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**Problem-based learning as the educational process  
emancipating the verbal communication in English**

Summary of the doctoral dissertation.  
Social Sciences, Educational Science (07 S)

Kaunas, 2004

The dissertation was prepared at the Institute of Educational Studies, Faculty of Social Sciences, Kaunas University of technology, in 1999 – 2003.

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The Summary of the Dissertation is sent out on 10 October, 2004.

The Dissertaion is available at the Library of Kaunas University of Technology.

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**KAUNO TECHNOLOGIJOS UNIVERSITETAS**

**Nijolė Čiučiulkienė**

**PROBLEMINIS MOKYMASIS – VERBALINĘ  
KOMUNIKACIJĄ ANGLŲ KALBA EMANCIPUOJANTIS  
PROCESAS**

**Daktaro disertacija**

**Socialiniai mokslai , edukologija (07S)**

**Kaunas, 2004**

Disertacija rengta 1999-2003 metais Kauno Technologijos universiteto Socialinių mokslų fakultete, Edukologijos institute.

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Disertacijos santrauka išsiųsta 2004 m. spalio 10d.

Su disertacija galima susipažinti Kauno technologijos universiteto bibliotekoje

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## INTRODUCTION

In numerous scientific research resources the twenty first century is titled as the age of transformations. The globalization, economical internationalization became the inevitable reality to the postmodern personality, influencing all spheres of human existence. This change results in formation of the new “shared culture” and European mentality (Hargreaves, 1999). The “shared culture” and new European mentality are based on collaboration and cooperation that influence the relationship among the European countries. This new quality of relationship emphasizes the current value system, the realization of which is impossible without education.

Until recently education and especially the secondary education was organized according the needs of concrete states. Today the attitude has totally changed. The development of mobility and labor market transformed the idea of the “closed national school” into the “open” institution, which strives to equip the young people with the tools helping them “to become integrated to the fullest possible extent in a society which has become European by virtue of the realities”<sup>1</sup>.

The present day “open school” organizes its educational process according the patterns of the student – centered learning, where the teacher is a tutor, a consultant, a research adviser, helping the student to acquire knowledge, skills, abilities and attitudes that are necessary for the meaningful, controversial and transformative life.

Such student/pupil – centered education is authentic, active, meaningful and cooperative and enables the students to base their activity on five fundamental rules: openness, participation, responsibility, effectiveness and coherence (Livre, 2001).

These patterns allow the students to create the new culture and to be responsible for its development. The responsibility and culture creation make the students emancipated personalities who are moral, rational, sociable and able to think critically about the surrounding environment.

Most generally “emancipation“ is defined as **the act of setting free from bondage or disability of any kind, the state of being set free.**

Emancipation concept was interpreted by numerous scientists.<sup>2</sup> In Lithuania it was analyzed by Jucevičienė (1997), Kraujutaitytė (1998), Gudaitytė (2000), Teresevičienė, Gedvilienė (2003). The majority of them (Freire, 1973; Mezirow, 1981; Conway, Little, 2000; Jucevičienė (1997), Kraujutaitytė (1998), Gudaitytė (2000) argue that emancipation is a painful

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<sup>1</sup> Barthelemy, Ryba, Birzea, Leclereg, 197, p.23

<sup>2</sup> Freire (1973), Mezirow (1981), Ellsworth (1989), Hart (1990), Cranton (1994), Kohli (1995), Jutton (1995), Durie (1996), Humphries (1997), Inglis (1997), Tisdell (1998), Faley (1998), Barr (1999), Jeff & Smith (1999), Martin (2000), Jarvis (2001), ect.

process which aims to destroy the barriers, built by collision of societal and personal interests. Jucevičienė (1997), Gudaitytė (2000), Kraujutaitytė (1998) as the emancipatory element stress the meaning of studies, which may be organized with the help of democratic discussion. The process of the democratic discussion is impossible without interaction, expressed by oral verbal communication (Habermass, 1970). According to Daujotytė (2001) all experience, the collective information included, is acquired and interpreted with the help of language. Thus, the educational activity of the present-day school, influenced by contemporary European dimensions, stresses the importance of the emancipated verbal communication in the foreign language.

Verbal communication is one of the most widely argued scientific issues (Osgood, Schramm, 1954; Dance, 1967; Tubs, 1970; Persing, 1984; Steers, 1984; McQuail, Windahl, 1993; Samovar, Porter, Jain, 1981; Večkienė, Chreptavičienė, Sokolovienė, Grebliauskiene, 1999). Some of them, for example, Christensen, Hensen (1996), point out three levels of the verbal communication, the third level of which defines communication as a flexible, responsible activity in the problematic true to life situations. In the wider sense the emancipated verbal communication may be defined as **free, topic orientated, argumentative, stylistically, grammatically correct, true to the facts, rich in the usage of the expressional means and stylistic devices.**

But the present day research data show, that not all school – leavers or students can demonstrate the successful usage of the emancipated verbal communication, especially in a foreign language.

**Research problem.** As Lithuanian society lives in the time of transformations, characterized by changes in the political, economical, social tendencies influenced by globalization processes, fluency in foreign languages in the context of the inevitable twenty first century multi cultural environment is the main target of every teacher and the student.

Still the great majority of young people feel the communication barrier because of different social, psychological and linguistic reasons. Basically, the existence of spoken communication barrier is determined by the deeply rooted indoctrinated educational tradition, when a student is supposed to present the exact answer without making grammatical and stylistic language mistakes. Further more, Lithuanian students still feel the remnants of the remnants of the soviet educational inheritance where democracy and free discussion were eliminated because of ideological reasons. Unique beliefs, compulsory ideology, limitations of the information about Western countries and their culture blocked personal emancipation and one of its means – spoken communication in a foreign language. The block of emancipation resulted in personal unwillingness to share opinion, information and knowledge with other people. This personal issue developed into a social norm, neglecting the vital necessity of spoken communication in human development. These reasons still influence the present day foreign language

teaching/learning while pointing out its main priority: prevailing usage of traditional teaching/learning methods directed towards a successful passing of the final exams. Such attitude cannot stimulate motivation for learning to speak English. However, the growing multicultural context points out the vital necessity for the fluency speaking in a foreign language; thus the educators have to form language learning strategies focused on the development of not only written, but also of the spoken communication in English.

Dewey (1933), Dunne (1994), G. Cohen (1986), Sharan (1994), Kagan (1985) point out that learning is made especially attractive when students face problem-social context, and their responsibility is to solve these problems successfully. For this reason the paradigm of problem based learning is getting more and more important.

The problem based learning (further PBL )was researched by H. S. Barrows (1980), D. Bond (1985), G. Felletti (1991) who stressed the importance of PBL in medical professional training; G. Norman (1992), G. Schmidt (1992), D. Woods (1985) emphasized the PBL structure stimulating students activity and better understanding of their professional mission. Magi Savin – Baden (2000), L. Shinleaf pointed out the importance of PBL learners gained experience of reflection, purposeful, flexible communication, creation of one's personal voice.

Lithuanian scientists Butkienė (1993), Duoblienė (2000), Visockienė (2001), Stulpinas (1999) analyzed some structural elements of problem-based learning, such as critical, reflective thinking, individual learning, and possibilities of discussion. Ruseckienė (2001) recommends using PBL in teaching how to interpret literary works.

Savin-Baden (2000) presents five models of problem –based learning: PBL for Epistemological competence, PBL for Professional action, PBL for Interdisciplinary Learning, PBL for Transdisciplinary Learning and PBL for critical contestability. Each model is orientated towards the main problem based learning target, such as knowledge acquisition, development of professional competence. But none of the problem based model aims to emancipate the verbal communication in a foreign language. From this context there comes out *the key research issue of the dissertation: what kind of problem based learning model could provide the conditions for the emancipation of the verbal communication in English? Does the expression of the problem based learning influence the emancipation of verbal communication?*

The above-mentioned ideas enable us to formulate the following main structural elements of dissertation:

- **the object of the doctoral dissertation:** problem based learning educational process;
- **the subject of the dissertation** – the emancipation of verbal communication in English;

- **the basic aim of the dissertation** is: to present the theoretical background of the problem-based learning educational process, which would enable the emancipation of the spoken English.

**Key research objectives of the dissertation are:**

1. to present the interdisciplinary definition of the contemporary concept of emancipation,
2. to identify the structure, elements and models of problem-based learning;
3. to present the theoretical basis for the emancipation of English verbal communication in the process of the problem based learning;
4. to lay out the methodological background for the problem based learning model, directed towards the emancipation of English verbal communication.
5. to point out the interlinks between problem based learning and emancipation of the English verbal communication processes;
6. to define the main features of emancipated verbal communication in English and their development in the process of problem based learning.

**Theoretical concepts of the dissertation.**

1. Woods' (1985), Barrows' (1980), Felletti's (1991), Savin – Baden's (2001) ideas, arguing that PBL is a learning process during which multiple competences are formed, expressed by verbal communication.
2. Habermass constructivistic theory of emancipation pointing out its main elements such as value based human rationality and moral argumentative practice.
3. Theory of language functions (Furdal, 1997; Karaliūnas, 1997), stating that communication is the main means of information change in the society, which provides cooperation and collaboration among society members, enabling the to plan, to coordinate, to unite all human efforts for solving the vitally important problems of social and cultural life.

**Methodological concepts of the dissertation**

1. The concept of concept analysis (Walker& Avant, 1995; Meleis, 1997): concept analysis is the process, which includes the consequential phases- identification of dimensions and components of the concept; comparison of similar concepts under investigation by distinguishing their commonalities and differences; definition what a concrete concept is.
2. The methodological concept of hermeneutics (Sverdiolas, 1999; Dahlberg, Drew&Nystrom, 2001); hermeneutics is based on the three rules – interpretation should be carried on in its original context; realization of the mental “movement” among separate parts to the whole and back; an interpreter should comprehend the author of the text through the text.
3. Phenomenographic methodological concept of perceived experience, expressed by different categories (Johanson, Marton& Svenson); each individual perceives and understands the reality in his/her original way; his/her revealed experience may be distributed into categories, representing the differences of the received experience.



4. The concept of qualitative content analysis (Mayring, 2000): content analysis is based on systematic realization of these steps – 1) multiple reading of the text; 2) identification of manifest categories and subcategories and their substantiation, based on extracted evidence from the text; 3) interpretation of the categories with subcategories included.

5. Categories and subcategories are interpreted according to Betti (1962) interpretation canons: hermeneutic autonomy, stressing the primary immanent meaning of the text; the relationship between universal meaning and personal interior reasoning; subjective understanding of the world and hermeneutic coincidence of the primary and received meaning.

6. Gadamer's (1972) methodologically strategic ideas on language application stressing the philosophical issue which declares that to understand the text is to understand it as an answer to the question, raised by the reader himself.

#### **Research methods are:**

1) *Analysis of scientific literature*. It provides a possibility to analyze:

- the multidisciplinary interpretation of the “emancipation” and “emancipated oral verbal communication” concepts;
- new concepts of teaching and learning that influence the formation of the problem-based learning structure;
- the problem-based learning structure itself and its elements;
- the formation of problem-based learning process model, emancipating the verbal communication in English.

2) *Observation and interview*. They reveal the students' contemporary attitude towards foreign language teaching and learning and their efforts to realize problem-based learning with the purpose to emancipate speaking.

3) *Case-based studies of problem-based learning* realization in Riga's “ATTISTIBA” higher school of social workers and Kaunas University of Technology International Studies Centre. They point out students' experience of PBL and perspective possibilities to emancipate spoken English. Analogous case-based studies are carried out in Kaunas „Santara“ and Jesuit gymnasiums.

4) *Questionnaire survey of the open-ended questions* was performed in order to manifest students attitudes on their primary experience of the problem based learning, their new understanding of their learning process, the development of their new necessary skills, special attention being laid on communicative skills, acquired learning methods and received results.

5) *Content analysis* of students' presentations was carried out in order to perform the categorization of the expression of students' experience which presents the final result – the emancipation of the oral verbal communication in English.

6) Descriptive statistics was carried out with the purpose to clarify the most meaningful categories defining them as the most significant reliability intervals.

The above mentioned methodological and research issues let us formulate the hypothesis stating that:

**Problem based learning process provides the preconditions for the emancipation of the oral verbal communication in English.**

**The object of the research:** the emancipation of verbal communication in the Problem based learning process.

**Duration of the research: 2002 June – 2003 June.**

### **The empirical basis and research stages**

*The first stage.* In 2002 June, after finishing the scientific literature analysis with the recommendation of Lithuanian ministry of Education the direct observation of Problem-based learning system was carried out. The observation objects were classes, discussions, and presentations. After seminars and observations 15 students and 5 teachers volunteered to answer the open ended questions, concerning the impact of problem-based learning on their personal development and language emancipation. After that the researcher read the answers and selected the episodes, representing respondents' attitudes towards Problem based learning.

The episodes (quotations) were analyzed and grouped according to certain distinctive features (key words). Later five descriptive categories: "Frustration", "the realization of learning qualities", "Formation of the skills and abilities", "management of learning methods", "The final results" was revealed. In the second stage of analysis, qualitative categories were purified and divided into subcategories. The goal of the research was to fix, describe and analyze the possibilities of PBL, while emancipating the spoken English.

*The second stage: 2002 September – December.* Relying of Latvian experience the PBL model is introduced in Kaunas University of Technology, in the Centre of International Studies. The Centre is distinguished for its multicultural environment and approach towards studies. The level of students spoken English is nor the same. So, PBL might be quite effective in emancipating spoken English. The collecting of the data and interpretation are analogous to that of Riga's "ATTISTIBA".

*The third stage: 2003 January – April.* The case based studies of Kaunas "Santara" and Jesuit gymnasiums are performed. 15 students from "Santara" produced 540 quotations. 15 Jesuit gymnasium students presented 570 quotations.

The total amount of quotations is 2004.

*The fifth stage.* The results of content analysis are compared with the methods of descriptive statistics.

### **Dissertation structure and its elements**

Dissertation consists of introduction, five parts (chapters), conclusions, recommendations, list of publications, list of references and appendices. The first part includes the theoretical research on emancipation concept and the definition of the emancipated oral verbal communication. The first part consists of two subparts. The second part, consisting of three sections, deals

with the theoretical research on problem based learning. The third part presents the theoretical-hypothetical model of problem based learning process, which emancipates verbal communication in English. The third part consists of two subparts. The fourth part presents the methodology of the research. It consists of four subparts. The fifth part presents the analysis of the research data, proving the emancipation of the verbal communication. The main volume of the dissertation without appendices is 160 pages. The amount of appendices is 8 parts and is presented in a separate book; list of references includes 260 titles.

**Theoretical contribution and practical importance.** Accumulated empirical data are significant because of:

- presented interpretation of “emancipation“ and “emancipated verbal communication” concepts, characterized by multidisciplinary standpoint, the main stress being laid on educational approach, claiming that **emancipation** may be understood as inspired by the learning human liberation from various restraints, which provides the positive personal change expressed by strong will and action revealed by the rational argumentative practice and moral attitudes towards the reality,

- educational possibilities of problem based learning process to emancipate the verbal communication in English are defined;

- created research methodology which aims to reveal the concrete problem based learning preconditions for the emancipation of the oral verbal communication in English;

- created theoretical-hypothetical model, which provides the preconditions for the emancipation of oral verbal communication in English.

**Scientific novelty of the dissertation:**

- 1) The concept of emancipation has been multidisciplinary analyzed and its meaning expanded, stressing the educational approach;

- 2) The concept of problem based learning was based in the context of the differences between problem solving teaching and problem based learning;

- 3) The relationship between problem based learning levels and models was revealed, pointing out the possibilities to work out concrete language learning strategies that enable concrete level of spoken English acquisition;

- 4) The relationship among language learning strategies, the realization of communication levels and problem based learning models was theoretically grounded and revealed ;

- 5) The problem based learning model for verbal communication emancipation was introduced;

- 6) The emancipatory problem based learning model was empirically checked pointing out the results of language acquisition according to the levels of European language competence portfolio

**Practical importance of the dissertation:**

1) The new possibilities of problem based learning in foreign (English) language teaching/learning are revealed and introduced to Lithuanian context;

2) The methodical means based on the problem based learning pattern is prepared for the students of mechanical professions. It is considered to help them not only to acquire professional knowledge, but also to emancipate their spoken English;

3) The practical recommendations for the implementation of problem based learning into the teaching/learning process of the English language have been prepared and introduced to the Lithuanian English language teachers.

**Approbation of the research results.** The results of the research of this dissertation were presented in the articles, which were published in the scientific publications that correspond to the requirements of the Lithuanian Council of Science:

1) Čiučiulkienė N. Implications of Teaching and Schooling of a Liberal Democratic Conception of Education. *Baltische Studien zur Erziehungs und Sozialwissenschaft*, Band 7, ISSN 1434-8748, Peter Lang GmbH. Europäischer Verlag der Wissenschaften, Frankfurt am Main, 2002, p.45-58.

2) Bankauskienė N., Čiučiulkienė N., Šiaučiukėnienė L. Verbal communication Aspect in the Process of Educating in Philology in the Context of new Educational Mentality. *Baltische Studien zur Erziehungs und Sozialwissenschaft*, Band 7, ISSN 1434-8748, Peter Lang GmbH. Europäischer Verlag der Wissenschaften, Frankfurt am Main, 2002, p.45-58.

3) Čiučiulkienė N., Palevičius R., Ragulskis M., Palevičius A. Problem-based learning in digital holography environment. *Informacinės Technologijos ir Valdymas*.ISSN 1392-124X; 2001, Nr.4., p.p. 16-20.

4) Bankauskienė N., Čiučiulkienė N., Šiaučiukėnienė L. Probleminis mokymasis kaip filologinio prusinimo išraiška. *Pedagogika* ISSN 1392-0340; 2004 Nr. 67, p.p. 54-60.

The main theses of the research study, its theoretical basis, and the results of the empirical studies were presented in the following **Lithuanian and international conferences**:

1) Čiučiulkienė N., Minkutė-Hendrickon R. Bendrojo lavinimo vidurinės mokyklos anglų kalbos vadovėlių analizė probleminio mokymosi kontekste. KTU konferencijos “Aukštojo mokslo sistemos ir didaktika” pranešimų medžiaga. 2001, Kaunas: Technologija. p.72-82.

2) Čiučiulkienė N., Balandienė R., Morožienė I. Problem-Based Learning: A New Approach Towards Competence Based Learning. The9th International Lakmida Conference. *Methods of Teaching English Promoting Integration into International Organizations*. 2004, Kaunas: J.Jablonskis gymnasium. Lakmida, p.6-11.

### **Content of the Dissertation**

Introduction

1. The contemporary interpretation of the emancipation concept: the aspect of verbal communication emancipation..
  - 1.1. The multidisciplinary concept of emancipation and its development.
  - 1.2. Emancipated verbal communication: its definition and features.
2. Problem-based learning in the context of the contemporary learning paradigm.
  - 2.1. The contemporary teaching and learning qualities.
  - 2.2. The paradigm of problem solving teaching and problem-based learning.
  - 2.3. The analysis of the problem-based learning models and taxonomies.
3. The theoretical basics for the emancipation of English verbal communication in the problem-based learning context.
  - 3.1. The problem based learning structural elements, positions and stance that function while gaining the emancipation of the verbal communication in English.
  - 3.2. The problem-based learning model for the emancipation of the verbal communication in English.
4. The problem-based learning process, emancipating the oral verbal communication in English, research sequence and methodology.
  - 4.1 The research methodological basis of problem-based learning process model, emancipating verbal communication.
  - 4.2. The research methods of problem-based learning process model, emancipating oral verbal communication.
  - 4.3. The logics of problem-based learning process model research.
  - 4.4. The research design.
  - 4.5. The case based studies of problem based learning, stressing the possibility to emancipate the verbal communication and analysis of their data.
5. The analysis of the problem based learning process research data.
  - 5.1. The research samples and characteristics.
  - 5.2. Riga's "ATTISTIBA" high school of social workers Problem-based learning case study and analysis of its data.
  - 5.3. The Problem based learning case study of Kaunas University of Technology, International Studies Center.
  - 5.4. Kaunas „Santara” gymnasium and Kaunas Jesuit gymnasium PBL case based studies.
  - 5.5. The statistical analysis of the quotations presented by ATTISTIBA, KTU TSC, Kaunas “Santara” gymnasium and Kaunas Jesuit gymnasium students.
    - 5.5. 1. The first stage: the statistical analysis inside the category.
    - 5.5. 2. The second stage: the statistical analysis among the categories.

Conclusions

Recommendations

List of publications

List of references

### **The short survey of the dissertation's content.**

Introduction deals with the scientific problem of the dissertational research. It also presents the main research object, subject, aims and objectives, theoretical contribution and practical importance, list of publications, seminars and conferences.

**The first part. The contemporary interpretation of the emancipation concept: the aspect of verbal communication emancipation.** The part consists of two sections. **The first section (1.1.) "The multidisciplinary concept of emancipation and its development"** reveals the main interpretations of the 'emancipation' concept, starting with antique Roman understanding of personal legal independence and autonomy and finishing with the modern understanding of the Critical Theory of Frankfurt School. In this context "the idea of an emancipated society could be especially valued" (Wendi Kohli, 1995, p.104). While developing the idea of emancipated society, Habermas based a theory of communicative action that allowed him to make categorical distinctions between instrumental and communicative rationality. For Habermas, communicative rationality "expresses a conception of rationality which a speaker must acknowledge, who understands the internal relationship between the intersubjective validity claims and the commitment to give and be receptive to arguments" (Ingram, 1990).

Implicit in Habermas theory of communicative process there are the modernist (and some would say, problematic), assumptions that those involved in such communication are committed to "truth, rightness and truthfulness (or authenticity) – whenever they try to reach a mutual understanding and that rational persons are inherently orientated toward something like an unconstrained democratic community" (Ingram, 1990). This idea expands the notion of the practice of communicative reason that should be developed. Thus, from legal, philosophical interpretations of the 'emancipation' context we come to the educational point, which stresses the message that emancipation could be realized through enlightenment. Enlightenment comes through a process of self-reflection and taking of freeing action, which is evaluated with the help of moral, rational, argumentative communication.

While joining legal, philosophical, social and educational definitions of 'emancipation' concept it is possible to conclude that 'emancipation' is a multidisciplinary concept, which can be interpreted as process, the priority of which is the personal change inspired by learning and based on perceived reality, morality and action;

The key words of the definitions are: personal change, action, self-evaluation, sharing of the experience, creating of the new culture. They are all connected with the verbal communication, which according Habermas, should be moral, argumentative and rational. The importance of verbal communication in the process of personal emancipation is analyzed in the chapter 1.2.

**Section 1.2. Emancipated verbal communication – its definition and features** – deals with the role of the language in the process of personal emancipation.

Language according to Karaliūnas (1997) is the verbal communication. This concept can be expanded while interpreting Russian psychologist Vygotskyj's (1978) idea that language is vital in making human development (learning and emancipation at the same time) an interactive, social process, which reflects human interior world. According to G. Nuthall (1995) the student has to verbalize the knowledge acquisition process and to present it in a concrete social environment for other participants of the process.

The verbalization of knowledge acquisition according to McQnail, Windahl (1993) is revealed through its main functions of Coding, decoding and interpretation of the phenomenon of the surrounding reality. The verbal communication supports the communicative feedback. In this context we should stress the importance of personal experience, which completes the cycle of communicative process (Dance, 1967).

Verbal communication to Christensen, Hensen (1996) can be differentiated into three quality levels:

- the first level of verbal communication – coding and decoding communication – when the person acts instinctively, framing oneself to direct understanding;
- the second level of verbal communication – interpreting communication – when the relive, relying on his/her personal experience, evaluates the present alternatives and actively participates in the choosing the best one;
- the third level of verbal communication reflects the ability of communicating person to diagnose the peculiarities of the surrounding reality and to for see the action alternatives.

The evaluation of the surrounding reality, expressed by argumentative logics could be defined as rational communication which, based on reflection, can reveal the personal value system, speaking and acting in the non-typical situations.

Thus, sticking to Habermas understanding of the emancipation, which states that emancipation is the value-based communicative rationality, expressed by reflective moral argumentative practice, we may define the third level communication as the emancipated communication.

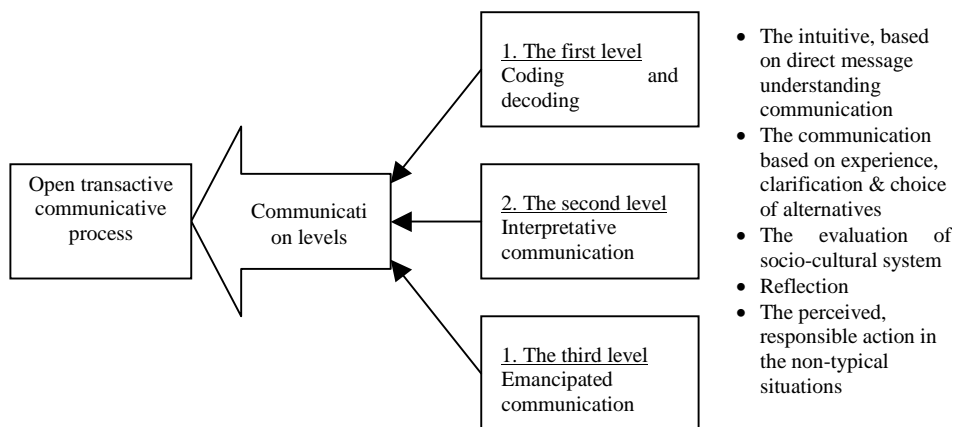
Graphically the above-mentioned ideas may be presented by the following figure 1.

The responsible action in the non-typical situations is closely connected with the creative aspect of the language, which points out the importance of the speech acts in the process of personal emancipation. According Searle (1969), Coseriu (1963) speech acts can be divided into: interference acts; proposition acts; illocutionary acts.

The creative language is distinguished by the original variety of speech acts usage, which is characterized by the following criteria: grammatical

correctness; effectiveness, revealing the content; expressive emancipation (Karaliūnas, 1997).

These criteria form the essence of the “a successful conversation model”.



**Figure 1. The levels of verbal communication according to Christensen, Hensen (1996)**

A successful conversation model” is framed by appropriateness or felicity conditions, which form a cooperative pattern dealing with the quantity, quality, relation and manner maxims.

These maxims on their turn form the rhetorical verbal competence, which analyses the norms of such verbal behavior as critical thinking, argumentation, logical structure of the text, kinds of public speeches and so on. Rhetorically competent individual is creative, laborious, persuasive, smart, with a sense of humor, has a good memory, is energetic, sociable, flexible, with perfect interactive skills, ethical (Koženiauskienė, 1999). Thus paying attention to the above mentioned aspects of the verbal communication, the **emancipated verbal communication may be defined as spontaneous, flexible, topic orientated, argumentative, grammatically and stylistically correct, informatively true, rich in expressive means and stylistic devices.**

As the present day European dimension stresses the importance of the verbal communication not only in a native, but also in a foreign tongue, the educators should seek for the more effective means and methods to educate an emancipated personality, communicating freely in a multicultural context. Following Vygostkyj’s theory of the interactive problem solving in collaboration with peers, it is very important to stress the function of problem-based learning, which involves the exclusive use of alternative



learning methods and environments, where students can collaborate and interact in pairs or larger groups that have not been shaped by teacher centered, non-collaborative classrooms. Further more, these public spaces, formed by problem-based learning context ideally complement the private learning spaces. External social interaction and internal cognitive interaction become inseparable and influence each other. The idea that learners need to become aware of and accept responsibility for their learning process is thus extended to include the learning process of their peers making their foreign language learning authentic, meaningful and collaborative.

The further analysis of Problem-based learning (PBL) is presented in the second part.

***The second part “Problem-based learning in the context of the contemporary learning paradigm.*** It reveals the place of problem-based learning in the context of postmodern learning process. It also presents the comparative analysis of Problem Solving teaching (PST) and Problem-based learning (PBL), the dimensions of PBL, its structure and elements, taxonomy and models.

### **Section 2.1. The contemporary teaching and learning qualities.**

The first section of the second part characterizes the present day learning as creative, innovatory process, which is self-directed, interactive, based on dialogue, developing the independent personality. A special attention is paid to the positive experience of the student during learning process. The positive experience is preconditioned by the creative process of problem solving .(Dewey, 1958; Kolb, 1984; MacFarlane,1995; Jarvis, 2001; etc) Problem solving on its turn makes the learning process active and inspires the personal change based on critical rationality and value orientated argumentation.

### **Section 2. 2. The paradigm of Problem Solving Teaching and Problem-based learning.**

The shift of education paradigm, changing the classical attitude towards the contemporary one, stressing the main teaching process goals based on constructive theory, revealed the new quality context, where problem-solving teaching turns to problem-based learning. Literary analysis distinguished the main differences between problem-based learning and problem solving teaching, stating that:

1. problem-solving teaching stresses the finding of the foreseen correct answer, while problem-based learning points the process of information analysis and choice;
2. problem-solving teaching is based on the discussion, whether the answer is correct; problem – based learning turns to pupil’s initiative and self-analysis while trying to answer the question: “what can I do in order to solve this problem?”
3. problem-solving teaching is a teacher-centered process, whereas problem-based learning is a learning and student-centered process.

In such a context problem-based learning has a peculiar function, because as it has been stated, Problem Solving Teaching is teacher centered and Problem-based learning is pupil-orientated. Problem-based learning may be defined as *a pupil-centered, orientated towards the learner's intellect and experience process, during which the pupil, considering the received information, with the help of verbal communication defines and formulates the problems, looks for common decision ways enhancing its harmonious development and higher quality of life.*

The definition of PBL is supported by the analysis of the problem-based learning models and taxonomy, which are presented in the chapter 2.3.

### **Section 2.3. The analysis of the problem-based learning models and taxonomies.**

Boud (1985) and Barrows (1986) state the three broad areas of problem based learning differentiation:

1. Essential characteristics of PBL that comprises curricula organization around problems rather than disciplines, an integrated curriculum and an emphasis on cognitive skills.

2. Conditions that facilitated problem-based learning such as small groups, tutorial instruction and active learning.

3. Outcomes that were facilitated by problem-based learning such as the development of skills and motivation, together with the development of the ability to be lifelong learners. (Savin-Baden, 2000, p.19-20).

These differential areas influence the problem based learning taxonomy of the learning methods and educational objectives. The problem based learning taxonomy of the learning methods and educational objectives have included the combinations of varieties, which may be compared with the taxonomy of Bloom.

Problem based learning process is systemized into five models which according Savin-Baden (2000) can be presented as follows:

- Model I - PBL for Epistemological Competence;
- Model II - PBL for Professional Action;
- Model III - PBL for Interdisciplinary Learning;
- Model IV - PBL for Transdisciplinary Learning;
- Model V - PBL for Critical Contestability.

The Bloom's and Barrow's acquisition, aims and action taxonomies cleared out five models of PBL. Each model requires different foreign (English) language learning strategy, points out verbal communication types and levels revealed by the European language competence portfolio recommendations. The models are also grouped around such elements as knowledge level, learning process, problem scenario, student's facilitator and assessment. These elements suggest the possibility of creating a problem based learning model, which could be disclosed with the help of verbal communication. The problem-based learning communicative context because of the variety of linguistic activities (questioning, replying, activating of the scientific language, argumentative criticism and so on) is

especially effective in the foreign language (in this case the English language) teaching and learning. Thus, the third part of the dissertation presents the problem based learning process model which assures the emancipation of the oral verbal communication in English.

### **Part 3. The theoretical basics for the emancipation of English oral verbal communication in the problem-based learning context.**

#### **Section 3.1. The problem based learning structural elements, positions and stance that function while gaining the emancipation of the verbal communication in English.**

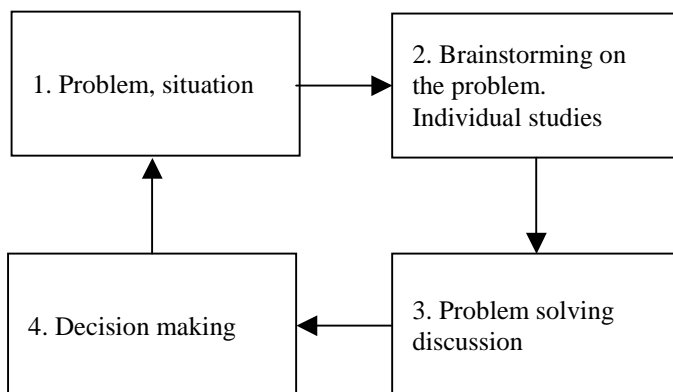
The above-mentioned characteristics encapsulate the main structural elements, positions and stance of the problem based learning. Graphically it may be presented in the following way:

The problem-based learning process structure and its elements directly influence the learner's experience in the problem-based learning context. The first element- problem situation – the stage during, which the main learning goals and curriculum is revealed. This primary element inspires the small group discussion that influences not only the personality, but also his/her speaking English skills while expanding the meaning of linguistic, sociocultural, communicative competences abilities of information exchange and usage of modern technologies.

Individual studies – the stage while collecting information during which problem-based learning means, forms, methods and ways are realized.

According to Podlasij the basic means of language teaching and learning is the textbook, which should respond to all curriculum requirements, be interesting, esthetic, stable and mobile. The most popular English textbook “Street wise”, “Landmark”, “Matrix”, “Cutting Edge” and “Enterprise” respond to these requirements and are organized according module, revealing true to life situations. Forms, ways and methods are presented in the context of new relationship between the facilitator and the tutor, based on mutual respect, understanding and emancipated authority.

Problem solving discussion is the process based on close interaction between facilitator and the student, creating new enabling learning environment, which is further developed into the acquisition of the problem curriculum. The student analyses the problem situation, studies individually, brings new knowledge to the group, and participates in problem solving and decision-making.



**Figure 2. Problem-based learning structure and its elements**

Decision making – the stage basically devoted to verbal communication and creativity emancipation. The most popular techniques of problem solving (Ruggiero, Longhran, Halpern, Schon) are brought to practice. These techniques inspire the discussion, debating, negotiating activities during which the students speak actively, try to reach the consensus, responding to the majority of the group interests. The high level of interaction and socialization level of the above mentioned activities emancipate the personality and his/her abilities to communicate in the English language. All the time, the student actively speaks, uses all forms of speech acts, and actualizes the “successful ‘real’ talk. It is all brought to action with the help of verbal communication strategies and the prioritizing the contextually important elements of PBL educational process.

### **Section 3.2. The problem-based learning model for the emancipation of the oral verbal communication in English.**

The problem based learning model is created while uniting the structural elements into a unique whole, stressing the main aspects of their content. Such elements are:

1) Mutual interaction between the educator and the student, during which the main learning objectives are discussed, the learning context is started to be created and main items of the active material are presented.

2) Problem situation is basically connected with the clarifying of the active material items, it further develops the learning context, pointing out the requirements of the curriculum. It also creates the positive environment for the development of the cognitive language learning strategies.

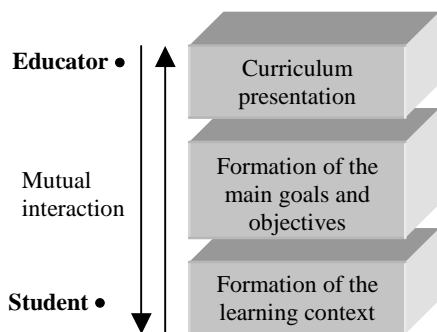
3) The small group discussion clarifies the learning activity perspective, points out the main learning methods, initiates the formation of the learner identity, which on its turn, and influences learning relationship. It also enables the activating of the cognitive, communicative learning strategies.

4) Individual studies provide the formation of the deep learning context while studying different sources of the information. It also forms the informal learning environment, which presents the students possibility to discuss, to debate the most important issues in a friendly informal, uncontrolled by authority atmosphere.

5) The problem solving and decision making part is characterized by social language learning strategies The decision making process reveals the received result, expressed by the content quality of the decision itself , the progress of the language usage, which could be compared with the requirements of the European Language competence portfolio.

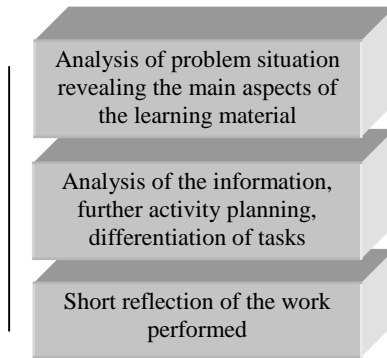
Further on each element will be analyzed separately.

The analysis is started with the structural projection of the mutual interaction between the student and the educator. Graphically it may be presented in Figure 3.



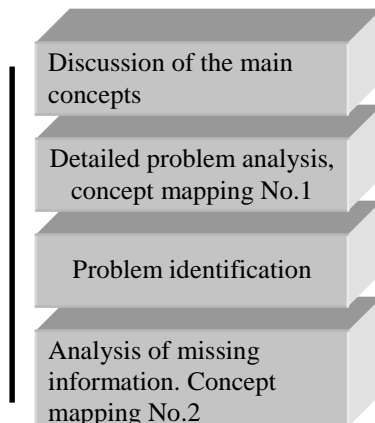
**Figure 3. The Structure of the introductory phase: the content of the primary mutual interaction between the educator and the student.**

The main objectives of this part are to clarify the specification of the new learning way, to create the motivating atmosphere, to define the nearest and perspective objectives of the learning process. There also created the main rules of further activities. The most successful strategies for language learning are the discussion net, the strategy “Know, want to know more.” The second element is the problem situation, which reveals the main active new material. Graphically it may be presented as follows:



**Figure 4. The structural analysis of problem situation.**

The problem based learning situation content should be true to life, should be flexible, provide the integrative learning conditions. The problem situation according Savin-Baden is the main factor that builds the frustrative barrier. It happens for several reasons: the first is the new learning experience, which lays more responsibility on the students; the second reason is the lack of social skills, and finally the most important reason for frustrative barrier is the lack of speaking skills, which block the sharing of the knowledge and information process. Thus, for the further learning perspective it is vitally important to clarify as much of the problem situation as possible. This clarification is further carried on during the small group discussion

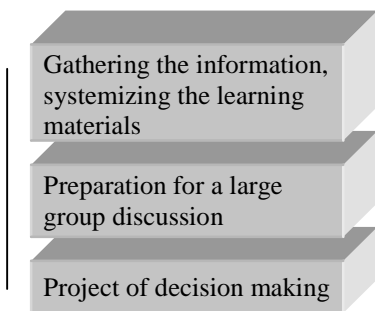


**Figure 5. The structure of the small group discussion**

The small group discussion especially activizes speaking process. The small amount of group members provides the possibility to speak for every

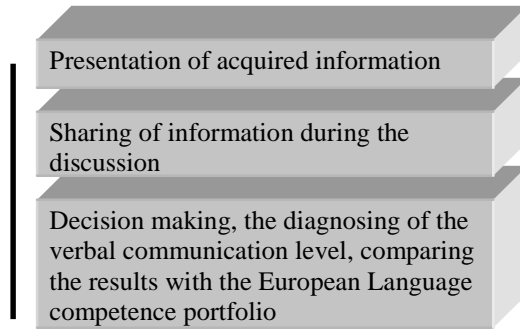
group member, to think critically and to develop the communicative skills. The students are especially motivated to speak because of the further learning perspective. The larger the amount of the information discussed and clarified in the group, the more effective are the individual studies.

Individual studies encourage the individual learning, provides the great variety of informal learning forms. As it has been stated during the observation, students prefer to discuss the collected material in informal groups. Such meetings are especially effective because students communicate freely without any fear to receive a unsatisfactory evaluation. They also criticize the presented material and in this way prepare to debate and to stand for their own position. Thus, the individual studies may be considered as the starting point in the emancipation of the oral verbal communication in any language. The final decision making process strengthens the experience of the individual studies, because the students repeat their learning experience only with the new quality.



**Figure 6. The structure of the individual studies**

The problem solving and decision making process enables students to demonstrate their abilities to study independently and take the responsibility for their final learning results. The final results are presented during the discussion, the quality of which directly affects the evaluation. Students activate their problem solving strategies; actively stand for their decision project. As it was stated during the observation, the students demonstrate far more higher ability to speak as they did during the small group discussion

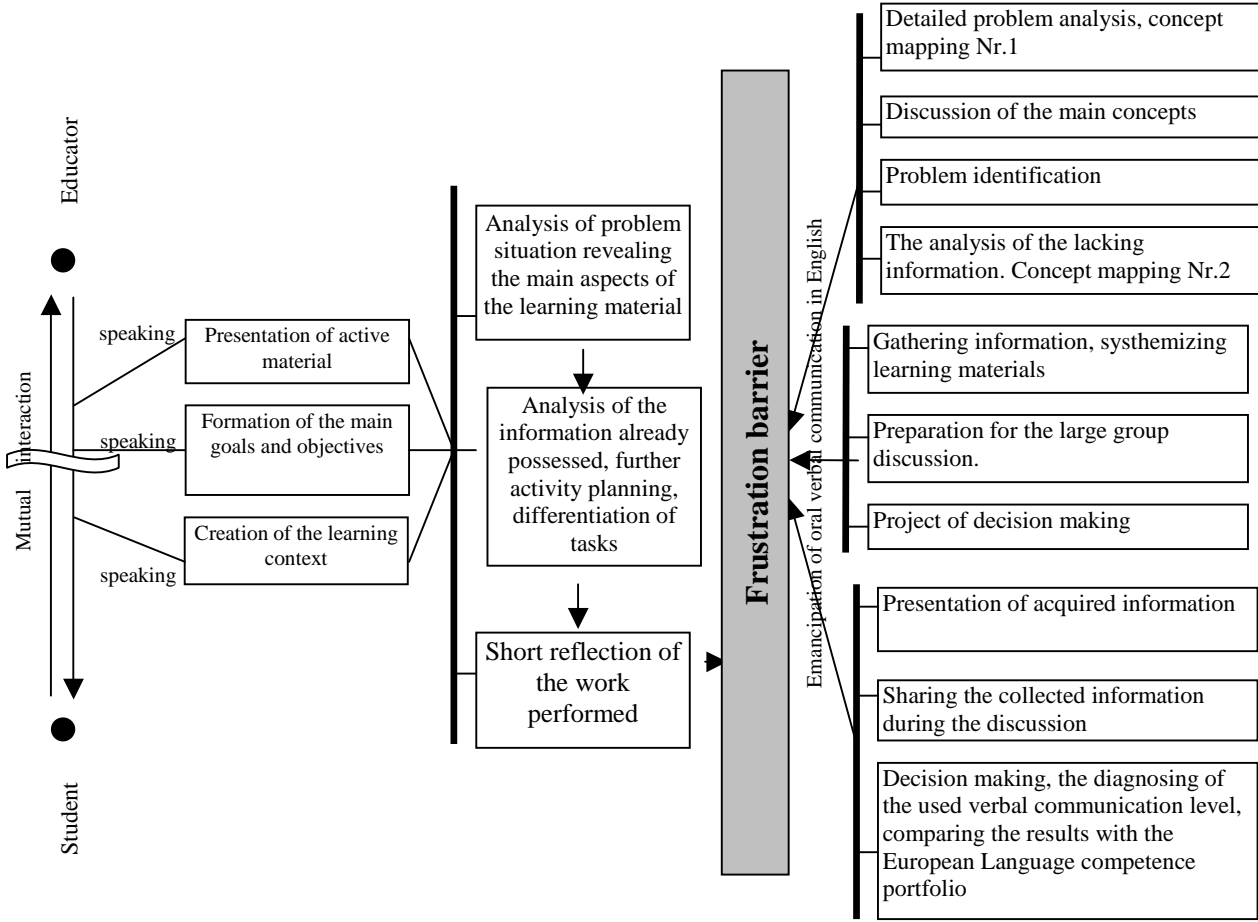


**Figure 7. The content of decision making phase**

The significant improvement of the oral verbal communication let us state that problem based learning provide the premises for oral verbal communication emancipation. Thus, in order to provide the emancipatory process all the elements of the problem based learning are united into the model, which would enable the emancipation of the oral verbal communication in English.

The problem based learning process model was researched according the methodology of Phenomenographic categorization Categories are revealed in the context of basic problem based learning characteristics and the criteria influencing the formation of the categories. The methodology of the research, methods logic and design are presented in the fourth part.





**Figure 9. The theoretical model of the problem based learning process providing premises for the emancipation**

## **Part 4. The problem-based learning process, emancipating the oral verbal communication in English, research sequence and methodology.**

### **Section 4.1 The research methodological basis of problem-based learning process model, emancipating oral verbal communication.**

The research methodological basis of problem-based learning process model, emancipating oral verbal communication, is formed according the main characteristics of problem based learning that are revealed by Walton & Mathews (1989), Barrows & Felletti (1997), and Savin-Baden (2000). They point out the curriculum characteristics, activity characteristics and the characteristics of final results.

1) **The curriculum characteristics** comprises the specific type of the curriculum organized in true to life problem situations, which mainly influence the introductory and the analytical parts of the problem based learning process. As the problem situation does not present the direct answers and demands from the learners the intensive thinking, individual work and good command of speaking skills, it is usually connected with primary negative emotions. Thus, **the main criterion** of these characteristics **is the primary emotional state while striving to break the frustrative barrier**. In the flow of the problem based learning process this criterion is explicated by the category of frustration, which is pointed out by Savin-Baden (2000).

2) **The speaking activity characteristics** define the small group discussion, individual studies and problem solving parts of the problem based learning process. As it is characterized by new learning activity expressed by active speaking, **the main criterion** of it is **the new requirements for the quality of spoken English inspired by the new learning experience defining**. In the problem based learning process it is expressed by the qualitative categories such as naming of the new learning features, the development of necessary skills, and mastery of active learning methods.

3) **Characteristics of final results** comprise the last part of the problem based learning-decision making totally based on the oral verbal activity. For this reason **the main criterion** of the latter category is the emancipated oral verbal communication, which in the process of problem based learning may be defined by the category of final results, where the special attention is paid to the quality of the command of the spoken English, expressed by the European language competence portfolio levels.

Each characteristic influencing the development of the oral verbal communication emancipation in English in the context of the problem based learning process is marked by different colors. The activation of the categories, displaying the criteria and characteristics are checked by the Marton (1987) phenomenographic analysis methods.

### **Section 4.2. The research methods of problem-based learning process model, emancipating oral verbal communication.**

The subpart reveals the main problem of the research, arguing if a problem-based learning process can emancipate the learner's English verbal communication. The problem sets up the main research aim – relying on problem based learning characteristics, criteria and categories to check whether the problem based learning is effective enough while emancipating the English oral verbal communication.

**The research methods** It is based on methodological attitudes by Yin (1991), Stake (195), Feagin, Owen, Sfoberg (1991), Dezin (1984), stating the priorities of case-based study in the observation of the problem based learning in its natural environment,

**The research logics and design are presented in the chapters 4.3 and 4.4** They are viewed by the following table.

**Table 1. The case-based study design and logics**

Hypothetical statement	Case-based study usage	The research stage	Description of the research activity
PBL educational system emancipates the spoken English which is expressed through pupils' reflection, educational change, acquisition of interactive teaching/learning methods developing verbal communicative skills.	The main purpose is to observe and explain the main features of PBL in its natural context (analytical, descriptive case-based study)	I-st research stage	The PBL educational phenomenon is observed and analyzed in its natural context of Riga's "ATTISTIBA" higher school for social workers.
	The purpose is to describe the educational intervention	II-nd research stage	The "ATTISTIBA" experience is analyzed and according the received data the model of PBL is prepared and presented for the applying in Kaunas University of Technology (KTU) in the International Study Centre (ISC)
	The purpose is to describe the educational intervention and to compare it with the data of other case-based studies	III-d research stage	The data of "ATTISTIBA" and KTU ISC experience are introduced into the practice of "Santara" gymnasium and Kaunas Jesuit gymnasium.
		IV-th research stage	The data of "ATTISTIBA", KTU ISC, Kaunas "Santara" and Jesuit gymnasiums case-based studies are analyzed and checked with the help of descriptive statistics.

Each stage is analyzed and presented in the separate subparts of the chapter.

## **Part 5. The analysis of the problem based learning process research data**

### **Section 5.1. The research samples and characteristics.**

The section presents the characteristics of the research samples which consist of four groups of the research participants: 15 students and 5 teachers of Ryga ATTISTIBA high school of social workers, 15 students of Kaunas University of Technology, International Studies Centre. Also 15 senior class pupils from Kaunas Santara and Jesuit gymnasiums.

### **Section 5.2. Riga's "ATTISTIBA" high school of social workers Problem-based learning case study and analysis of its data.**

Case-based study of Riga's "ATTISTIBA" school consists of observation, open questions to students and experts and their content analysis.

Case-based study consists of seven stages:

1 stage. Prepared open questions to the experts and students of "Riga's "ATTISTIBA" higher school of social workers.

2 stage. Fifteen first year students and five experts who volunteered to take part in the research were asked to write their reflective ideas interpreting the following question: *"Has the problem-based learning met your expectations? Comment, please, your experience, stressing your learning results."*

The students were allowed to write their interpretation from one hour to one hour and a half.

3 stage. The reflection records were thoroughly read, sorting out quotations, responding to the learner's experience while studying in the PBL system.

4 stage. Reflexive records are read and categorized.

5 stage. The system of qualitative categories helping to evaluate the learner's experience was created.

6 stage. The reflective records were categorized till they were grouped into five homogeneous groups of categories.

7 stage. Categories are split into subcategories and their statistical expression is presented. The differentiation of the categories spreads as follows:

Further the categories are divided into subcategories. After their interpretation and analysis the following conclusions are made:

There are five qualitative categories, which express students' attitude towards their learning experience: frustration; the realization of learning dimensions; development of skills and abilities; learning how to learn: the mastering of learning methods; the received results.

The main amount of quotations deals with the problem of speaking. The majority of quotations fall into the category "the received results" and the largest subcategory is revealing the acquisition of the rhetorical competence. The explications of qualitative categories and subcategories shows demonstrate the PBL tendency to emancipate the verbal communication in English. Students' statements, their categories and subcategories show that all dimensions of PBL are realized. As the main

amount of the students was from the first years, they stress the new experience of their learning.

**Table 2. The manifestation of Ryga case qualitative categories**

No. of the category	Main categories	Student number															total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Frustration	5	4	6	5	6	5	7	4	4	4	4	5	3	5	3	70
2.	The realization of learning dimensions	4	5	3	3	3	4	3	2	2	3	3	3	3	3	2	46
3.	Development of skills and abilities	10	6	5	4	7	7	8	7	5	5	6	4	4	6	4	88
4.	Learning how to learn: the mastering of learning methods	8	4	4	2	4	3	4	3	2	2	4	3	2	4	3	52
5.	The received results	7	5	5	6	5	3	6	6	4	2	6	9	5	7	5	81
<b>The total</b>		<b>34</b>	<b>24</b>	<b>23</b>	<b>20</b>	<b>25</b>	<b>22</b>	<b>28</b>	<b>22</b>	<b>17</b>	<b>16</b>	<b>23</b>	<b>24</b>	<b>17</b>	<b>25</b>	<b>17</b>	<b>337</b>

Teachers-experts support the majority of students' attitudes, i.e. their statements point out the priority of knowledge creation and the ability to know how to create this knowledge. It is possible to realize this process in the third PBL model aiming at the quality of the future professional work.

The next subpart demonstrates the possibilities of the PBL implementation in the International Studies Center of Kaunas University of Technology.

### **Section 5.3. The PBL case study of Kaunas University of Technology, International Studies' Center.**

Following the pattern of Riga's ATTISTIBA Higher School of Social Workers, the PBL model was introduced to the students of the International Studies' Center, Kaunas University of Technology. The group was studying in the English language; it was also peculiar for its multicultural climate and a different command of the Spoken English. There was also prepared the CD-Rom with their curriculum organized in the problem situations and necessary information. The questions and research procedures were organized on the analogous way, as it was carried out in the ATTISTIBA School. The same categories were distinguished. Students' reflective records were analyzed and the quotations can be distributed in the following way:

**Table 3. The manifestation of KTU ISC case qualitative categories.**

No. of the category	Main categories	Student number															total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Frustration	4	6	5	4	5	2	3	6	3	3	6	4	2	6	6	65
2.	The realization of learning dimensions	3	3	2	3	3	4	2	4	2	1	4	3	3	2	3	42
3.	Development of skills and abilities	5	7	6	9	8	8	7	5	4	3	7	5	4	5	4	87
4.	Learning how to learn: the mastering of learning methods	4	4	4	5	4	5	5	3	3	4	6	5	3	4	5	64
5.	The received results	6	7	6	6	7	5	5	4	5	5	7	6	4	7	6	86
<b>The total</b>		22	27	23	27	27	24	22	22	17	16	30	23	16	24	24	344

While summing up the results of ISC of KTU it is possible to state that the students of KTU also point out as one of the significant results the acquired ability of the interpretative verbal communication and professional skills.

ATTISTIBA and ISC of KTU students state that PBL developing the ability to learn is attractive, effective and perspective process

As the results of the two above mentioned qualitative investigations were positive, it was decided to introduce the PBL process to the secondary schools.

According to Jarvis (1999) there is no big difference in pupils' and students' learning. Thus, it was possible to state hypothetically that problem based learning process could be effective in the teaching the English language at the secondary school, i.e. to implement problem based learning in Kaunas "Santara" and Jesuit gymnasiums.

#### **Section 5.4. Kaunas "Santara" and Kaunas Jesuit gymnasium PBL case based studies**

Kaunas "Santara" gymnasium case-based study is organized according the same model as in Riga, in ATTISTIBA Higher School of Social Workers. The pupils were given the same questions as the students. The

qualitative content analysis is orientated towards the same five categories. Statistically pupils' quotations differentiate in the following way:

**Table 4. The manifestation of Santara case qualitative categories.**

No. of the category	Main categories	Student number															The total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Frustration	7	7	8	6	3	2	5	6	6	8	3	4	6	3	6	<b>80</b>
2.	The realization of learning dimensions	4	6	8	5	3	7	5	8	8	5	5	6	3	2	3	<b>78</b>
3.	Development of skills and abilities	4	7	8	7	6	3	9	8	8	7	7	7	7	6	7	<b>101</b>
4.	Learning how to learn: the mastering of learning methods	5	6	7	5	7	8	8	6	8	8	6	6	6	10	6	<b>102</b>
5.	The received results	10	13	13	5	10	16	12	12	15	14	12	13	11	11	12	<b>179</b>
	<b>The total</b>	<b>30</b>	<b>39</b>	<b>44</b>	<b>28</b>	<b>29</b>	<b>36</b>	<b>39</b>	<b>40</b>	<b>45</b>	<b>42</b>	<b>33</b>	<b>36</b>	<b>33</b>	<b>32</b>	<b>34</b>	<b>540</b>

The first major difference between students and pupils PBL experience is that pupils are more enthusiastic about their experience in PBL educational system. They especially stress the final qualitative category "The received results". They enumerate the ability to seek in public, to debate and negotiate, to prepare and defend projects.

The second major difference in the received data is that students lay the stress on the development of the abilities and skills, whereas pupils under live their success in speaking acquisition. It could be explained by different learning experience. One must not forget that pupils are motivated by the excellent marks during the classes. PBL gives them such possibility. Students on their turn, having richer life experience value the acquired abilities helping them to rule change and transformations.

### **Kaunas Jesuit gymnasium PBL case study**

As it seen from the table 6 Jesuit gymnasium students presented the highest number of quotations. It may be explained by the fact, that he PBL was implemented in the humanitarian profile group.

**Table 5. Kaunas Jesuit gymnasium. The manifestation of the qualitative categories**

No. of the category	Main categories	Student number															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Frustration	7	6	4	4	5	6	6	5	5	4	5	6	6	6	1	76
2.	The realization of learning dimensions	8	7	8	5	4	6	7	6	5	6	7	6	4	3	3	85
3.	Development of skills and abilities	8	9	10	10	6	5	5	7	7	6	6	6	3	2	4	94
4.	Learning how to learn: the mastering of learning methods	7	8	8	6	5	4	5	7	8	4	3	3	5	4	2	79
5.	The received results	17	16	21	16	18	17	14	18	18	16	14	17	15	9	10	236
	<b>The total</b>	<b>47</b>	<b>46</b>	<b>51</b>	<b>41</b>	<b>38</b>	<b>38</b>	<b>37</b>	<b>43</b>	<b>43</b>	<b>36</b>	<b>35</b>	<b>38</b>	<b>33</b>	<b>23</b>	<b>20</b>	<b>570</b>

Jesuit gymnasium students are also positive about their received results. Analogically to “Santara” gymnasium students they state what they can do. Their abilities may be compared with the Requirements presented in the language competence portfolio. It is possible to conclude the spoken English of the majority of the students has reached the B2 level of the European Language competence portfolio.

**Section 5.5. The statistical analysis of the quotations presented by ATTISTIBA, KTU ISC, Kaunas “Santara” and Jesuit gymnasiums students.**

The total amount of the quotations is 2004. The qualitative interpretative results were checked by the methods of descriptive statistics.

The research has been carried out in two stages:

1. The quotation probability research within the category;



2. The quotation probability research among the categories. The results are presented in the subparts 4.6.1 and 4.6.2.

The most important and meaningful are the categories “Development of necessary skills and abilities” and “The research results“. These data coincide with the priority of the Education Standards and Programs the attitude of the Students in ATTISTIBA and KTU, the pupils of both gymnasiums.

Thus, it is possible to state that PBL educational system emancipates the development of the abilities, teaches how to learn and helps to master verbal conversation at such level which allows to communicate without the interior complexes and lack of self-confidence.

### **Final conclusions**

1. The theoretical research illuminated that problem based learning is a multidisciplinary concept revealing philosophical, social and educational aspects:

- Philosophical aspect defines emancipation as inspired by the learning human liberation from various restraints, which provides the positive personal change expressed by strong will and action revealed by the rational argumentative practice and value based moral attitudes towards the reality;

- Socially emancipation is understood as the refusal of old fashioned conservative norms and fight for equality;

- Educational aspect emancipation defines emancipation as human liberation, which is inspired by learning and influences positive human change based on morality, strong will and action revealed through rational argumentative practice;

- Emancipation can be demonstrated through the verbal emancipated communication, which may be characterized as spontaneous, flexible, topic orientated, argumentative, grammatically and stylistically correct, informatively true, and rich in expressive means and stylistic devices. It forms the “real talk”, educates the rhetorically competent personality, whose verbal communicative competence may be assessed according the norms of European Language Competence Portfolio.

2. After the scientific literature research it is possible to identify the following Problem based learning elements and models:

- The main Problem based learning elements are: Problem, situation, Brainstorming on the problem, Individual studies, Problem solving discussion, Decision making.

Problem based learning elements may be grouped into five basic models: Model I - PBL for Epistemological Competence; Model II - PBL for Professional Action; Model III - PBL for Interdisciplinary Learning; Model IV - PBL for Transdisciplinary Learning; Model V - PBL for Critical Contestability.

3. After the study of the theoretical basis of verbal communication emancipation in the problem learning process it is possible to state that:

- Problem based learning structural elements function as the background for speaking emancipation because of the interactive nature;
- Problem based learning process is formed of concrete stanza and periods: the introductory phase - the primary mutual interaction between the educator and the student; the problem situation based on the analyses of the problem; the small group discussion held on purpose to share knowledge and experience; the individual studies devoted for search of the necessary learning material, and finally, problem solving and decision making.
- Problem based model is formed from the procedural problem based learning elements, performing the speaking emancipatory function:
  - The bases of Problem based learning is interaction between a student and the teacher during which the curriculum learning goals and objectives are presented, new learning context is created, pointing out the priority of speaking;
  - The analysis of Problem situation provides the information future plans and tasks, inspires the reflection of the performed work;
  - Problem identification reveals the argumentative practice;
  - The last stanza of Problem based learning is characterized by active oral activity, which develops personal discourse, eliminates fear of the mistakes.

4. The Problem based learning research methodological model involves basic parts of problem based learning process including problem identification, problem, situation, brainstorming on the problem, Individual studies, problem solving discussion, decision making, frustrative barrier. These elements are influenced by content, speaking activity and final results characteristics and their criteria. They are research with the help of case based study methods.

5. The empirical research data cleared out the relation between verbal communication emancipation and problem based learning process:

- In the four case-based studies there were revealed five qualitative categories: 1) Frustration; 2) The realization of learning dimensions; 3) Development of skills and abilities; 4) Learning how to learn: the mastering of leaning methods; 5) The received results; the most numerous are categories and subcategories connected with the development of the verbal communication;
  - The students evaluating their achievements stress such key words as “I can “;”I am able” etc. These evaluations state that students acquired the high command of foreign language and their knowledge may be defined as B2, C1 levels.
  - Ryga ATTISTIBA and KTU ISC students point out not only the importance of language emancipation but also the creation of the vitally important professional knowledge. Pupils on their turn stress the importance of the work with information, the interesting problem solving lessons, decision making discussions. They also enjoy the fact that PBL is true to life, based on real situations.

- The pupils presented similar attitudes, which demonstrate the process of their language emancipation. Most of their statements respond to the C1 level of European language competence portfolio.

6. The analyses of the empirical research enables to conclude that problem based learning process form the background for the realization of the emancipated verbal communication qualities.

- Problem based learning elements require active participation in the discussion, thus language becomes spontanec and flexible;

- Concrete problem content , its required solution turns the language into topic orientated, argumentative, reasonable language

- Individual studies, problem solving and decision making influences such qualities of the language as grammatical and stylistic correctness, being informatively true, rich in expressive means and stylistic devices.

### **Recommendations**

1. PBL as an interactive, dialogues based on group work system are especially effective in language teaching. Based on monologue, dialogue, discussion, debate, it created the speaking supporting environment, thus, students are involved in speaking without special stress of fear of mistake making.

2. The problem-based curriculum develops not only the students' intellect; bus also increases the creativity of the teaching process. Teachers have to find the perspective problem situations, so they sort out a lot of information, which enhances their understanding of the foreign culture, the ability to perform the comparative cultural, linguistic analysis. Thus, the PBL educational system can be recommended for the creative, motivated, qualified teachers who are not indifferent to the development both: their own and their students emancipation.

3. The most flexible materials for PBL are the audio-linguistic means for the English language teaching "For & against" also the Enterprise textbook. They are arranged in the module system; present the true to life situations.

The PBL cannot be the total prescriptions for language emancipation. It should be presented for the existing learning experience and needs for the future perspective.

### **List of publications**

**The main statemąts of the dissertation are presented in the following publications in the research journals recognised by the Science Council of Lithuania:**

1. Čiučiulkienė N. Implications of Teaching and Schooling of a Liberal Democratic Conception of Education. Baltische Studien zur Erziehungs und Sozialwissenschaft, Band 7, ISSN 1434-8748, Peter Lang GmbH. Europaischer Verlag der Wissenshaptten, Frankfurt am Main, 2002, p.45-58.

2. Bankauskienė N., Čiučiulkienė N., Šiaučiukėnienė L., Verbal Communication Aspect in the Process Of Educating In Philology in the Context of New Educational Mentality. Baltische Studien zur Erziehungs und Sozialwissenschaft, Band 7, ISSN 1434-8748, Peter Lang GmbH. Europaischer Verlag der Wissenschaften, Frankfurt am Main, 2002, p.199-210.

3. Čiučiulkienė N., Palevičius R., Ragulskis M., Palevičius A. Problem-based learning in digital holography environment. Informacinės Technologijos ir Valdymas ISSN 1392-124X; 2001, Nr.4, p.p.16-20.

4. Bankauskienė N., Čiučiulkienė, L. Šiaučiukėnienė. Probleminis mokymasis kaip filologinio prusinimo išraiška. Pedagogika ISSN 1392-0340; 2004, Nr.67, p.p. 54-60.

### **Other publications**

1. Čiučiulkienė N., Minkutė – Hendrickson R. Bendrojo lavinimo vidurinės mokyklos anglų kalbos vadovėlių analizė probleminio mokymosi kontekste. KTU konferencijos „Aukštojo mokslo sistemos ir didaktika“ pranešimų medžiaga. 2001, Kaunas: Technologija. p. 72 – 82.

2. Čiučiulkienė N., Balandienė R., Morozienė I. Problem – Based Learning: A New Approach Towards Competence Based Learning. The 9th International Lakmida Conference. Methods of Teaching English Promoting Integration into International Organizations. Kaunas, J.Jablonskis gymnasium. Lakmida. P.6-11.

### **About the author**

Nijolė Čiučiulkienė has graduated from Vilnius University 1986. She has gained the speciality of the teacher of the English language and literature. She has gained the master degree of Education Science in 1997. She was a PhD student in Education at the Institute of Educational Studies, Faculty of Social Science, Kaunas University of technology in 1999 – 2003. At present she is working at Kaunas “Santara” gymnasium, as the English language teacher, and also teaches English at Kaunas University of Technology.

## **PROBLEMINIS MOKYMASIS- VERBALINĘ KOMUNIKACIJĄ ANGLŲ KALBA ŽODŽIU EMANCIPUOJANTIS PROCESAS.**

### **Reziūme**

XXI amžiaus žmogui intensyvi mokslo ir technologijų kaita, ekonomikos internacionalizacija tapo neišvengiamu gyvenimo kontekstu, inspiruojančiu galias politines ir socialines transformacijas, kurias Hargreaves (1999) apibūdina kaip postmoderniosios kaitos procesą. Šios kaitos kontekstas inspiruoja Europos šalių integraciją, naujo europinio mentaliteto formavimąsi, kultūros, kuria galima dalintis („Shared culture“) kūrimą (Barthelemy, Ryba, Birzea, Leclercg, 1997). Dalinimosi kultūra, paremta bendradarbiavimu, keičia Europos šalių tarpusavio santykius. Atsiranda valstybes ir tautas jungianti vertybinė sistema, akcentuojanti:

- norą pasiekti supratimą, nugalėti išankstines nuostatas ir pripažinti bendrus interesus, tuo pačiu gerbiant nuomonių pliuralizmą;
- gebėjimą prisitaikyti prie skirtingų kultūrų, išlaikant kultūrinį identitetą;
- pareigą gerbti juridinius sprendimus žmogaus teisių kontekste;
- gamybos ir ekonominių ryšių tarp šalių vystymą, tampantį pagrindiniu faktoriumi, formuojant individualų ir socialinį gerbūvį bei politinę kompetenciją;
- rūpestį Europos ir pasaulio ekologinio balanso išlaikymu;
- norą išsaugoti taiką Europoje ir visame pasaulyje (Barthelemy, Ryba, Birzea, Leclercg, 1997).

Šių vertybių įgyvendinimas neįmanomas be ugdymo – sėkmingo transformacijų ir kaitos valdymo garanto.

Dar visai neseniai ugdymas, o ypač vidutinė jo grandis buvo vystoma atsižvelgiant į konkrečių šalių tikrovę ir poreikius. Šiandien šių poreikių ribotumas ypač išryškėja, stiprėjant multikultūriškumo tendencijai, kai ugdymo institucijos kontekste atsiranda vis daugiau skirtingų kultūrų moksleivių. Be to, gyventojų mobilumas, spartus kvalifikuotos darbo jėgos poreikis yra tie faktoriai, kurie skatina naujo, ne uždaro – nacionalinio tipo mokyklos, atliepančios šiandienos ugdytinių poreikiams, vystymąsi. Kaip teigia Barthelemy, Ryba, Birzea, Leclercg (1997) dabarties mokykla yra atvira institucija, aktyviai veikianti tiek lokaliai, tiek europinėje, visuomenėje. Jie savaip pradžiai A. Dewey mintį jog, mokykla jau nėra pasirengimas gyvenimui, o pats gyvenimas, nurodantis jauniems žmonėms būdus, kaip prasmingai įsitvirtinti integralioje visuomenėje, kuri dabar formuojasi Europoje, atsiremama į pagalbą žmogaus teisėms, multikultūriškumą, daugiakalbystę.

Aktyvios dabarties mokyklos misija – ugdymo proceso organizavimas, kurio centre – ugdytinis, o pedagogas – konsultantas, moralinis vadovas, patarėjas, padedantis įgyti žinias, gebėjimus ir nuostatas, reikalingas prasmingam gyvenimui, kuriame dominuoja plati, kontraversiška tikrovė, vyksta nuolatinė interakcija ir dinamiška kaita. Norėdamas palikti savo egzistencinius pėdsakus šioje aplinkoje, jaunas žmogus turi stengtis aktyviai įtakoti kultūrinį, ekonominį ir socialinį bendruomenės vystymąsi ir kūrimą. Tokią kompetenciją gali suformuoti tik **autentiškas, aktyvus, prasmingas ir kooperatyvus ugdymas** (Barthelemy, Ryba, Birzea, Leclery, 1997). Šios europinio ugdymo kokybės (autentiškumas, aktyvumas, prasmingumas ir kooperatyvumas) įgalina, o kartu ir įpareigoja ugdytinius savo veiklą grįšti penkiais fundamentaliais principais: **atvirumu, dalyvavimu, atsakomybe, efektyvumu ir koherencija** (Livre, 2001). Toks ugdymas, stiprina jaunų žmonių europinę savimonę ir Europos civilizacijos bei savo kaip asmens vertės suvokimą, įgalina kurti visuomenės, kurioje gyvena, kultūrą, skatina tobulėti.

Gebėjimas kurti visuomenės, kurioje gyvenama, kultūrą, nuolatinis tobulinimasis atskleidžia platų spektrą asmenybės bruožų, inspiruojančių

savikūros ir tobulinimosi, kultūros ir aplinkos keitimo procesus. Kultūrą kurti gali tik racionaliai, kritiškai mąstanti, morali, socialiai ir komunikabili asmenybė. Kultūros kūrimo procese, įveikdama komunikacinius barjerus, reflektuodama savo veiklos kokybę bei prisiimdama atsakomybę už savo veiksmus asmenybė išlaisvėja, tobulėja, atsisako senų indoktrinuotų socialinių prietarų, t.y. tampa emancipuota.

Asmenybės emancipacijos procese svarbią vietą užima interakcija, reiškiamą verbaline komunikacija (Habermass, 1970). Anot Daujotytės (2001), visa patirtis, įskaitant ir kolektyvinę informaciją, perimama ir individualizuojama kalba. Todėl šiandieninės ugdymo institucijos veikla, sąlygojama šiuolaikinių europinių švietimo dimensijų, ją paverčia ta mokymosi aplinka, kurioje kalbos pagalba mokomasi būti ir kurti visuomenę, įsisavinamas pagrindinis komunikavimo turinys ir instrumentai, tarp kurių ypatingai svarbią vietą užima užsienio kalbų mokėjimas. Tačiau *ar šioje aplinkoje yra galimybės organizuoti mokymosi procesą, skatinantį racionalų, kritinį mąstymą, optimizuojantį komunikacinio turinio ir instrumentų įsisavinimą? Ar esamos mokymo ir mokymosi priemonės įgalina ugdytoją ir ugdytinį kokybiškai komunikuoti, sprendžiant problemas ne tik gimtąja, bet ir užsienio kalba, kurios reikšmė akivaizdi globalizacijos ir socializacijos kontekste?*

Sklandi verbalinė komunikacija užsienio kalba šiandieninėje Europoje yra kiekvieno užsienio kalbos mokytojo ir jo ugdytinio siekiamybė. Deja, ne visiems, baigusiems vidurinę mokyklą, o kartais netgi aukštąją mokyklą pasiseka pademonstruoti sėkmingą socializaciją užtikrinančius gebėjimus. Šių dienų užsienio kalbas dėstantys pedagogai taip pat orientuojasi į valstybinių egzaminų diktuojamą didaktinį stilių, kurio tikslas – sėkmingas testų atlikimas, tuo tarpu kai verbalinė komunikacija (kalbėjimas) valstybinių egzaminų kontekste apsiriboja įskaitiniu vertinimu. Taigi, tradiciniai užsienio kalbos dėstymo metodai, akcentuojantys sėkmingą valstybinių egzaminų išlaikymą, apriboja verbalinės komunikacinės (žodžiu) kompetencijos įgijimo galimybes. Esant tokiai situacijai hipotetiškai galima teigti, jog ugdytojui reikia ieškoti išeities į ugdytinį orientuotuose, jo savarankišką kalbėjimo mokymąsi skatinančiuose aktyvaus mokymo ir mokymosi methoduose.

Atsižvelgiant į vyraujančias Dewey (1933), E. Dunne (1994), G. Cohen (1986), S. Sharan (1994), Kagan (1985) nuostatas, jog ugdymo procesą, o tuo pačiu ir mokymąsi įgalina ir daro patraukliu probleminis diskusijas skatinantis verbalinės komunikacijos mokymosi turinys, sėkmingo emancipavimo ieškoma probleminio mokymosi ('Problem-based learning') paradigmoje. Todėl šiame kontekste išryškėja pagrindinė disertacinio darbo problema: **Koks turi būti probleminio mokymosi proceso modelis, kad jo raiška sudarytų prielaidas verbalinės komunikacijos žodžiu emancipavimui mokantis anglų kalbos?** Probleminis mokymasis savo integralia mąstymą ir komunikacinius menus bei praktines žinių taikymo galimybes apjungiančia esme, yra ypač perspektyvus.

Teorinius probleminio mokymosi pagrindus suformulavo J. Dewey, o plačiau, akcentuodami įvairius probleminio mokymosi aspektus, šį metodą vystė H.S. Barrows (1980), D. Boud (1985), G. Feletti (1991), G. Norman (1992), H. Schmidt (1992), D. Woods (1985), M. Savin-Baden (1996), L.Skylneva (1999) M.I. Machmutov (1975), I. Okon (1990) ir kt. Anot Dewey, reflektyvus, kryptingas ir nuoseklus mąstymas galimas tik tuomet, kai mąstant atsiranda kliūtys, iškyla klausimas ar problema. Barrows (1980), atliepdamas žinių taikymo svarbos gyvenime bei mokymosi paradigmos principui, akcentuoja praktinės veiklos svarbą probleminio mokymosi procese, paryškindamas probleminės situacijos vaidmenį konstruojant ir formuojant naujas emancipuojančias žinias bei gebėjimus. Anot Woods (1985) pažymėtina, jog probleminė situacija nėra retorinė. Ji yra glaudžiai susijusi su ugdymo turiniu, ugdytinių reprodukcinių žinių lygmens kilimu, sugebėjimu jas taikyti praktikoje, originaliai jas konstruojant; sistemingai, integruotai, reflektyviai ir pagrįstai mąstyti bei perduoti ir įteisinti savo patirtį, tikslingai komunikuojant ne tik gimtąja, bet ir užsienio kalba.

Lietuvos mokslininkai Butkienė, (1993) Kepalaitė, (1996) Duoblienė, (2000) Visockienė, (2001) Stulpinas, (1999) analizavo probleminių mokymąsi, akcentuodami problemų sprendimo aktualumą, ugdant kritinį probleminių mąstymą. L. Ruseckienės (2001) darbuose randama teiginių apie probleminio mokymo svarbą mokant literatūrinės interpretacijos.

V. Žydžiūnaitė (2001) pabrėžė probleminio mokymo svarbą įgalinant ugdytinius motyvuotoms studijoms. Atsižvelgiant į aukščiau minėtus teiginius, formuluojami tokie struktūriniai disertacinio darbo elementai:

Disertacinio **darbo objektas** – probleminis mokymasis

Disertacinio **darbo dalykas** – verbalinės komunikacijos anglų kalba emancipavimas.

Disertacinio **tyrimo tikslas** – Išryškinti ir pagrįsti probleminių mokymąsi kaip verbalinę komunikaciją emancipuojantį procesą

Mokslinio darbo loginė struktūra atskleidžiama, realizuojant šiuos **tyrimo uždavinius**:

- 1) atskleisti emancipacijos koncepto multidisciplininį pobūdį;
- 2) identifikuoti probleminio mokymosi elementus bei koncepcinius modelius;
- 3) išnagrinėti verbalinės komunikacijos anglų kalba emancipavimo teorinius pagrindus probleminio mokymosi procese;
- 4) suformuoti ir pagrįsti probleminio mokymosi proceso, emancipuojančio verbalinę komunikaciją, tyrimo metodologijos modelį;
- 5) išryškinti probleminio mokymosi ir verbalinės komunikacijos anglų kalba emancipavimo procesų ryšį;
- 6) nustatyti pagrindinį emancipuotos verbalinės komunikacijos anglų kalba kokybių raišką probleminio mokymosi procese.

## **Tyrimo metodologinį pagrindą sudaro tokios teorinės ir metodologinės nuostatos:**

### **Teorinės nuostatos:**

a) Remiantis Woods (1985), Barrows (1980), Felletti (1991), Magi-Savin Baden (2000), Little (2002) nuostatomis, probleminis mokymasis traktuojamas kaip fenomenas, apjungiantis mąstymo, kalbos, mokymosi ir veiklos kompetencijų ugdymą, kurio raiškos elementas yra verbalinės komunikacijos emancipavimas.

b) Habermass (1974) konstruktyvistine teorija remiamasi analizuojant emancipacijos sampratos multidiscipliniškumą bei jos sudėtinės dalis, akcentuojančias verbalinės komunikacijos svarbą emancipacijos procese. Šios dalys yra vertybėmis pagrįstas racionalumas bei morali argumentacinė praktika.

c) Komunikacijos kaip argumentacinės praktikos (Habermass, 1974) koncepcija remiasi kalbos funkcijų teorija (Furdal, 1997; Karaliūnas, 1997) teigiančia, jog komunikacija yra keitimasis informacija bendruomenėje (Baron, 1986; Bowman, 1987; Jucevičienė, 1994; Chreptavičienė, 1997), kuriuo siekiama garantuoti visuomenės narių bendradarbiavimą bei kooperaciją, planuoti, koordinuoti ir vykdyti bendrą veiklą, telkti ir derinti žmonių pastangas gyvybiškai svarbiems socialinio gyvenimo ir kultūros uždaviniams spręsti.

### **Metodologinės nuostatos:**

1. Sampratos analizės koncepcija (Walker & Avant, 1995; Meleis, 1997) remiamasi identifikuojant sampratos dimensijas ir komponentus.

2. Hermeneutikos metodologine koncepcija (Sverdiolas, 1999; Dahlberg, Drew & Nystrom, 2001) remiamasi teigiant, jog teksto interpretacija vyksta jo paties kontekste ir interpretuotojui svarbu suprasti teksto autorių per patį tekstą.

3. Fenomenografijos metodologine koncepcija, teigiančia jog kiekviena patirtis reiškiamą skirtingomis kategorijomis (Johanson, Marton, Svenson, 1985), remiamasi išskiriant probleminio mokymosi, kaip žodinę verbalinę komunikaciją emancipuojančio proceso, besimokančiųjų patirties kategorijas.

4. Kokybinės turinio analizės koncepcija (Mayring, 2000; Žydzūnaitė, 2003) remiamasi teigiant, jog turinio analizė vykdoma sistemaisiais žingsniais: 1) daugkartiniu teksto skaitymu; 2) reikšminių kategorijų bei subkategorijų išskyrimu ir jų pagrindimu tekste esančiais įrodymais; 3) kategorijų, apimančių subkategorijas, interpretavimu.

5. Kategorijos ir subkategorijos interpretuojamos remiantis Betti (1962) interpretaciniais kanonais: teksto hermeneutinės autonomijos kanonu, pabrėžiančiu pradinę imanentinę teksto reikšmę, subjektyvistiniu supratimo aktualumo kanonu, hermeneutinio prasmės atitikimo kanonu.

6. Gadamer (1972) metodologinėmis strateginėmis idėjomis, teigiančiomis, jog suprasti tekstą reiškia atsakyti į sau pačiam iškeltą klausimą.



## **Disertaciniame tyrime taikomi tyrimo metodai:**

### **1. Mokslinės literatūros analizė** taikoma:

- atskleidžiant multidisciplininę „emancipacijos“ ir verbalinės komunikacijos žodžių apibrėžtis;
- pagrindžiant naujos mokymo ir mokymosi kokybių sampratą, įtakančias probleminio mokymosi proceso struktūros formavimąsi;
- atskleidžiant probleminio mokymosi struktūrą;
- pagrindžiant ir sudarant probleminio mokymosi proceso modelį, kurio raiška yra verbalinės komunikacijos anglų emancipavimas, kuriant probleminio mokymosi sistemą, emancipuojančią verbalinę komunikaciją užsienio kalba.

### **2. Stebėjimas** . Juo siekiama išsiaiškinti kaip ugdytiniai :

- supranta šiandieninį užsienio kalbų mokymą ir mokymąsi;
- realizuoja probleminį mokymąsi, siekdami verbalinės komunikacijos anglų kalba emancipavimo.

**3. Atvejo studija.** Rygos Aukštesniosios socialinių darbuotojų mokyklos „ATTISTIBA“ ir KTU Tarptautinio studijų centro (toliau KTU TSC) studentų patirties atvejo studijų analizėmis siekiama išryškinti probleminio mokymosi procese atsirandančias prielaidas žodinės verbalinės komunikacijos anglų kalba emancipavimui. Remiantis ta pačia analogija atliekamos Kauno „Santaros“ ir Jėzuitų gimnazijų atveju studijų analizės.

**4. Turinio (content) analizė.** Remiantis turinio analize atskleidžiama ir kategorizuojama probleminio mokymosi kaip žodinę verbalinę komunikaciją emancipuojančio proceso, patirties prioritetų raiška Rygos „ATTISTIBA“, KTU TSC, Kauno „Santaros“ ir Jėzuitų gimnazijose.

**5. Aprašomoji statistika.** Remiantis aprašomąja statistika, iš visų originalių posakių, charakterizuojančių verbalinės sakininės komunikacijos emancipavimą anglų kalba probleminio mokymosi procese, siekiama išskirti statistiškai reikšmingas kategorijas ir subkategorijas.

Remiantis aukščiau minėtomis metodinėmis nuostatomis formuluojama tokia disertacinio darbo **hipotezė:**

*Problemienio mokymosi procese išryškėja verbalinės sakininės komunikacijos anglų kalba emancipavimas.*

**Tyrimo trukmė:** 2001 birželis – 2003 birželis.

### **Tyrimo eiga ir metodika:**

**1 etapas:** 2001 birželis – rugsėjis. Vykdomas stebėjimas Rygos „ATTISTIBA“ aukštesniojoje socialinių darbuotojų mokykloje. Baigus stebėjimą, analizuojami studentų požiūriai. Atliekama Rygos „ATTISTIBA“ aukštesniosios socialinių darbuotojų mokyklos atvejo studijos analizė, ieškoma verbalinės komunikacijos prielaidų.

**2 etapas:** 2002 spalio – gruodis. Rygos patirtis pristatoma KTU, parengiamas ir realizuojamas Problemienio mokymosi modelis. Atliekama KTU Tarptautinių Studijų Centro studentų probleminio mokymosi patirties atvejo studijos analizė, akcentuojanti verbalinės komunikacijos emancipavimą.

**3 etapas:** 2003 vasaris –balandis. Vykdomas probleminio mokymosi proceso tyrimas, vedamos bandomosios pamokos Kauno „Santaros“ ir Jėzuitų gimnazijose.

**4 etapas:** 2003 gegužė. Keturių atvejo studijų tyrimo duomenys patikrinami statistiškai.

**5 etapas:** 2003 birželis. Užsienio kalbų probleminio mokymosi patirtis pristatoma pedagoginei visuomenei. Apibendrinami tyrimo rezultatai.

#### **Mokslinis darbo naujumas ir teorinis reikšmingumas.**

1. Patikslinta ir išplėsta emancipacijos samprata, emancipuotos verbalinės komunikacijos apibrėžtis.

2. Parodyti probleminio mokymo ir mokymosi skirtumai ir pagrįsta probleminio mokymosi samprata.

3. Išryškintas probleminio mokymosi lygių ir probleminio mokymosi modelių tarpusavio santykis.

4. Išplėsti kalbų mokymosi teorijos teiginiai, atskleidžiantys kalbėjimo angliškai mokymosi strategijų realizavimo galimybes probleminio mokymosi modelių kontekstuose.

5. Teoriškai pagrįstas bei empiriškai patikrintas probleminio mokymosi proceso, emancipuojančio verbalinę sakininę komunikaciją anglų kalba, modelis.

6. Pagrįsta probleminio mokymosi proceso, emancipuojančio verbalinę sakininę komunikaciją anglų kalba, modelio kokybinio tyrimo metodologija.

7. Empiriškai patikslinta probleminio mokymosi proceso modelio, siekiančio emancipuoti verbalinę sakininę komunikaciją anglų kalba , raiška.

#### **Mokslinių rezultatų vertingumas.**

Atlikus keturias atvejo studijos analizės (Rygos Aukštesniosios socialinių darbuotojų mokyklos “ATTISTIBA” atvejo studijos analizę, Kauno Technologijos universiteto, Tarptautinių studijų centro atvejo studijos analizę, Kauno “Santaros” ir Jėzuitų gimnazijų atvejų analizės) išryškėjo, jog disertacijoje pateikto probleminio mokymosi modelio elementų raiška leidžia emancipuoti verbalinę sakininę komunikaciją anglų kalba. Tai parodo fenomenografinės analizės metodu atskleistos respondentų nuomonių kokybinės kategorijos, tarp kurių gausiausia yra “ Mokslo metų gale pasiektų rezultatų” kokybinė kategorija. Jos kontekste išryškėjusios kalbėjimo veiklos įvairovę akcentuojančios subkategorijos teigia frustracinio barjero įveikimą, kalbėjimo veiklos emancipavimą.

Pasiekti rezultatai iš esmės keičia požiūrį į anglų kalbos dėstymo metodiką. Ypač akcentuoti nauji, interakcija pagrįsti ugdytojo-ugdytinio santykiai, inspiruojantys lygiavertę tiek pedagogo tiek besimokančiojo atsakomybę už mokymosi pasiekimų kokybę, kompetencijų, reikalingų probleminio mokymosi modelio, emancipuojančio verbalinę sakininę komunikaciją anglų kalba, realizavimui, ugdymą.

**Praktinį darbo reikšmingumą** sudaro tai, kad sukurtu probleminio mokymosi modeliu, emancipuojančiu verbalinę sakinę komunikaciją, galima vadovautis sprendžiant mokymosi kalbėti užsienio kalba problemas, tobulinant užsienio kalbų programas ir modelius. Probleminio mokymosi proceso modelio, emancipuojančio verbalinę sakinę komunikaciją anglų kalba, tyrimo metodologiją gali naudoti komunikacinės kompetencijos ugdymą užsienio kalbos aspektu tyrinėjantys mokslininkai.

**Disertacijos tyrimo rezultatų įdiegimas.**

1. Remiantis pasiektais rezultatais parengta metodinė priemonė – modulis, leidžianti įgyvendinti integralų dalyko ir užsienio kalbų probleminį mokymąsi.

2. Paruoštos praktinės probleminio mokymosi proceso realizavimo, emancipuojant verbalinę sakinę komunikaciją anglų kalba ugdomajame procese, rekomendacijos.

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