presented. The following is what was observed:

In the 5<sup>th</sup> lesson, some of the students were eager to be the first to respond when the lecturer asks a 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 was 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 the best in presentation especially in terms of fluency. (Appendix 6 Obs. Nts. Page 11)

The findings gathered from the semi-structured interviews with Libyan EFL learners has indicated that class presentation –a component of HPBL has greatly helped the Libyan EFL learners to be so proficient in the English language. A number of students hailed class presentation as a part of HPBL, which they described as the best way to learn to speak English well. One of the students (S10) expressed her view on how the class presentation motivated her to speak English language as in Excerpt 51:

I really appreciate what I learned from our class presentation exercise in the PBL model, we were subjected to constant presentation which has developed my confidence to speak the English language effectively. (Int. Trans. 12, L34-37Appendix 7)

The outcome of the interview on another student (S3) are in agreement with what the above student S10 said. In Excerpt 52, S3 said:

The classroom presentation helps me to improve my English speaking skills. In addition, it helps me to improved body control, eye contact voice projection. (Int. Trans. 5, L22-24Appendix 7)

For student 13 (S13), HPBL had provided him with an opportunity he had been looking for. As the result, he was motivated to speak English. He further

explained that his future ambition is to be an English newscaster. Thus, the class presentation was a great opportunity for him to practice as he comments in Excerpt 53:

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. (Int. Trans. 15, L26-28 Appendix 7)

In the same way, another student (S11) says he was really motivated by the HPBL model to speak the English language. He elaborated that the class presentation techniques were quite essential for gaining a valuable awareness in acquiring higher English language speaking ability. This is because all discussions were carried out in the English language. This will establish students well in English language. Furthermore, the class presentations prepare students for future challenges. Findings of other researchers have indicated the effectiveness of class presentation in improving students' speaking skills. Nguyen (2009) described the PBL approach as a learning model which stressed the use of real life problem to engage students actively for the positive learning outcomes. In addition, the PBL approach was found engaging students in achieving relevant academic excellence through the use of problems that are linked to life situations (Barell, 2006).

Despite the positive response of the majority of the students on how the HPBL process motivated them to speak English, there are some challenges. Some of the students expressed their concern on some problems they faced during the HPBL process. At some point in time, these problems demotivated them to participate in the process. For example, one of the students (S8) lamented that sometimes they argued unnecessarily and wasted much time during group discussion before they reach a conclusion on a particular problem. He chastised such an experience as in Excerpt 54:

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. (Int. Trans. 10, L30-32 Appendix 7)

Another student (S7) also lamented some of the challenges he encountered during the HPBL process. He explained that initially he was nervous to speak English

in the midst of his group members because he was not used to speaking English in public as he said in Excerpt 55:

The problems I face at the beginning I was afraid to talk in the interactions. (Int. Trans. 9, L43-44Appendix 7)

On his part, student (S6) explained that the major challenge he had in the HPBL process was his inability to generate ideas. He explained that initially in the HPBL process, he had some difficulty generating relevant ideas on the problem. As a result, he was demotivated to speak. However, after sometime he learned to build from his peers' ideas as he puts in Excerpt 56:

Sometimes during the discussion, it was difficult for me to generate relevant ideas related to the topic. (Int. Trans. 8, L14-15Appendix 7)

Conclusively, this research question deals with how HPBL motivates the students to speak English. The findings have strongly supported that HPBL positively influenced and motivated the Libyan EFL learners to learning and speaking English language. In other words, the approach had positive effects on the students' speaking abilities through various means of the approach such as learning from different materials printed in English, self-practicing, using group learning, tutor support, class presentation technique, familiarity with topic and other related language skills. Therefore, a conclusion would be drawn from the foregone discussions and findings that the Libyan EFL learners were positively motivated by the HPBL model toward speaking English language.

The findings presented above have answered the second research question on how does the HPBL model motivate Libyan EFL learners toward speaking English. The HPBL model motivates the students to speak in English because the ill-structured problems presented were familiar to them, they were supported by their peers and lecturers in the learning process. The class presentations also motivate the students to speak English. In addition, the findings also show the extent and levels of which the HPBL motivates the Libyan EFL learners in speaking English in the HPBL classroom. It shows that the majority of the students (66.7%) have indicated 'moderate' level of motivation.

#### 4.4 Findings of Research Question 3: To what extent does the HPBL motivate Libyan EFL learners to speak English?

This section addresses research question three on the extent in which HPBL motivates Libyan EFL learners toward speaking English. To address the question, quantitative data were collected which comprises the questionnaire which was administered to the students at the end of the HPBL process. The data obtained from the questionnaire were analysed through descriptive statistics.

##### Results of the Questionnaire

The research question is answered through obtaining the students' perceptions of intrinsic and extrinsic motivation to speaking English language. A questionnaire which measures the students' extent of motivation was used to obtain information. Descriptive statistical analysis was run where frequency (percentage) mean and standard deviation were calculated. Results of the analysis are presented in the following table.

**Table 4.1:** Students' Motivation to Speak English

S/N	Motivation to Speak English Language	1	2	3	4	5	Mean	SD
1	I like to speak English.	3.3	10.0	6.7	26.7	53.3	4.16	1.147
2	I will persist when facing difficulties in speaking English.	6.7	10.0	13.3	30.0	40.0	3.86	1.252
3	I do all my oral English exercises actively.	13.3	16.7	13.3	23.4	33.3	3.46	1.455
4	I feel more confident in speaking English compared with my classmates.	3.3	3.3	20.0	26.7	46.7	4.10	1.061
5	I work on my English speaking assignments according to a planned	6.7	10	20	30	33.3	3.73	1.229

	schedule.								
6	I speak English diligently for potential development in the future.	6.7	16.6	20	30	26.7	3.53	1.252	
7	I like challenging and difficult tasks in English speaking.	20.1	33.3	23.3	10	13.3	2.63	1.299	
8	I consider English oral examination as an evaluation of what I have learned about English.	26.7	36.7	13.3	13.3	10	2.4333	1.304	
9	I like imitating English spoken in movies.	3.3	10	10	30	46.7	4.06	1.142	
10	I am excited when I have accomplished a difficult task in English speaking.	3.3	13.3	20.4	23	40	3.83	1.205	
11	I try to speak English hard for the praise of the teacher.	13.3	16.7	13.3	16.7	40	3.53	1.502	
12	I always speak English out of English class.	33.3	33.3	16.7	10	6.7	2.23	1.222	
13	I am learning to speak English only to pass examination in the English Foundation Program	13.3	13.3	16.7	20.7	36	3.53	1.455	
14	I always finished English speaking homework.	26.7	33.3	23.4	13.3	3.3	2.33	1.124	
15	It is very challenging to	26.7	40	13.3	6.7	13.3	2.40	1.328	

	communicate with foreign speakers.								
16	The English achievement is a crucial factor in getting the scholarship, so I speak English diligently.	3.3	6.7	10	30	50	4.16	1.085	
17	I speak English diligently merely to graduate from university.	0	6.7	6.7	33.3	53.3	4.33	.884	
18	English is a very important tool for communication so I speak it diligently.	6.7	20	16.7	23.3	33.3	3.56	1.330	
19	In order to get an ideal job in the future, I learn to speak English diligently.	30	26.7	23.3	13.3	6.7	2.40	1.248	
20	English speaking takes great advantage on the future work.	10	13.4	13.3	30	33.3	3.63	1.351	
21	In order to go abroad in the future, I speak English diligently.	13.3	6.7	16.7	26.7	36.6	3.66	1.397	

1= strongly disagree, 2= slightly disagree, 3= neither agree or disagree, 4= slightly agree, 5= strongly agree

Table 4.1 above reveals the extent to which the HPBL model motivates the Libyan EFL learners in speaking English language. Looking at the first item in the result, it shows that majority of the Libyan EFL learners (53.3%), were intrinsically motivated to speak the English language in the course because of the love they have for the English language with the help of HPBL approach. The love they have for the

English language here is the driving force for them to be able to learn speaking the language through the approach. In addition, another intrinsic motivation which helped the Libyan EFL learners to be successful in the English language is item 9, the love they have imitating English spoken in movies. In this regard, a reasonable number of the Libyan EFL learners (46.7%) were found to be motivated in speaking English through HPBL model due to the inner feeling they have for speaking English. They feel more confident in speaking English compared with their classmates as indicated in item 4. A significant portion of them (46.7%) was intrinsically motivated to speak the English language because of the confidence.

On the other hand, the results also show that a large number of the Libyan EFL learners (56.7%) were extrinsically motivated to speaking English language. Extrinsic motivation is a motivation which drives an individual into action as a result material gain expected to be achieved out of the action. An extrinsic force has been found in item 17 where a reasonable percentage of the Libyan EFL learners (53.3%) were motivated to speak the English language because they want to graduate from the university. Similarly, in item 16, more than half (50%) of the Libyan EFL learners agreed that getting a scholarship is one of the factors which motivated them to learning speaking English language. Based on the findings drawn from this table, it is apparent that HPBL has a great effect on motivating students to learn the English language.

However, there are some negative instances where some of the students find it challenging to speak English language. For example, as indicated in item 15 about 40% of the students find it very challenging to communicate with foreign speakers. In addition, more than half of the students show that they rarely speak English outside their classrooms as indicated by item 12.

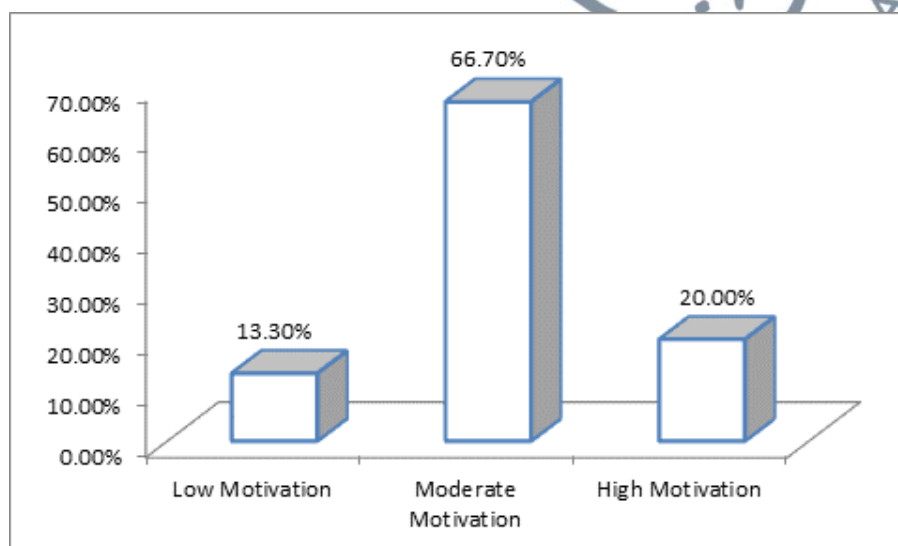
### **Students' Levels of Motivation to Speak English**

The level of students' motivation to speaking English is presented in Table 4.2. Overall composite score for the 21-items measuring students' motivation to speaking English was computed and categorised based on three (3) levels (low motivation, moderate motivation and high motivation). The result indicates that 4 (13.3%) of the students have shown 'low' level of motivation while the majority of the students (20) (66.7%) have indicated 'moderate' level of motivation. For those who shows 'high'

level of motivation to speaking English by the HPBL among the students, they constituted 6 (20.0%) of the total respondents. This outcome has shown inclination of the students towards having a moderate motivation to speak in English. The results have been supported by the qualitative findings as presented below.

**Table 4.2:** Students' Levels of Motivation

	<b>Frequency</b>	<b>Percent</b>
Low Motivation	4	13.3
Moderate Motivation	20	66.7
High Motivation	6	20.0



**Figure 4.1:** Students levels of motivation to HPBL

#### **4.5 Findings of Research Question 4: How does the HPBL model develop Libyan EFL learners' achievements in an English speaking course?**

This section presents the results of the third research question on how the hybrid PBL approach improves Libyan EFL learners' achievement in a speaking course. Two sets of data were collected and analysed: quantitative data and qualitative data. The quantitative data comprises the results of the students' group presentations at the end of the PBL process using the rubrics. The results are substantiated by the data obtained from the semi-structured interviews and observations.

### Class Presentation Results

This section presents the respondent's class presentation scores out of 40. All the groups examined fell within the class of satisfactory to very good. Group 4 scored the highest mark (30) (out of 40) (see Appendix 10 for the detailed score sheet) and was categorised as Very Good, while the least mark (19) was scored by group 1, which was categorised as Satisfactory. The remaining groups which are; 2, 3, 5 and 6; all fell into the Good category. The results showed that the speaking ability of students has developed to either good or very good as reported by the majority of the students. This could largely be due to the speaking achievement the students were able to acquire during the period of the PBL, and use them appropriately in their speaking and grammar. Hence, we can conclude that HPBL has positive effect on their speaking ability. Table 4.2 presents the summary of the results.

**Table 4.3:** Respondents' Class Presentation Scores

Groups	Scores
1	19
2	25.5
3	29.5
4	30
5	27.5
6	25.5

### Qualitative Findings

Qualitative data were collected and analysed in order to complete the answer for the research question. The data comprises the semi-structured interviews and the students' interactions during the HPBL process. The findings were classified into categories and themes. Generally, the findings show that HPBL helped the Libyan EFL learners improve their speaking. The following sections present the themes that emerged from the data.

### **Theme 1: HPBL Enhances Fluency in Communication**

The HPBL process enhances the students' fluency in communication. They were able to speak English without hesitation. The students to learn how to ask for and give clarification, narrating incidents in your life, argue and explain their reasons for opinions, cite sources, use stress and intonation patterns during the group interactions and during the class presentations. For example, during the presentation sessions, in the early presentations, most of the students did not contribute to the sessions; they could not participate principally perhaps they were afraid because they do not have good flow of English. Very few responses were made and few questions asked. But toward the last presentations, they appeared to be freely contributing and asking many questions as can be deduced from the excerpt below from observation notes during the presentations:

In the 1st and 2<sup>nd</sup> 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 5<sup>th</sup> lesson, many of the students struggled hard to make sentences. But in the 9<sup>th</sup> lesson, the flow of the 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. (Appendis 6, Obs. Nts. Page 10-11)

The responses from the respondents based on the interview showed that HPBL has improved their fluency in communication through self-practicing. The students reported practicing several times for each exercise before making presentation. This was influenced by their speaking habit during their discussion. They also had to present their discussion result in front of their classmate. Thus, it trained them a lot to speak, thereby increasing their fluency achievement. Observations have shown that the students were able to use the language fluently on all levels normally pertinent to professional needs. They can participate in any conversations within the range of their experience with a degree of fluency. One of the students (S6), during the interview mentioned that constant practice had improved his fluency in communication. He

further explained that these practice were done both individually and through group work. S6 in Excerpt 58, said

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. (Int. Trans. 8, L29-32Appendix 7)

Another student (S12) also described that HPBL has improved his fluency; due to frequent and constant practice his lessons and exercises. He also described how the course encouraged both individual practice as well as within groups as he responded in Excerpt 59.

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. (Int. Trans. 14, L35-3Appendix 78)

From the interactions of the students during the HPBL process, it was observed that the group interactions enhanced their communication skills. They learned to express themselves and convince others on a topic. While discussing the problem of students' excessive use of the Internet which affects their academic performance, the students identified many factors that are responsible for the problem. For instances, Mansoor mentioned that students engaged with social media because it is more interesting than their studies.

1. Facilitator: Mansoor, why did you say that students use social media because they are interesting?
2. 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.

3. Nur: What I understand by the point you make is that people leave their studies to connect with friends. So one the ways the social media affects our studies is that it carries our attention by given us opportunity to meet with other friends (Appendix 8 p. 4) .

Another student, Muhammad, also agreed with the idea that social media is more interesting than studies. He expressed his opinion in order to convince the facilitator.

1. Muhammad: Yes, I agree with that
2. Facilitator: What?
3. Muhammad: Interesting
4. Facilitator: So what do you mean by uninteresting?
5. 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 (Appendix 8 pp. 5)

The above excerpts show that the group interactions enable the students to develop their communication. They learned to think and develop ideas from their peers.

This is in conformity with the study by Yang (2016), in which the students reported that under PBL, they often practice reading the information of their project and other materials in order to practice their speaking before presenting the project, and this had positively influenced their speaking skill. Similarly, in Washington D.C. research on the students from John Easton Elementary school found that nothing pulls

the students' speaking, communication and presentation skills together as effectively as Project-Based Learning (Moss & Van Duzer 1998). The study is also in agreement with that of Khotimah, (2014), where the student's fluency was seen to have improved after the PBL course was compared to the one before. Still, according to Poonpon (2011), the students' speaking ability and fluency during the PBL course was definitely enhanced because they rehearse and often practice their speech, as well as at the presentation stage when they performed or presented their project. Additionally, PBL gives the student the opportunity to work autonomously during the course period, and this helped them in developing their fluency whenever they communicate (Klein et. al., 2009).

## **Theme 2: HPBL Improves Grammar**

The findings from the interview revealed that HPBL as the students reported, influenced them in coming up with good and accurate grammatical structures of sentences indicating that the course made an improvement in their grammar. The students have shown improvement in building correct sentences with the appropriate structure. They were able to use the language accurately pertinent to professional needs, with lesser grammatical errors, and were found correcting their grammar by themselves when they make a mistake in performing a conversation. A student (S7) mentioned how HPBL has helped them in forming better sentence structures with the use of appropriate clauses and phrases as he commented in Excerpt 62:

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. (Int. Trans. 9, L48-51 Appendix 7)

Another student (S10) also mentioned during the interview how the HPBL course has improved his grammar and sentence structure as he summarised in Excerpt 63:

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. . (Int. Trans. 12, L40-42Appendix 7)

It was observed during the group discussion, the students deliberated on grammatical issues while writing down the possible solutions to the problems. For example, in the excerpt below, students discussed the grammatical rule of concord where a singular noun agrees with a singular verb and vice versa.

1. Amir: Some of the possible solutions of such acts and viable solutions to them include... what do you see about this sentence?
2. Nusaiba: That 'include' must take 's', write it as includes...
3. Amir: But we say some, there no s
4. Muhammd: No
5. Amir: We said some of the possible solutions of such acts... then which act?
6. Muhammad: solutions, with 's' is plural. So should be 'include' without 's' (Appendix 8 p. 3-4)

This finding is in conformity with that of Maulany (2013), where the findings also revealed PBL to have improved the speaking skill and ability of the students. The improvement is more seen in their sentence comprehension and structure. These findings corroborate the theory saying that PBL can give an optimal opportunity to improve students' language skill (as cited in Fragoulis, 2009). Brown, Lawless and Boyer (2003) and O'Malley and Lorraine (1996), revealed that PBL leads students to arrange every sentence with good structure and grammar after the completion of the course. This is seen with this course because of the improvement as seen from the students in their construction of a good grammatical structure which was developed at the end of the course.

### **Theme 3: HPBL Increases Comprehension**

The results from the interview further showed that the ability of the students to understand sentences and contents of a story has improved significantly. This is an indication of how they understood a spoken English and how they replied their

conversations. In addition, they also enhanced their comprehensibility, through the use of keywords and rephrasing of sentences in order for the listener to have total comprehension of what is being spoken. Several students have mentioned the improvement in their comprehension of the English language because of the HPBL course because they interacted more among themselves freely and with their instructors. One of the students (S3) mentioned how the HPBL course has improved his comprehension skill during the conversation. He responded in Excerpt 65.

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. (Int. Trans. 5, L40-43Appendix 7)

This is also observed in the students' interactions during the HPBL process. The students helped one another to understand concepts and ideas. Whenever one has a problem, others supported him/her to explain things. This enhances the students' comprehension. For instance, in the excerpt below, Maryam did not understand the problem and what they were expected to do. Ammar helped and explained it clearly to her:

1. 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?
2. Nur: Em... what is the problem?
3. 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?
4. Mansoor: As far as I am concerned the terms are clear to me
5. Fatima: Do you all agree?
6. Nur: Well, I think I understand the problem
7. Fatima: Maryam, do you understand the problem?

8. Maryam: No, I understand. What do we do?
  9. Ammar: You know, we are expected to identify causes of the problem, why people dump rubbish everywhere, and provide some solutions to the problems
  10. Maryam: Ok, I understand now.
  11. Ammar: Good! what do we need to do first... we know the problem now. What is the next step?
- (Appendix 8)

This finding is in conformity with that of a study by Khotimah (2014), where the student's comprehension increased after the PBL treatment has been concluded. The study mentioned that the students were unable to understand the teachers' instruction at the beginning of the course, which was observed to be quite different at the end of the programme as they fully comprehended the teachers' conversation and replied accordingly (see also Observation notes, Appendix 6). The study has shown that students have made improvement in their comprehension and communication while undergoing the PBL a course while speaking English Language (Brown, 2003; and O'Malley and Lorraine, 1996).

#### **Theme 4: HPBL Enhances Good Pronunciations and Intonation**

The students' pronunciation has been observed to improve as a result of the HPBL course. This was made possible because students engaged in both self and group practice during the course. Thus, the students practiced and learned from their various course mates freely during the course; and this had helped them greatly. The students discussed and explained how the course improved their pronunciation skill as compared to their situation before the PBL course. According to Brown (2003) and O'Malley and Lorraine (1996), HPBL enable students to learn how to speak English with good pronunciation while they interact with one another and during class presentation. For instance, one of the students in this study (S5) has mentioned how the course personally helped her in achieving clear and correct pronunciations. S5 commented in Excerpt 67:

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. (Int. Trans. 7, L40-42Appendix 7)

The above statement was supported by the data from the results of oral presentation scores, where even the group with the least mark score fell within the satisfactory category.

This study is in line with that of Yang (2016), where the findings showed that PBL had enhanced non-English major students' pronunciation ability. HPBL provided students with the authentic learning environment; required the students to be autonomous to foster meaningful learning and prepared the students with the basic knowledge and skill to speak. Afterwards, the students were engaged in group learning to apply their gained theory and knowledge into practice.

In addition, the interview findings have reported how the HPBL have improved the intonation skills of the students. They have improved on how to speak a statement sentence and an affirmative sentence. This was made possible because they listened carefully to their fellow group members during discussions and other group activities. Furthermore, the students learned how to work together to achieve their target, and how to solve the problem. Thus, by conducting HPBL, students learn social skills such as cooperation, teamwork, and communication skills which are useful in improving their speaking ability. For example, another student (S8) had described how the course helped her in improving her intonation abilities. She responded as in Excerpt 68:

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. (Int.Trans. 10, L35-38Appendix 7)

Another student (S11) also mentioned how the PBL course enhanced his intonation skills compared to his previous state. S11 responded as in Excerpt 69:

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. (Int.Trans. 13, L47-50Appendix 7)

### **Theme 5: HPBL Enhances Self-Confidence**

Based on the responses from the interview, PBL has improved the speaking ability of the student by increasing their level of confidence. This is because the students engaged in interaction freely among themselves, thereby alleviating the fear, anxiousness and their reserve nature. Every student was encouraged to participate and to contribute during the HPBL process. This made them become more confident of themselves. The students' confidence level gradually increases as the course progresses, which is similar to what is found in other studies, where students were seen to have shown fear to speak or communicate and lacked the confidence to practice in the group for the first time of their meeting during the HPBL course. However, after series of meetings the students had developed courage and confidence to speak up without hesitation, concern or constraint (Mohammed, Keong, & Abdalhussein, 2015). It was revealed by one of the students (S2) that the HPBL process assisted him in developing self-confidence, which he lacked before the commencement of the course as S2 commented in Excerpt 70.

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. (Int. Trans. 4, L42-46Appendix 7)

According to Chavez (2013), the application of project-based learning to motivate English learning of ninth year students of Unidad Educativa, has proved that the method allows teachers and students to interact with each other as the students develop their entire creativeness causing an appropriate environment full of motivation for learning English.

### **Theme 6: HPBL Increases Range of Vocabulary**

During their discussions, it was observed that some of the students showed an effort to refine their choice of word. For example,

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. 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, they felt more confident to express themselves freely. They try not to mix English with Arabic. They were encouraged to use 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. (Appendix 6, Obs. Nts. Page 7)

The results from the interview also indicated that the students have improved in their vocabulary usage due to the HPBL approach. The students have shown good use of correct vocabulary in their communication. The vocabularies used by the students are as well understandable and appropriate for the audience. Many of the students mentioned that they have improved in their vocabulary from their previous stage because of the PBL course. This is true because based on my observation, the students used varieties of vocabularies in their numerous expressions during the HPBL course especially towards the end. They could understand and participate in any conversations within the range of their experience, with a good degree of precision of vocabulary. By using the HPBL method, the students got a challenge to enrich themselves on vocabulary variation in order to make a good conversation and for the sake of their discussions. The students' vocabulary achievement improved because they got new vocabulary from the treatment, the teachers' explanation and they become accustomed to speaking in English. They also tried to find new vocabulary from their dictionaries or asked the teacher. Another student (S9) stated how HPBL improved her speaking ability to use correct vocabulary by constant

practice, interaction and group work with her peers. This is clarified by her comments as in Excerpt 72.

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. (Int. Trans. 11, L39-45 Appendix 7)

From the students' interactions, it was observed that they tried to get the appropriate vocabulary to use in a particular context. For instance, in the following excerpt, the students were proposing viable solutions to the problem of students' excessive engagement with the social media.

1. Usman: It catches the minds of the students
2. Amir: How?
3. Aish: The students use Facebook always
4. Usman: That the students always think about it
5. 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?
6. Usman: We need to paraphrase
7. Amir: Yes, we need to get the most suitable word. SO what do we say?
8. Aish: It affects reading habit of the students
9. Hana: I think it is the same thing with it catches the mind of the students
10. Amiru: No, it is not the same. We are trying find out the best word
11. Hana: Let's think. I think we can use the word attraction. It attracts
12. Muhammad: I think we can use the word attraction
13. Aish: Let's think of another one before we choose

14. Usman: We can just write it down then later on we edit it
15. Amir: Can we use the word distract?
16. Usman: Just write the point
17. Hana: Then why not say it distract students' attention from their books. (Appendix 8 p. 8)

A study by Shafaei (2011), revealed a significant relationship between using project-based teaching techniques in foreign language teaching and the learners' performance on standard vocabulary tests, even in delayed post-tests. She concluded that using PBL accelerates vocabulary learning and improves vocabulary recall. Another study by Maulany (2013), again indicated PBL to have improved the speaking skill of students, especially in their vocabulary. Similarly, the study of Poonpon (2011), revealed that students believed their vocabulary knowledge was enhanced from the PBL course because they search for information from different sources, and have to read and compare a lot of information before selecting what was appropriate for their project. The study by Brown, (2003) and O'Malley and Lorraine (1996), found that PBL makes students to speak English with appropriate vocabulary based on the topic of discussion or lesson.

Furthermore, the findings from a study by Kamisah and Radjab (2013) revealed that project based learning technique can improve the students' speaking skill and influences some factors of the students' speaking skill in terms of accent, grammar, vocabulary, fluency, and comprehension, and their confidence as well. Thus, it can be implied that the project-based learning technique is very useful in teaching speaking. This is because the students have many opportunities to practice speaking and have active involvement in their project. Moreover, they worked very cooperatively, tried to defend their teams, and they were more active to speak in the classroom. Findings of another study by Mohammed, Keong, and Abdalhussein, (2015), conducted among 11th grade among Iraqi secondary students in Kuala Lumpur, Malaysia, showed that the PBL approach was able to improve students' speaking ability and motivate them toward better language achievement. According to the speaking performance tests in both cycles, the Iraqi students had accomplished progress in pronunciation, vocabulary, fluency, and grammar.

Mergendoller, et al., (2006) argued through empirical research that PBL has a positive effect on students with average to low speaking ability and students with the little previous content knowledge, and that PBL works as an effective teaching alternative that boosts students' engagement and motivational factors to speak more. Thus, they come to be competent speakers over time. Therefore, the third research question has been answered. The HPBL model improves Libyan EFL learners' achievements in an English speaking course through enhancing their fluency, grammar, comprehension, vocabulary, pronunciation and increasing their confidence in speaking. It can be concluded that the HPBL course has improved the speaking performance and ability of the students more especially in terms of fluency, grammar, comprehension, vocabulary, confidence, intonation and pronunciation.

Finally, the study confirms the constructivism theory that promotes collaborative learning. The students worked collaboratively with the supports of the tutors to achieve their writing goals. That is, the students were able to build new knowledge from their previous ones and develop their motivation and cognitive abilities through social interaction and the use of ill-structured problems. The study has extended the use of HPBL to speaking classroom. The findings can also be related to Schema Theory (Chang Zonglin, 2002). The theory provides students with cognitive structures and pre-prepared knowledge activities that focus on the literal, deductive, and applied level. This allowed them to propose possible solutions to the given ill-structured problems. Although discussions on the related subject is mostly under PBL approach, it has application on the HPBL model because PBL is the umbrella approach.

#### **4.6 Summary**

This chapter presents findings which answer the three research questions raised in this study followed by discussions of the findings. The findings show that HPBL could be implemented in a speaking classroom. The findings also reveal how the approach motivated the Libyan undergraduates to speak English language. Finally, the chapter presents the language achievement of the students in the HPBL approach.