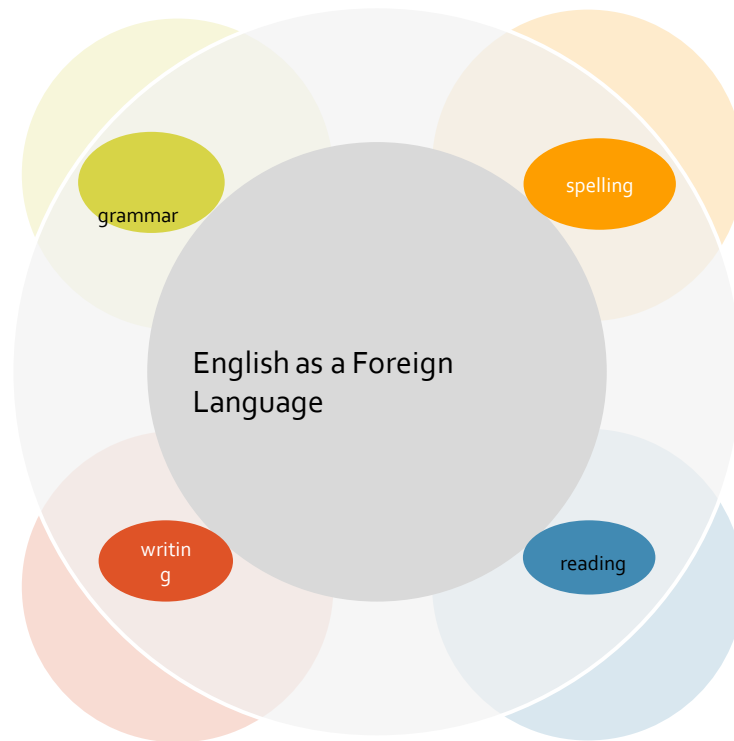


Problem-based teaching of EFL



Marijana Dimitrova

To my mother



Introduction

The problem based teaching is an exciting form for the traditional teaching. Professors H. Barrows and A. Kelson¹ from the Illinois University define it as a learning through solving of problems, both as a curricula and a process. The curriculum consists of carefully selected and created problems that encourage the student to think critically, to develop their problem-solving ability, and to build independent and team-based learning skills. As a process, problem-solving learning is just as much about the problem-solving approach as it is about everyday life.

Problem teaching and its realization satisfies the requirements of modern didactics, and thus of modern social trends. By enabling students to gain new knowledge through independent problem solving, they are simultaneously trained to solve problems in the future life and in a professional occupation. On the other hand, the students' activity, their independence and subjective position are provided. Finally, the students' creative and creative potentials are encouraged.

"We are constantly faced with enormous opportunities that are brilliantly disguised as unsolvable problems," said John W. Bush. Gardner² (American, 1912-2002). Thus, students who are part of problem-solving learning gain knowledge and become effective in problem-solving, independent learning, and teamwork.

The consulted literature that has been available to us, published in the last few decades points to the fact that there is a strong rise of problem teaching. Namely, the application of the problematic model of teaching in the beginning is incidental and fragmented despite the given contents in the textbooks that were applied. On the other hand, the effects of the application are not empirically

¹ Barrows H.S, Kelson A.M (1995) *Problem Based Learning: A total approach to education*. Springfield, IL: Southern Illinois University School of medicine

² John W. Gardner, American (1912-2002) taken from www.knowyourquotes.com on 16.09.2020

confirmed and give insight of high quality of the students' knowledge, independence in learning, and development of critical thinking. In other words it means promotion of the student personality in the teaching and a partnership in the process of gaining knowledge.

In fact, such effects of the application entirely follow the progress of the society and the demands of the modern community that it sets before the institutionalized educational process. Numerous studies have shown that problem-based learning prepares students in the same way as traditional methods, with the difference that students who practice problem-solving learning are more professional compared to their peers who have attended traditional instruction.

In that direction, on the following pages we will process the question about the concept, essence and need of problem teaching, and through the research we will discover how much it is applied in English language classes.

PART I

Didactical aspects of problem-based teaching

The problem based teaching system aims at affirming the student as an active collaborator, participant in teaching and a researcher. It is a model that encourages the student to activity, independence and creativity. In that regard, problem-based teaching is an important factor in the development of an independent and creative person. Such teaching enables the students to communicate directly with the teaching contents, motivates them, and provides conditions for the application of the acquired knowledge.

In the problem-based teaching, the creativity of the students is expressed. Problem solving leads them to a creative attitude towards the knowledge they acquire and at the same time enables them to work creatively and apply the previously acquired knowledge but with their connection and application in new situations. Thus, this type of teaching through increased transfer provides increased learning success. The students' thinking activity, mobilization of their intellectual abilities, flexibility and fluency in the thinking process, training for feeling, noticing, distinguishing, defining and independently solving problems are especially emphasized.

One of the goals of problem-based teaching is for students to develop a positive attitude towards work. In its course, the person as an individual is fully engaged and the achievement of results gives birth to a feeling of satisfaction, confidence in one's own person, self-confidence and encouragement, a motive for greater activity. It indicates its educational influence - a solution and success can only be achieved through work.

It strives to develop initiative, resourcefulness, consistency, responsibility, discipline, accuracy, conscientiousness, and other positive human qualities, collective spirit and interest in cooperating with others, interest and enthusiasm for science, art, creativity.

It can be concluded that the problem-based teaching:

- contributes to the development of students' intellectual abilities;
- develops internal motivation and interest;
- reduces the passivity of the student in the teaching process, providing conditions for his/her subjectivity;
- enables independent student activity;
- is one of the ways of individualization of teaching;
- its application achieves rationalization of the teaching time in the acquisition of knowledge and greater permanence and application of the acquired knowledge;
- as one of the forms of organization of the modern teaching it influences over the thinking in terms of logics and creativity³.

All these findings indicate that since its goal is the development of independence, critical and creative thinking and activity of the student, then the problem-based teaching is a basic effective exercise of thinking and logical thinking.

³ Journal *Problemsko ucenje u nastavi*, (1984) Loznica, pg.50

Problem-based teaching and the teacher

The term teacher in the pedagogical encyclopedia is defined as: "a person who achieves the social goals and tasks of education, providing students with theoretical and practical knowledge and skills, helping them create a correct view of the world, developing their character and personality traits, as and social activity⁴,"ie a person who teaches.

The teacher as a direct participant in the educational process appears as a very important assumption for the application of problem-based teaching.

The position and role of the teacher change with the changes in the overall educational process. In modern teaching, the teacher is treated as an associate, counselor who instructs students and applies such procedures in the work that help the student consciously and actively to adopt the teaching contents and develop their abilities. Analogously, in problem-based teaching as a modern type of teaching, the function and role of the teacher changes. While in traditional teaching, the teacher was a central figure in the teaching process, an informant, an active and dynamic subject, in the problem-based teaching system he/she radically changes this role as an assistant, indirect instigator and organizer of the teaching process and a manager of student activity.

The preparation and performance of problem-based teaching imposes new responsibilities on the teacher, requires a developed degree of expertise and methodology. So, in order to be able to cope with the new role and perform the new function, the teacher must be solidly prepared and capable of applying the problem-based teaching system, professionally, pedagogically-psychologically, organizational-technically and personally. Vocational training refers to the profession for which the teacher is chosen.. Pedagogical-psychological refers to the knowledge of the theory and practice of upbringing and education and developmental opportunities of students. It presupposes didactic-methodological competence, in-

⁴ Pedagogical Encyclopedia 2, Belgrade, 1989

depth knowledge of its profession, competence for scientific-pedagogical approach to the problems of its work. Organizational-technical readiness implies organizational and technical competence that can and should be transferred to students. Personal competence includes the development of some individual, primary character traits of the teacher such as honesty, objectivity, fairness, stability, life optimism, critique, democratically-strategically oriented person. Studies have shown that students trust a teacher who is open, honest, kind to everyone, warm-hearted, and highly evaluates a teacher who is dynamic, flexible, persistent.

In addition, the teacher should be a didactic and personally developed person, sufficiently motivated and properly stimulated for his work, which is an important assumption for the realization of problem teaching. The views and opinions of the teacher on the problem-based teaching are also relevant, therefore it is necessary to understand the essence and nature of the attitude and to know the factors that condition its formation and change. The role of teachers' attitudes and opinions in the teaching activity is crucial because attitudes affect perceptions, opinions and procedures and their change is determined by the same factors that contributed to their formation. Since they are motives, driving forces that lead to a certain procedure and activity, in their absence the positive attitudes are meant, the motivation of the teacher is missing, so the application of the problem teaching will also be missing.

From the attitudes towards the problematic teaching system, the opinion on its application, ie the need for introduction in the applied teaching process depends on how much and how it will be used and whether it will be applied at all. This indicates that the teacher is an essential factor and basic assumption for the application of problem teaching, primarily his opinions and views on the issue which gives this problem its meaning.

In problem-based teaching, teachers should define their role as a source of knowledge but in a way that they will only indicate that students' answers are correct or incorrect, and will help students to consider the sources of knowledge that they would teach for effective use of language. In the role of facilitators, teachers should

ask questions such as: Why? What do you think? How do you know that what you are saying is true?⁵ The aim is to stimulate students' thinking and to help them carefully consider each step they take. By asking such questions, the facilitators also model critical thinking, in order to withdraw and allow students to start asking each other questions. As facilitators of the learning process, teachers also create problems and provide the critical resources needed for the questioning process. The teacher guides the students in each moment, with each uttered sentence. In the various texts the teacher finds elements for developing friendship, discipline, and chooses special texts for developing ethical and aesthetic development, a sense of beauty, nobility, honesty, and the development of literary and artistic taste.

The problem-based teaching does not emphasize the teacher, but the students and their prior knowledge on the learning topic. Through thoughtful improvisations, the teacher offers a problematic situation that brings the students to the stage of amazement, awakens their curiosity, which is necessary to stimulate all the thought processes of learning.

Working in groups (usually 5-6 students) offers students a wide range of opportunities: solving ambiguities without the help of the teacher, repeating in pairs or involving the whole group, solving different tasks, as well as a good fun and relaxation with which overcomes the general fear of learning.

For teachers, groups are an excellent filter for the acquisition of knowledge: within the group, students decide whether something needs to be explained again, thus measuring the level of understanding of the teaching content during the lesson.

Problem-based teaching in any segment can not function without the active participation of students with their ideas, and interesting conclusions that create the teaching process. All that remains is the will of the teacher to involve the students because the importance of the students' questions is great because they are usually based on connecting old experiences with the new situation, and the new information has an impact on the "processing" of the existing knowledge. Questions are

⁵ Duffy&Cunnigham, (1997), *Constructivism: Implications for the design and delivery of instruction*

extremely important because then a dialogue develops in which the question of the student and the teacher are intertwined as an element of conversation. Physical phenomena are analyzed through dialogue and new paradigms are created on the basis of old, out-of-school experiences. Namely, the question of the term includes knowledge and non-knowledge at the same time, so the known non-knowledge goes through the process of cognition and learning to new knowledge.

Apart of the problem questions which are limited to the search for the answer, there are other questions with a role is to fill the composition with personal and general knowledge, skill and ability of the student. For teachers, "other questions" are an indicator of students' orientation, which commits them to more knowledge, skills and abilities, while providing only the satisfaction of discovering and learning interdisciplinary content. As part of the adventure to discover new knowledge, students create very specific meaningful questions that require more thought effort, which is already an act of creation that students work with enthusiasm.

The need to apply problem-based teaching

Give a man a fish - he will eat it in one day; teach him how to fish, and he will never be hungry again.⁶ This is a frequently quoted saying that fits perfectly into the educational paradigm. According to Boud, modern university education is not designed to produce graduates who will work only on a limited scale to solve textual problems. It aims for future graduates to be able to develop their competence in further learning and problem solving in real-life situations. In most disciplines, theory is just a simplified form of practice, and there is no answer to the problem situation. That is why it is important for university education to facilitate individual lifelong learning, and to provide students with the skills they need to solve real, real-world problems. In order for this to be possible, it is necessary for the problem teaching to be applied from the lowest level of education.

The result of teaching is to create a form of perfection that will be developed under the guidance of the teacher. Changes in the classroom from frontal to student-centered teaching mean an environment in which students recognize, restructure, and formulate their goals. They use planning strategies: develop and execute a plan and learn by independently observing, evaluating and reviewing their language⁷. Students' enthusiasm and creativity are often stifled in traditional teaching and they do not have enough opportunities to acquire or practice much of their skills. Another area to be noted is the existence of huge departments, which contributes to a lack of attention from teachers and a lack of exposure to the language that is studied⁸. This list also includes the outdated curriculum and the interrogations that make it difficult to change the teaching contents and methods.

⁶ "Give man a fish, he eats it one day; teach him how to fish and he will never go hungry", English proverb, превземена од www.en.wikiquote.org на 16.09.2020

⁷ Wenden A., (1991) *Learner Strategies for learner autonomy*, Prentice Hall, USA

⁸ Sarzwar Z., (2003) *Individualization Techniques in Large Classes in Innovation in ELT*, D Hall ad A Hewings Routledge UK

The education system has adopted a selected model that is oriented towards examination⁹. State exams serve to select students who progress from one level of education to another, and thus they are the focus of teaching and learning. In the background of the exams are the negative influences on teaching and learning, where the teachers hold classes to bring the models of interrogation closer to the students, and the students are at a lower level of cognitive strategies because they learn by model. This question-oriented concept is operationalized in a didactic approach: teaching aims to impart knowledge, and learning is to be passively accepted and then accurately reproduced on the exams¹⁰. This educational experience has resulted in the development of a different approach to learning. The motivation for learning is to pass the exam, and cognitive strategies are low level and oriented towards routine learning. This approach also equates students' expectations with those of teachers.

Education should actually deal with a holistic development in the student where the cognitive, personal and affective aspects of the student are covered. Future academic citizens are expected to be competent not only in their disciplines, but also to be prepared for a lifelong learning. In many of our schools the „graduated“¹¹ is defined as a person who is professionally trained, has good communication skills, potential for personal development and is adapted to change. In order to prepare such "imaginary graduates", teaching should be concerned with the development of professional competencies, but also with the facilitation and direction of independent learning and acceptance of a deeper form of learning where students are particularly motivated for the subject they are learning and develop higher cognitive strategies at learning¹².

The current form of problem-based teaching differs from one teacher to another, and from one subject to another. Each discipline is based on a separate knowledge and

⁹ Biggs J., (1996) *Testing: To educate or to select?* Hong Kong Educational Publishing Co.

¹⁰ Oxford R (1991), *Learner strategies, What every teacher should know*

¹¹ Encyclopedia pedagogical dictionary (1963), Zagreb

¹² Biggs&Moore,(1993) *The process of learning*, Prentice Hall of Australia

philosophy that implies a certain teaching approach to achieve the teaching goals. These differences will have a direct impact on the types of problems on which the problem teaching is based.

These different ideas about the problem, and the decision-making process, involve varying degrees of student activity that can range from simply offering answers to questions, small group discussions, literature research, group project work, or writing a study report. The time required for problem teaching can also vary from one teaching unit to another, up to an extended time as is the case with project work. These variations have contributed to the development of different types and forms of problem teaching.

Thus, the need for the application of problem-based teaching is conditioned by the rapid development of science and technology, changes in society, new pedagogical-psychological knowledge. That is why learning in the modern world must contain more than just memorization, it must contain understanding, identification, transformation, knowing how to apply what has been learned. Well, in that direction less and less is insisted on encyclopedic knowledge, detailing, and more on processes, events, generalization. This would mean rationalization of the learning process itself, changed position of the student, increased thinking activity which will be a condition for further development not only of the student's personality as an individual but also of the whole society.

The possibilities of applying the problem teaching can be considered from different aspects, in relation to different levels of education (in the framework of the class and subject teaching), in terms of sources of knowledge, types of teaching hours, forms of work, subjects , teaching methods.

Application of problem-based teaching in natural sciences and humanities

Research shows that science curricula have greater potential for problem-solving. This does not mean that the possibilities of application in the teaching contents of the social sciences are narrowing. Our research in this master thesis is aimed at the application of problem teaching in English as a foreign language. Therefore, here we briefly refer to the fact that it has been noticed through the application of problem teaching in English teaching that the degree of motivation for learning increases, and the student can be put in a problem situation in grammar exercises in morphological and syntactic analysis, as well as the interpretation of literary texts, and the interpretation and description of the main protagonists¹³.

Problem teaching is aimed, among other things, at the student's independent work, and in that framework it aims to enable students to independently serve with different sources of knowledge, to introduce them but at the same time use it during problem solving. Sources of knowledge can be primary (sources of knowledge in which information is obtained by observation, ie observation, manipulation and work) and secondary (verbal and written).

The basic source of knowledge is the immediate environment, natural and social reality. She secured her primacy in problem teaching for the simple reason that it enables the student to connect what he has learned with life, applying the acquired knowledge by expanding and deepening it. Manipulating objects and phenomena allows the student to get a concrete and clear picture of the outside world. From the fact that the immediate reality is an inexhaustible source of knowledge, the student will have to learn to discover and solve problems by observing and studying it. In this case, the teacher can create problem situations by confronting the students with certain life phenomena and facts and asks them to interpret them.

¹³ Eguchi M, Eguchi K., (2006) The limited effect on PBL on EFL Learners : A Case Study of English Magazine Project" *Asian EFL Journal*, Volume 8, Issue 3

It is a fact that problem teaching is first applied to the natural sciences, but in less than a decade its effects have begun to be felt in the humanities¹⁴ as well. Today, many teachers consider its application to the natural sciences and humanities to be almost equal. In the following pages, we will find out what our respondents think about the same issue.

¹⁴ Barrows H.S, Kelson A.M (1995) *Problem Based Learning: A total approach to education*. Springfield, IL: Southern Illinois University School of medicine

Possibilities for application of problem-based teaching in relation to teaching methods

Before we talk about the possibility that the teaching methods provide for the application of problem-based teaching, there is a need to define them. Teaching methods are defined as "expedient ways of joint work of the teacher and the student during the teaching process with the help of which the students acquire knowledge, skills and habits and develop their psycho-physical abilities"¹⁵. In this context, there are method of oral presentation, method of conversation, method of working with textbook and other printed text, method of written and illustrative works, method of demonstration, method of laboratory work and excursion. When using verbal methods, a problem situation can be created when not all the material will be presented, but reasons will be sought for some phenomenon in the life and work of people. The method of conversation is especially specific in foreign language teaching, due to the constant need for communication in order to practice correct pronunciation and free the student from the shackles of shame when he finds himself in a situation to use a foreign language.

The method of working with a textbook, and other printed text, as the method of illustrative works is also very important, especially because through reading the student enriches the vocabulary, and the passive form of learning phrases or other linguistic expressions is noticeable.

On the other hand, in the natural sciences, by observing the teaching processes and events in the natural and social reality, by performing and demonstrating an experiment, the student may face a problem.

Within these methods and during the problem-based teaching itself, more emphasis is placed on the student's independent work. So, problem teaching can be applied in combination with all types of teaching methods.

¹⁵ Encyclopedia pedagogical dictionary (1963), Zagreb, str. 526

Possibility to apply problem-based teaching in relation to the forms of work

The application of the problem-based teaching system is also in the direction of the forms of work, so we are talking about frontal, group, work in pairs and individual teaching form. In combination with the frontal form of work, a situation is created in which all students solve the problem together, ie all students solve the same problem. However, the frontal form prevails in traditional teaching. On the other hand, the application of the group form in the problem oriented organized teaching can have negative consequences in terms of imposing the intellectually superior students on the group or the class and accelerating the pace of work according to their possibilities. When working in groups, there may be an increase in indiscipline in the classroom, and in addition, students often discuss a topic different from the one given to them as a task.

Therefore, in order to avoid such phenomena, it is best to use problem-based teaching in combination with the individual form of work, taking into account the individual differences between students. In the individual form of work, the student can engage in independent research and work on the given task, according to ones wishes, interests, and personal motivation.

However, it can not be mentioned that the flexible change of forms of work is characteristic of problem work. Thus, for example, when creating problem situations and formulating the main problem, as well as in the locking stage, the frontal model is applied, and when setting hypotheses and solving the problem, the group model is applied. From this follows the conclusion that in problem-oriented teaching all types of forms of teaching work can be applied.

Possibility of application of the problem-based teaching in relation to the type of class

Depending on whether the class is designed for gaining a new teaching content, rehearsal and practice or checking and assessment of students, there are different possibilities for the application of problem-based teaching. Thus, for example, in the class for learning new teaching contents, a problem may be posed in front of the students in order to use the previous knowledge or in the rehearsal and practice the student may be put in a different problem situation with one goal - whether and how much the student can, knows and is able to apply the acquired knowledge.

The teaching will get certain signs of a problem when the teacher, while conveying and explaining certain contents, deliberately creates a problem situation, directs the student's attention to it with the task to learn and mobilize his/her activity, but the problem is solved by the teacher or other source of knowledge. This does not convey the conclusions reached by science, but follows the genesis of the occurrence and resolution of the problem.

The most developed and most complete type of problem-based teaching is achieved when the whole course of work on the teaching task takes place as a task of setting and solving individual problems, ie, when the student learns and formulates the problem, makes a plan for solving it, sets hypotheses and uses various ways and means for their verification, during which the student performs various thought operations and comes to a certain knowledge. This puts the student in a position approximately equal to that of the researcher in a scientific research work. The student actually repeats the path of discovery, discovers what has already been discovered. This discovery is not characterized by objective truth, but has a creative character, because it reflects the individuality in the student's thinking and creative approach to action. At this level of difficulty, the problem-based teaching is most fully expressed and realized.

In other words, problem-solving can find its application in both the new material adoption classes and the rehearsal classes. Its application in assessment classes will be less, especially if it is done orally, due to the fact that the student is under other external and internal influences during the assessment (exp. anxiety, fear, desire for higher grade).

Possibility to apply the problem-based teaching in relation to the curricula

One of the preconditions for the application of problem-based teaching is the curricula. The curriculum is a basic school document where in the form of a table the educational areas are indicated, ie subjects that will be studied in a certain school, the order of study of those fields or subjects by departments or semesters and the weekly number of hours for a specific area or subject.

The curriculum is a school document that prescribes the scope, depth and sequence of teaching content in individual subjects. Therefore, the teaching plan is a concretization of the curriculum.¹⁶

When designing curricula, the basic question is the goals. Bloom believes that the development of curricula and the choice of teaching methods should be considered in relation to the four basic issues, namely:

- towards which educational goals should the school weigh or in certain subjects;
- what educational influences can be provided, which will probably lead to the achievement of those goals;
- how to successfully organize those educational influences in order to ensure their continuity and order for the students, in order to achieve integration of those influences and thus to avoid isolating the student experiences;
- how to evaluate the success of those impacts with the help of tests and other systematic recording procedures¹⁷.

So, according to Bruner¹⁸, the following issues should be considered in the curricula:

-why- what is the main goal

¹⁶ Pedagogical encyclopedia 2, (1989) Belgrade

¹⁷ Bloom S.B., (1981) *Taxonomy and classification of educational objectives (cognitive field)*, Belgrade

¹⁸ Bruner, D (1988) *The teaching process, Psychology in teaching*, Belgrade

-what- what will be taught, ie what contents should be included in the curriculum

-how- which refers to the teaching.

All these questions, purpose, contents, ways are in close correspondence.

That's why Bloom demands their precise arrangement and proposes its taxonomy.

The purpose and tasks are correlated with the teaching contents. It is necessary to keep in mind the relationship goal, tasks, content. This relationship should be understood as a relationship of mutual complementarity and unification. This means that the teaching contents as systematic complexes are a presumption for achieving the goal and the tasks, but at the same time the goal, ie the tasks are the starting base for selective selection of the teaching contents.

A special problem in the curricula is the way of realizing the set goals and tasks. This problem points to the existence of an interdependence, between the purpose, tasks and contents on the one hand, and the ways of teaching on the other. From this connection it follows that changes in the purpose, tasks and content require changes in the very act of teaching. So, the curricula require specific pedagogical activities that will guide the student and the teacher, and whose application will lead to the realization of the set goal and tasks. The solution of this problem will give an answer to the question - how the teaching will be performed, and the way it is organized. This confirms and argues the fact that the curricula are one of the assumptions for the application of problem-based teaching.

The textbook as a precondition for the application of problem-based teaching

Another assumption for the application of problem teaching is the textbook. As an important participant in the organized educational work, it arouses interest in its definition and analysis. In the literature there can be several attempts to define the textbook. Here are some of them.

The textbook is a teaching tool, a book in which the curriculum for individual curricula is scientifically and various courses¹⁹. The textbook is a book in which the scientific or professional contents are mediated to the user with a specially arranged didactic instrumentation depending on the educational goals, the psycho-physical maturity of the user for whom it is intended and the special tasks of the curriculum.

In fact, one of the most common and widespread teaching aids is the textbook. It is a textual source of knowledge in which the concrete content of the curriculum is given. It can be used as a source of knowledge in problem-conceived teaching, but problem-based teaching can also be composed in the textbook itself, ie the teaching contents in it can be problematically shaped. Thus, the problematic structuring of the textbook, and through it the problematic teaching, enable the student's independence, motivation and intellectual development by forming a mentally stable structure, ie, ability to compare, analyze, hypothesize, critique the facts, the student is gains experiences that can be applied in solving new problems.

The basic structure of the textbook consists of the texts and the extra-textual components. The texts that appear in the textbook as basic, additional and explanatory can be problematically shaped. This will achieve the intention - ability of students for independent and cognitive activity. Problematic structuring of the texts in the textbook influences the formation of independence in reasoning and conclusion. Learning through problem-structured content opens space for students to work independently in the process of cognition, and thus break through the creative and

¹⁹ Pedagogical encyclopedia 2, (1989) , Belgrade, pg.1059

creative thinking activity. The problematic approach in the processing of the contents of the textbook has a particularly significant educational value for the independence of the students.

If the questions and tasks given in the textbook are a way to develop the student's independent creative thinking, then problem-based learning will contribute to the development of independence and will be a factor in transforming the student's status in teaching from an object to a subject of the teaching process. The questions and tasks set as a problem will activate the student's opinion, will arouse intriguing motivation. Such questions and tasks can be applied in the introductory part of the teaching unit, during the processing and in the final part. The question posed as a problem is structured from known information or data that the student learned during the lesson or came to them through his own experience and with unknown elements that follow the already known²⁰.

Based on the theoretical analysis it can be concluded that:

- there is a connection between the textbook and the curricula
- the textbook is written based on the curriculum
- is aimed at practical realization of the set goals and tasks
- affects retroactively the improvement of the program and its verification and verification
- the textbook is located between the student and the program
- related to the teaching process as an integral part of it influences the manner of conducting and organizing the course of teaching itself
- in the structuring of the textbook (especially in determining its didactic components and contents) the problem approach should and can be represented

²⁰ Petrovski, B., (1994) *Structure of the textbook*, Skopje, pg. 83

-the questions and tasks in the textbook are in direct correlation with the student's independent work.

In addition to the textbook as a factor for the application of problem-based teaching, today there is a practice of printing additional or supplementary working materials for the student: workbooks, control tasks, collections of texts and tasks and the like. They are in function of the student's independent learning if they include questions and tasks that will encourage independent work and will not be a reproduction of the contents in the textbook itself. They will fully achieve their goal only when the questions and tasks require a restructuring of the contents of the textbook and point to, among other things, a new problem-solving method of learning. In that way they will be a means of respecting the individuality and subjectivity of each student.

In any case, the use of the textbook in problem teaching should not be absolutized because the student should learn to use other textual sources such as reading, lexicon, encyclopedia, children's press, atlas, album.

Application of problem-based teaching at the beginning of education

Many educators are faced with the question of which level of education is most appropriate to introduce problem teaching. Across many countries around the world, problem-based teaching began to be implemented less than two decades ago, and as a result, its actual application is really in question. The research in this master's thesis will show if and to what extent the problematic teaching of the English language class is applied in the primary education. But why is that important?

Namely, it is a fact that a large number of students who enroll in university studies expect a traditional type of teaching that they have already learned, and their learning techniques are based on it. The introduction of problem teaching in some subjects is a completely new concept and practice, and it is especially difficult for most students. Some students even reject the new role and tasks imposed by problem teaching, while others choose to "bother" to finally enjoy the results and benefits of this type of teaching. Such reactions of students have a significant impact on their motivation and quality of learning.

However, there is a realistic basis for avoiding this situation as problem teaching will be applied from the earliest stages of education. In that way, students will already be familiar with the basic postulates of this type of teaching, and will accept it as part of their learning and education. In this context is the fact that most of the students are particularly active in extracurricular activities during primary education, where problem teaching can be fully expressed. From here we emphasize the need to apply problem teaching from primary education.

Critical thinking and problem-based teaching

Problem solving is a top type and a special form of learning. Therefore, problem solving, in addition to being a form of expression, is also a form of learning.

Perceptions of the problem-solving process are different. It is a critical aspect of learning, the highest form of learning that is characterized by seeing the relationship between means and ways on the one hand and the goal, solving tasks on the other hand and coping with the new learning situation. Problem solving is also defined as a form of effective learning that consists in the existence of difficulty, novelty of the situation and consciously focused student activity towards finding new ways of solving. Although the interpretations of the problem solving process are different, it can still be concluded that the existence of difficulty and the activity of the subject to solve it is their common feature, which is the essence of problem teaching.

Rubinstein noted that the thought process is realized as a problem-solving process, so he says that every thought process by its internal structure is an activity aimed at solving a task and that thinking usually begins with a problem or question, wonder or misunderstanding, contradiction. Thought as a process of mental activity of man is realized through problem solving and problem situations. So, the problem is part of the content of the opinion, and problem solving is a tool and a function of the development of the opinion.

All this points to the close connection between these two processes. Problem solving requires thought activity on the one hand, but is also a manifestation of thinking on the other. Opinion and problem solving are not synonymous. Recognizing and identifying these processes from a didactic point of view can lead to overemphasis on the application of problem-solving learning. Their conceptual differentiation is one of the conditions for correctly determining the didactic meaning of problem solving as a form of expression of opinion.

Critical thinking is an important issue nowadays²¹. Moving towards the information age focuses on the issue of good thinking as an important element of success in life. The definition of critical thinking has changed over the decades, however it comes down to:

- the ability to analyze facts, to generate and organize ideas, to define opinions, to make comparisons, to draw conclusions, to evaluate arguments and to solve problems. Furthermore, critical thinking is a way of thinking that implies support, includes analytical thinking, and is a conscious process used to interpret and evaluate information²².

We think critically when we are based on reason and not on emotion, we seek evidence by rejecting the unknown, and we aim for the best explanations of the problem, and until we come to the conclusion we constantly ask questions.

Aspects that are characteristic of critical thinking are: purpose, issue to be resolved, assumptions, empirical evidence, concepts, implications, results²³.

Hence, the connection between problem learning and critical thinking is more than clear because thinking is not guided by answers but by questions. Unless questions are asked, an area will never be explored and developed. Each area is active as long as it has the power to ask questions as a thought process. In order to think and re-think something, it is necessary to ask questions that will stimulate the thought. Questions define tasks, express and solve problems. The art of Socrates' dialogue is that in a systematic and profound way interest is expressed in what is true. There is a special connection between Socrates' dialogue as part of problem teaching and critical thinking because together they have the same goal. Critical thinking provides an understanding of what is going on, and Socrates' dialogue uses the opportunity to

²¹ Huitt W., (1992) problem solving and decision making: Consideration of individual differences using the Myers-Briggs Type Indicator. *Journal of Psychological Type*, 24, 33-44, taken from www.edpsycinteractive.org/files/prbsmbti.html

²² Hickey M., (1990) Reading and social studies : The critical connection. *Social Education*, 54, 175-179

²³ Huitt W., (1998) Critical thinking, An Overview. *Educational Psychology Interactive*, Valdosta State University

Didactical aspects in the problem-based teaching of English as a foreign language

Behaviorists sought to define the desired goals regardless of the students and the situation, to present the language in a structured, uniform way, and then to try to get feedback through its application. Finally, students know the language but do not know how to use it.²⁷ Constructivists, on the other hand, aim for language learners to develop their understanding of the use of language through its application in everyday life situations, rather than through learning a list of rules. Problem-based teaching points to the place of language in reality. By imposing problems like those in reality, teachers can bridge the gap between the use of language in the real world and what Dyson calls the "fictional" world in school. The problems used in problem teaching are poorly formulated, ie they do not have a specific answer, and reflect the complexity of the real problems²⁸. They also suit the situation of the students.

In other words, they require students to explore all sources other than the teacher including reference material and community members, and to extract knowledge from all areas, such as mathematics, geography, science. During the questioning process that students go through to get the answers, they should use language to gain information about communicating, expressing opinions, negotiating, how they would do and when they would work. As they document discussions and decisions, consult materials, talk to each other, present their findings, learn to listen, speak, read and write effectively. They thus develop vocabulary, learn grammatical rules and forms of everyday language, and apply different sign systems. In short, they create an understanding of language as it is used in the real world.

In EFL teaching, its goals are defined as developing students' ability to be understood when expressing themselves in a foreign language, to develop a positive

²⁷ Short, Harste & Burke, (1996), *Creating Classroom for authors and inquirers*

²⁸ Spiro, Feltovich, Jacobson, Coulson,(1991), *Cognitive flexibility, constructivism and hypertext: random access instruction for advanced knowledge acquisition in ill-structured domains*

attitude towards the foreign language being studied, and to increase their interest in language and culture to people who speak that language²⁹. Problem-oriented teaching is goal-oriented and is a great tool for boosting students' motivation. It offers English language students authentic materials, opportunities to use the language and motivation to learn, which are at the same time very important conditions for language learning. Numerous studies have shown that problem-solving helps foreign language learners to develop different skills because it creates situations in which students have to talk to each other to master a skill.

The content and the schedule of the teaching material are determined by the curriculum. Plans, programs and methodological composition are determinants that are concretized and elaborated in textbooks and other teaching aids. The task of foreign language teaching is to teach students to use the foreign language as a means of cognition, communication and accumulation of knowledge. The following special methods are distinguished during the problem-based teaching of English: the age of the student, the language aspect, the type of speaking activities and the stages of the teaching process. The foreign language as a subject has a specific content that is presented in the curriculum and developed in specific texts that are specially selected for learning a foreign language at a certain level, in line with the tasks and objectives of its learning.

The general goal of foreign language teaching is to develop students' ability to use the foreign language. Some general psychological-linguistic principles are the following:

- the relation of language and opinion;
- the relationship between the mother tongue and the foreign language;
- the relation of the composition of the language and the speaking skills;
- the relation of oral and written expression.

²⁹ Bloom B., Englehart M., Furst E., Hill W., Krathwol D., (1956) *Taxonomy of Educational Objectives: The classification of educational goals. Handbook I: Cognitive Domain*. New York Longmans Green

When explaining the problematic teaching of the subject of a foreign language, let us first dwell on a few learning theories. Knowledge cannot simply be passed on to students - students must reach for meaning on their own³⁰. This type of work is based on the work and opinion of many psychologists and philosophers, and some we have already mentioned in the previous pages.

³⁰ Weiner M., (2002) *Learner- Centered Teaching, Five Key Changes To Practise* Jossy Bass USA

Application of forms and methods in English language teaching in function of the student's independent work

In the literature as basic organizational forms of teaching work are found: frontal, group, tandem and individual form of work.

The frontal form of work is characterized by joint simultaneous work of all students in the same working conditions and in direct contact with the teacher. Time economical is widely accepted. The teacher's work is aimed at the whole class. The teacher leads the teaching, sets the goal, presents, demonstrates. At the same time, the weaker students are encouraged to a more intense pace of work, the collective work discipline develops. However, the frontal form of work can hardly be adapted to the individual differences of the students. The work is monotonous and uniform, and the students are passive listeners and receptors of ready-made knowledge.

We can conclude that the frontal form of work in teaching English does not provide conditions and opportunities for greater activity of students. The frontal form as a direct teaching form applied in pure form is not in function of the independent work of the students.

The main feature of group work is that students are divided into groups. The group is an organizationally closed community that does not have permanent working contact with the teacher, but discontinuous communication. The group works independently on the set task. In it, students work independently and cooperate with each other. In group work the student is in direct relation to the contents and the source of knowledge. By being active, the student forms work skills, works at his own pace, gets used to the division and coordination of work, develops initiative and independence. Groups can be permanent or intermittent, and their formation spontaneous or directed. As an indirect form of teaching, it is in function of the student's independent work.

The tandem form of work is work in pairs. It is a joint work of two students. The formation of rules can be done based on the mutual inclination of the students or

according to the requirements of the teaching situation. Tandem as a form of work enables strong cooperation between students-partners, division of functions in work. Both students are responsible for the organization and the results of the work. In tandem work, the student is in direct contact with the curriculum and in contact with his partner. The student in tandem is an active collaborating entity who perceives and analyzes his own values and mistakes. This speaks enough that tandem work as well as the group are in function of the student's independence.

Individual form of work refers to the individual work of each student. Each student works for himself as an individual. He studies on his own, is the organizer of his work and works at his own pace. Individual work is independent work and requires perseverance. The tasks that the student receives may be the same or different for all students, but it is best if they are in line with their abilities. As an indirect form of teaching, it enables the student to decide independently, to work and to fully discover his / her working abilities. Individual work is an inexhaustible source of motivation, creativity, self-control.

The teaching methods in teaching English are one of the basic conditions for organizing effective teaching work. The specificity of the goals, tasks and contents of the English language teaching requires the application of teaching methods that are primarily aimed at the student's independent work.

Therefore, in the teaching of English, the application of those teaching methods in which the student's activity aimed at active study of nature and its laws will dominate is invaluable.

The teaching methods can be divided into three groups:

-verbal- textual;

-demonstrative –illustrative;

-methods of independent work of the student.

The first group consists of the teacher's presentation, conversation and text work. Although the teacher's presentation retains its significant place, it does not mean its absolutization and dominance in English language teaching.

The conversation method is characterized by the participation of the teacher and the student. Conversation mentally activates the student and mobilizes his knowledge. It will fully achieve its goal in English language teaching if it is applied in situations when the student has some prior knowledge of the content being studied.

The method of working with text in teaching English is of great importance for acquiring accurate and solid knowledge. Independent work with a textbook is especially important. In addition to the textbook, other texts can be used such as blackboard entries, independent student groups, papers, etc., which will be in function of the student's independent work.

It can be concluded that the basic imperative for the student's independent activity is the correct choice and application of teaching methods. Therefore, the choice should be made depending on the teaching content, in accordance with the purpose and tasks, adapted to the working conditions and the age of the students.

The problem of forms and methods in teaching English should primarily be solved in terms of independent work of students. But that is only one part of the complex problem in teaching English. The study and the efficiency of solving this problem are conditioned by the curriculum, the equipment of the school, the textbooks and by the teacher himself.

As part of the problem-based teaching and its application in the subject of English on the following pages we will dwell on several theories and methods.

a) The theory of self-determination deals with competence, autonomy and relationships. Competence here refers to effectiveness in relationships with the social environment, relationships refer to student connections, and autonomy to individual unit behavior and characteristics. This theory accepts a dialectical view

and explanation of motivation as: "interaction between the active, integrative nature of man and social contexts. "³¹CALL³² has a positive effect on students' learning.

b) social theory improves learning through interaction. Students have the opportunity to learn from each other in society³³. This theory deals with self-motivation, and teachers have the opportunity to freely present learning objectives in a way that best suits the needs of the learning environment³⁴.

c) problem learning theory - this theory argues that the best way to learn is for students to be actively involved in teaching. This learning and teaching system has several objectives, such as the development of attitudes and critical judgment, teamwork, independent reasoning and learning habits³⁵. This learning allows students to work together and solve real problems. In fact, in this type of learning, students answer the questions themselves, decide which part of the content they like best, and finally come to the stage of independent questioning. Problem-based learning allows students to recognize their needs. This methodology creates different skills of acceptance, transfer of responsibilities from teachers to students.

d) theory of activity - language influences not only the change of individual behavior but also the behavior of the whole class, ie social behavior. The psychology of language teaching must answer two important questions: how language as a social phenomenon and as a subject of teaching should be transmitted in the most optimal way to each individual, and how the person as a separate individual should best

³¹ Warschauer M., (2000) *On -line learning in second language classrooms Network Based English Teaching. Concepts and Practise*. New York Cambridge University Press pg.41-58

³² CALL- Computer Aided Language Learning

³³ Vigotsky L., (1978) *Mind in Society The development of higher psychological process*, Cambridge Mass. Harvard University press

³⁴ Bandura A., (1997) University of Denver On-line TIP, Social learning Theory превземено од www.tip.psychology.org на 18.05.2010

³⁵ Alonso I.G., Alcala M.R.F, Brugos J.A.L., *Progressive Evaluation and Auto Evaluation*

express himself linguistically and use it optimally. with the foreign language during his professional development³⁶. Some principles of activity theory:

-practical orientation of the teaching goals- the communication of the teaching implies constant practical use of the foreign language as a means of communication and expression of thoughts. The practical orientation of the teaching objectives determines the content of the teaching process, the type of speaking activity, the quality and quantity of the teaching material, and the scope of language proficiency.

-functional approach in the selection and presentation of the material- the order of learning the language material is determined by its relevance, the importance of direct communication within the selected topic.

-learning lexicon and morphology- sentences should be observed as a spoken term-standard sentence by analogy, whereby the acquisition of knowledge on a syntactic basis allows the acquired knowledge to be immediately applied in practice in various forms of conversation

-thematic presentation of the material- the speech is realized in specific conditions-speech situation. The creation and automation of habits is a faster and easier process of learning a language that is as close as possible to the real speech conditions.

e) functional approach - during the 1950s, under the influence of behaviorists who base their statements on the exact observation of people in different situations, the American psychologist Skinner developed his theory of verbal behavior³⁷. The task of the programmed teaching is for the teaching material to be optimally programmed considering the presentation and the control of the adoption of the material. After the programmed material, the students individually learn the teaching material. The materials are composed in such a way that each student can learn independently

³⁶ Hymes D.H., (1971) On communicative competence, *Sociolinguistics*, Penguin

³⁷ Skinner, Burthus F., (1957) *Verbal behavior*, Action Massachuset

and each programmed material determines the scope of the curriculum and the goals that the students should achieve.

The teaching material is distributed thematically. Proper determination of the content and scope of each section plays an important role, and depends on a number of factors (student pre-knowledge, type of material, ...). students are introduced to the curriculum in small parts in a specific order. After each section, questions are asked that the student must answer so that the teacher can follow the learning process. The student is immediately informed whether he / she answered the questions correctly, which shows interest and desire to solve each task correctly. For the program to be more adapted to the abilities of the students, apart from linear, there is also programmed teaching in which the teaching aids play an important role, but if they cannot be procured, the teaching could still take place without them. In that case, special textbooks are prepared in which the schedule of lessons tries to replace the use of funds.

In 1959, Noam Chomsky³⁸ reviewed Skinner's book *Verbal Behavior in Language* magazine, in which speech and language learning were based on the principles of behaviorists. Chomsky believes that the basic characteristic of language is creativity. Language is not a structural habit, but a kind of creative category and is based on abstract formal principles and very complex operations. Chomsky is not a methodologist, but a linguist.

It singles out special categories of the functional approach and divides them into three parts:

-category of communication functions- express the functions or functional significance (evaluation, prediction, counseling, suggestion)

-semantic-grammatical categories- express the concepts or the conceptual meaning (relations and forms within the sentence).

³⁸ Chomsky N. (1959) A review of B. F. Skinner's *Verbal Behavior*, *Readings in the Psychology of Language*, prentice Hall

-categories of modal meaning⁰ express the speech function

f) according to the grammar-translation method, the foreign language is learned on the basis of the written material in that language; the written material should be able to be read in a foreign language and to understand the read text; knowledge of the phonetic composition of the foreign language does not play an important role in reading and understanding the texts; basic learning tool is the translation from the foreign language into the mother tongue and vice versa; -with this method the students get acquainted with the language exclusively theoretically

g) natural method - in relation to this method students should learn a foreign language in the same way that young children learn their mother tongue. The basic approach in teaching is imitation, students imitate the teacher's speech, and words and grammar are learned without theoretical explanation, so that sentences are often repeated whose meaning is not translated into the mother tongue. The principles of this method are the following:

-language material is learned directly, not by translation, but by association with the subject and work;

- the meaning of the linguistic material is revealed by the principle of curiosity;

- the mother tongue is completely excluded from teaching;

-grammar is learned intuitively from the context, and not by comparing grammatical forms from the mother tongue;

-language is learned exclusively orally;

-the most suitable form of work is the dialogue between the teacher and the student³⁹.

h) consciously practical method - at the beginning of the 20th century in the teaching of a foreign language in the Russian school a direct method is sharply emphasized,

³⁹ Hubson A (1973) *The natural method of language learning systematized*, Arizona Center for Educational Research and Development, College Education, University of Arizona, Tucson, Arizona

which never manifests itself in its original form. As early as the 50's, it stood out as the dominant mixed method, which should be a combination of grammar-translation and direct method. The main features of this method are:

- main and decisive factor in foreign language teaching is the practical practice of speaking activities: listening, speaking, reading and writing in a foreign language;

- the teacher should focus on developing the student's opinion in a foreign language and develop a sense of the foreign language being learned that can be achieved through exercises;

- because every habit is formed quickly, is easier to adopt and is longer lasting if the exercise of an activity is preceded by a theoretical explanation;

- the presentation of the theoretical data should cover a minimum of time (15%) and it should be distributed in small parts during the whole hour;

- Introducing students to the language rules should not mean that they should be repeated. Students should not determine their knowledge of the language theoretically but practically.

i) suggestopedic method - developed in the 60s in Bulgaria and its founder is Georgij Lozanov. The following principles are important:

- deciphering- students get acquainted with the new material, apply gestures, facial expressions and translation;

- active session- students develop articulation habits, the teacher strives to arouse interest in the student for the new text and is assured that the student will learn it easily;

- concert session- the reading of the new material takes place accompanied by specially selected music where the students relax and passively listen to the text and music. After this session the students are refreshed and able to continue learning;

- concluding session - elaboration of the teaching material through problem situations, different forms of dialogue, games, songs, tasks. During this phase, the

motivation of the students comes to the fore and the affective mechanisms are activated. Case study

The findings so far indicate that the problem-based teaching is an open communication system in which the central person is the student. With its organizational set-up, it fully motivates and engages the student, which enables the development of thinking and creative forces. Today, there are various forms of application of problem-based teaching.

II. CASE STUDY

In problem-based teaching, the roles of teacher and student change. Students have more responsibility for their learning, are more motivated, and build their feelings and attitudes according to their achievements. The educational institution is in the role of a provider of materials, resources, teachers, mentors and assessors, who guide and monitor the students in solving problems. In other words, the teacher serves as an assistant and mentor in the learning process, not as the only source of knowledge.

Therefore, the subject of this research is the application of problem-based teaching in English as a foreign language classes. This issue arose due to the following two reasons:

- most of the teachers think that the problem-based teaching finds its application in natural sciences;
- the number of students who "passively" speak English constantly increases.

The fact is that problem-based teaching means more preparation of the teacher for the lesson, and thus more activity of the student, which sometimes encounters resistance. However, the effects of problem-based teaching are perceived through students as a final product, who are ready to use and apply their knowledge throughout life.

With the determination to study the application of problem-based teaching in the subject English language, there is a need to use and define the key terms that refer to the subject of research: application, problem teaching, English as a foreign language. Application means operating, using practice, application in specific

situations, implementation, realization⁴⁰. The term problem-based teaching is defined in the theoretical part. It can be added here that it is a teaching system in which the teacher's teaching gives priority to the student's independent work; teaching in which the student acquires knowledge with his own thinking activity, where he is oriented to learning by concluding, defining, proving. It is a teaching that provides not only qualitative, practically usable and flexible knowledge, but at the same time intellectual independence, enabling the student for self-education.

English as a Foreign Language⁴¹ refers to the learning and use of English by speakers whose mother tongue differs from English. In other words, it is the language that a certain population learns for their academic or professional needs, and it is not an official language in their place of residence. The universally accepted acronym for English is EFL (EFL- English as a Foreign Language).

⁴⁰ The definition is taken from www.thinkexist.com/dictionary/meaning/application

⁴¹ Macmillan Dictionary, www.macmillandictionary.com taken on 16.09.2020

Purpose and tasks of the research

The purpose of the research also emerged from the case. The primary and basic goal is the application of problem-based teaching in English language classes, and its conditionality by:

-teachers as one of the bearers of the teaching process and their views and opinions on the issues of need, opportunities and application of problem-based teaching;

-curriculum;

-the textbook.

In accordance with the defined goal, we set the following research tasks:

- to determine whether the problem-based teaching is applied to the English language classes;

- to examine the attitudes and opinions of teachers;

-to determine whether the curriculum has an impact on problem-based teaching (through curriculum analysis)

- to determine whether the textbook is a presumption for the application of problem-based teaching.

Hypotheses of the research

According to the subject and the objectives of the research, and based on the tasks of the research, the following hypotheses emerged:

The general hypothesis in the research is the following:

Problem teaching is applied to English language classes.

Special hypotheses:

- teachers do not have equal views and opinions on the need for problem teaching;
- teachers have different views on the possibilities for applying problem teaching;
- curriculum has an impact on the application of problem teaching;
- the textbook has a great influence on the application of problem teaching.

Research variables

An independent variable in the research will be the problem-based teaching.

The dependent variable refers to teachers and their opinions and attitudes, textbook and curricula.

Population and sample of the research

The research encompasses a representative, stratified sample of teachers of humanities from the primary schools in the municipality of Stip, North Macedonia and from educational institutions from the following countries Argentina, Paraguay, Mauritius, Philippines, Burkina Faso, Portugal, Mexico, USA, India, Georgia, Romania, Mali and Honduras. The sample actually consists of 115 teachers from three primary schools from the municipality of Stip and from fourteen countries from around the world, among which are countries where the education is more developed and developing countries with lower quality of education. The research covers teachers who teach English as a foreign language.

Table 1. Basic structure of the sample from municipality Stip

No.	Primary school	No. of teachers
1	„Vanco Prke“	12
2	„Toso Arsov“	15
3	„Dimitar Vlahov“	9
Total:		36

Table 1.1. Basic structure of the sample from the foreign countries

No.	Countries	No. of teachers
1	USA	10
2	Argentina	6
3	Mexico	8
4	Portugal	6
5	Romania	5
6	Paraguay	5
7	Mauritius	4
8	Philippines	3

9	Burkina Faso	5
10	India	9
11	Georgia	6
12	Cape Verde	3
13	Mali	4
14	Honduras	5
Total:		79

Table 1 and Table 1.1. present the structure of the sample including all teachers listed in Table 1.1. who teach English as a foreign language.

Table 2. Structure of the sample according to the level of education

stratum	Bachelor degree	Master degree	PhD degree	%
Stip	35	1	0	31,3%
USA	1	2	7	8,7%
Argentina	1	4	1	5,2%
Mexico	2	4	2	6,9%
Portugal	2	2	2	5,2%
Romania	0	1	4	4,3%
Paraguay	1	3	1	4,3%
Mauritius	3	1	0	3,5%
Philippines	0	2	1	2,6%
Burkina Faso	3	2	0	4,3%
India	3	3	3	7,8%
Georgia	2	3	1	5,2%
Cape Verde	1	2	0	2,6%
Mali	1	3	0	3,5%
Honduras	1	3	1	4,3%
total	56	36	23	99,7%

Table 2 shows the education level of the sample. From the table it can be seen that the number of highly qualified staff around the world, even in less developed countries is significantly higher than the number of highly qualified staff in the municipality of Stip, where there is only one respondent who has completed VII / 2 degree . That is, most of the sample has completed the first cycle of education.

Table 3 presents the sample structure in relation to work experience.

Table 3. Structure of the sample according to the working experience

stratum	up to 10 r. %		10-20 r. %		over 20 r. %	
Stip	18	43,9	15	37,5	3	8,8
USA	1	2,4	1	2,5	8	23,5
Argentina	0	0	1	2,5	5	14,7
Mexico	2	4,8	1	2,5	5	14,7
Portugal	1	2,4	2	5	3	8,8
Romania	1	2,4	1	2,5	3	8,8
Paraguayai	3	7,3	2	5	0	0
Mauritius	3	7,3	1	2,5	0	0
Phillipines	0	0	2	5	1	9,1
Burkina Faso	2	4,8	3	7,5	0	0
India	1	2,4	6	15	2	5,8
Georgia	1	2,4	1	2,5	4	11,7
Cape Verde	3	7,3	0	0	0	0
Mali	3	7,3	1	2,5	0	0
Honduras	2	4,8	3	7,5	0	0
Total	41		40		34	
%	35,65 %		34,78 %		29,56%	

The table shows that most of the sample has completed the first or second cycle of education, with a small difference between the sample where the respondents have completed the third cycle of education.

Methods, techniques and instruments of the research

A descriptive and comparative method was used in the research. During the research, in order to realize the set tasks and hypotheses, scaling procedures, analysis of pedagogical documentation and systematic observation were applied.

A scaling technique was used to examine the attitudes and opinions of teachers, and as a tool, a scalar-questionnaire. The Scaler questionnaire is intended for all teachers encompassed by the survey, but for practical reasons it has been translated into English for teachers from foreign countries. The instrument consists of 17 questions of different types and it is anonymous to ensure greater objectivity of the answers. The instrument was delivered directly to the teachers from the municipality of Stip, and it was sent to the others by e-mail. This part of the research is comparative, because we were not interested only in the views and opinions, but also the factual situation regarding the application of problem-based English language teaching in foreign countries, compared to municipality of Stip.

The other part of the research was directly directed to the municipality of Stip, and the curricula and programs and textbooks reviewed and approved by the Bureau for development of the education in the Republic of North Macedonia.

Thus, for this purpose, the instruments were used as a record sheet and a protocol for written recording of the educational work.

Statistical processing of the research data

The data obtained from the research conducted in April are processed qualitatively and quantitatively.

First, the obtained data were sorted, grouped, tabulated and ranked. Aggregate groupings are performed by distributing data according to their frequency. Special groupings are performed by calculating percentages to obtain average results. For greater clarity, the obtained data are tabulated in simple and summary tables. Some of the data obtained when evaluating certain categories with a grade from 1 to 5 (where 5 is the highest grade) are calculated by multiplying the given grade by the number of answers. (f)

The statistical processing of the data was performed with χ^2 , C and ρ .

The χ^2 provides information on the correlation between the variables, and the degree of their correlation calculates the contingency coefficient (C), thereby determining the level of significance of the χ according to the table of limit value of the χ^2 , the distributions with a probability of 0.01 (99%) and at the level of 0.05 (95%).

The Spearman correlation coefficient ρ examined the degree of on-site correlation between the position of the schools and the attitudes and opinions of the teachers about the need and possibilities for the application of the problem-based teaching in the English as a foreign language classes, with the help of the rankings in the tables obtained from the data.

Analysis and interpretation of results

a) The application of the scalar questionnaire should provide data on the attitudes and opinions of the teachers of humanities (perform a subject of study in a foreign language) on the questions of:

- the need to apply problem-based teaching;
- the reasons that impose the application;
- assessment of the values of problem-based teaching;
- possibilities for application in relation to: level of education, subjects, forms of work, teaching methods, types of teaching hours and sources of knowledge;
- assessment of the reasons that negatively affect the application of problem-based teaching;
- the degree of representation of the problem-based teaching in their own practice;
- difficulties in realizing the problem-based teaching;
- assessment of readiness for the application of problem-based teaching.

In the assessment of the representation of the problem-based teaching in the course of English as a foreign language, the respondents expressed the following opinions and views:

Table 4. Opinion of the teachers regarding the need for application of the problem based teaching

Degree of need	<i>f</i>	%	rank
Required	94	81,73	1
Unnecessary	21	18,27	2
Total:	115	100%	

From the obtained data it can be seen that most of the teachers answered that there is a need to apply the problem-based teaching. The number of teachers who have the opposite opinion is significantly lower. Such data show that teachers have a positive attitude towards the need to apply problem-based teaching.

However, according to the level of education and work experience, data were obtained which are presented in tabular form in the following tables:

Table 4.1. Opinion of the teachers regarding the need for application of the problem based teaching according to the level of education

Need to apply the problem-based teaching	Bachelor degree		Master degree		PhD degree		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Required	48	85,7	32	88,8	15	65,2	95	82,6
Unnecessary	8	14,3	4	11,2	8	34,8	20	17,4
Total	56	100%	36	100%	14	100%	115	100%

Table 4.2. Opinion of the teachers regarding the need for application of the problem based teaching according to the working experience

Need to apply the problem-based teaching	Up to 10 г.		10-20 г.		Over 20 г.		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Required	41	100	38	95	15	44,1	94	81,7
Unnecessary	0	0	2	5	19	55,9	21	18,3
Total	41	100%	40	100%	34	100%	115	100%

The comparison of the data obtained from Table 4.1 shows that teachers with completed first and second cycle of studies have a positive attitude towards the application of problem-based teaching, and only a small number among them said that it is not needed. However, considering the total number of doctoral students,

then the same can be confirmed for them, that is, that they also value the need for the application of problem-based teaching.

Table 4.2. presents the results on the same issue, but according to the work experience. The table shows that the largest percentage of respondents who believe that there is no need to apply problem-based teaching have a work experience of more than 20 years. This research does not address the reasons why such an attitude is emphasized for the need to apply problem-based teaching and leaves that question as an option for future thinking. However, it is significant that the young lineup in education fully points to the need for the application of problem-based teaching.

The following table presents the need for the application of problem-based teaching in the municipality of Stip and foreign countries.

Table 4.2. Opinion of the teachers regarding the need for application of the problem based teaching according to stratum

Need for application of the problem-based teaching	Municipality of Stip	Other countries	Total
Required	27	67	94
Unnecessary	9	12	21
Total	36	79	115

The table shows that the attitudes of teachers regarding the application of problem-based teaching do not differ much considering the number of samples.

As part of the question about the need for problem-based teaching, the opinion of teachers about the reasons that cause the need was examined. The following table presents the answers.

Table 5. Reasons which imply the application of the problem based teaching

Reasons which impose the problem-based teaching	Mark in points	rank
Increased knowledge fund	220	3
Development of educational technology	465	2
New personal treatment in the society	125	4
The need for optimal development of each individual	559	1

The table shows that teachers believe that the need for the application of problem-based teaching occurs significantly as a result of the need for optimal development of each individual. Also, a significant percentage of them believe that the development of educational technology contributes a lot to the application of problem-based teaching. The opinion of the teachers is almost equal that the increased fund of scientific knowledge and the new treatment of the person in the society can appear as reasons that impose the need for problem-based teaching.

In continuation the opinion on what opportunities the problem teaching offers was examined. The opinion is presented in the following table.

Table 6. Didactical aspects of the problem based teaching

Didactical aspects of the problem-based teaching	Mark in points	%	Rank
Supporting individual creative work of the students	550	21,6	2
Gaining permanent applicative knowledge	547	21,5	3
Rationalization and efficiency in teaching	539	21,3	4
Developing interest and internal motivation	225	8,8	5

Individualization of teaching	126	4,8	6
The student as a subject in the teaching process	562	22,0	1
Total:	2549	100%	

The data show that the central place of the student in teaching and encouraging independent work among students are the greatest opportunities offered by problem-based teaching. The percentage for acquiring permanent and applicable knowledge and rationalization and efficiency in teaching is very close as benefits from the application of problem-based teaching in classes. The percentage of assessment of the development of interest and intrinsic motivation among students is significantly lower, and the percentage for individualization of teaching is completely insignificant as a benefit from the application of problem-based teaching. The data obtained in this table are quite equal between the respondents from municipality of Stip and from foreign countries therefore they are not presented in a separate table.

Another very important question in the questionnaire was about the applicative side of the problem-based teaching but, specifically about the clearer forms of application in the natural sciences or humanities. This question was especially important because through previous, informal conversations I got the impression that the teachers from the municipality of Stip think that this type of teaching is more focused on the natural sciences. But let's see in the following table what the results will show.

Table 7. Opportunities for application of the problem based teaching according to the subjects

Possibilities of application in relevance of the courses	<i>F</i>	%
Teaching of natural sciences	78	67,8
Teaching of humanities	47	32,2
Total:	115	100%

Table 7.1 Opportunities for application of the problem based teaching according to the subjects and stratum

Possibilities of application in relevance to courses	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teaching of natural sciences	21	58,3	47	59,5	78	67,8
Teaching of humanities	15	41,7	32	40,5	47	32,2
Total	36	100%	79	100%	115	100%

The data from Table 7 therefore confirm what we learned through informal conversation during the research, ie, most of the teachers think that the problem-based teaching has a greater application in the natural sciences. Observed by countries, the teachers from foreign countries in a larger percentage think that the natural sciences are more susceptible to the application of the problem-based teaching, and the case is similar with the teachers from the municipality of Stip.

Furthermore, the opinion of the teachers about the possibilities for applying the problem-based teaching in the direction of the forms of work was examined.

Table 8. Opportunities for application of problem based teaching according to forms of work

Possibilities of application in relevance to form of work	Mark in points	%	rank
Frontal form of work	141	14,0	3
Group form of work	491	48,9	1
Individual form of work	373	37,1	2
Total:	1005	100%	

The data from the table show that the teachers evaluate the group form of work as the most favorable opportunity for the application of the problem-based teaching. In their opinion, the individual form of work can be used in the application of problem-based teaching. However, the frontal form of work is the lowest rated in the questionnaire as a way of applying problem-based teaching. The data obtained by country look like this:

Table 8.1. Opportunities for application of problem based teaching according to forms of work and stratum

Possibilities for application in relevance to forms of work	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Frontal form of work	78	22,5	63	10,5	141	14,0
Group form of work	117	33,7	314	52,5	491	48,9
Individual form of group	152	43,8	221	37,0	373	37,1
Total	347	100%	598	100%	1005	100%

The table shows that the opinion of teachers about the application of problem-based teaching in terms of frontal form of work is approximately the same assessed by respondents from municipality of Stip and abroad. On the other hand, their opinion regarding the application of the group and individual form of work within the problem-

based teaching differs with the fact that the teachers from the municipality of Stip evaluated them with a lower grade.

Regarding the issue of application of problem-based teaching in terms of teaching methods, the following data is obtained.

Table 9. Opportunities for application of the problem based teaching according to teaching methods

Possibilities for application in relevance to the teaching methods	Mark in points	%	rank
Method of oral expression	491	30,5	2
Method of conversation	341	21,4	3
Method of reading and work with text	136	8,4	4
Method of demonstration	511	31,6	1
Method of written and graphical works	133	8,1	5
Total:	1612	100%	

The data from the table show that the method of oral presentation and the method of demonstration are the two most acceptable methods in the application of problem-based teaching. The percentage of teachers who evaluated the method of conversation as applicable in problem-based teaching is slightly lower. In fact, the above three methods are the most acceptable when changing problem-solving teaching in English as a language. On the other hand, both the method of reading and working with text, as well as the method of written work are evaluated with a lower grade. This is surprising, since the productive side of language is oral or written, and the two methods differ significantly in assessment, while the method of working with text that includes reading, spelling, and translation is also important for problem-based teaching, yet teachers do not evaluate it positively.

In terms of location, the teachers from the municipality of Stip gave the highest grade to the method of demonstration and oral presentation as methods that are especially applicable during the problem-based teaching. On the other hand, teachers from foreign countries, with a higher grade, evaluate both the method of conversation, and the method of reading and working with text. Or, tabularly it looks like this:

Table 9.1. Opportunities for application of the problem based teaching according to teaching methods and stratum

Possibilities of application in relevance to teaching methods	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Method of oral presentation	315	34,7	176	25,0	491	30,4
Method of conversation	127	14,0	214	30,4	341	21,2
Method of reading and work with text	36	3,9	100	14,2	136	8,4
Method of demonstration	374	41,2	137	19,4	511	31,8
Method of written and graphical works	56	6,2	77	11,0	133	8,2
Total	908	100%	704	100%	1612	100%

The following table presents the data from the application of the problem-based teaching per teaching unit.

Table 10. Opportunities for application of the problem based teaching per teaching unit

Possibilities for application per teaching unit	Mark in points	%	rank
Elaboration of new teaching units	424	27,8	2
Rehearsal	148	9,7	4
Practice	531	34,9	1
Check	421	27,6	3
Total:	1524	100%	

The table shows that the teachers consider that the problem-based teaching is most applicable during the practice, processing of new contents and checking, and the percentage of the grade given for the lesson after rehearsal is significantly smaller. The opinions of the teachers from the two categories (teachers from the municipality of Stip and from other foreign countries) are almost equal, and due to the insignificant differences they are not present them in separate tables.

Table 11 below presents the teachers' opinion regarding the sources of knowledge, where most of the teachers think that the students' demonstration is the best as a source of knowledge, slightly lower is the percentage of teachers who highly evaluate the teacher's presentation, while very small grades are given to the textbook as a source of knowledge.

Table 11. Opportunities for application of the problem based teaching according to sources of knowledge

Possibilities for application per knowledge source:	Mark in points	%	rank
Text-book	282	23,0	3
Teacher's presentation	420	34,3	2
Demonstration	521	42,7	1
Total:	1223	100%	

Anyhow, in terms of other countries, the situation is as following.

Table 11.1 Opportunities for application of the problem based teaching according to the type of the class

Possibilities for application per knowledge source:	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Text-book	211	35,8	71	11,2	282	23,1
Teacher's presentation	261	44,3	159	25,1	420	34,3
Demonstration	117	19,8	404	63,7	521	42,6
Total	589	100%	634	100%	1223	100%

The data from this table show that there is a significant difference in the opinions of teachers from the two strata regarding the application of problem-based teaching to the teaching unit. Thus, the teachers from our municipality put the presentation of the teacher and the textbook as sources of knowledge long before the students' demonstration. On a contrary, teachers from other countries encompassed with the research put more emphasis first on the students' demonstration, and then on the teacher's presentation, while evaluating the textbook as a source of knowledge with a very low grade.

The teachers also expressed their opinion on whether the problem-based teaching in the English as a foreign language class can be best applied in grammar processing,

translation or grammar. The following table 12 shows the results, while they are divided by stratum in Table 12.1.

Table 12. Opportunities for application of the problem based teaching at the English as a foreign language class

Application of problem-based teaching in the class of English as a foreign language	<i>f</i>	%
In grammar	63	54,8
In translation	35	30,4
In spelling	17	14,8
Total:	115	100%

Table 12.1 Opportunities for application of the problem based teaching at the English as a foreign language class according to the stratum

Application of problem-based teaching in the class of English as a foreign language	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
In grammar	25	69,4	38	48,1	63	54,8
In translation	9	25,0	26	32,9	35	30,4
In spelling	2	5,6	15	19,0	17	14,8
Total:	36	100%	79	100%	115	100%

The tables show that most of the teachers opted for the application of the problem-based teaching in the grammar class, twice as few opted for the application of the problem-based teaching in translation, and only an insignificant number opted for the application of the same in spelling. Percentage, by stratum, the teachers from the municipality of Stip see the greatest application of the problem-based teaching in the class when processing grammar. Almost half of the teachers from other countries also chose grammar as an applicable area for problem-based teaching, but in

percentage, according to the sample size, teachers from Stip predominate, while the others paid attention to translation and spelling as forms for applying problem-based teaching.

The following table presents the opinions of teachers on the reasons that may negatively affect the problem-based teaching. In addition, the data show that greater importance is given to the large number of students in the class and the extensive curricula, and the lack of appropriate literature has a close percentage value here.

Table 13 presents the values as a whole, and Table 13.1 presents them separately by stratum.

Table 13. Reasons with negative influence over the problem based teaching

Possible reasons with negative impact over the application of the problem-based teaching	Mark in points	%	rank
Extensive teaching plans and programs	305	21,3	2
Large number of students within the class	410	28,6	1
Insufficient (material and moral) motivation of the teachers	277	19,3	4
Insufficient pedagogical-psychological readiness of the teachers	138	9,6	5
Lack of relevant literature	303	21,4	3
Total:	1433	100%	

Table 13.1 Reasons with negative influence over the problem based teaching according to stratum

Possible reasons with negative impact over the application of the problem-based teaching	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Extensive teaching plans and programs	215	29,8	90	12,6	305	21,3
Large number of students within the class	73	10,1	337	47,4	410	28,6
Insufficient (material and moral) motivation of the teachers	125	17,3	152	21,4	277	19,3
Insufficient pedagogical-psychological readiness of the teachers	58	8,0	80	11,25	138	9,6
Lack of relevant literature	251	34,8	52	7,3	303	21,2
Total:	722	100%	711	100%	1433	100%

Table 13.1 shows that the teachers from the municipality of Stip believe that the negative impact on the problem-based teaching in North Macedonia has as a result of the extensive curricula and programs, the lack of appropriate literature, but also the insufficient material and moral motivation of the teachers. Knowing the real situation in North Macedonia, it can be considered that there is a great degree of objectivity in answering this question. On the other hand, a larger percentage of foreign countries complain mostly on the large number of students in the classrooms. This is due to the fact that the survey covers several African countries, as well as Mexico, where the number of students in the class sometimes exceeds 100.

However, teachers in these countries complain the least about the lack of appropriate literature. As a conclusion, it may be necessary to pay more attention in North Macedonia to greater equipment and supply of libraries.

When asked whether problem-based teaching is used more in regular classes, additional or supplementary teaching, as well as extracurricular activities, slightly more than half of the teachers said that they use it mostly during regular classes, a higher percentage within the additional teaching, ie the work with gifted and talented students, a significantly lower percentage apply the problem-based teaching as a form of extracurricular activities, and the percentage of those teachers who apply the problem teaching as a form of additional teaching is completely insignificant.

Table 14. Level of application of the problem based teaching in practice

Degree of application of problem-based teaching in personal practice	<i>f</i>	%
Regular teaching	61	53,0
Additional teaching	3	2,6
Work with gifted and talented	30	26,1
Extra-curricular activities	21	18,3
Total:	115	100%

The data per countries are as following.

Table 14.1 Level of application of the problem based teaching in practice according to stratum

Degree of application of problem-based teaching in personal practice	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Regular teaching	24	66,6	37	46,8	61	53,0
Additional teaching	0	0	3	3,8	3	2,6
Work with gifted and talented	5	13,8	25	31,6	30	26,1
Extracurricular activities	7	19,4	14	17,7	21	18,3
Total:	36	100%	79	100%	115	100%

Given the examined reasons that negatively affect the problem-based teaching, we have also examined the attitudes of the teachers about the assumptions for successful realization of the problem-based teaching. In doing so we obtained the following results which are almost equal in terms of strata.

Table 15. Suppositions for a successful application of the problem based teaching

Suppositions for a successful application	Mark in points	%	rank
Relevant pedagogical literature	469	20,30	2
Equipment of the schools with modern teaching tools	357	15,45	4
Equipped labs	174	7,5	6
Relevant text-books	345	14,93	5
High preparation of the teacher	455	19,70	3
Relevant teaching plans and programs	510	22,10	1
Total:	2310	100%	

The table shows that the teachers mostly refer to the solidly prepared curricula as well as to the appropriate pedagogical literature as a means for successful application of the problem-based teaching. However, the number of grades expressed in points for the teacher's readiness is significant, which by the way is crucial for the successful realization of the curriculum. The material side of the reasons is not of particular importance to the teachers, so the equipment of the schools with teaching aids, adequate textbooks and richly equipped classrooms are not crucial for the successful realization of the problem teaching.

In order to determine whether the teachers face difficulties in the realization of the problem teaching, we examined their position on the following question: "What difficulties do you encounter in the realization of the problem teaching", and we received the following results.

Table 16. Supposed difficulties during the application of the problem based teaching

Supposed difficulties	Mark in points	%	rank
Requires more teaching time	329	29,90	2
Breaks the discipline in class	136	12,35	3
Overloads the students	133	12,10	4
Requires higher preparation by the teacher	503	45,70	1
Total:	1101	100%	

Table 16.1 Supposed difficulties during the application of the problem based teaching according to stratum

Supposed difficulties	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Requires more teaching time	156	27,3	173	32,6	329	29,9
Breaks the discipline in class	47	8,24	89	16,7	136	12,3
Overloads the students	89	15,6	44	8,3	133	12,01
Requires higher preparation by the teacher	278	48,8	225	42,4	503	45,7
Total:	570	100%	531	100%	1101	100%

From the tables above it can be noticed that the biggest difficulty for the realization of the problem-based teaching is the greater preparation of the teachers for the lesson. We assume that the reason for this is the fact that the preparation for a lesson in problem-based teaching is different and is much more comprehensive than the preparation for a lesson in regular teaching. A significant part of the teachers pointed out that the problem-based teaching requires more teaching time, and a very small percentage point to the violation of the discipline and the workload of the students per class as a difficulty in the realization of the problem-based teaching. Namely, looking at the strata, there is a difference in terms of the attitudes of the teachers only in terms of the assumptions about the workload of the students, and about the disturbed discipline in the class.

We also asked the teachers to assess their readiness for the realization of the problem teaching, and we came to the following results.

Table 17. Level of preparation for application of the problem based teaching

Level of preparation	<i>f</i>	%
Fully prepared	62	54,0
Sufficiently prepared	41	35,7
Insufficiently prepared	12	10,4
Partially prepared	0	0,0
Total:	115	100%

The table shows that most of the teachers think that they are fully prepared for the realization of the problematic teaching, but there is not a single teacher who assessed that he/she is not ready at all for this type of teaching. Per stratum, the situation is presented in Table 17.1 which shows that over 80% of the teachers from Stip feel that they are completely ready to realize problem-based teaching, while in other countries some respondents answered that they are insufficiently prepared for this type of teaching.

Table 17. 1 Level of preparation for application of the problem based teaching according to stratum

Level of preparation	Municipality of Stip		Other countries		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Fully prepared	29	80,5	33	41,8	62	53,9
Sufficiently prepared	7	19,5	34	43,0	41	35,7
Insufficiently prepared	0	0,0	12	15,2	12	10,4
Partially prepared	0	0,0	0	0,0	0	0,0
Total:	36	100%	79	100%	115	100%

This research led us to a significant data regarding the attitudes and opinions of teachers about problem-based teaching and its application in EFL classes. The obtained results are compared to get an insight to that which is common for the teachers from the foreign countries is that they all teach in English as a foreign language.

The research included a total of 115 teachers of humanities, of which 36 teachers from the municipality of Stip from the primary schools "Vanco Prke", "Dimitar Vlahov" and "Toso Arsov", and 79 teachers from different developed and developing countries of the world, namely: USA, Argentina, Paraguay, Romania, Portugal, Mali, Honduras, Philippines, India, Georgia, Cape Verde, Burkina Faso, Mauritius and Mexico. All teachers encompassed by the research have completed higher education, with 56 graduates, 36 masters and 23 doctorates. The work experience of the teachers was also important for the research, because the problem-based teaching is a different type of teaching that is completely different from the traditional one. Thus, the percentage of respondents who have up to 10 years of work experience, or 10 to 20 years of work in education, was almost the same, and the percentage of teachers who have more than 20 years of experience was slightly lower. This covered almost all three categories in terms of work experience.

Studies have shown that the need for the application of problem-based teaching occurs especially as a result of the need for optimal development of the student, but also because of the development of educational technology. The application of the problem-based teaching is perceived through the active role of the students in the teaching process, the encouragement of their independent and creative work as well as the adoption of permanent and applicable knowledge.

A larger percentage of teachers, however, believe that problem-based teaching finds greater application in the natural sciences, in group and individual form of work. Regarding the lesson, the teachers see the need for application of problem-based teaching during the adoption of a new curriculum, and during exercises.

As sources of knowledge that can be used in the application of problem-based teaching, teachers pointed to the textbook and the teacher's presentation. However,

as negative reasons that affect the successful implementation of this type of teaching, they cited the large number of students in the classrooms, extensive curricula, lack of appropriate literature, but also insufficient material and moral support of teachers. On the other hand, among the factors that can influence the successful application of the problem-based teaching are the solidly developed curricula, the appropriate literature and the readiness of the teacher. Namely, it is a fact that in order to introduce problematic teaching in the classes, it is necessary to make changes in the curriculum, which well-prepared teachers will be able to perform during the semester.

The processing of grammar content and translation from English into the mother tongue seems to be most acceptable for the application of problem-based teaching. Also, most of the teachers pointed out the application of problem-based teaching during regular classes and when working with talented students.

Despite the difficulties they face in problem-based teaching, which include teacher preparation and lack of class time, however, most teachers responded that they are fully prepared to implement this type of teaching.

Because the research is comparative in one part, we will briefly address the differences in the views and opinions of teachers from both strata. Namely, as a percentage, more of the teachers from the municipality of Stip have stated that there is no need for application of the problem-based teaching. The teachers from the other countries apply group form of teaching, and the teachers from the municipality of Stip are more focused on the application of frontal and individual teaching as forms of problem-based teaching. From the methods that are applied during the problem-based teaching, the teachers from the municipality of Stip especially choose the method of oral presentation and demonstration, and the other teachers apply reading a text and a method of conversation.

There was a significant difference in the attitudes of the teachers about the sources of knowledge during the problem-based teaching, where most of the teachers from Stip refer primarily to the textbook and the presentation of the teacher as a source of

knowledge, and the teachers from other countries to the demonstration of the students and the presentation of the teacher.

In the EFL class, the teachers from Stip are more focused on the application of the problem-based teaching in grammar processing, and the teachers from other countries are focused on the work of translation or learning and practicing spelling.

From the obtained data and their analysis we can conclude that teachers have expressed different views on the need and opportunities for application of problem-based teaching, which confirms the hypothesis that **teachers do not have equal views and opinions on the need for opportunities for application of problem-based teaching.**

The analysis of the pedagogical documentation includes the analysis of the curriculum in English for the first and eighth grade, as well as the analysis of the textbooks that are used for the realization of the teaching.

Namely, in North Macedonia the study of EFL starts at the youngest age, ie at the beginning of primary education. Thus, the subject English in the curriculum for the first grade is represented by two hours per week, while in the curriculum for the eighth grade is represented by three hours per week. As an orientation regarding the levels of language competencies that students should master after completing the class, the guidelines from the *Common European Framework of Reference for Languages* are taken into account, which distinguish a total of six levels of communicative use of the foreign language. After the first three years of learning English, ie from first to third grade, students can reach level A1, which is a preparatory level. By the end of the eighth grade, they should already have mastered level B1, which is a transitional level of independent language use.

The curriculum for the first grade foresees: developing skills for listening and recognizing a single vocabulary and acquiring a certain fund of lexical units. So, the purpose of teaching is to train students for visual and auditory recognition of vocabulary, understanding its meaning and reproduction. On the other hand, the eighth grade curriculum foresees: developing oral expression skills, training to write

short simple texts, using correct punctuation, and introducing students to some elements of the culture of English-speaking countries. as a mother tongue (the culture of Great Britain and the United States is specifically represented in the curriculum). The purpose of teaching in the eighth grade is to improve the spelling and form of more complex communication, as well as to acquire knowledge about new cultures.

The purpose and tasks are closely related to the teaching content. For example, teaching English in eighth grade begins with the repetition of simple tenses (Present Simple Tense, Past Simple Tense), and continues with the elaboration of the Present Perfect Tense and conditional sentences of type 0 and 1 (Zero Conditional, First Conditional).

Thus, in conclusion, we can state that our analysis showed that **the curricula are fully aligned with the textbook**. This confirms the hypothesis that the curriculum influences the application of problem teaching in the subject English.

As a continuation of the research, an analysis of the English language textbook was performed. During the analysis of the textbook the following was concluded.

The teaching of English in the first grade in North Macedonia takes place according to the English Starter B textbooks by the author Cristiana Bruni published by Pearson, Longman. What is important for this type of textbooks is that they are particularly adapted to the age of the students. Namely, recently, in North Macedonia, the system of nine-year primary education has started to be applied, therefore, the age of the children from the first grade is automatically reduced by one year. Thus, it is a very interactive textbook, which abounds in many pictures and drawings in color, and the textual part consists only of words, ie it is aimed at learning the vocabulary through a picture. By the way, the visual method is especially common. There are great possibilities for applying the problem-based teaching with this type of textbook due to its content and abundance of tasks that imply independent work of the student. The topics that are represented in the textbook by chapters are: topics about animals, my toys, food, body, house, clothes,

entertainment. Additional topics mentioned in the textbook are Halloween, Christmas and Easter.

The tasks in the book include:

- listening and sticking (the student hears the word and then sticks the picture on the diagram in the appropriate place);
- listen and pronounce (practicing the correct pronunciation of words);
- draw and pronounce (creative exercise that directs students to learn through play);
- find and pronounce;
- circle and connect (exercise-problem);
- sing!

The questions and tasks from the textbook are presented in the following tables.

Table 18. Questions and tasks from the text book of English language for first grade according to the location

	Before the text		Aligned with the text		After the text		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
English Adventure 3	12	18,75	24	37,5	28	43,75	64	100

Table 18.1 Questions and tasks from the text book of English language for first grade according to the type

	Productive		Reproductive		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
English Adventure 3	79	77,4	23	22,6	102	100

On the other hand, in primary education in North Macedonia, according to the curriculum for 8th grade, classes are taught according to the book Dream Team 3 by authors Norman Whitney and David McKeegan, published by Oxford University Press. Dream Team 3 includes a workbook, a book, a teacher's book, a tape, and is designed to solve problems related to form and meaning. The target population for this book is teens who are at level 3 of English proficiency. To meet the goal of students communicating fluently and accurately, the authors set out two approaches in their book:

- they emphasize the use of language in everyday life through careful devotion to grammar (sentence structure, vocabulary and pronunciation);
- include all four skills (reading, listening, writing, speaking) that are necessary for communication.

The book consists of six chapters, and each chapter has four sections. The first part contains a presentation, dialogue that introduces students to grammar and vocabulary, comprehension of the text and questions about it, communication exercises with emphasized practice of the main functions of the language (eg apologies, offers) presented in the form of a dialogue, exercises for pronunciation of consonants and vowels including poems. In the second part, new grammatical structures are introduced by explaining the rules with examples, and grammar exercises. This section also includes a chapter "How to Practice English Skills". The third part consists of two sub-sections: vocabulary and English through the

curriculum of cultural studies. The vocabulary section contains exercises such as matching, filling in, or combined activities. The other part contains text on a well-known topic such as Chicago and the world of sports. These texts are not authentic, they consist of four paragraphs and the sources for them are not listed. The fourth part contains: writing (model sentences and paragraph with writing tasks), speaking activity, song (listening and practicing the song), and a brief overview through exercises. In addition to the six main sections of the book, it contains an introductory unit of choice (grammar overview), three review chapters, three bonus chapters (with reading texts), two selection stories (comics) and used literature.

From the above it can be seen that this book offers a rich assortment of activities necessary for language learning. The book contains various structures, functions, vocabulary and pronunciation. In this context, by applying the four language skills, students listen to songs and poems, speak during communication exercises, and read the given texts.

In order to give meaning to language, the book focuses on forming techniques and contains communication activities where grammatical structures are used in context with meaning. For example, on page 72 students use the Present Perfect Tense in an exercise that provides an example of everyday life. Students A and B have different job application information and must share that information with each other. In fact, in such exercises the student's attention is drawn to the meaning and context. In such activities, students anticipate the meaning of the word and look for that word or phrase in the text.

However, apart from the advantages of the book, it also has some weaknesses. In fact, the authors tend that the book help students use grammar effectively in conversation. Although there are many communication exercises in the book, the given activities are practiced according to a strict pattern, for example, most of the activities in the grammar part imply that students should put the verb at the appropriate time according to a rule. In fact, students only follow the rule, and their attention is not focused on the meaning of the sentence at all. This does not help the effective practice and use of grammar. Another negative feature is that the

authors emphasize both the morpho-syntactic and semantic aspect of the texts in the context of pragmatics. However, much more practice is needed for students to use linguistic forms in a meaningful context. Communication exercises are not a reflection of authentic communication and are aimed at repeating the word or phrase and talking to resolve a misunderstanding. However, there are no exercises in which questions are asked or answered so that students can use the forms of the language in practice. As a result of the exercises, students do not have a chance to think, but only repeat certain structures. For example, in the communication section of the conditional sentence exercises, on page 74, exercise 6 reads: "What would Rick buy if he were rich?", Where student B can easily answer because before he has a picture of Rick saying, "If I were rich, I would buy a big house in the USA." So, in this activity, students should not think about how to use conditional sentences in context and practice the conditional form if they simply answer "big house".

The design of the book can also be counted among the weaknesses. The contents should be attractive and attract the students' attention so that they can read them. On the contrary, the book contains three parts on one side and four or five exercises, as well as many pictures in color. By the way, the pages of the book are not clearly organized, and there is even too much material. Additional chapters can be useful for larger classes and where there is a large difference in students' knowledge.

The tables below present the questions and tasks from the eighth grade English textbook by location in the book, and by type.

Table 19. Questions and tasks in the text book of English language for eight grade according to the location

	Before the text		Aligned with the text		After the text		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Dream Team 3	3	6,81	26	59,1	15	34,09	44	100

Table 19.1 Questions and tasks in the text book of English language for eight grade according to the type

	Productive		Reproductive		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Dream Team 3	50	49,01	52	50,91	102	100

Generally, we can talk about the representation of the problem-based approach to teaching in these textbooks, which confirms our hypothesis that the textbook is a factor for the application of problem-based teaching.

The monitoring at the EFL classes completes the picture for the application of the problem-based teaching. The recording of the lesson was done in the primary schools covered by the research, English lessons in the first and eighth grade.

With the application of the protocol the following data was obtained:

Table 20. Lesson introduction at the first grade

No.	The class starts with	<i>f</i>	%
1	Rehearsal	11	100
2	Setting a problem	0	0

Table 20.1 Lesson introduction at the eighth grade

No	The class starts with	<i>f</i>	%
1	Rehearsal	11	100
2	Setting a problem	0	0

From the recorded English lessons, it can be concluded that not a single lesson starts with a problem, but begins with a rehearsal of the previous material.

The second question in the protocol is about who poses the problem during the class. The problem can be posed by the teacher, the student or together.

Table 21. At the first grade the problem is raised by:

No.	The problem is set by	<i>f</i>	%
1	The teacher	11	100
2	The student	0	0
3	mutually	0	0

Table 21.1. At the eighth grade the problem is raised by:

No.	The problem is set by	<i>f</i>	%
1	The teacher	11	100
2	The student	0	0
3	Mutually	0	0

The data show that the teacher is in the role of the subject who poses the problem, and the students do not show interest in posing the problem. This fact indicates that the activity of the students during the EFL class is reduced to a minimum.

The next question in the protocol referred to the part of the hour when it is asked. The data are presented in the following table.

Table 22. At the first grade, the problem is raised during:

No.	The problem is set on the class when	<i>f</i>	%
1	New contents are learned	0	0
2	Rehearsal	3	27,27
3	Practicing	8	72,73
Total:		11	100%

Table 22.1. At the eighth grade, the problem is raised during:

No.	The problem is set on the class when	<i>f</i>	%
1	New contents are learned	0	0
2	Rehearsal	9	81,81
3	Practicing	2	18,19
Total:		11	100%

The data show that in English language teaching in the first grade, problem-based teaching is especially present in practice, due to the age of the students and the structure of the textbook, while in eighth grade students, problem-based teaching is more practiced in practice.

The fourth problem refers to the sources of knowledge used in class work, which led us to the data that as a source of knowledge in the first grade the presentation of the teacher is particularly valued, and then comes the textbook, while in the eighth grade the presentation of the teacher and the student is valued, and less attention is paid to the textbook. Tabularly it looks like this:

Table 23. Sources of knowledge at the English as a foreign language classes at first grade

No.	Sources of knowledge	<i>f</i>	%
1	Textbook	4	36,36
2	Presentation by the teacher	7	63,64
3	Demonstration	0	0,00
Total:		11	100%

Table 23.1 Sources of knowledge at the English as a foreign language classes at first grade

No.	Sources of knowledge	<i>f</i>	%
1	Textbook	3	27,27
2	Presentation by the teacher	4	36,36
3	Demonstration	4	36,36
Total:		11	100,00%

The protocol also addressed the issue of application of forms of work in problem solving. The following data was obtained:

Table 24. At the first grade, during the problem solution it is applied:

No.	In problem solving it is applied	<i>f</i>	%
1	Frontal form of work	2	18,18
2	Group form of work	0	0,00
3	Work in pairs	0	0,00
4	Individual form of work	9	81,82
Total:		11	100,00%

Table 24.1 At the eighth grade, during the problem solution is applied:

No.	In problem solving it is applied	<i>f</i>	%
1	Frontal form of work	1	9,1
2	Group form of work	5	45,5
3	Work in pairs	0	
4	Individual form of work	5	45,4
Total:		11	100%

The data show that in the teaching of EFL at first grade, the individual form of work prevails. On the other hand, in the eighth grade, the percentage of group and individual form of work is the same, which is adjusted according to their age and level of knowledge, while the frontal form of work when working on a problem is very small.

A very important question for the research is who solves the problem in the end. The data showed that in both the first and eighth grade the problem is solved together by the teacher and the student. This may indicate students' insecurity about problem-solving on their own, or their lack of readiness for this type of teaching.

However, tabularly, the situation looks like this:

Table 25. At the first grade, the problem solution is made by:

No.	The problem is solved by	<i>f</i>	%
1	The teacher	0	0
2	The students	0	0
3	Mutually	11	100
Total:		11	100%

Table 25.1 At the first grade, the problem solution is made by:

No.	The problem is solved by	<i>f</i>	%
1	The teacher	0	0
2	The student	0	0
3	Mutually	11	100
Total:		11	100%

The last question of the protocol referred to who made the conclusion. Our findings indicate that in the first grade the conclusion is made jointly by the teacher and the student, just as in solving the problem, while in the eighth grade the conclusion is usually made by the student.

Tabularly this is presented as follows.

Table 26. At the first grade the conclusion is made by:

No.	The conclusion is made by	<i>f</i>	%
1	The teacher	0	0
2	The student	0	0
3	Mutually	11	100
Total:		11	100%

Table 26.1 At eighth grade the conclusion is made by:

No.	The conclusion is made by	<i>f</i>	%
1	The teacher	0	0
2	The student	7	63,63
3	Mutually	4	36,37
Total:		11	100%

Comparative analysis of the data indicates that the initiator of the problem is always the teacher, where the solution to the problem is reached through individual or group work, and the solution is made jointly by the teacher and the student. Regarding the conclusion, there are small differences, ie, in the first grade due to the age of the students, the teacher again helps with the conclusion, while in the eighth grade, the percentage of independent conclusions reached by the students is higher compared to those adopted jointly. However, because the difference in conclusions is too small, and the joint activity of the teacher and the student during the lesson prevails, at the end of the research we reject the main hypothesis that **the problem-based teaching is applied in EFL lessons.**

Conclusion

The need for problem-based teaching is more than visible nowadays. In fact, in a certain form it has been represented since ancient times; namely, people have always learned so that they can make their lives easier and better. Hence, our research on this topic gave us the latest results on its application today.

The obtained data from the research were processed with qualitative and quantitative analysis, and based on the attitudes and opinions of teachers, as well as the analysis of curricula and textbook, we draw the following conclusions:

a) attitudes and opinions of teachers about problem teaching

-most of the teachers, ie 81.73%, stated that the problem-based teaching is necessary, and as reasons for their opinion in the majority they stated the optimal development of the individual as well as the development of the educational technology;

-teachers highly evaluate the didactic aspects of teaching, especially highlighting the following: the student as a subject in the teaching process (22%), encouraging his independent and creative work (21.6%), as well as the acquisition of applicable and lasting knowledge (21.5%) ;

-However, the opinion of the teachers still prevails that the problem-based teaching has its more practical application in the natural sciences (67.8%), than in the humanities;

-teachers had different opinions and views on the issue of opportunities for application of problem teaching in terms of forms of work, teaching methods, types of classes and sources of knowledge.

Based on the results we came to the conclusion that:

- teachers think that problem-based teaching is more applicable to group (48.9%) and individual form of work (37.1%);
 - the prevailing opinion among teachers is that during the problem-based teaching, the method of demonstration (31.6%), the method of oral presentation (30%) and the method of conversation (21.4%) should be used;
 - teachers mostly apply the problem-based teaching when practicing (34.9%) and adopting a new curriculum (27.8%), as well as when processing grammar contents (54.8%) and translation (30.4%);
 - the textbook (23%) and the teacher's presentation (34.4%) are the main source of knowledge for teachers;
 - the preparation of the teacher (45.7%) for a class with problem-based teaching and the teaching time (29.9%) are the main difficulties faced by the surveyed teachers;
 - among the reasons that negatively affect the application of the problem teaching, the teachers cite the extensive curricula (21.3%), the lack of appropriate literature (21.4%) and the material and moral readiness of the teachers (19.3%).
 - on the other hand, for successful application of the problem-based teaching, the teachers point to solidly prepared curricula (22.10%), appropriate literature and good prior preparation of the teacher;
- most of the teachers apply the problem-based teaching in the regular (53%) and the additional teaching (26.1%), while 53.9% of them stated that they are completely ready for the realization of this type of teaching.

These findings have shown us that the views and opinions of teachers regarding the problem-based teaching and its application in the EFL class are not equal.

b) the research was focused on the application of problem-based teaching in the EFL, in the first and eighth grade. From the classes attended and recorded, we came to the following conclusion:

- the class usually starts with a rehearsal of the previous material, but it is done in a traditional way;
- the teacher has a central role at the beginning of the class, and in 100% of the cases, he / she poses the problem of the class;
- the problem of the class was most often posed during the practice and adoption of a new material;
- it is surprisingly good that during the problem-based teaching, the dominant place was given to the individual and group teaching;
- the problem is usually solved jointly by the teacher and the student, however, the conclusion in 100% of the cases is made only by the teacher.

Based on these data, we came to the conclusion that the application of problem-based teaching in the EFL class in both the first and eighth grade is reduced to a minimum, and is observed only in a mild form. Unfortunately, in most cases, it was noticeable that the teacher unknowingly enters the domain of problem teaching with a certain activity. From here, we reject the first hypothesis, ie **in North Macedonia the problem teaching is not yet applied in the EFL class.**

c) as part of the research, an analysis of the curricula and the textbook was performed as factors that affect the successful application of problem-based teaching, where we concluded the following:

- the goals and tasks of the curricula for the English as a foreign language class for first and eighth grade are in the context of problem teaching and problem learning;
- textbooks that are applied to EFL class in the first and eighth grade abound in problem-exercises, and therefore are excellently applicable for the realization of problem-based teaching.

In short, the research showed that the awareness of the effects and the need for the application of problem-based teaching is at a significantly higher level in other countries of the world than in our country. As a result, the following areas might be alluded to:

- greater appreciation for the problem-based teaching among the teaching staff through appropriate additional training for the same;
- revision of the curricula and their modification where necessary, ie those that are not in line with the officially approved curricula;
- examining the attitudes and opinions of the students about the problem-based teaching;
- examining the role of the teacher in organizing the problem-based teaching;
- greater supply of libraries with additional authentic and professional literature;
- additionally, equipping the schools and cabinets with the new technological devices;
- role of the professional services in the schools in providing conditions for application of the problem-based teaching.

ANNEXES

Annex1

Scaler questionnaire

QUESTIONNAIRE FOR TEACHERS

Guide

This questionnaire consists of opinions in a form of assumptions or affirmations which refer to you and the application of the Problem Teaching. You should read them and estimate to what extent does your opinion correlates to the one presented in the questionnaire.

The questionnaire consists of various questions; for some of them you should choose only one answer, that is, the answer that relates to your opinion; the others should be evaluated with a mark from 1 to 5 with number 5 being the highest mark, and you need to circle the number which correlates to your opinion.

Your sincere answers will contribute to the impartiality in the research.

GENERAL QUESTIONS

1. Country _____ 2. Where do you teach _____

3. Your working experience:

4. Your level of education:

a) to 10 years

a) Bachelor

b) from 10 to 20 years

b) Master

c) over 20 years

c) PhD

QUESTIONS

1. In your opinion, the Problem Based Teaching in your educational institution :

(circle the letter in front of the answer)

a) is practiced

b) is not practiced

c) I am not informed

(circle the letter in front of the answer)

- a) limited b) accepted as part of the teaching

7.How much time during the lesson do you practice Problem Based Teaching:

(circle the letter in front of the answer)

- a) to 10 minutes b)from 10 to 20 minutes c)more than 20 minutes

8. In your opinion, the Problem Based Teaching is more applicable during:

(circle the letter in front of the answer)

- a)frontal form of work b)group work c)individual work

9.In your opinion, which teaching methods should be dominant during the Problem Based Teaching

(evaluate with mark from 1 to 5 with number 5 being the highest mark)

- | | |
|---|-----------|
| a) method of oral presentation | 1 2 3 4 5 |
| b) method of conversation | 1 2 3 4 5 |
| c) method of reading and work according to the text | 1 2 3 4 5 |
| d) method of demonstration | 1 2 3 4 5 |
| e) method of written work | 1 2 3 4 5 |

10. In your opinion, the model of Problem Based Teaching is more applicable on the EFL classes during:

(evaluate with mark from 1 to 5 with number 5 being the highest mark)

- | | |
|--------------------------------------|-----------|
| a) presentation of new study matters | 1 2 3 4 5 |
| b) rehearsal | 1 2 3 4 5 |
| c) exercise | 1 2 3 4 5 |

d) evaluation 1 2 3 4 5

11. During the Problem Based Teaching _____ can be used.

(evaluate with mark from 1 to 5 with number 5 being the highest mark)

a) the text book 1 2 3 4 5

b) the performance of the teacher 1 2 3 4 5

c) demonstration 1 2 3 4 5

12. On the EFL class, the Problem Based Teaching can be applied during:

(circle the letter in front of the answer)

a) grammar presentation b) translation c) spelling

13. In your opinion, which of the following reasons may have a negative impact on the application of the Problem Based Teaching:

(evaluate with mark from 1 to 5 with number 5 being the highest mark)

a) extensive curricula 1 2 3 4 5

b) large number of students in the class 1 2 3 4 5

c) insufficient (material-moral) motivation of the teachers 1 2 3 4 5

d) insufficient pedagogical- psychological preparation of the teachers

1 2 3 4 5

e) insufficient appropriate literature 1 2 3 4 5

14. You apply the Problem Based Teaching more during:

(circle the letter in front of the answer)

- a) regular teaching
- b) additional teaching
- c) work with talented students
- d) out-of-school activities

15.How do you estimate the assumptions for a successful application of the Problem Based Teaching:

(evaluate with mark from 1 to 5 with number 5 being the highest mark)

- a) appropriate pedagogical literature 1 2 3 4 5
- b) schools equipped with modern teaching technology 1 2 3 4 5
- c) highly equipped cabinets 1 2 3 4 5
- d) appropriate text books 1 2 3 4 5
- e) high preparation of the teacher 1 2 3 4 5
- f) well developed and designed curricula 1 2 3 4 5

16.What difficulties do you face during the Problem Based Teaching

(evaluate with mark from 1 to 5 with number 5 being the highest mark)

- a) it requires more teaching time 1 2 3 4 5
- b) makes a negative influence on the discipline at the class 1 2 3 4 5
- c) overload the students 1 2 3 4 5
- d) requires higher preparation of the teachers 1 2 3 4 5

17.How do you estimate your methodical preparation for an application of the Problem Based Teaching:

(circle the letter in front of the answer)

a) completely prepared

b) sufficiently prepared

c) insufficiently prepared

d) unprepared

Thank you for your cooperation!

Annex 3

Procedure for written recording of the teaching

Project: Application of the problem-based teaching at the classes of English as a foreign language

Coordinator: Marijana Dimitrova

Time of recording: _____

Place of recording: _____

People being recorded: _____

Activities being recorded: _____

1.The lesson starts with:

Rehearsal	
Setting a problem	

Mark with X

2.The problem is set by:

The teacher	
The student	
Mutually	

3.The problem is set on the lesson while:

Learning a new unit	
Rehearsal	
Practising	

4.As sources of knowledge are used:

The text-book	
The presentation of the teacher	
Demonstration	

5.In solving the problem it is applied:

Frontal form of work	
Group form of work	
Pair form of work	
Individual form of work	

6.The problem is solved by:

The teacher	
The student	
Mutually	

7.The conclusion is given by:

The teacher	
The student	
Mutually	

LITERATURE:

1. Ann Lambros (2004) *Problem Based Learning in the Middle and High School Classrooms: A teacher's Guide to Implementation*
2. Bakovljević M., (1995) *Statistics in pedagogical research*, Naučna knjiga, Belgrade
3. Bandura A., (1997) University of Denver On-line TIP, Social learning Theory
преузето од www.tip.psychology.org на 16.09.2020
4. Barr RD and Tagg J: From teaching to learning - a new paradigm for undergraduate education. *Change*, Nov/Dec.1995: (also available online at <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>)
5. Barrel John, (2006), *Problem Based Learning, An Inquiry Approach*
6. Barrows H.S, Kelson A.M (1995) *Problem Based Learning: A total approach to education*. Springfield, IL: Southern Illinois University School of medicine
7. Biggs & Moore, (1993) *The process of learning*, Prentice Hall of Australia
8. Biggs J., (1996) *Testing: To educate or to select?* Hong Kong Educational Publishing Co.
9. Bloom B., Englehart M., Furst E., Hill W., Krathwol D., (1956) *Taxonomy of Educational Objectives: The classification of educational goals. Handbook I: Cognitive Domain*. New York Longmans Green
10. Boud D. (1985) *Problem Based learning in education for the professions*. Higher Education and Development Society of Australasia- Australia
11. Bruner D.J., (1988) Process of education, *Psychology in teaching*, Belgrade, pg.41
12. Chomsky N. (1959) A review of B. F. Skinner's Verbal Behavior, *Readings in the Psychology of Language*, prentice Hall

13. David Boud, Graeme Feletti, (1998), *The Challenge of Problem Based Learning*
14. Dawe S. Knowlton, (2003), *Problem Based Learning in the Information Age: New Directions for Teaching and Learning*
15. Dorothy H. Evensen, Cindy E. Hmelo (2000), *Problem Based Learning: A Research perspective on Learning Interactions*
16. Duch, Barbara J. "What is Problem-Based Learning?" *About Teaching*. (January 1995). <http://www.udel.edu/pbl/cte/jan95-what.html>
17. Duffy&Savery, 1994, problem Based learning: An Instructional model and its constructivist framework
18. Eguchi M, Eguchi K., (2006) The limited effect on PBL on EFL Learners : A Case Study of English Magazine Project” *Asian EFL Journal*, Volume 8, Issue 3
19. Elizabeth, F. Barkley, K. Patricia Cross, Claire Howell Major,(2004), *Collaborative Learning Techniques*
20. *Encyclopedia pedagogical dictionary*, 1963, Zagreb, pg.1050
21. Ferrel L., (2009) Research on Problem- based learning to facilitate learners autonomy, taken on 16.09.2020 from www.learnerautonomy.org
22. Fink, L. Dee.(2003) *Creating Significant learning Experiences*. San Francisco, Jossey-Bass
23. John W. Gardner, American (1912-2002), www.brainyquote.com taken on 16.09.2020
24. Hickey M., (1990) Reading and social studies : The critical connection. *Social Education*, 54, 175-179
25. Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235-266.

26. Howard S. Borrows, Wee Keng Neo, (2007) *Principles and Practice of a PBL*
27. Hubson A (1973) *The natural method of language learning systematized*, Arizona Center for Educational Research and Development, College Education, University of Arizona, Tucson, Arizona
28. Huitt W., (1992) Problem solving and decision making: Consideration of individual differences using the Myers-Briggs Type Indicator. *Journal of Psychological Type*, 24, 33-44, превземено од www.edpsycinteractive.org/files/prbsmbti.html
29. Huitt W., (1998) Critical thinking, An Overview. *Educational Psychology Interactive*, Valdosta State University
30. Hutchings, Bill and Karen O'Rourke." Re-writing problem-based Learning for Literary Studies." *CDTLink*. July 2002.
31. Hymes D.H., (1971) On communicative competence, *Sociolinguistics*, Penguin
32. Lorin W Anderson, David R Krathwohl, Peter W. Airaisan, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Raths, Merlin C. Wittrock, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Abridged Edition
33. Luan Wilkerson, Wim H. Gijsselaers, (1996) Bringing Problem Based Learning To Higher Education: Theory and Practice, *New Directions for Teaching and Learning*
34. Macmillan Dictionary, www.macmillandictionary.com taken on 16.09.2020
35. Maggy Savin-Baden, (2009) *A Practical Guide to Problem-Based Learning Online*
36. Maggy Savin Baden, (2003) *Facilitating Problem Based Learning*
37. Maryellen Weimer, (2002), *Learner Centered Teaching: Five Key Changes to Practice*

38. Mirascieva S., Kroteva M., (2009) New dimensions of the interaction in teaching, *5th Medjunarodni simpozijum tehnologija, informatika I obrazovanje za drustvo ucenja I znanja*, Novi Sad
39. Nesbit B., Ellam J., (2009) Reseraching the effect on motivation and English skill improvement when implementing project-based learning with web 2.0. tools online for use in a Korean University EFL setting, превземено на 18.04.2010 од www.scribd.com
40. Ничковиќ Р., (1976) *Учење путем решавања проблема у настави*, Завод за издавање уџбеника, СР Србије, Београд
41. Oxford R (1991), *Learner strategies, What every teacher should know*
42. Pedagogical Encyclopedia 2, Belgrade, 1989
43. Peter Schwarz, (2001), *Problem Based Learning, Case Studies, Experience and Practise*
44. Richard P., (1995) *Critical Thinking, How to Prepare Students for the Rapidly Changing Foundation for Critical Thinking*
45. Robert Delisle, (1997) *How To Use Problem Based Learning in the Classroom*
46. Robert Leamson (1999), *Thinking About Teaching and Learning: Developing habits of Learning with First Year College and University Students*
47. Rubinstein M (1986) *Tools for Thinking and Problem Solving* , NJ: Prentice Hall
48. Sarzwar Z., (2003) *Individualization Techniques in Large Classes in Innovation in ELT*, D Hall ad A Hewings Routledge UK
49. Schmidt HG: Foundations of problem-based learning: some explanatory notes. *Medical Education* 27:422-432, 1993
50. Short, Harste & Burke, (1996), *Creating Classroom for authors and inquirers*

51. Shulman, Lee. "Pedagogies of Uncertainty: Teaching for Understanding, Judgment and Commitment." Grawemeyer Award, 30 November 2005
52. Skinner, Burrhus F., (1957) *Verbal behavior*, Action Massachusetts
53. Spiro, Feltovich, Jacobson, Coulson, (1991), *Cognitive flexibility, constructivism and hypertext: random access instruction for advanced knowledge acquisition in ill-structured domains*
54. Stephen D. Brookfield, Stephen Preskill, (2005) *Discussion As a Way of Teaching: Tools and Techniques for Democratic Classrooms*
55. Tama C., (1989) Critical thinking has a place in every classroom, *Journal of Reading*, 33, 64-65
56. Tang, lai & Tang, Developing a Context-Based PBL Model
57. Vigotsky L., (1978) *Mind in Society The development of higher psychological process*, Cambridge Mass. Harvard University press
58. Vigotski L., (1988), *Govor I misljenje*, Skopje
59. Warschauer M., (2000) *On -line learning in second language classrooms Network Based English Teaching. Concepts and Practise*. New York Cambridge University Press pg.41-58
60. Weiner M., (2002) *Learner- Centered Teaching, Five Key Changes To Practise* Jossy Bass USA
61. Wenden A., (1991) *Learner Strategies for learner autonomy*, Prentice Hall, USA
- www.en.wikiquote.org на 22.05.2010
62. William Stepien and Shelagh Gallagher, "Problem-Based Learning: As Authentic as It Gets." *Educational Leadership*, Volume 50, Number 7, April 1993. <http://www.ascd.org/readingroom/edlead/9304/stepien.html>

63. White, Hal. "'Creating Problems' for " *About Teaching*. 47 (January 1995). 7 Oct. 2006 <http://www.udel.edu/pbl/cte/jan95-chem.html>

64. Woods D., (1985) Problem Based Learning and problem Solving, *Problem Based learning for the Professions*, Sidney, Australia

CONTENTS

Introduction	pg.1
Didactical aspects of problem based teaching	pg.3
Problem based teaching and the teacher	pg.5
The need to apply problem-based teaching	pg.9
Application of problem-based teaching in natural sciences and humanities	pg.12
Possibilities for application of problem-based teaching in relation to teaching methods	pg.14
Possibility to apply problem-based teaching in relation to the forms of work	pg.15
Possibility of application of the problem-based teaching in relation to the type of class	pg.16
Possibility to apply the problem-based teaching in relation to the curricula	pg.18
The textbook as a precondition for the application of problem-based teaching	pg.19
Application of problem-based teaching at the beginning of education	pg.23
Critical thinking and problem-based teaching	pg.24
Didactical aspects in the problem-based teaching of English as a foreign language	pg.27
Application of forms and methods in English language teaching in function of the student's independent work	pg.30
Case study	pg.39
Purpose and tasks of the research	pg.41
Hypotheses of the research	pg.42
Research variables	pg.42
Population and sample of the research	pg.43
Methods, techniques and instruments of the research	pg.47
Statistical processing of the research data	pg.48
Analysis and interpretation of results	pg.49

Conclusion	pg.84
Annexes	pg.88
Annex 1	pg.89
Annex 2	pg.95
Annex 3	pg.96
Literature	pg.99

About the author

Marijana Dimitrova is a professor of English language and literature. Her field of study and research is on English linguistics, in particular psycholinguistics, forensic linguistics, English for specific purposes and critical thinking in teaching and didactics. In 2017 she founded Inter-Edu to contribute to internationalization and networking in science and education. Her sub-fields of expertise are in project management, criminal profiling and mediation.

Problem-Based Teaching of EFL was published in September 2020 following broad consultation with the INTER-EDU community and external stakeholders. This book is available in electronic form.

Copyright © 2020 INTER-EDU. All rights reserved.

No part of this document may be reproduced or stored in any material form without the permission of the copyright holder