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Enhancing Pupils' Problem-Solving Skills Through Collaborative Learning

The case of third- Years EFL Students at Idriss El Affifi Secondary School of Ain Temouchent

An Extended Essay Submitted in Partial Fulfillment of the Requirements for a Master Degree in Linguistics

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Dedications

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Our Lovely Parents.

We dedicate this work to:
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To my Sweet Aunt Amel,who really supported me, to Our Uncles,and all the members of Family.

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Abstract

The present research aims to explore the effectiveness of cooperative group work in enhancing and improving learners' problem-solving skills. The present work is mainly concerned with making use of pair or small groups to boost learners' problem-solving skills. It also endeavours to shed light on the importance of establishing a pleasant and motivating atmosphere as a way to get learners to use the language to solve problems from simple ones to solving difficult tasks, this has been one of the greatest challenges in EFL education for many years. Trying to find an effective method is an important educational task. The present study describes an exploratory investigation that is designed to determine the effects of cooperative teaching and learning techniques on the development of problem-solving skills. As a shift to learner-centredness, which gives a great importance to the learner as an integral part of the teaching-learning process that enable the learner to become active and responsible for his/her own learning. Thus implementing cooperative learning in EFL can facilitate the promotion of learners' problem-solving skills. Hence, both of teachers and learners should take part in this teaching and learning process. To fulfil this research work, a case study research was conducted at El-Idrissi El Affifi secondary school in the province of Ain Temouchent by means of three research instruments. A questionnaire was distributed to third year high school pupils, another questionnaire was distributed to EFL teachers as well as a classroom observation as it is a qualitative method for measuring classroom behaviour. Thus the data collected out of these research instruments were analysed quantitatively and qualitatively. The practical outcome of the study has displayed that cooperative learning is an effective method to get learners engaged into improving their problem-solving skills, and cooperative skills, therefore, active involvement into learning is deemed the cornerstone of effective and meaningful learning.

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List of Acronyms & Abbreviations

AL: Active Learning.

BAC: Baccalaureat Exam.

CBA: Competency- Based Approach.

CL: Collaborative Learning.

EFL: English as a Foreign Language.

GTM: Grammar Translated Method.

LCL: Learner- Centred Learning.

LCT: Learners- Centred Teaching.

LPH: Literary & Philosophy.

PBL: Project- Based Learning.

PSS: Problem Solving Skills.

TEFL: Teaching English as a Foreign Language.

UK: United Kingdom.

ZDP: Zone of Proximal Development.

3AS: Third Year Scientific Stream.

General Introduction

Teaching is a very important process that is not separable from learning. In fact, learning a language requires the learning of the four skills such as Listening and Reading, Speaking and writing,and EFL teachers are requested to look for the problems of their learners,techniques, strategies, and even their needs as an essential starting point for an effective teaching in both theory and practice.

Problem Solving is the process of recognizing a difficulty or complication identifying possible solutions to solve all Algerian pupil's problems efficiently and in timely technique without barriers relies on the skills .Therefore, the development and enhancement of critical thinking skills through collaborative learning is the primary goals of education in Algeria .According to Gerlach ,"collaborative learning is based on the idea that learning is a naturaly social act in which the participants talk among themselves" (Gerlach 1994). It is through the talk that learning occurs.Cooperative learning is a teaching procedure whereby people work together in order to achieve a common goal , which often means it enhances Problem solving skills that allows to find an expansion in the pedagogical system in Algeria.

Cooperative learning progresses the problem solving skills as an effective method uses in educational system is a suitable approach for the teachers and the educators in Algeria On this basis, this research work attempts to answer and investigates the following research Questions :

1-   To what extent do group work strategies enhance pupils' problem-solving skills ?

2-   What are the barriers of the Algerian pedagogical procedure in using the collaborative learning approach as a method of teaching ?

3-   What are the benefits of Problem Solving Skills that develop learner's cognitive process in the   classroom ?

The above stated research questions led to the formulation of the following research hypotheses :

1-   Collaborative learning is an active process whereby learners assimilate the information and relate the new knowledge to solve real-life problems and situations.

2- Algeria's pedagogical system has two ways of education ; the traditional way and the new method which is the collaborative learning, the majority of teachers use a mixed method to facilitate the study to the learners.

3- Problem-Solving Skills contribute to the development of learners' cognitive process by adapting and ameliorating collaborative learning skillfully in the classroom.

For the support of this work, and the investigation of the above mentioned research questions and hypotheses, a case study of third year Secondary School Scientific Stream, In Idriss Affifi Secondary school In Ain Temouchent as well as EFL teachers of English who are in charge of teaching and Enhancing pupils' Problem Solving Skills undertaken.

The researcher studies both qualitative and quantitative data from diverse sources, depending on two main research instruments; a questionnaire for both High School teachers of English and Pupils, as well as conducting a classroom observation.

The present research work is classified under three interrelated chapters ; the first chapter provides the theoretical part and Shows The importance of HSTE in the Algerian Classroom in relation to Collaborative Learning, it includes also The diverse explanations of the concept of Problem Solving skills related to Group work activities The second Chapter tackles the situation analysis and research methodology working on a set of research instruments and analyze them. it describes the situation of CLL in Idriss Al Affifi Secondary School In Ain Temouchent , (Third year pupils). It explains in details the research instruments, Sampling, and research methods. then the researchers analyse the findings in-order to either confirm or nullify the hypothesis.

The last chapter tackles the analysis of the data gathered through the student's questionnaire, the teacher's interview and the classroom observation. and interpret the results separately and compare to one another in the same time, in order to achieve triangulation, Also ,exposes the main findings of the present study that related to research questions, In addition, the last part of this chapter tries to put forward some suggestions and recommendations for improvements.

Chapter One

Literature Review

1.1 Introduction

The following chapter deals with the theoretical aspects of this research. It gives some fundamentals related to Collaborative Learning as the primary key of education in relation with problem solving skills as the process of recognizing the difficulties through using techniques, methods and approaches without barriers relies on the skills at the level of improving the pupil's cognitive process. It represents many methods of teaching and learning to clarify all aspects of human thinking.

1.2. Teaching English As a Foreign Language

The popularity of English Language has led to take an important position in the world. It obvious nowadays that English is the first international language of some countries such as UK, the USA, which is repetitively classified as the Lingua Franca[1] of the recent centuries (see, Jenkins and Leung, 2013).

English Language stands as the universal language through the economic and the political empire of its native speakers; and as the dominant language because of the largely used in economics and cultural highest authority as much as in media, technology and internet. It has become Global Language due to the internet. People have the ability to communicate with different parts of the world because of this globalization. Teaching English as Foreign Language is indispensable process of the business connection of non-native people. As David Cryslal explains (2003):

"English as global language has proved itself to be taught and learned by   people from all across the world. In many countries English is usually taught as a second language and there is a big demand for knowledge to speak."

TEFL is necessary nowadays. TEFL has a series of International courses allow the learners to start applying English in foreign countries which is an offer the chance for travelling. TEFL is looked as an activity to give learner knowledge, also to shows how to do this activity that implies I many domains. TEFL includes two elements the teacher and the student which each lone has it's roles in study the second language. The functions of teacher called teaching. the professional teacher's role in teaching process is designate the teacher roles. We have the acronym P.L.F.T.E.R which is put forward by the general English's inspectorate:

- Planner: to success in teaching and learning, the teacher looks designing and organizing of learning activities as basic elements of teaching.

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[1] Lingua Franca means vehicular language spoken key people who do not share a native language (Coursd and Mauranen).

- Linguistic Model: learner should imitate the model.

- Evaluator: the teacher as an observer, the learner's progress due to guarding, corrections and offer's feed backs, also gives a restrictions to what the students needs to concentrate on.

- Facilitator: the teacher gives many helping instructions to simplify.

- Team Member: the teacher has taken part in cooperative activities and team work by pushing the learners do the activity.

- Educator: the teacher orders and informs the learner to serve them to the best as a tutor.

- Researcher: always the teacher's ambitious looks for new ways to keep up with the development in language learning.

These roles is scripted of the professional development of teaching process. TEFL benefited from the contributions of sciens, like psychology, sociology and anthropology.

TEFL moves among several approaches and methods, starting from the Grammar Translation Methods till the newly one which is the Competency-Based-Approach. The GTM focuses on the students learn the grammar rules with emphasis the role side. Rivers assumes that: "….This method, then, aims at including of the grammar of the language, expressed in traditional terms, and at training the student to write from this native language?"(Rivers 1968:16) .The GTM developed the translation skills of the student from the improvement of teaching methods come to achieve new one which is the CBA. It is inferring to the term competency. It is a "known- how- to act". It discovers the abilities of the competencies to interact orally, write tests and the importance knowledge approach is focus on the increasing of learner's cognitive structure.

1.3. Learner-Centred Teaching and Learning

This mixed method between the Learner-Centred Teaching method and Learning – Centred Learning. This two different approaches are interrelated with each other. The LCT is teaching focuses to put the responsibility for learning on the learner's itself. In this method bases on the student or the learner and their development rather than on the transmission of knowledge. It is the mixed power of teaching and learning toward the active construction of the learner's content. The student is the active members of this approach due to the methodically learning information of the topic and the judgmental evaluation of the subject. The teacher in the Learner-Centred approach give a wide variety of instructional methods and a technique for helping a student construct their learning and makes an advance system for applying knowledge. It is avoiding the idea of teacher as primary expert of the classroom by

give a chance to the student's passion on them effectiveness and aide to form a strong learning besides the individual students' needs. And the LCL also called student- centred approach is a method that focuses on the student's necessities rather than the teacher's progression in the educational process. This approach is opposing to the traditional method of learning. The LCL enables students to create their own teaching way which is the Student-Centred Teaching Styles. It considered as affirming autonomy through the student's different means of learning , investigating and examining the valid data. The LCL approach applies in particular situation when the student arrives to get options dependent upon their Learning Styles and evaluating the implications of any such choices for the organization of the curriculum course content, and intractivity. The LCT and the LCL are two distinctive method at the level of teaching and learning.

1.3. 1. The Competency-Based Approach

The Competency-Based Approach stand up on the learner skills through examines those skills in according to the learner performance. CBA defines in Richards & Schmidt(2002, p, 30) as "different theories about the nature of language and how languages are learned (The approach) imply different ways of teaching language (The method), and different methods make use of different kinds of classroom activity (The technique)". The approach is including in the method but the last one is more detailed because it gathers such important thing as learning- teaching activities, syllabus and materials. There are two terms used in CBA, the skill and the competence. The skill as noted by Sullivan is "a task or group of tasks performed to a specific level of competence or proficiency which often use motor functions as typically require the manipulation of instrument and equipment." The skill is the attitude of the student on learning process. The competence is "a system of internal and external mental structures and abilities assuming mobilizations of knowledge , cognitive skills, and the social behavioral components such as attitudes, emotions for successful realization of activity in particular context (Cited in Chelli,2010, p.58). The competence is the learner's ability used in specific operation of learning. To enhance learner uses all the types of syllabus, the functional, the grammatical and the lexical that are regarding to CBA as in teaching. In the learning process, the learner's role of his output is rather than on the teacher's input. The student builds and creates his own understanding knowledge. The CBA is teaching a function of communicative skill by give the ability to talk about language and the individual requirement through student –centred instruction. The CBA is the appropriate educational system to develop the learner's competencies.

1.4. Active Learning

Active Learning is an approach that works by yield activities to the learners at the learning process. For Cambridge, Active Learning means that learners take increasing responsibility for their learning, and that teachers are enables and activators of learning, rather than lecturers or deliverers of ideas. There are many theories working on AL, but it based on the Vygostky's learning theory called the "Constructivism Theory". It emphasizes learners to use their prior knowledge to build their own understanding with skilled levels; through scaffolding to develop the learner's Zone of Proximal Development[2] . AL led students discover ideas from themselves at the level of social interactions. It fosters student their autonomy by using student- centred teaching as an activator of learning, problem-based learning puts the student's focus on mixing data from various methods, and the co-operative learning groups to engage the learner in solving problems. AL use many strategies such as when the students doing things and the thinking about why they are doing them due to link between the activity and the learning in the case study. AL promotes learning for all students not just passively received but constructing their own knowledge.

1.5. Collaborative Learning: a Definition

The concept Collaborative Learning means grouping for a common purpose to achieve an academic goal, has been widely studied and protected in literature. The term "Collaborative Learning" refers to an instructional method which students work together in small groups at various and different levels toward a common goal. Students are responsible for learning with each other. For example, technological advances and changes in organizational infradtructure have focused on team work, workers must be able to think creatively, solve problems, make decision as a team and student success helps other students succeed.

Advocates of Collaborative Learning show that the exchange of ideas within small groups not only increases motivation among participants but also enhances critical thinking. According to Johnson and Johnson(1986), there is convincing evidence that the joint team has much more ideas and information than individuals. The shared learning encourages students

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[2] Zone of Proximal Development is defined "as determined by independent problem solving and level of potential development as determined through problem solving under adult guidance or in collaboration with more capable process peers".(Vygostky, 1978)

to participate in discussion, take responsibility for their own learning and think critically. (Totten, Sills, Digby, &Russ,1991)

In addition to these benefits most of the training is conducted at the primary and secondary levels. There is little empirical evidence of efficacy at the university level. Most emphasized in college. Most of the co-education work is also done in non-technical areas.

Collaborative work indicates largely to work that students do together, to scout a solution to a problem or to make a project, and may refer to a set of strategies in which students react with each other(Osman, Duffy, Chang and Lee.2011). Were pupils distribute the tasks for a project each do a division and then integrate the results into a completed project, this process implore little in the path of problem-solving. Collaborative or communication skills and many students seem to disfavor this kind of group work because of obstacles in scheduling and the unreliability of group members.

Collaborative Learning is an approach to teaching and learning that includes the following groups of students work together to fulfill assignments solve problems or make products. CLL is based on the idea of learning is a natural social action where participants talk to each other this is based on the following principles:

- Learning is an active process in which students participate, record information and connect new ones knowledge in the context of previous knowledge.
- Training requires challenges that require students to actively deal with peers and deal with it and synthesizing information, not just memorizing and I repeat.
- Students benefit from diversity display of people from various backgrounds and experience.
- Training develops in social environment where conversations are conducted between students.
- Students are in a shared learning environment challenging both socially and emotionally in listening different perspectives and asked to formulate and protect your ideas this is how students start create your own conceptual framework, do not rely on yourself only frames from experts or textbooks. Figure1.1 below contrasts the Cooperative Learnig as Group with Cooperative Learning as a person for a better understanding of this latter.

COOPERATING AS A GROUP

Students can benefit from everyone's Individual Strengths

⇩

COOPERATING AS A PERSON

Students can improve their Own Understanding

⇩

| Which encourages Students to Think Critically and to Discuss Opinions | Which encourages different Types of Learner to Engage and Expand their Skill set |

| Allowing Students to Access Knowledge and Learn Faster | Boosting Confidence in Students and allowing them to Develop Strengths |

OUTCOMES

| Increase Problem –Solving Skills in real Time | **AND** | Publish and Share evidence of Learning |

Figure1.1 How pupils benefits from working together to solve problems or complete tasks.https://www.epson.co.uk/verticals/business-solutions-for-education.11/06/2019 22:00

1.5. 1. Characteristics of Collaborative Learning

The main Characteristics of CLL are as follows. Teamwork or Reinforcement; a Small Combination of learning, general behavior; Interdependence; Ownership and Responsibility (Le jeune.1999).General training features:

- Students work in small groups of two to five members.
- Students depend on each other positively.
- Activities are arranged so that students need each other to achieve similarities tasks or learning activities.

- Students are individually responsible or responsible for their work or learning.

Co-operative learning groups can consist of two to five students, but from groups of three to four students also effective. Classes can be divided into several groups. The group must be high small success and success. These general features increase co-operative efficiency training group. Where activities are designed and arranged appropriately, learning together can be very effective.CLL requires special skills for teachers, but this can be overcome do the exercises first. While the last deficit can be overcome with understanding student cannot live alone without the help of others. That's why students feel the need to work together and collaborate.

1.5.2. Pair work

Pair Work is learner's excavation together in pairs. One of the primary motivations to set work in the English communication room is to gain the opportunities for learners to utilization English in the socio-economic class. For example, teachers can arrange their students randomly or at the student level. The Good student with poor student, working in pairs contains students who work together to complete assignment. They can discuss a topic, play a role, or work on a computer to find information from web sites. Student help each other learn the target language, because it increases talk time, participation, and motivates them to collaborate and interact independently and without teacher guidance.

1.5. 3. Group Work

In general, this is small groups of about five students, which increases more participation and involvement them the target groups. Students in group work can also practice language together, learn texts, write dialogues, predict text content, compare opinions and notes about what they have heard or seen.

In this way, group work allows students to make their use more active and cooperative by ignoring the use of native language, sharing decisions and responsibilities, and working effectively.

1.5. 3. 1. Group Work in the Algerian HSTE Classroom

Several studies have empirically supported the impact of group work on student language development (Holloway, 2004; Smialek & Boburka, 2006; Tuan & Neomy,2007; Wichadee,2007;Li & Vandermenbruggbe,2011;Arumugam et al, 2013; Larcombe et al(2013), Li&Vandermenbruggbe,2011;Arumugam and al,2013;Larcombe and al.(2013).Li and

Vandermensbruggbe(2011), examine, for example, the impact of group work on a group of 38 international students. He saw He wrote a dissertation at Australian University. They use lesson observation, questionnaires, and focus group discussion to get feedback from students. The result showed that writing group work helped the international team students begin the writing process, motivating them to develop and improve their writing skills confident as a writer and support him through his writing.

For the same reason, Lacrombe and al.(2007) evaluate programs for groups of writers at universities Melbourne, Australia, to clarify the benefits of developing a dissertation auther's identify by a group Cooperation. They concluded that writing groups allow writers to provide and receive feedback his work and develop his identity as a dissertation writer.

Speaking becomes very important in Vietnam when Tuan and Neomi (2007) study group work plan initial assignment and their impact on individual EFL second year individual presentations students in Hanoi enroll in four-year English language program. The results of the study indicate that group planning must focus Non-verbal content and skills that benefit most. Also in the group you are studying Generate more ideas and learn more when more interaction occur. They came to the conclusion that the group worker together students in their oral presentations.

In terms of literacy, Wichadee (2007) in Thailand wanted to understand the impact of group work techniques improve reading skills for students. The group work technique was carried out in the first year for 40 students. The School of Communication and Arts at the University of Bangkok, which has participated in English language courses Pre-testing. After the test technique, questionnaire, general training evaluation, single quiz and interview were used.

Wikkadi reports that students use group work for their understanding of reading, for example their work Reading skills are improved, interactions increase, they feel more relaxed, learn more, enjoy their time, and learn how to work together.

The impact of group work on student learning has been discussed further by Al-Sheedi (2009) in Oman, which in being investigate 240 the views of elementary school teachers about the impact of using group work to increase student performance. Too 98% agree that students who work in groups learn more than those who work individually. Everyone agrees group work is useful technique for teaching.

Group work techniques also have an impact on student attitudes toward learning. For example Ibnian(2012) I want to understand the impact of group work on the development of 64 Jordanian New Zealand students the attitude of learning English as a foreign language. The

survey found that the group's work techniques useful for developing students' attitudes towards learning English and allowing them to express their ideas free. Further evidence of student learning in group work was reported by Meteetham (2001) in Thailand who wanted it Understand the development of grammar and student competencies as well as student attitudes towards groups work through tests, lesson observations, interviews and journals.

1.5. 4 Project- Based Learning

Project-Based Learning is an instructive approach based on learning activities and real-world tasks that have created challenges for students. These activities usually reflect the type of learning and the work people do in their outside the classroom. PBL not only provides content to students but also important skills to help students in the functioning of our society as adults. Skills, group participation and leadership skills, as well as critical thinking.

Productivity is assessed on an individual basis, taking into account the quality of the products produces, an in-depth understanding of the depth of content and contributions to the ongoing project implementation process. PBL allows students to consider their own ideas and opinions and make decisions that affect project outcomes and the entire learning process. The final product leads to high-quality and authentic products and presentations.

The PBL concept was widely supported by numerous supporters and sponsors of the K-12 educational policy. This working paper is based on an updated comprehensive review of the PBL literature published in 2000. The focus is on theses and research that emerged over the next 17 years. This document describes the basics of PBL. PBL is used in the K-12 environment, and what difficulties does the teaching staff face, school and academic factors affecting adoption, and what is the effect? It is known to improve student learning outcomes.

PBL builds on what is taught, how it is taught, and sectoral issues related to the area in which students are evaluated in PBL classes. PBL design principles emphasize the importance of the project as a central learning tool and the importance of active participation in the accumulation of knowledge. The principles of PBL development for sharing PBL with other teaching methods, how long PBL should survive, what roles students should play and learn, and how training should be.

1.6. Cooperative Learning and Motivation

The strong effect of Cooperative Learning on developing the learner achievement and performance beside the psychological alternation and adjustment, the awareness ameliorating

the learner in social skills with competitive learning. CL approach has been based on motivation as a first aim in the interpersonal skill of the learner. Therefore, Johson and al (1990) defines CL approach as: "The instructional use of small groups so that student work together to maximize their own and each other's learning". The instructional strategy contains learners working with each other to achieve shared target goals.

CL process includes the following factors:

- All the members of the group work are influenced and trust each other to make a strong unit to embodiment the positive interdependence.
- CL motivates the interaction between the team works through the collaborative operation which is face-to-face instead of working separately.
- The learners are desired to improve to their skills but collaboratively by applying organizing skills, trust-building and decision-making guidance.
- The group work have the same goal that the member team work on it whether or not each member is operating on objectives of the group.

During the CL students are partners in all practices to details, share the data gathering and they also collaborate.

1.7. Problem Solving Skills

The student produced a new knowledge at school by utilize problem solving skills as process of applying prior knowledge, skills, understandings, experiences on purpose to achieve the goals. In PSS the students learn the concept and skills. The problem solving can be according to R.E.Mayer (1990) defines as "a summary of the cognitive processes focus on the change of the given state to the final state where the solution procedures is not obvious". The problem-solvers focus on the problem and how will they solve it easily without complex. They are brainstorming in the cognitive operation that searching a solution to finds a path to reach given goal.

Problem solving contains three components are the givens which are the available information, the desire termination state of the problem's solution called the goal and the operations is considered as a series of activities. The students use many steps in solving problems the most basic one are defines the problem, use the creativity of the mental tools, making a decision in between them, the identify the aim. The problem solving skills is a key way in improving the cognitive process of teaching and learning at the level of education.

1.7. 1. Deductive Reasoning Skills

Recognizing of the student's cognitive conflict by using the deductive reasoning skills. It is reasoning from the general knowledge to the particular information surround the cognitive psychologists' procedures use to make inferences. The cognitive styles includes perception, reasoning and judgment in remember information and think to figure out a problem and solve it.

The deduction process has two premises and conclusion. On it the truth of the premises proposition logically guarantees the truth of the conclusion proposition. The Syllogism is one tool used to study the deduction reasoning. It follows steps in which there are the major premise such as "all creature breath", and the minor premise follow it "the plants are creature " that lead to reach a logical conclusion " the plants are breathing " , this is process of deduction. Deduction reasoning typically has been viewed as skill that emerges successfully without training (Cosmides, 19989; Johson Laird, 1983; Johnson. Laird& Brara, 1984; Schacken,De Vooght, Vandierendonck, & d'Ydewalle,2000). Instead ,deductive skills are assumed to be learned indirectly by students in traditional content areas such as science and mathematics(National Center of Education Sdbticts, 2003). The applicability of knowledge is training the reasoning deductive is more important in developing the learner's thinking.

1.7. 2. Inductive Reasoning Skills

The mental tools obtain the new knowledge and skills are considered as an important solving process of the enhancement the developing learners. This process of solving is prescription called "Inductive Reasoning Skills". The learners are making is predictions about their strange situations based on existing knowledge that they are working in nearly and potentiality reasoning. The inductive reasoning through process is using the prior knowledge about unknown cases to draw inferences about unknown examples.

The general induction and the specific induction are the common types of inductive reasoning skills. The general induction is moves from known instances toward all instances (e.g. If the students passed last weekend at home). The specific induction is taking a sample member of category known to have yield property to another samples of that category (e.g. The Algerian football team loosed many match in champion. To sum up that it will lose in the championship.) . There is cooperative operation that gathers the general and the specific inductions named the logic induction. It go from the specific to the general based on premises

allows for the conclusion. The conclusion is regarded as hypothesis or probability as part of reasoning is trying to prove it. Induction reasoning skills is an cognitive tasks in relation with problem solving skills.

1.7. 3. Critical and Creative Thinking

The thinking is conscious process that aware about the transforming mental representations process that impresses on the learner's thought itself. Abdullah(2006) posited that human capital is to be made must be able to think critically and creatively, the ability to create new opportunities, have the endurance, the ability to copy with the changing global scenario and able to adopt problem solving skills. The student thinking has two successful different ways which are the critical and the creative way. The shared learning gives student opportunity to engage in discussion, take responsibility for their own learning and thus become a critical thinkers (Totten, Sills, Digby & Russ, 1991). The critical thinking skills are a necessary to motivate the learners in the education system which is more evaluative and judgmental in nature to analyses a particular thing in generative purpose. The creative thinking of pupils gives the ability to adopt a new ideas the evaluate in this case the mind is free to think through using them imaginations to create something as Albert Einstein said: "we cannot solve our problems with the same thinking we used when we created them". The creative thinking is not limited the thought of learners to think , in contrast it give them the chance to enhance the mind to think over. Thinking creatively and critically led the student produce many different developing skills in education.

1.8. Solving problems via Collaborative Learning

Research shows that collaborative work is being used correctly learning outcomes are improving student performance self-esteem grows and acceptance is greater than something special need students (Salvin CE – Cooperative Training: Theory Research and practice. Boston; Allyn and Bacon, 1995).

Positive effects on student performance related to strategies for setting goals or an objective for groups up to requires individual responsibility. That way the members have incentives and motivation to help each other through assignment.

What is the solution to a common problem?

There is convincing evidence that joint and carefully group work is effective training strategy. The study found that working together on one the views of each idea lead to an

increase conceptual understanding and problem solving skills (Tao;2003) and increased self-confidence I problem solving (Seal, 2006).

One way to improve general problem solving is with group puzzle games. Student complete puzzles that really depend on a few community contributions are better than the contributions they receive attend and go beyond normal lessons who just finished the puzzle. Use in addition of general puzzle games have shows that they have low skills especially for students to make the most important progress and build their trust (Chen et al, 2012).

1.9. Conclusion

The present chapter deals with the theorical part of this work, and the importance of teaching English in the Algerian Classroom that contains many methods in relation with Collaborative Learning . Also includes the diverse explanations of the concepts of Problem Solving Skills related to Group work activities. the theoretical background, the different approaches, and its importance in EFL classroom. Furthermore, the researcher will deal with the situation analysis and research methodology in the second chapter, working on a set of research instruments and analyse them.

Chapter Two

Situation Analysis and Research design

2.1. Introduction

This chapter covers learning English as a foreign language in the Algerian syllabus. The discussion focuses mainly on official objectives, approaches used and second - official textbook for the third year**.**

2.2. HSTE in The Algerian Secondary School

The need to master the language is increasingly recognized as one world in our "global village".Given that the role of English in this growing global community is becoming increasingly important. English is the main language of new media (for example, satellite television and the Internet). About 1.5 billion people use this language, and it is the international language of communication for business, diplomacy, technology, sports, travel and entertainment.(Tiersky and Tiersky 2001).Therefore, the focus of English education is not necessarily an important part of world education. In the special case of Algeria, the Ministry of Education recognizes the importance of the English language in the modern world. In 2001, the Ministry of Education announced educational reforms, and there were some changes in the English language classes.

English is still the second foreign language in the Algerian education system after French, but much attention is paid to it in educational reform. At first English was introduced in first grade (11 years). It covers seven years for high school and high school for third grade. This is part of a comprehensive curriculum development, including the development of new textbooks and attached documents.

In fact, a new way of working was introduced, which is a competent approach. As mentioned earlier, English is taught as a compulsory subject from the first year of high school. The education system and the second foreign language for historical and social reasons. English is mainly taught for educational purposes. It is most often used in the formal setting of a classroom, with few opportunities to use for everyday communication other than school. Within the introduction to the English Syllabus of The Third year Secondary School« New Prospects »Which is the last of a series of three coursebooks designed for the teaching of English to secondary school students. As one would expect, the procedures followed here are similar to those adopted for the making of the first two books. They comply with the recommendations issued in the official syllabus set down by the Ministry of National Education (2006). Its main principles rest on communicative language teaching, which engages learners in real and meaningful communication. By real, we mean that the learners

are given opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy.

In this coursebook, we view language learning as a developmental process through which the learners make errors as a natural part of that process, and self-correct. We also regard the mastery of grammar as the cornerstone of a good command of English. This is the reason why we have deliberately foregrounded it in this book. This being said, we havent made of it an end in itself, but a means to an end particularly through a constant translatating of grammar rules into language functions, thus ensuring the learners competencies.

New prospects provides a large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used. The tasks devised provide ample opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks involve the use of discovery learning (inductive learning), and are intended to enhance individual learning as well as learning with peers.

These tasks are devised in such a way as to encourage students to use more complex utterances, more fluently and more accurately than in previous years of education. The cumulative effect of the diversity of tasks will enable students to gradually automatize their knowledge and recall the language acquired with greater control and ease during production. It is naturally up to the teacher to opt for the most appropriate tasks, in accordance with the needs of the classroom(s), i.e. whether the emphasis should be more on vocabulary building and on grammatical structures, or on reading and writing skills.

In this pursuit, there will be necessary returns to previously studied aspects of language, to skills and strategies approached during the first and second years. Teachers will expect their students to revise, practise and consolidate their knowledge in so doing. On the other hand, the present coursebook, with its six thematically based units, will be geared to raising more awareness of the complexities of the English language in terms of lexis and discourse. Thus the texts selected present language in different types and styles: radio interviews, dialogues, news reports, encyclopedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc. The students will thus be preparred to interact with various language situations they will encounter in real life.

Secondary education lasts three years and is official education forBachelor Examination (BAC) 1, held at the end of 3AS, both of which are statistical indices ofThe success of education in secondary schools and the key to higher education. As far as EFL is concerned, this is "part of curriculum, regardless of the learner (literature, scientific or technological) and forms additional aspects of general learning and education of students "(Ourghi, 2002: 24)

At level 3AS, the teacher introduce students to systematic studies Language models and features that allow students to "handle" related content about their lives and their origins and on the development of fluidity and accuracy "(Teacher's Guide,2007: 59). These students are also exposed to various types and styles of discourse must have an acceptable basic functionality command to have the ability to print yourself.

It is expected that students will be able to work until the end of high school Fluent in English, so they can express themselves verbally to write fluent, accurate and meaningful English in and outside the classroom. They are designed to "prepare to interact with various language situations that will occur in real life" (Teacher's Guide, 2007: 60).
collected by the teacher using all ingredients; he can also find it expose learners to the target language in their class. The students of Literature and Philosophy 3AS learn English according to the series Story. The latter is different in terms of factors and time load. The following table illustrates time load deviations and the relationship between the subject of English and other studies Subject to 3AS / LPH flow.

Subject-matter	Time Load per week	Coefficient
Arabic language &Litterature	7hs	6
French	4hs	3
English	4hs	3
History& Georaphy	4hs	4
Mathematics	2hs	2
Philosophy	7hs	6
Islamic Sciences	2hs	2
Sports	2hs	1
English time load &coefficient	4\32	3\27

Table 1.1 English Time Load and **coefficient in the Curriculum of 3AS-LPH-stream**

(Curriculum of English: 3AS.2007:130)

English is the de facto dominant foreign language in the curriculum of many of them Education system throughout the world. This is very important in relation to the main role EFL teaching in Algerian schools has been given and thus has become English Required content in the curriculum in all schools in the country with underage Differences in proportion and class time burdens With new education reforms commissioned by Algeria in recent years,English is widely accepted in terms of the objectives of the reform. Therefore Teachers believe that:

> *The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity.This means a fully complete participation in a arising linguistic community of people who use English in all types of transition.This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science,culture and civilization.This will make it possible to know oneself and the other (Programme of English as a Second Foreign Language;2..3:2)*

In this case, it is recommended to have good English language skills according to our needsand in various fields such as science, culture,Civilization ... etc.

2.2.1. Teacher Training

Teacher education refers to policies, procedures and regulations designed to prepare knowledge (future), teacher attitudes, behaviors and skills they need to perform their duties effectively in classroom teaching in schools and the wider community. Professionals involved in this activity are called teacher teachers (or in some cases teacher educators).

There is a long and ongoing debate about the term that best describes this activity. The term "teacher education" (which can suggest that activities involving training staff to perform relatively routine tasks) seem to lose ground, at least in US "teacher education" (with the connotation of having to prepare staff for professional roles as practitioners) refection).

2.2.1.1. Pre-service teacher Training

According to Kotari, a teacher who acts differently from ordinary workers as expert craftsmen, artists, strategists and powerful motivators.The classroom environment is driven by teachers who are inspiring , dynamic, enthusiastic, encouraging, skilled and dedicated .

This determines the fate of future students and citizens, which ultimately shapes the fate of the country. Such a teacher can only succeed in a culture under the values of children that strengthens the ideals of social justice, justice, secularism and pluralism. By definition, people who are employed, including teachers, are lifelong learners, because they are accompanied by growing scientific knowledge, and opportunities must be given to ensure that he continues to learn and develop his professional life. This is precisely the task of the teacher education system, which is more than a combination of two main components: teacher training before training and non-teaching.

Vocational education and teacher training an ongoing process. This begins with the selection of candidates for candidates and includes initial preparation for the introduction of work and ongoing development by the professor. When formulating policies and developing teacher education and continuing vocational training, the whole range of teacher education must be considered optimally. Teacher training means teaching teachers before entering service as a teacher. During this teacher training period, teaching practices will co-exist until they know the theoretical documents. The teacher training program needs to be significantly improved. For the preparation of various types of teachers, pre-training is offered. Pre-Service Teacher Training is a collection of independent courses and hands-on experience. Development of a research-based curriculum for teacher education has not yet become its root. These programs aim to support and improve teacher training and provide a higher level

of self-esteem. In this case, elementary school teachers learn from their practices and culture as well as the norms of the unique school conditions in which they are placed and interact with these cultures.

It is important that teacher educators learn the methodology, how to relate to the core qualities of a good teacher, and how to stimulate these qualities among student teachers. This will lead to greater participation in the education of educators and teachers. The inclusion of relevant knowledge about the important qualities of a teacher both in relevant theoretical documents and the long-term application of effective domain-related features in school situations can help promote these characteristics among student teachers. The teacher education program must provide a space where the teacher's personality can be developed into someone who is reflective, wise and able to analyze their lives and the training process so that when he becomes a teacher, he becomes a teacher. Representatives become changes.

2.2.1.2. In-service Teacher Training

The fact that a teacher graduated from college does not mean that he is now forever trained. A teacher training course like B. Ed becomes a teacher. After that, I only expect that I will have problems and I will solve them every day during classes and outside of classes. To become a better teacher, you need more knowledge and more education.

There is a formal non-formal curriculum that does not leave work. University authorities want to make sure that education standards are well respected. This is only possible if the teacher updates and continues to update knowledge. Various institutions continue to conduct teacher-training programs to improve knowledge and skills and improve the qualifications of teachers. According to Lawrence, "learning without work" is the education that the teacher receives after the teacher enters the teaching profession and receives education at a pedagogical university. This includes any additional programs that come from various institutions through all programs, retraining and other specialized courses, visits and visits, including educational, social, etc., where the teacher has a virtual part.

Teaching and learning in the workplace has historical roots. The path from to independence to post-independence was marked by a number of recommendations on the content of various committees that developed in the process of conception, and on teacher training for policy implementation and professional development and training. The most

important was the development. The origin of the formation of non-segregation can be traced back to the period of independence until 1904 in the educational policy of Sir Curzon. "Students sent to colleges must constantly request retraining and continue to recommend it to the organization. The college council published a more specific statement in the recommendations of the University Teacher Training Program.

The tendency in our country is that there are still people who can become teachers even after the teacher enters the service of teachers. This does not happen in countries like the United States, where you have to be a teacher as a teacher two or three years later. In India, non-class education is very important for all types of teachers. The following paragraphs illustrate the need and value. A teacher who does not learn from one another cannot be a good teacher. Teacher education is a lifelong process. In this direction, he must continue his life to fight. The Nath Tagor rabbit correctly says: "The lamp can never turn on another lamp if it doesn't keep burning." According to the Secondary School Commission "The teacher training program can be very good, but it does not create a great teacher in itself." and through the efforts and improvement of individuals and groups.

Every teacher is expected to be a professional advisor for professional development, and he always needs guidance and assistance from others. Teacher effectiveness must be covered. Therefore the teacher must have meaning.

Education is very dynamic. It depends on a rapidly changing society. Knowledge explodes thanks to advances in science and technology. Thus, the curriculum and curriculum change well. Continuous teacher education in the workplace can save teachers from serious consequences. Through continuous learning, teachers can become truly democratic. Through a non-drop-out training program, teachers can get to know people of all types and also share their experiences with others.

TRAINING PROGRAM FOR TEACHERS IN SERVICE

SEMINAR - A seminar examines several educational problems and there is collective thinking. There are discussions and conclusions led by several experts.

MAIN COURSE: - Refresher courses mean educational programs that refresh teacher knowledge. In general, they get teachers with new developments in education. With the introduction of new education policies, refresher courses were held for teachers from various categories.

WORK MEETING: - Seminars are held to facilitate teacher training in the workplace. This includes more than practical work and less theoretical discussion. This type of program is reunite to find out the school. The Hartorg Commission and the Supervisory Board more useful for teachers. The teacher needs to work in practice and release the last material so that others can see it. Seminar organizations need more time than seminars or conferences.

CONFERENCE: - Extensive discussion of practically interesting topics will take place at a conference. In general, there is a central theme in which several subtopics are given. The teacher presents articles according to their interests during the conference. This session ended with the President's final speech

RESEARCH GROUPS: - The formation of study groups and their use as techniques to improve teacher skills can do wonders. A group of teachers working on the same subject and university subject experts are put together and start their work. You choose some topics that are of general interest (or). This can be a problem related to their topic. Discussions begin under leadership and they think, study and discuss this topic further. If necessary, someone can be invited to an extension lecture. Research groups can meet once a week or even once a month.

EXPERIMENTAL SCHOOL: - Educational Colleges must have their own pilot school and experimental school. They are actually school practitioners where experience can be made. What is taught in what theory is used in practice through experimentation?

Experimental schools are training centers for non-departmental teachers. Innovations made in these schools can be found in other school teachers.

Regional Education College at N.C.E.R.T. have their experimental school, where they show the direction of the teacher who works in another school in their field. Other colleges have their own schools, but there are no experimental schools or demonstrations.

CORRESPONDENCE COURSES:

Correspondence courses can be designed for teacher training in the workplace. Some universities have started working in the field of teacher education programs. The Central Institute of English and Foreign Languages at Heydarabad offers postgraduate courses and correspondence courses.

OTHER PROGRAMS: - Some programs to improve teacher qualifications are proposed below:

- Educational trips
- Radio transmission
- Screening

- TV programs
- Continuation of lectures for teachers
- Exhibition
- Teacher exchange

GIVING EDUCATION: - There are teacher training programs in various institutions. Some

STATE INSTITUTE OF EDUCATION (SIE): - In various countries,you have been formed to meet non-departmental training needs. They hold seminars, workshops and more.

INSTITUTE OF SCIENTIFIC SCIENCE: - In several countries, they have established institutes to increase science teachers. They try to develop a scientific attitude among the teachers. There is a scientific exhibition that attracts a large number of children from the country. This is a source of inspiration for teachers and their students.

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REGIONAL ENGLISH INSTITUTIONS: - Regional English Language Institutions have been established in various regions of the country. They belong to the Central Institute of English and Foreign Languages. Hyderabad These institutions work towards a four-month certification course for English teachers. Institutions provide scholarships for trainees, and teachers pay full salary to school when they are hired. These institutions work to increase effectiveness and improve English teachers

To Conclude, "Good education requires good teachers." It is very important to be employed in the teaching profession, to provide high-quality pre-programs for teacher education and give them opportunities to improve their knowledge and skills, along with their careers. Therefore, it is important to redirect teacher education fundamentally to ensure that teachers have the knowledge and skills needed to meet new requirements. It is interesting to note that too often teachers are helpless against machines that refuse to work. How difficult it is for the teacher to be thwarted by the machine, With the increasing capacity of communication technology, language has become a very powerful tool. Teacher education

programs need to be strengthened to develop language skills among teachers. Modern time requires multilingual competence, including new computer languages, which will certainly go hand in hand with the expansion of computer technology.

Other teachers and teachers begin after the initial vocational training is completed, and this leads to an increase in the professional skills of educators throughout their careers of them praise in this field.

2.3.New Prospects Textbook Description

Like the role of teachers and students, it is also a textbook to provide and reach both ends of the educational stage with the necessary facilities to complete the beneficial teaching /learning process. In this case, Ur (1996) shows that:

The textbook represents a clear frame work, and helps teachers to regulate and time the programme; perhaps paradoxically provides a firm jumping-off point for the creation of imaginative supplementary teaching idea. (Ur, 1996: 193).

While people cannot deny that most textbook material emphasizes it instead, they offer grammar and functional learning in the learning process framework that supposedly covers the needs of students. Grant (1987) saw it again textbook as a provider and training facilitator. In this case, he stressed, "As a map or a traveler in an unknown area,Textbooks are a guarantee for most students. This offers systematically review what they have done and do what they will do"(Grant,1987: 8). In this case, it immediately guarantees a systematic review of the structures studied form the main source of students for complete grammar preparation Structure.

New Prospects, The official textbook of 3AS students is the final stage of a series of threeTextbooks that meet the requirements of the new concept of senior secondary education School level: At intersections, intersections and new prospects for the first, second and second second grade. It was understood that this was an important presentation of the Currency Council Philosophy. Then, new perspectives will be made for the implementation of the English National English Curriculum The Ministry of Education stated in June 2006 that the **New Prospects** followed the Guiding Principles which determines the curriculum and social and educational level Algerian students. The main purpose of this training tool is to perfect

the three most important ones Competence: interpretation, interaction and production. This is based on that thematic approach allows teachers and students to handle a variety of familiar topics. In a new perspective, students canto meet the density of new vocabulary, which is very useful for speech and writing assignments when considering the various topics raised related to Learners flow. , syllabus designers assume that:

New Prospects provides a large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used… Most of these tasks involve the use of „discovery learning" (inductive learning), and are intended to enhance individual learning as well as learning with peers (Teachers" Guide, 2007:59).

Some teachers use a new approach and textbooks to adapt to the proposed work based on short-term experience in various ways. Therefore, the content of the textbook is transferred to the student without training, that is, under the guidance of a specialist**.**

New Prospects: In accordance with the new UK curriculum for SE3 which was submitted in March 2006 by the National Curriculum Committee of the Ministry of National Education

The three main features of the curriculum have been carefully considered in the design of this book:

(i) The fact that young scholars are exclusive writing modes.

(ii) emphasis on thematic focus.

(iii) The need to meet the educational requirements of all secondary school graduates.

Of course, the overall approach continues to be based basically on student-centered and project-oriented skills. The New Perspective contains six units that deal with six main topics recommended in the syllabus, including repetitive language features, grammatical structures and language components, and skills and strategies. In this way, it is possible to cover all aspects of the syllabus in the four required units expected for each course.

These units are followed by listening texts, grammar references and resources for Protophalos. The last goal is three:

(i) giving students useful information about their research responsibilities;

(ii) provide text teachers who can be used to assess skills and strategies;

(iii) Have students read more about their free time.

Each unit contains two main parts in two sequences.
The first part, Language Results, is divided into Listening and Reading and Reading and Exploring. The purpose of these two sequences is to explore the linguistic dimensions of text in the text by examining the structure of grammar, vocabulary, pronunciation and spelling. The aim is for students to master the thematic and linguistic "tools" that they will naturally apply in the second part of this unit.
In terms of grammar, it should be emphasized from the start: For those who have studied in SE3, there are instructions that read: They have different views ...; Students are instructed to read the Grammar section for all newly introduced subjects, which includes all grammar lessons.

Second order, me. Listen and think and read and think near the "Thinking, marrying, sharing" category. The tasks in this section aim to make students return to conversation or write thematic and linguistic elements obtained in the sequence by offering certain functions (suggestions, comparisons, information, etc.)

The second part of the section entitled "Competency Results and Strategy" focuses on structural and discursive aspects of the text. Interest has shifted to writing skills and communication strategies. This section contains two sequences: listening and speaking, reading and writing, focusing. New Prospects: In accordance with the new UK curriculum for SE3 which was submitted in March 2006 by the National Curriculum Committee of the Ministry of National Education. The three main features of the curriculum have been carefully considered in the design of this book:
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                    │  Unit Organisation in New prospects  │
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                    │   Presentation of the Project Outcomes │
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Unit Organisation in New prospects

Presentation of the Project Outcomes

Sequence 1

Sequence 2

Section

| **Section 1 Listen&Consider** | **Section 2 Read&Consider** | **Section 1 Listening &Speaking** | **Section 2 Reading &Writing** | **Section 3 Research & Report** |

Rubrics

Rubrics

Language Outcomes (to state linguistic objectives)

GettingStarted

Let's hear it (for the Listen & Consider Section)

Taking a closer look (for the Read & Consider

Around the text (comprises Gr & Vocab tasks)

Pronunciation&Spelling

Think, Pair, Share

Skills&Strategiesoutcomes

BeforeListening or Before Reading

As you Listen or As you Read
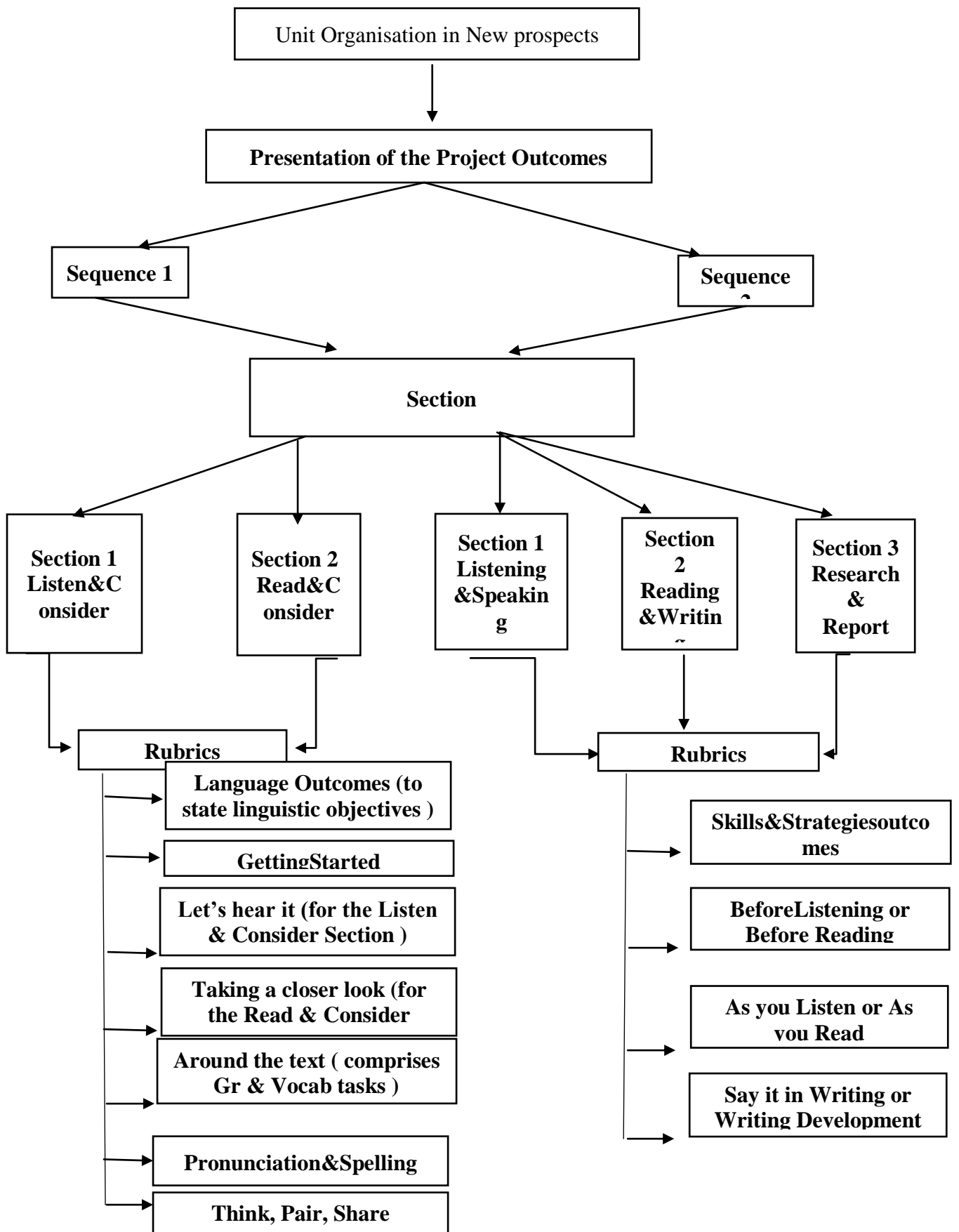
Say it in Writing or Writing Development

Figure 1.2 : A Unit's Design in New Prospects (English Sminar, 2007)

2.3.1. Collaborative Learning Within "New Prospects"

"New prospects" is the latest in a series of three textbooks designed to teach English to high school students. As can be expected, the method used here is similar to the first two books. They meet recommendations from the Ministry of Education's official curriculum (2006). The basic principle is based on communicative language learning, which involves students in sincere and meaningful communication. In fact, this means that students have the ability to process content related to their lives and backgrounds, and that both are smooth and accurate.

In this textbook, the teacher considers language learning as a developmental process in which students make mistakes, as a natural part of the process and self-administration. They also consider grammar as the foundation of good English. That's why they deliberately installed it in this book. It is said that they have not made it a goal in themselves, but a means to an end, especially by continuing to translate grammar rules into language functions, thereby guaranteeing the competence of students.

"New Prospects" offers a variety of effective learning assignments that help students learn, reflect, and analyze how English is used. The tasks developed give students enough opportunity to interact in class and negotiate their meaning. Most of these tasks involve the use of learning for learning (inductive learning) and for improving individual learning and peer education. These tasks have been designed to encourage students to use more complex speeches more fluently and accurately than previous school years. The cumulative effects of various assignments allow students to automatically automate their knowledge and take the language acquired with greater control and ease during production. Of course, the teacher must choose the task that best suits the needs of the class (class); H. Does the emphasis need to be more on building vocabulary and grammatical structures or on reading and writing skills.

In this effort, it is important to return to the aspects of language, skills, and strategies that have been examined previously which will be discussed in the first and second years. The teacher expects their students to reconsider, practice and consolidate their knowledge in this way. On the other hand, the current textbook with six thematic units must increase awareness of the complexity of English in vocabulary and discourse. In this way, the text chooses the current language in various styles and styles: radio interviews, dialogues, news reports,

encyclopedic articles, newspapers and magazines, quotes from fiction, poetry, etc. They will collide in real life.

The best learning occurs when students are actively involved in the project. Shared learning is an approach that encourages students to form groups and work together to solve problems. There are several benefits students get when they work in groups that we see:

- Develop social skills

Through joint learning, students from different backgrounds, races or different types can work together. They gather in an environment that is not possible without learning together. To solve problems with a project, children need to communicate. You can hear various opinionsand get to know different cultures. The shared learning method is ideal for children who experience difficulties in the social environment.

- Learning from peers

In general, people have different skills, passions, and knowledge. When a question appears in a small group, different students can have different answers and children can learn from each other but also understand different points of view.

- build trust

To achieve a goal, students must work together. They can work together without trusting each other, but to work together effectively and achieve common goals, they must learn to trust each other.

- Participate in learning

In small groups, each student has the opportunity to express their ideas. Being able to do this and be heard can convey an important sense and value. The learning experience is more fun and students are ready to learn more.

- Rest assured

When students work as a team, they also receive more support, so they gain confidence. Shared learning can help students express themselves better.

2.4. Research Design

The nonequivalent control group designed was used in this study . The population was all students of the scientific stream that they will passe the baccalaureate degree at the Secondary school Edris El Affifi. The sample was chosen using cluster random sampling method and two classes were obtained consisting of sixty (60) students. The researcher design

was helpful assessing the students' problem solving skills with the collaborative learning approach. It tests the development of problem solving through the cooperative learning process. The survey questionnaires were used to get data from the student out the class. And the classroom observation to look how this method was practiced in teaching in order to obtain the large number of information.

2.4.1. The Aim of the Study:

The purpose of the study is not the preference for collaborative learning among pupil.The pupil's comprise of sixty(60) student who have had three semesters of English language class in the Secondary school Edriss El Affifi. The two students' classes consist about thirty(30) student for each class of mixed gender and process various levels of English proficiency. The students were selecting as samples for the study because they have had experienced practice in group activities in problem solving English lessons during previous trimester of study. The student are between seventh(17) and nineth(19) age. This group od students reflects a typical classroom in Algeria which are sharing an exceptional aspect is that they are all of the same race, Algerian. Therefore, it is assumed that student's cultural inclination would be very similar. But , for the purpose of the study is taken many factors into account ; gender , programme , problems of learning and lecture behavior these factors were investigated in relation to student's preferences for problem solving through collaborative learning. A total of sixty students were selected to participate in the study. All student were from the science stream where females and males students.

2.5 Pupils' Profile

The researcher had randomly taken two Algerian EFL classes that has contained a number of sixty(60) students (males and females). They have studied English as foreign language for seven years. These participants may have a sense of consciousness among the importance of the target language in their future life and the sophistication development.

2.6 Teachers' Profile

The researcher had randomly chosen two Algerian HSTE teachers that are concerned with the sample of the case study both of them are females in the administration at Edriss El Affifi Secondary school. These teachers hold different degree in English. They are change in three levels , first, second and third year. The reason behind choosing that sample stand from

the idea that they may be considered as aware of the obstacles happening in teaching and learning processes.

2.7. Instruments of Data Gathering

The researcher has used an exploratory case study to show that the assumption made in this study ground and accomplish the research aims. This research instrument includes a questionnaire for the middle school students was designed to know their views about the application of the collaborative learning approach as new Algerian one in teaching problem solving skills . In addition, we attempted to add classroom observation in Edriss El Affifi Secondary school in Ain Temouchent during month but we faced many problems as student did not help us to attend or return the printed copies of the questionnaire which are the core of our research. The researcher used a triangulation technique of both qualitative and quantitative data to gather informations.

2.7.1 Pupils' Questionnaire

The questionnaire was addressed to sixty(60) students at Edriss El Affifi Secondary school of the third years scientific stream . It includes twenty five questions which devided into three main parts aimed at collaborating students views about the existence and awareness of different methods and approaches , which them colleagues and them opinions about collaborative learning process.

The informants are sixty (60) in the Secondary school. We devot this research to the analysis of the data collected from pupil's questionnaire.We deal with each question separately. Likewise, we will interpret this data which is defined as" the application of statistical procedures to analyze specific observed or assumed facts from a particular study". Data interpretation is something that is pretty common in the educational circles. They come as question in texts to understand how much a student has understood the subject at hand, in school, colleagues, and higher educational levels. It obvious entrance exams for colleagues too. Data interpretation is used as a means to understand a student's graps of the subject.It is very important to understand how to interpret data in order to do well in these texts. An interpretation question will usually contain a chart or graph. It will also contain some data or even sets of data which the student has to analyze and come to a conclusion with. When you are solving an interpretation question you will have to understand the graph or chart means. If there are numbers involved you will have to find out what they stand for.Next, you need to

draw a data set that represents the graph or the chart in question. Now you have to look at data set, and come to a conclusion about what it means to do well in interpretation question practicing them regularly is extremely important.

2.7.1.1. Description of the Questionnaire

It is the first research tools administered to sixty(60) learners of the third year at Edriss El Affifi Secondary school in Ain Temouchent. The purpose of this questionnaire is to know the deficiencies that learners faced while problem solving skills activities and how to manage them collaboratively to reduce the individual work. In this context , the researcher used three types of questions ; the close-ended questions is the information choose one of the proposal possibilities without comenting or with it, the multipule-choice items questions is ask the respondents to choose one item or more and the open-ended questions is the informants express themselves freely by using a long answer. The researcher devided the questionnaire into three main sections:

The First section is about the prior knowledge of pupil which includes five(05) questions.
The Second Section: shows the priority and needs for the student learning it contains ten (07) questions.
Section Three: is the basic part on our thesis which is the problem solving skills that it has twelve (11) questions.

2.7.2. Teachers' Questionnaire:

It is the second tools given to all teachers of Idriss El Afiffi secondary school at Ain Temouchent by researcher. The purpose of this questionnaire is to know the teachers' experiences to deals with the common methods, strategies, techniques that faced the teachers during the teaching process in relation to collaborative learning to enhancing pupils' problem solving skills. The researcher used a questionnaire comprised of fourteen (14) questions that were addressed to four (04) teachers to illicit information about The idea that indicates about the motivation ways that should be taken to teach the collaborative learning with new effective   way   and   the   deficiencies   those   learners   faced.   .

2.7.2.1. Description of the Questionnaire:

The Participant teachers are four(04) , they were kindly requested to answerers twelve (12) questions replaced into three main section and this last one includes four (04) question; the section are:

Section One: Tries to take general information about the all four (04) teachers , this section helps the researcher to know the secrets of teaching process and the experienced effected methods that guide pupils to think creatively.

Section two: it includes the points of   pupils' weakness to explain the collaborative methods, the use, the role of teachers, the valuables in enhancing pupils' problem solving skills of It and reaction when working in groups.

Section Three: it clarifies the problems facing teachers in collaborative learning. The researcher wants to know new ways or suggestions for pupils' skills.

The previous sections contains the aims of questionnaire. collaborative learning with new effective way and the deficiencies those learners faced. .

2.7.3. Classroom Observation

It is the internal atmosphere within the classroom which permits the researcher to look , observe and take notes and remarks of what happening in the classroom of both learners and teachers. It is clear that observation in one of the important instrument in gathering and collecting information, which is different from the questionnaire and is to investigate if learners interact and participate when working in group as well as the teacher awareness of using strategies to help learners to work collaboratively. The two classes is about the problem solving students in group work of third year of Edriss El Affifi Secondry school.

2.8. Conclusion

These chapter explains the situation of CL at Idriss Al Afifi High School, Ain Temouchent third year students, including two research tools (questionnaires from both Teachers and students are used in this work, as well as classroom observations. That is, too Questionnaire survey and teacher and student observation In the next chapter, researchers will analyze and interpret this data quantitatively and qualitatively to achieve valuable goals, and researchers will provide some reverse techniques in the next chapter.

Chapter Three

Data analysis and Research Results

3.1. Introduction:

   This chapter is concerned with the analysis of the data gathered through the students'
questionnaire, the teachers' interview and the classroom observation. The results are
interpreted separately and compared to one another in the same time, in order to achieve
triangulation. Also , the current chapter exposes the main findings of the present study that is
related to research questions, presented early in the general introduction. In addition, the last
part of this chapter tries to put forward some suggestions and Recommendations for
improvement.

3.2. Analysis of the Results of the Pupils' Questionnaire

   This checks the collection of data from the pupils questionnaire. Every question will
appear analyzed separately.

Section One

Question 1 : Inquire to have an idea about the pupil's interesting towards writing and talking
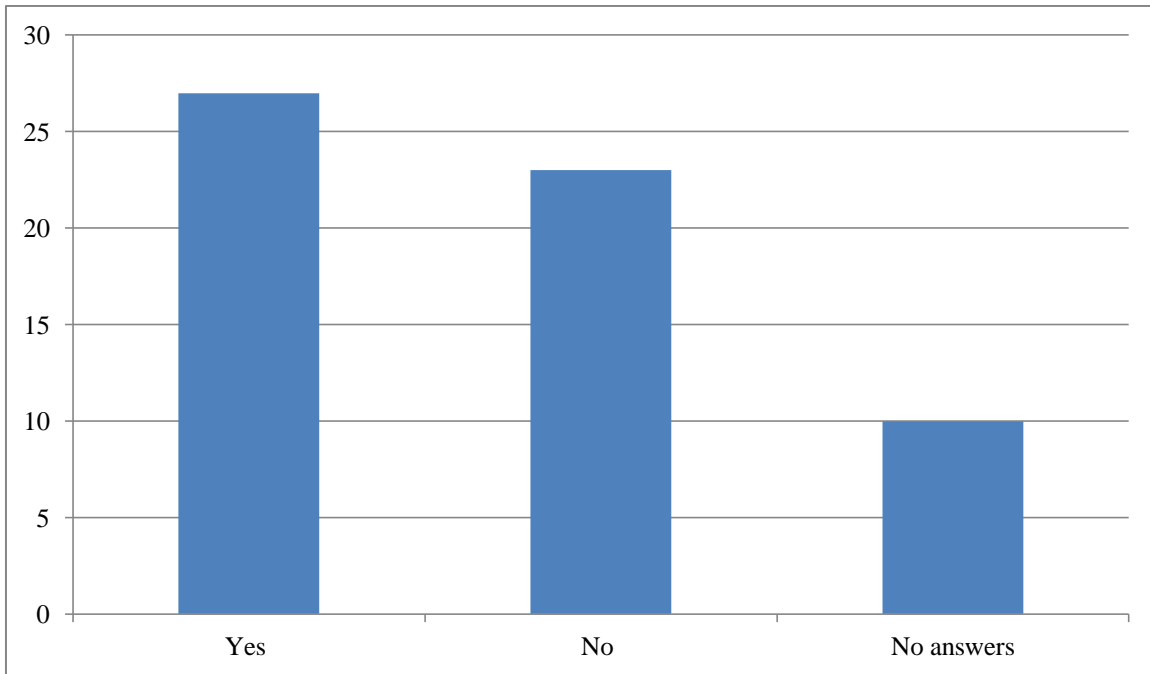skills

According to this question all of pupils have said yes. Otherwise it's found that 35 of pupils
were interesting by writing and talking in english. They have explained their answer that
talking and writing are the groundworks to learn any language.

Yes	No	No answers
30	25	5

Table (3.1) Pupils' interesting towards writing and talking skills.

Question 2: Tries to know the troubles that faced students when they are writing and
attempts to show if learners faced a difficulties in learning writing in English and what are
these limitations and the obstacles of it.

It's found that 27 pupils respond that they have a fear to write.50% have chosen the answer
that they worry about making mistakes. and 25% the rest of formants have chosen between
feeling shy and having just few ideas

Bar-graph 3.1 the troubles that faced pupils when they are writing .

Question 3: aims at showing the student's weakness' skills.

The majority of learners (48%) are aware about the importance of their skills, 45% have agreed that is harder to assimilate than listening (3%) and speaking (4%).
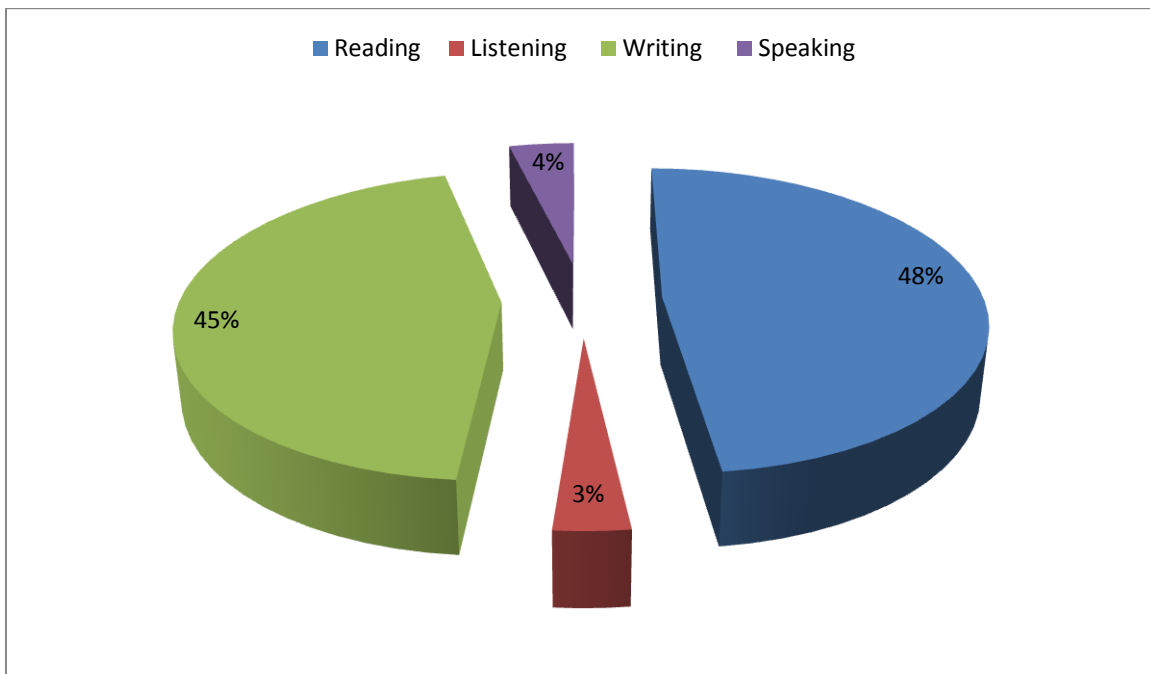
Piechart 3.1 Pupils' weakness' skills.

Question 4: tries to realize how often Pupils use English in daily life conversations .

This graphic indicates that pupils use Englisch occasionally in everyday conversations, in addition to that 15 pupils do not utilize Englisch in everyday conversations.
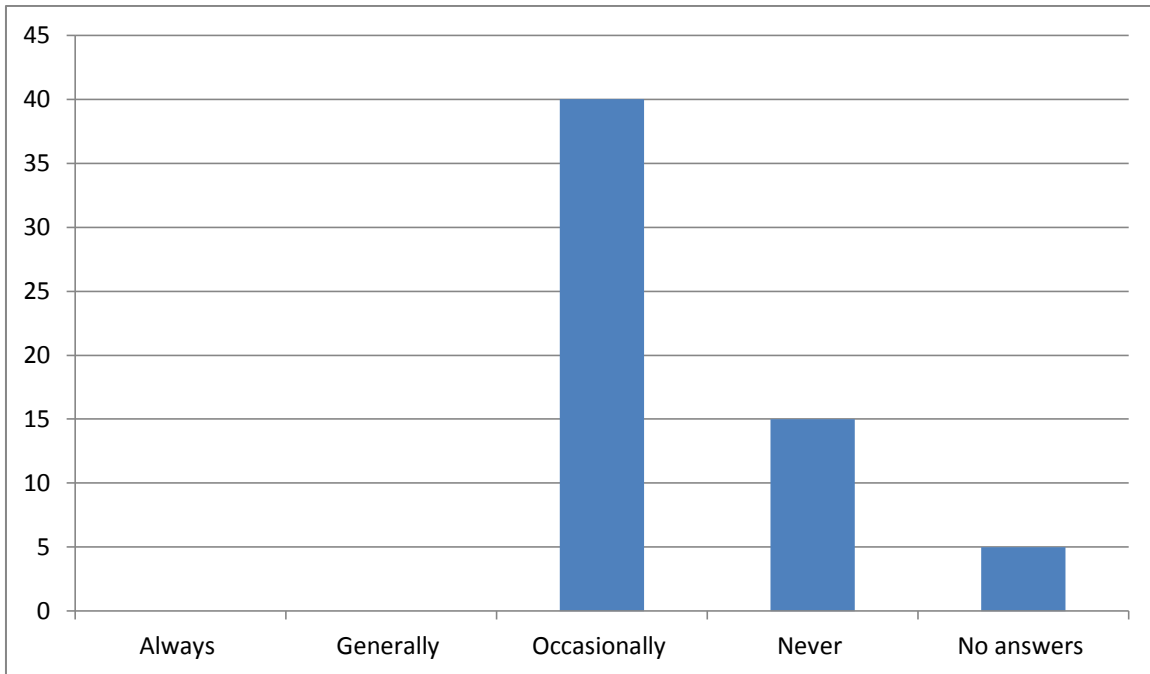
Bar-graph3.2 Pupils' use of English language in their daily life conversations .

Question 5: ask to know the degree of motivation between the students and the teachers

This graphic shows us clear that allmost of pupils have answered with usually, in comparaison to that 38% selected on often
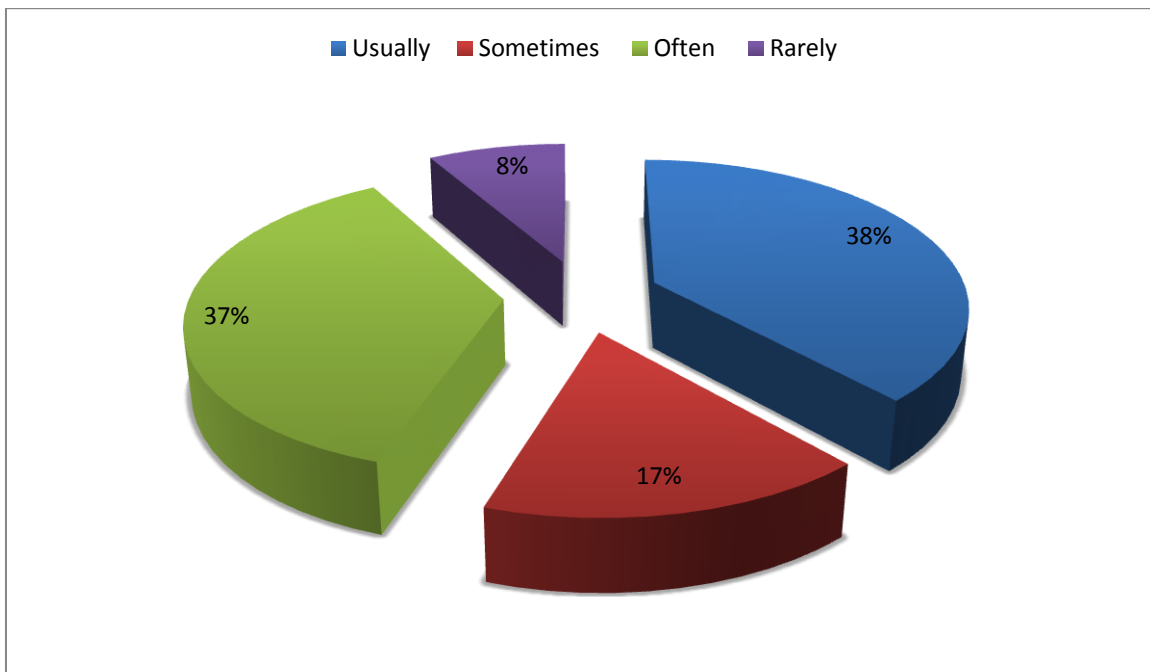
Piechart 3.2 the degree of motivation between the students and the teachers.

Section Two

Question 1 : tries to explore Pupils's preferable learning method.

41

On the bases of this question the majority of pupils (25) have answered with collaborativ Learning, the second possibility is selected by 20 pupils, **Both** have chosen by 15.
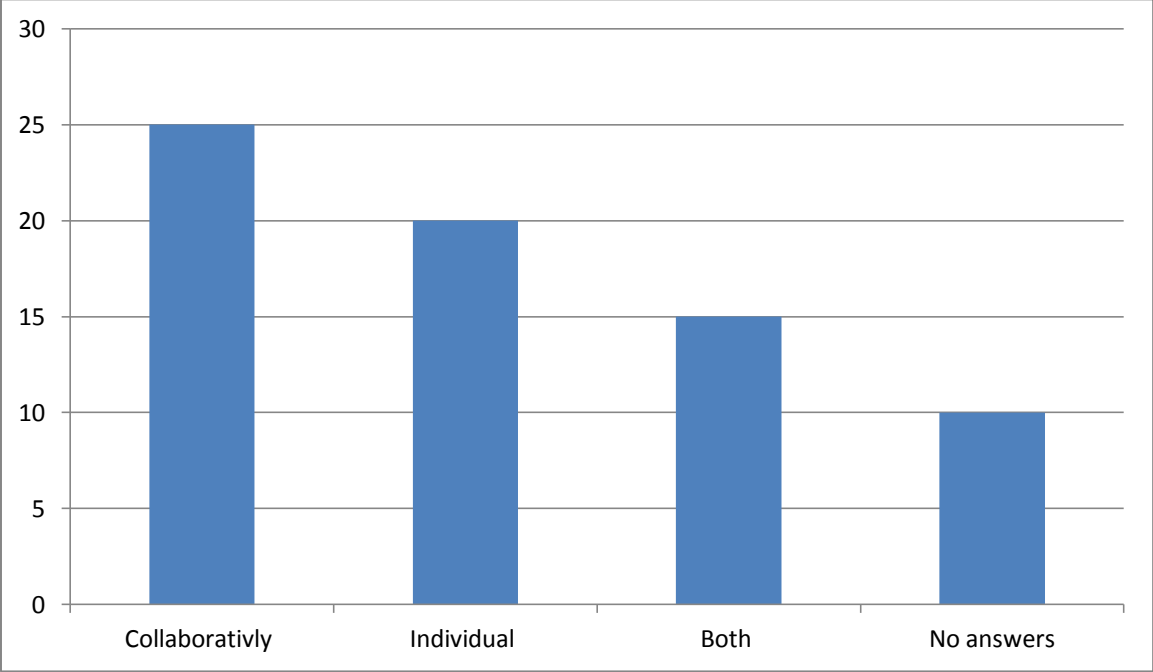
Bar-graphs 3.3 Pupils's preferable learning method

Question 2: tries to know if the teacher provide working in groups during class and intends if the teacher structures a creative learning atmosphere

This graphic shows that there were differences in answers, 20 pupils have confirmed that the teacher encourage them to work in groups, then follows the second and the fourth possibility (15 pupils).

Yes	No	No answers
20	10	30

Table 3.2 working in groups during

class   and   creating   a   good   learning   atmosphere   .
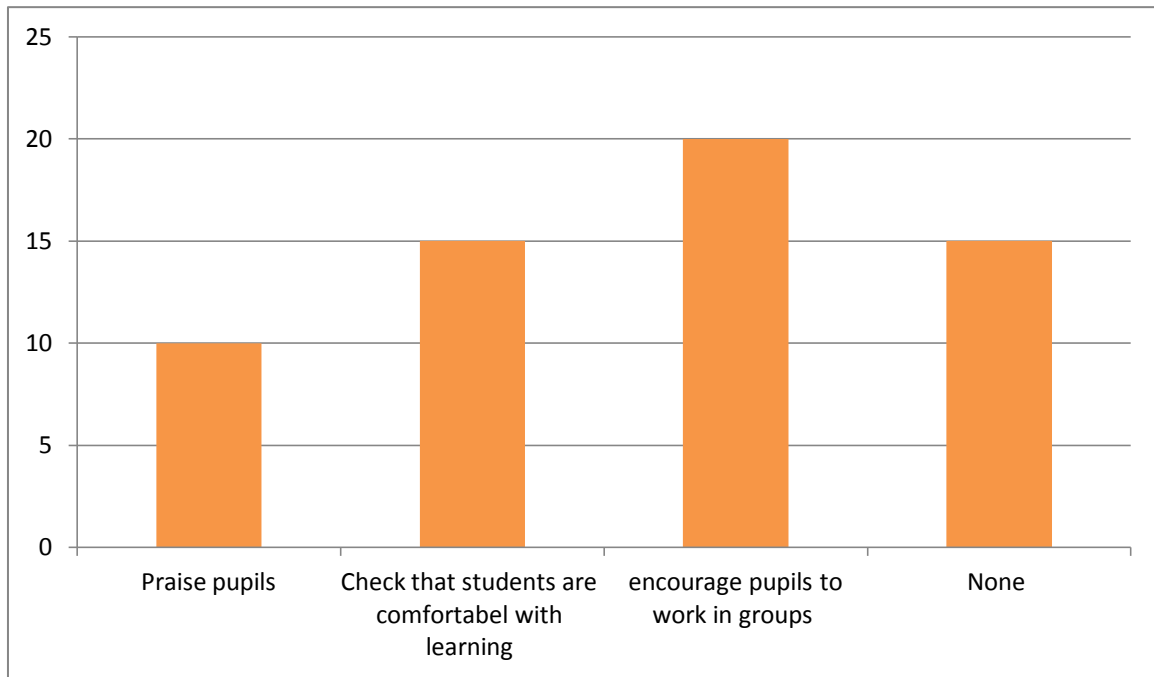
Bar-graph 3.4   Teacher's way in teaching and in creating a good learning atmosphere

Question 3 : aims to the most likely ways do to solve activities.

It's fount that the majority of pupils (47%) prefer working in groups and 30% see that working in pairs is also interesting. 18% are with working individually.
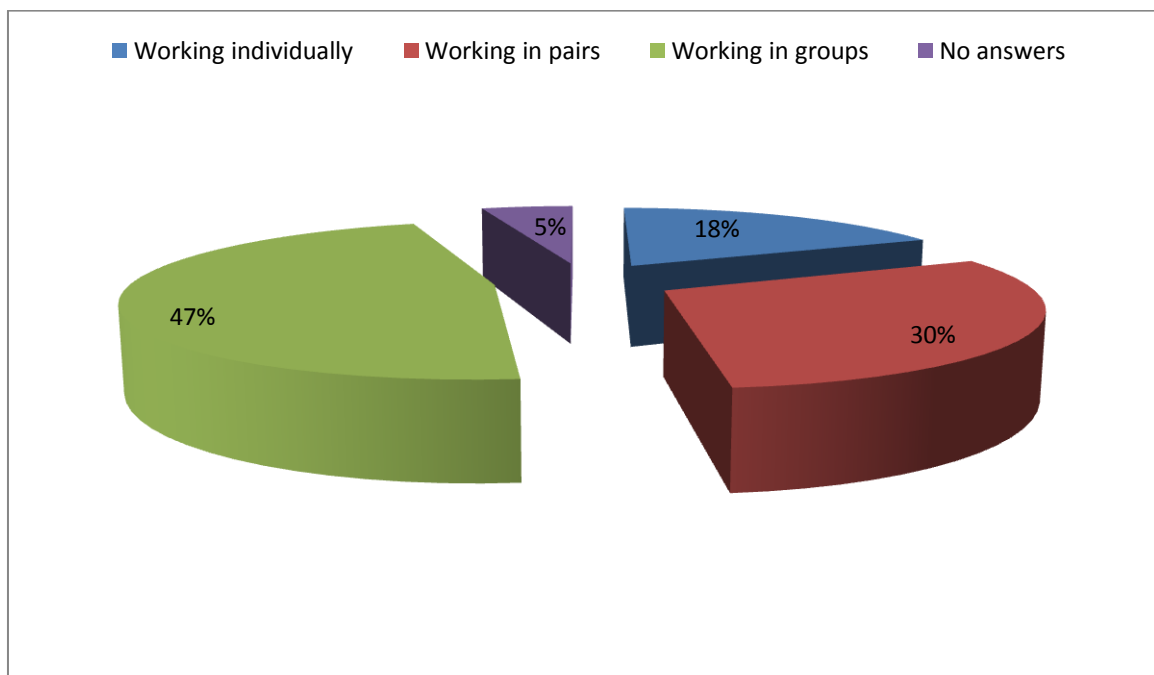
Piechart 3.3 Pupils' ways in solving activities.

Question 4 : interesting in working in groups, and then 12 pupils prefer preference as bases to setting groups.
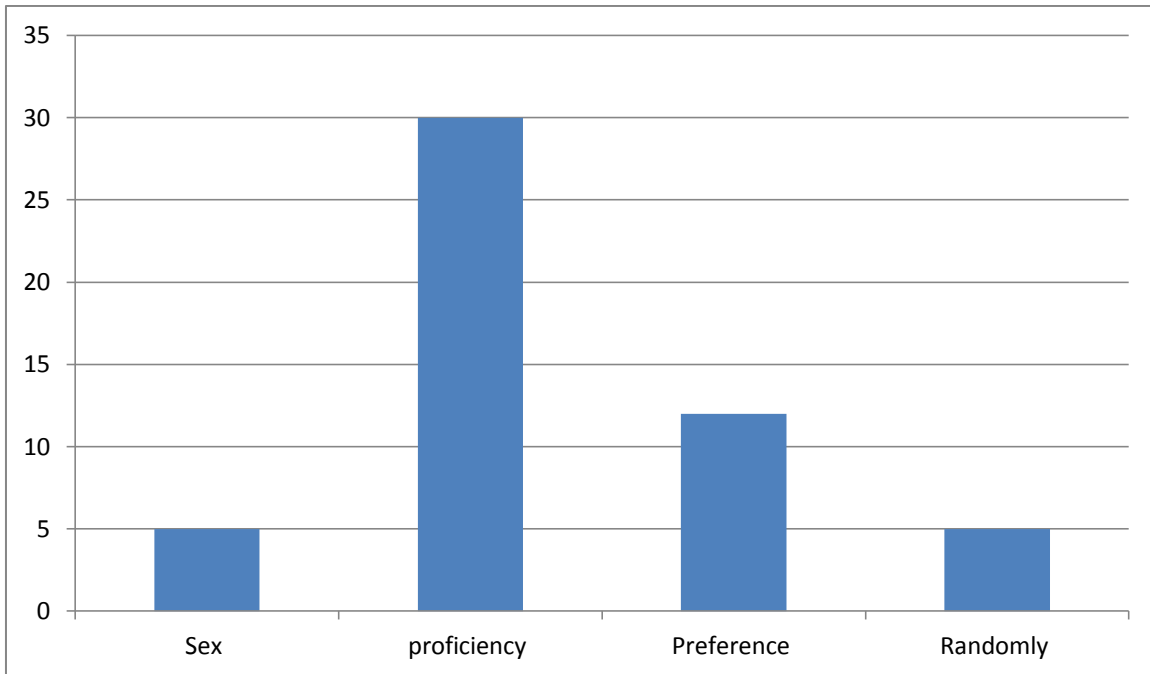
Bar-graphs 3.5 Pupils' interesting in working in groups

Question 5: the objective of this question was to ensure that the teacher aid the awareness of the students to see the values of the cooperative group work.

The majority of the informants (92%) choosed yes. In otherhand, they confirmed that teacher help them to see the importance of cooperative work
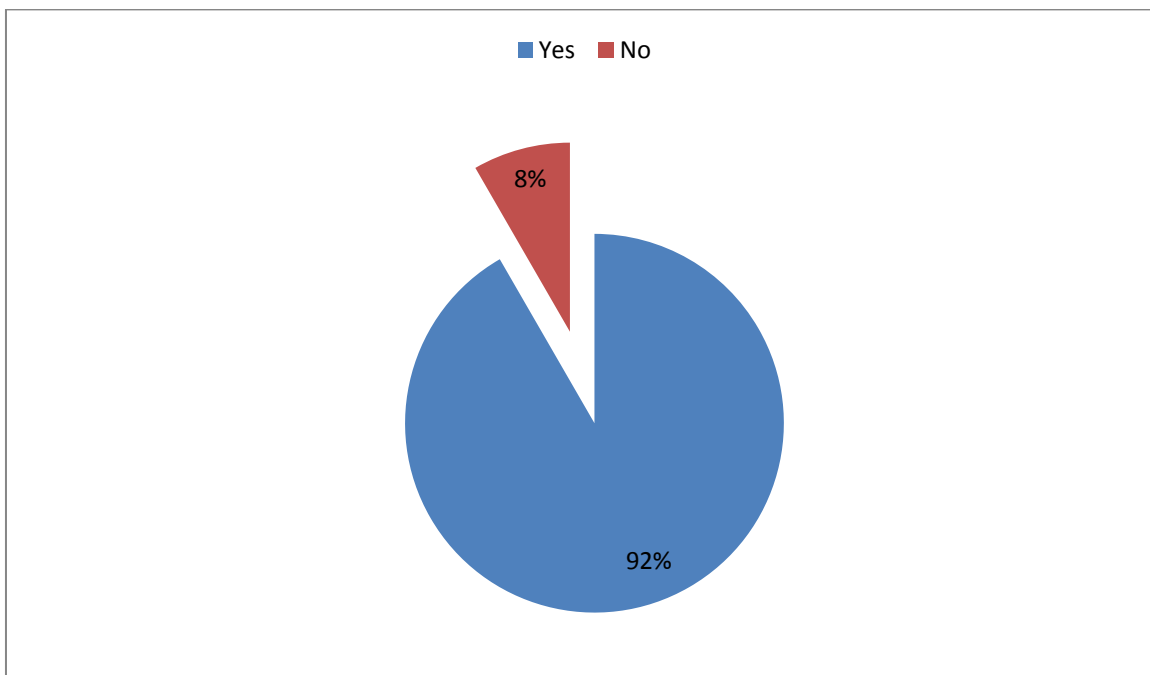
Piecharts 3.4 the teacher's awareness of showing the pupils the values of the cooperative group work.

Question 6: concerning this question the application of the collaborative work wthin project.

All of pupils (60) answered by yes, they all prefer to work together on projects.

Yes	No
60	

Table 3.3 the application of the collaborative work wthin project.

Section Three

  Question 1: this question shows the importance of group work in improving the student expressing thoughts.

92% think that group work can give them the opportunity of expressing themselves and improving there thoughts, and the reason is to exchange ideas between them.

■ Yes ■ No
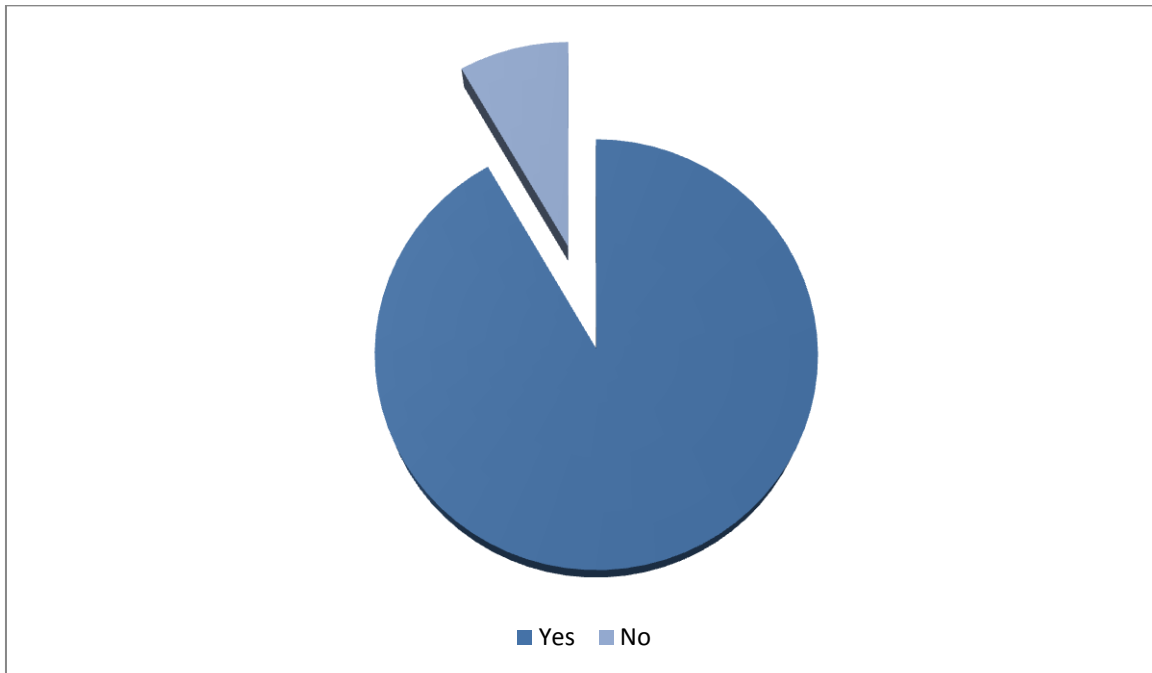
Piechar 3.5 the importance of group work in improving the student expressing thoughts.

Question 2 : concerning this question that led to see if the student's problem solving shared with the student peers (it is kind of solving problems in groups).

Most of pupils (48) did not give answers to this questions, 8 of them said yes and the rest (4) said no.
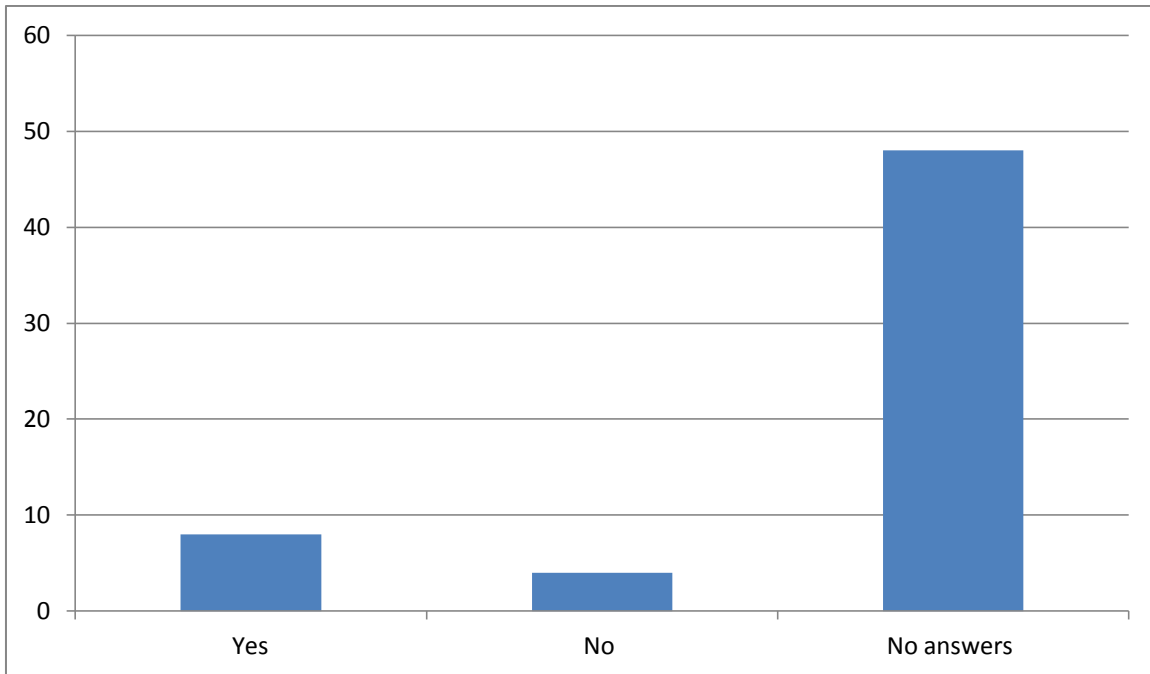
Bar –graph 3.6 The Sharing of problem- solving of pupils with their peers (it is kind of solving problems in groups).

Question 3 : in this tries to have an idea about if working in projects stimulates the student thoughts to look at solutions to problems.

35 pupils did not answered, 19 said yes, because variety of skills help pupils to solve problems and to have a completes work.
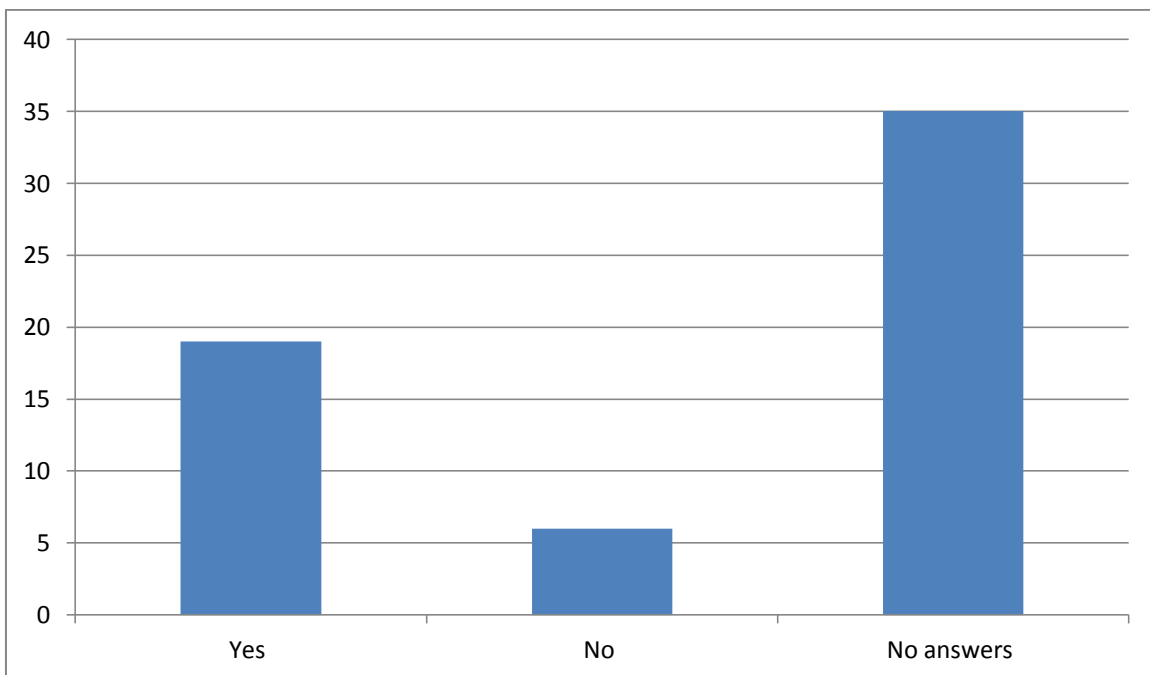
Bar-graph 3.7 The stimulation of the pupils' thoughts through working in projects to look at solutions to problems.

Question 4 : asks if the student provides from their mates a solutions when discussing the topic in groups to know if the interlocution exists.

It's found that 83% said that, when they try to solve problems together they discuss all suggestion together and find solution to the problem.
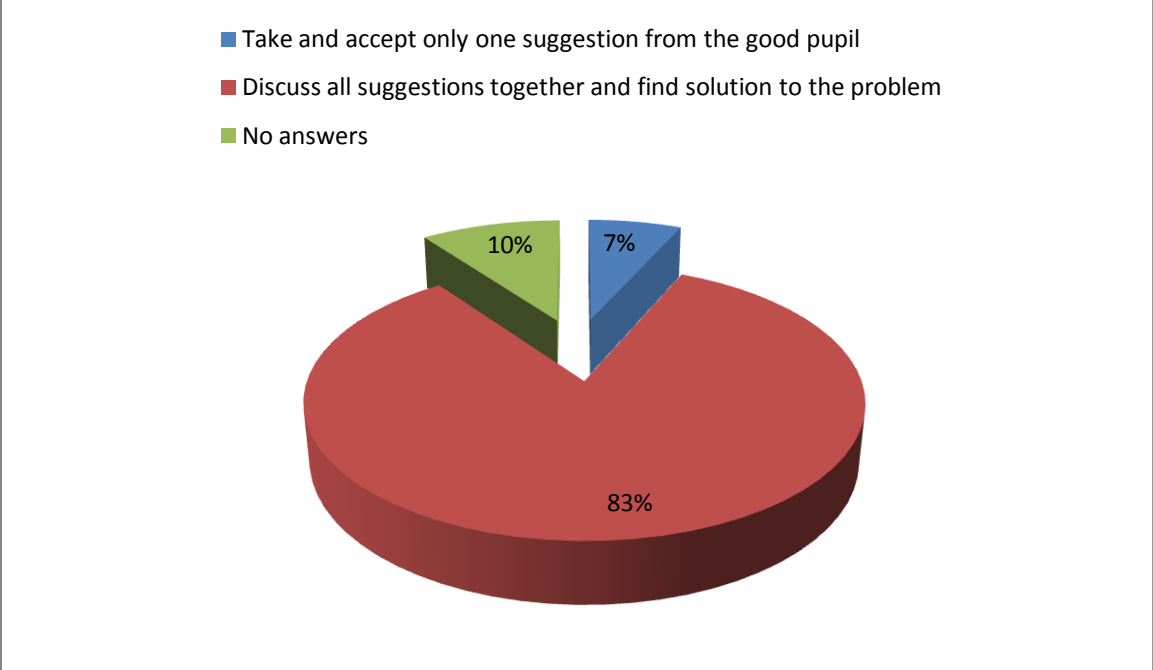
Piechart 3.6 Pupils providing solutions when discussing the topic in groups to know with their mates

Question 5 : looks to know if group works enhance the speaking skills in English to discover the terms' definitions.

It's found that 40 pupils amphasize that group encourage them initiate to speaking in English and find out definitions of terms in English.
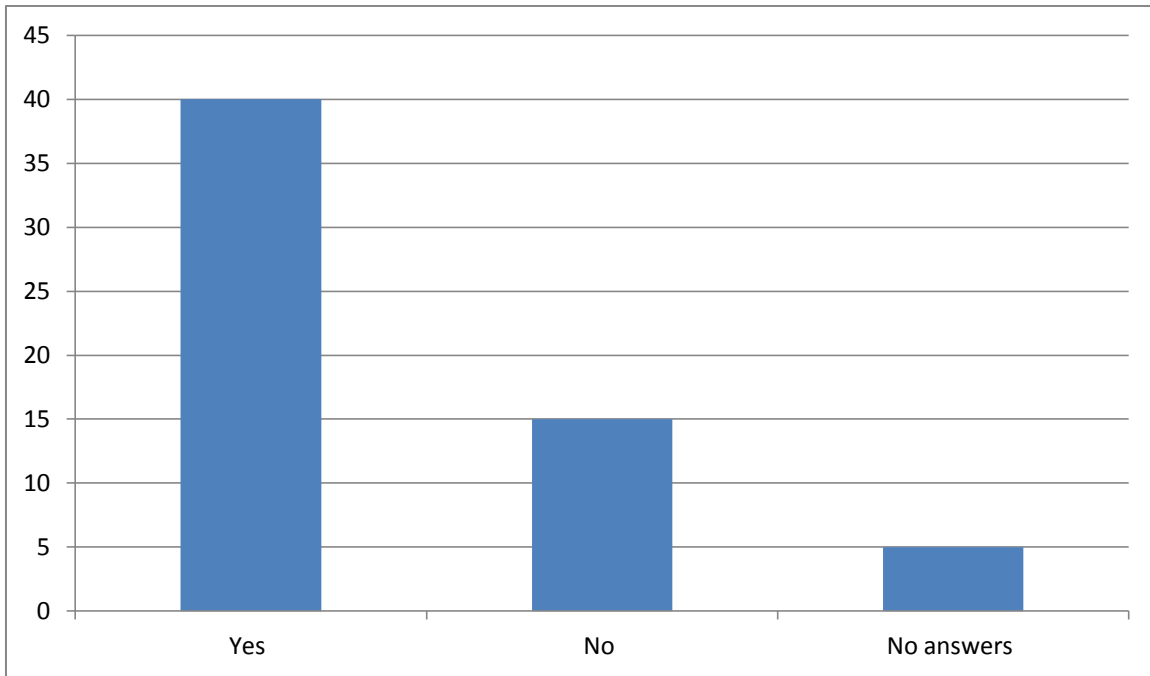
Bar-graph 3 .8 Enhancing the speaking skills in English through group work

Question 6: concerning this question builds an interactive exchange of pupil's personal experiences.

Because of the necessity of team work to build a mutual exchange of personal experiences the majority of informants (55) answeres by yes.

Yes	No	No answers
55	3	2

Table3.4 the build of a mutual exchange of personal experiences by team work

Question 7 : in this question try to have an idea work about the excite pupil's awareness in group work about the importance of problem solving skills.

Acording to this question the majority of learners' (67%) confirmed that teacher raise awareness towards the necessary problem-solving skills for group work, only 25% choosed no.

Yes	No	No answers
40	15	5

Table 3.5 pupil's awareness in group work about the importance of problem solving skills.

Question 8: is to know what are the facilitation that give it working in groups to students performance.

This graphic shows that working in group help to respond to questions (42%) and to get information (25%).
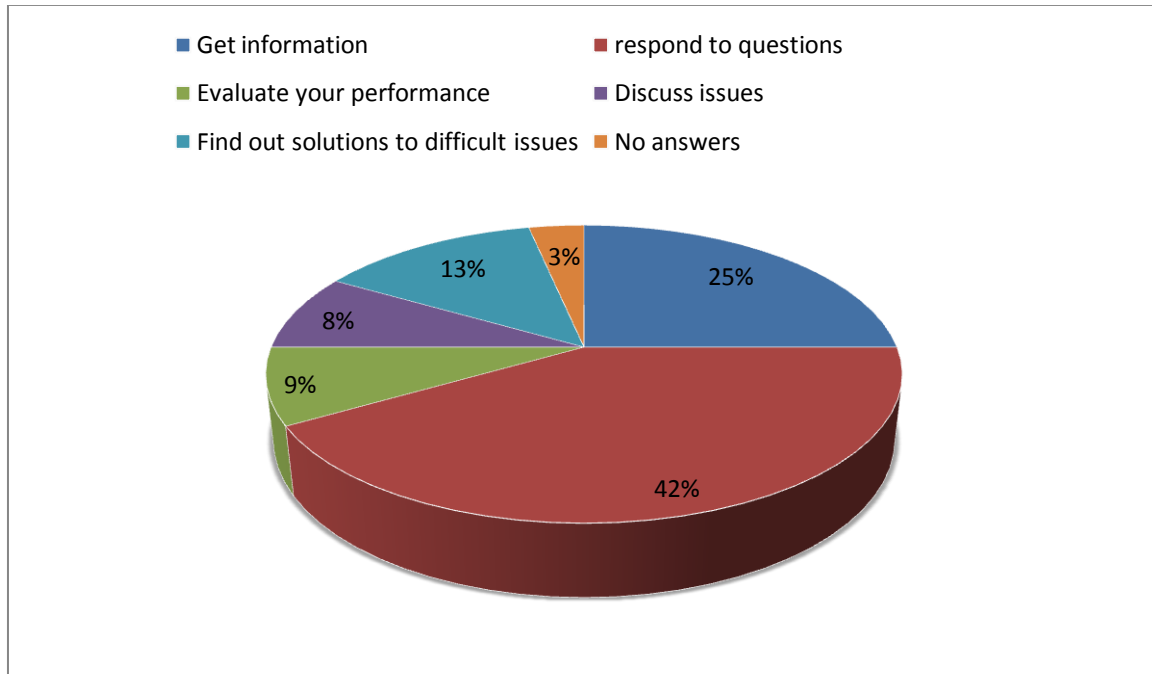
Piechart 3.7 the facilitation that given to pupils' performance in working in groups.

Question 9 : in this question examine the most suitable approach to get an excellent education according to the learners. This clarification of all questionnaire.

Pupils emphasize that group work is more excellent than individuall work.
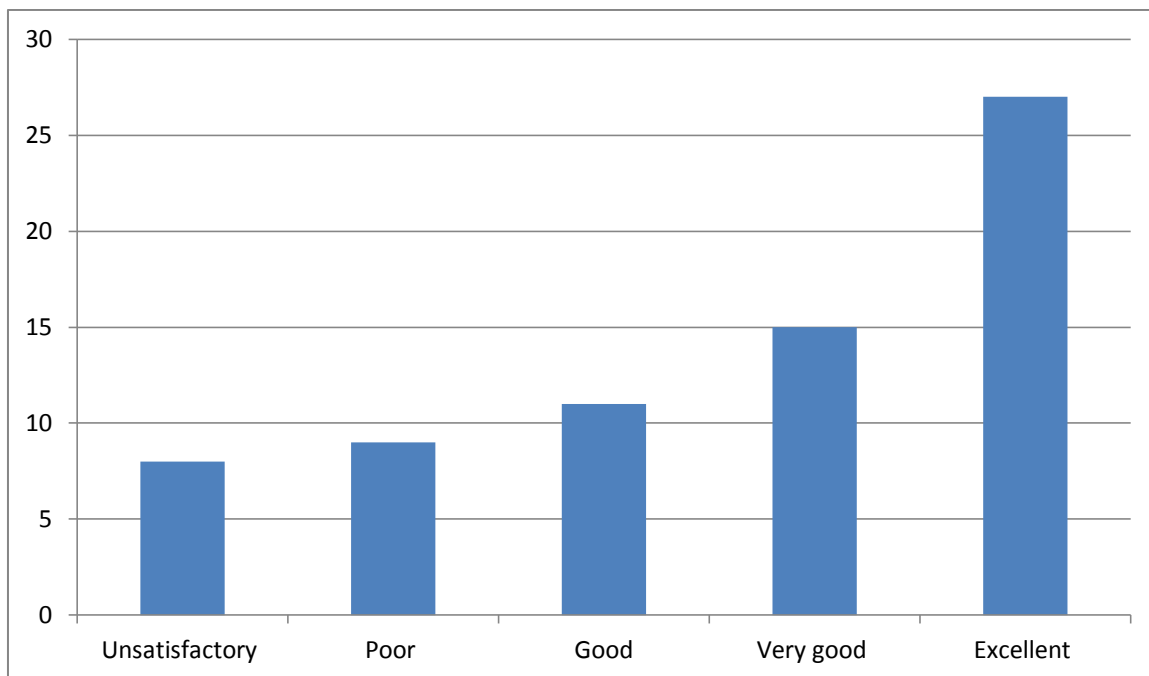
Bar-graph 3.9 the most suitable approach to get an excellent education according to the pupils.

3.2.1 Interpretation and Discussion of the Questionnaire:

The gathering results show that , the main difficulties that students face when working collaboratively in the classroom may be at the level of mastering the target language because of different reasons. Teacher do play his role to teach his learner problem solving skill in groups work concerning the forms of management the group to control the class it depends on the learner itself . As well as, the most useful method to teachers is the direct method , they use a mixed method between the CBA and the direct method that have a negative side to the learners of adaptation and ameliorating one method of learning that led to the confusion in study . So, the lack of learners' confidence to work collaboratively .therefore, teacher should aware of the importance of their reasons to overcome those obstacles towards leaning in groups.

3.3. Analysis of Teachers' Questionnaire:

The teachers' questionnaire includes three sections each section deals with the most important part of the data collecting, and the respondents are four (04) teachers of English , each question was examined and analyzed separately. The sections are:

Section One: the researcher negotiated the common information of each teachers, this section contains four questions are:

Question One: Teachers' Experience in Teaching English.

50

This question aims to know how long Teachers are in the education domains which indicate the proficiencies of teachers.The following Figure intend to reckon the number of years that teacher have been teaching . the awswers are:

Teacher A: fifteen (15) years ago.

Teacher B: thirty one (31) years ago.

Teacher C: four (04) years ago.

Teacher D: nine (09) years ago.

The results concerning the period of teaching experience is huge different from all teachers. The teacher informants are experienced their information are so important and useful in analyzing this question.
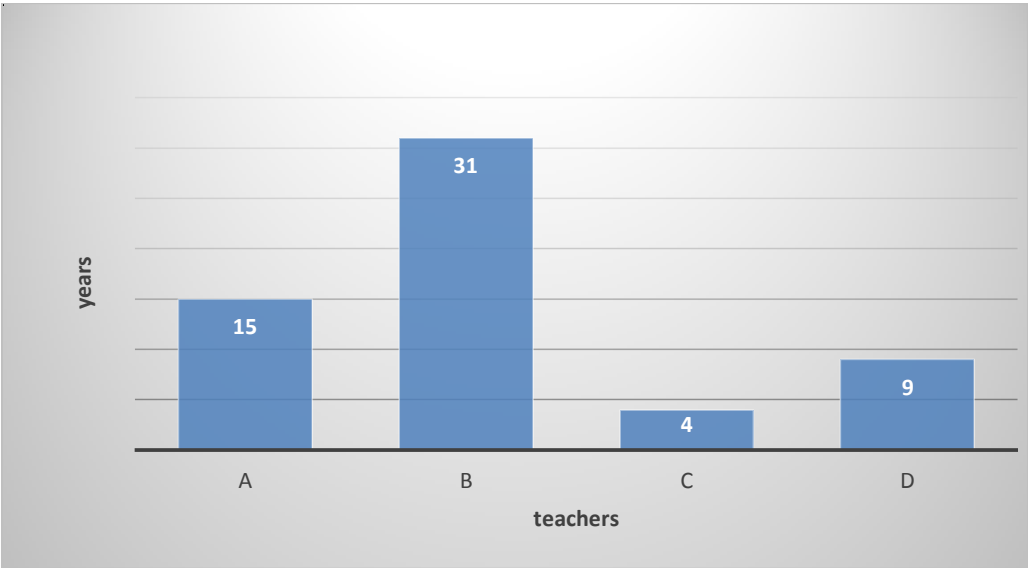
Bar-graph 3.10 Teachers' Experience in Teaching English.

Question Two: The most useful method in teaching process.

The question investigates the teachers' answers about the applicable methods that are using nowadays in their ways of teaching.

Teacher A: using the CBA .

Teacher B: utilize CBA.

Teacher C: deals with the ICT (Information and Communication Technology).

Teacher D: used the ICT.

The teachers' answerers which covered approximately 50% indicate that they based on CBA method in their teaching and the half 50% percent declared that they utilized the ICT. The following Figure summarizes the results of this question:
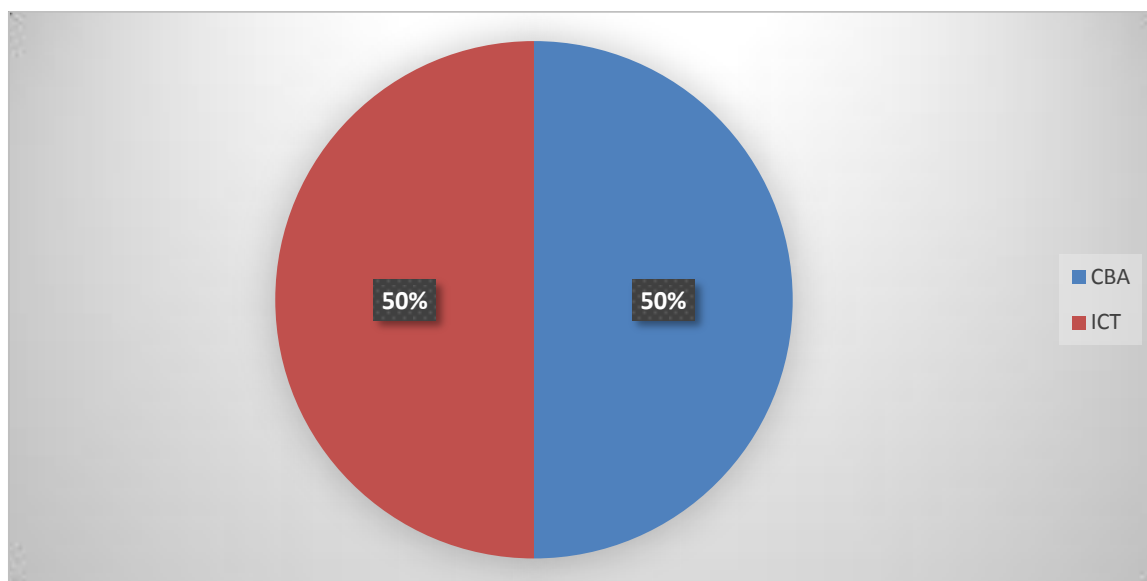
Piechart 3.8 The most Useful Method in Teaching Process

Question Three: The Successful Methods of Teaching.

This question has a close relation with previous one which indicating the successful method of teaching that motivating learners. The researcher observed a different Method can utilizing in teaching to convey the development educational system. The following express the results of this question:

Teacher A: Group Work.

Teacher B: Individual Work.

Teacher C: CBA.

Teacher D: ICT.
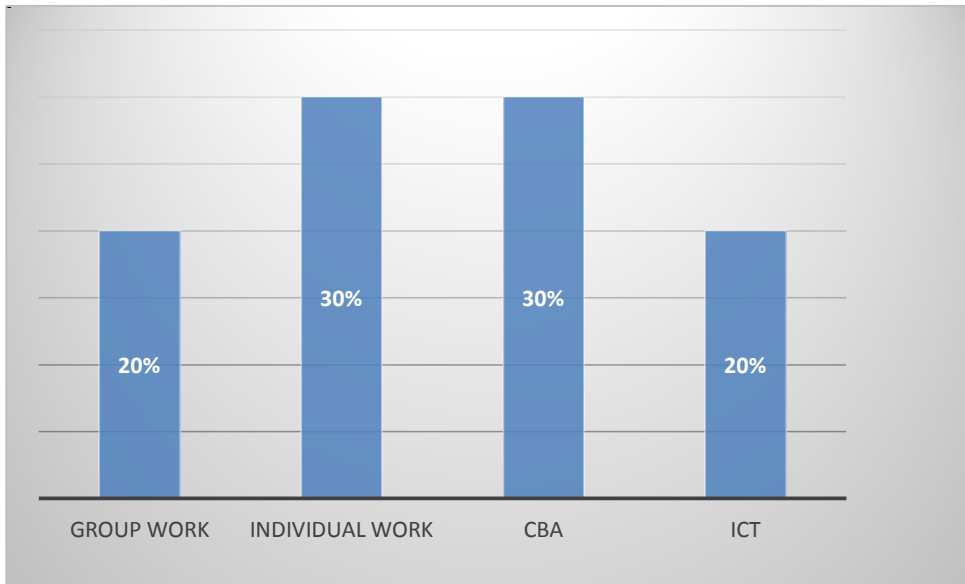
Bar-Graph 3.11 The successful Method of Teaching.

Question Four: The Contribution of Further experiences from Teachers' Teaching Process.
This question has a close relation with the method of teaching English which indicate the development of teachers experiences to find successful method that motivate pupils. From the previous table, the researchers   took clear respondents that teachers are acquiring many strategies and techniques of teaching from their teaching experiences.
The following table mentioned the results of teachers' answers:

Yes	No
100%	00%

  Table3.6 The Contribution of Further Experiences from Teachers' Teaching Process
Section Two: Needs for Learning.
The collected results show that , the necessity of existing the collaborative method in teaching and learning to be effective. This section also includes four (04) question are:
Question One: The existence of Collaborative Learning in Teaching Process.
The objective of this question is to know the application of collaborative learning in teaching method, That   showed that all teachers are dealing with CL which means CL are active in teaching process. The following tables summarize the teachers' point of views:

Yes	No
100%	00%

Table3.7 The Existence of Collaborative Learning in Teaching Process.

Question Two: Teachers' Roles in Collaborative Learning.

The present question has a relation with the previous one that fixing the roles of teachers in collaborative leaning. The answers have wide varieties which each teacher said the roles that did in collaborative Learning. The following table deals with the replies of teachers:

Teachers	Responses
A	Facilitators. Provides Learners with a suitable situation to learn.
B	Guider. Facilitates the tasks.
C	Guider. Instructor.
D	Carry the knowledge to the best way with pupils.

Table3.8 Teachers' Roles in Collaborative Learning.

Question Three: The motivational ways of Learning.

The results of this question lead the researcher to two ways of learning which are the individual learning and the collaborative learning. The result has been observed is all teachers preferred , the following Figure contains the response of teachers:
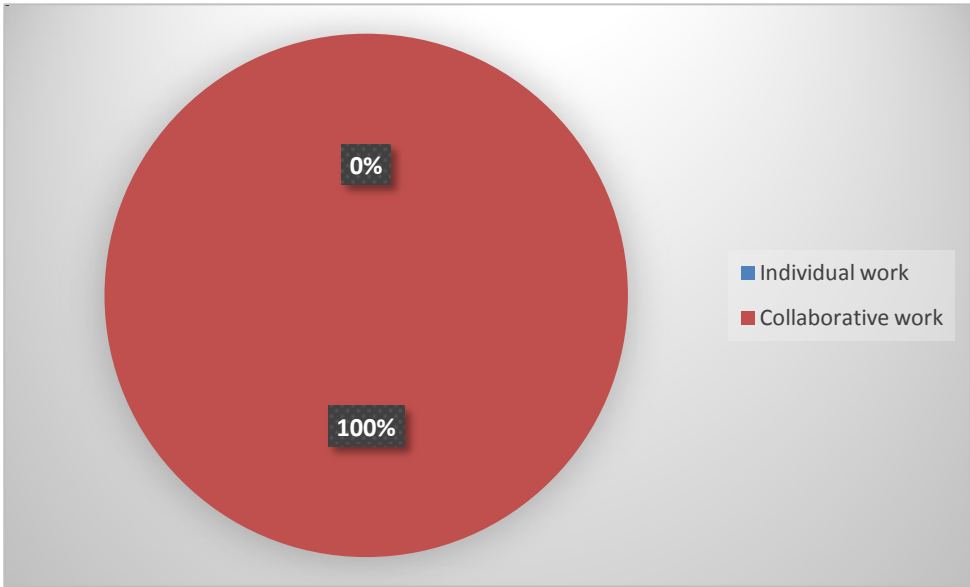
Piechart 3.9 The Motivational ways of Learning.

Question four: Enhancing pupils' Skills through Collaborative Learning.

The researcher gained the answers of all teachers that referring to the values of collaborative learning in enhancing the pupils' skills. All teachers were positively answered and they are agree about there is a development skills when using CL in class . Te following table guide you to the result that all teachers said "Yes" and no one said "No":

	Yes	No
Teachers	A_B_C_D	None

Table 3.9 Enhancing Pupils' Skills through Collaborative Learning.

Section Three: The problem Facing.

The following section presents the issues of teaching CL , and deals with the best ways or that changements can do in teaching that teachers can used. It has three(05) questions, each question has addressed the important problems in the next questions:

Question One: Collaborative learning is The adequate Method.

Within this question, the researcher proposed CL as a best method of teaching pupils; the teachers shared their opinions to gain results. The results are the four teachers said ''Yes'' that CL is the preferable method. The following table shows the unit of agreement:

55

Answer	N.R	Percentage
Yes	04	100%
No	00	00%

Table 3.10 The Collaborative Learning is The Adequate Method.

Question Two: The existence of the Traditional Method.

Teachers used the traditional way which in it the teachers is cantered not the pupils so with the involvement of the system pedagogy, as results many methods adhered i.e: Collaborative Learning is independent from the traditional method. But the results showed the contrast; the teachers declared that they use it. The teachers answers by "Yes" which all of them without exceptional one. The following results reveal that:

Answers	Yes	No
N.R	04	00

Table 3.11 The Existence of the Traditional Method**.**

Question Three: Collaborative Learning vs Information and Communication Technology.

The aims of this question is know the pupils' preferring method in their learning process depend on the teachers' experience which their answers indicate the CL and the ICT methods. The results found that 75% of teachers said the ICT and 25% from teachers said the CL. The most of pupils preferred the ICT because the development technology make learning more easy for them. The following figure mentioned that:
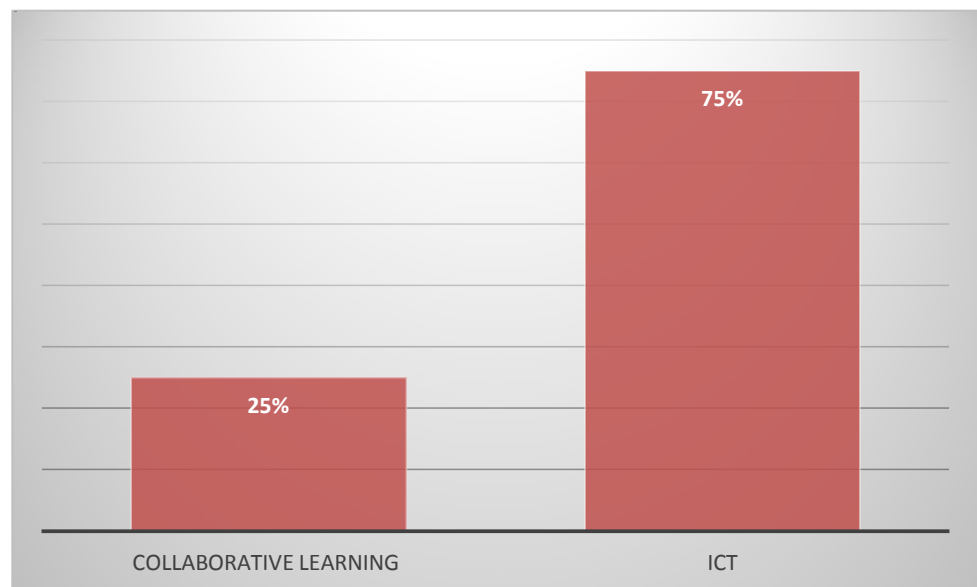
Bar-graph 3.12. Collaborative Learning Vs Information and Communicative Technology.

Question Four: The New Techniques and Strategies of Enhancing Pupils' Problem Solving Skills.

This question deals with the proposing strategies and techniques that can use in teaching process to help pupils develop their own problem solving Skills. The results of the question includes many options that proposed from the teachers according to them pupils.50% of teachers said that using project work is effective in developing skills, also 25% of teachers said that student depending on themselves is values to increasing the capacities of their skills, and 25% of them said using video games involve the mind capacity and the thinking process. The present figure indicated that
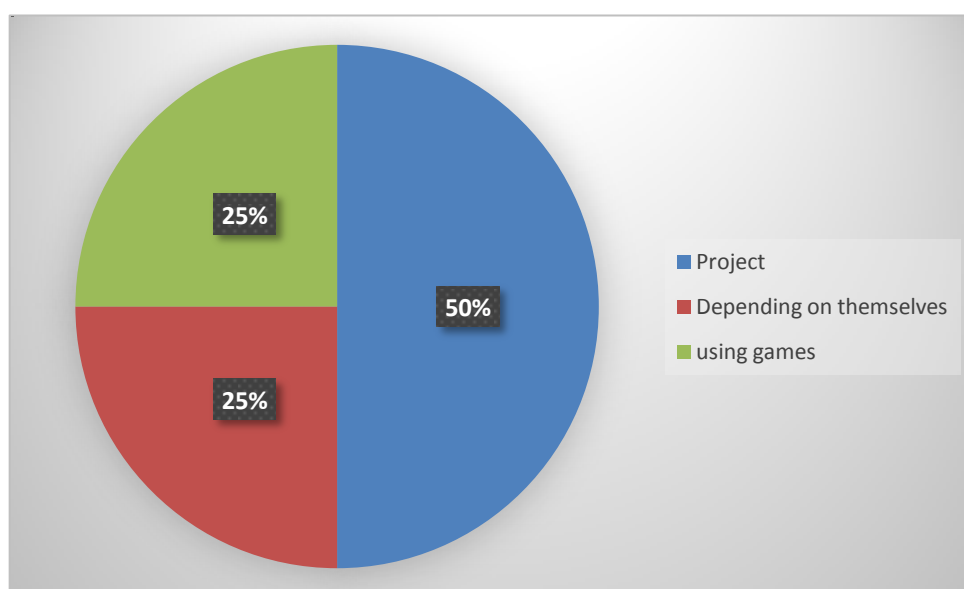
Pieachart 3.10 The New Techniques and Strategies of Enhancing Pupils' Problem Solving Skils.

3.3.1 Interpretation and Discussion of the Teachers' Questionnaire :
The most of the teacher's obstacles in teaching problem solving skills collaboratively are strongly related to the lack of effective atmospheres to teach problem solving skills ,

which make student bored and not controlled and therefore , they have a negative attitudes towards learning in groups . In addition to that, the teacher play a big role in the classroom, he acts as a facilitator , guide and sometimes as controller, he has the responsibility in organize students in groups and providing problem solving activities which is suitable to the students in order to motivate them to work in groups to exchange ideas.

3.4. Classroom Observation

Within the framework of our practical part, the researchers have done classroom observation in the secondary school "idriss El-Affiffi" , the classroom observation sessions lasted three months. The units of the courses had a strong connection with daily life of pupils, because the pupils in their lives to different media devote to reach their needs.

a.Introduction

At the beginning of the lesson teacher has a general repetition of the last unit by a short discussion, he   has represented the Lexic of the subject in Mind-Maping. Afterwards the teacher open a discussion by pairs notions and put questions which have affair with the subject.

b. Text demonstration

The text is in the form of an interview. The pupils listened and at the same moment corrected the wrong idea.

The teacher read out the text again and he tried the content in parallel to consider the intonation. Around difficult of the Vocabulary , the teacher drew a table and had organized the new Lexic.

c. Consolidation

For the fuse and protection of the new Lexic and information, put the teacher the summary of the interview as a task.

Analysis

The results of the experience are represented through the following main points: a didactic construction of the lessons.

In the lessons the teacher with the official textbook has worked and has worked with the known teaching phases, but the time structure of the phases was not organized immediately. Every phase has required a certain time, for example: the introduction of 5 to 10 minutes, Semantisierung of 10 to 15 minutes. Besides, became best? tigt that the Semantization and

fuse phase play a big role with the 3th grammar school year, because they served for the consolidation of the new information.

the teacher has respected the organization of the teaching sketch. He also has applied linguistic change strategy, the correction strategy. The teacher applied the frontal lessons grammar school year and the tasks were put as a partner's work. Immersion was also valid with the lessons, because the teacher always used other languages,if the pupils could not understand and this language was an Algerian dialect. What I have also noted, that the teacher mixed very often between Algerian dialect and English within the sentence or the discussion, because the teacher knew the level of his pupils and he tried to work with all levels.

The mistakes are also considered by the teacher, because the productive competence of the pupils is weak, they have many difficulties while speaking and writing. The language of the teacher was clear he was capable to provide barriers of the lessons correctly. Also the language has adapted always the learning situation, but sometimes the pupils could not understand the content and not continue with the tasks, because they had lack of vocabulary and difficulties while speaking. In this case he applied dialect to simplification of the lesson. Also the questions of the teacher were direct (straight) and were structured clearly.
I noted constantly my classroom observation that the background is familiar between the teacher and the pupils very much friendly. The teacher was conscious very much and he provided his material with humor, enjoyment and joy, and this had a positive effect on the teaching courses. In the lessons became that the modern method with the traditional method mixed i.e. the teacher as well as the pupils lead the lessons. Also both partners collect world experiences and exchange this knowledge with each other. The exchange becomes either in group work or in partner's work   .

3.4.1 Interpretation and Discussion of the Results:
During the classroom observation the researcher controlled both the behavior of teachers and learners in the classroom. It was clearly stated that the majority of learners were not positively motivated and they are autonomous i.e : do not interact with each other during the problem solving activities. Some teachers, do not supply a set of techniques, when learning problem solving activities in groups, which make students prefer to do activities

individually, in addition to that teacher do not give enough time to do peer- assessments, but they directly answer to the activities.

3.5. Summary of the Main Findings:

The research instruments used in this work including both questionnaires and classroom observation, which have been analysed qualitatively and quantitatively. Therefore, this part will discuss and interpret to investigate the obstacles in teaching and learning process more specifically, working collaboratively.

The researcher may conclude from the collected data after being analyzed, that each teacher has his own favorite method and approach he prefers to deal with in teaching process. Among all different methods and approaches the researcher put stress on collaborative learning, which is the one that selects only the best from each approach. Also, it is the appropriate method that can lead to success and provides the learner's needs and proficiency. However there is a kind of teachers that opposed the collaborative method and prefer to deal with the direct method. Therefore, the researcher proposed the collaborative learning within using technology to enhances the students' problem solving skills in order to check the researchers' opinions about cooperative process and develop them to be work in groups by showing its importance and aims.

Throughout this questionnaire we have noticed that the teachers are conscious of the existence of different methods and approaches in the teaching process and such one has his preferable method to contribute with in them courses. Also, we had asked teachers wetheter they have been observed by their mates . Likewise, the researcher tried to achieve our important aim to check the teachers' reflections about collaborative learning as the adequate one among all other methods. The given results have shown the need, according to the respondents to be work in group s since the move of teacher like use suing of pendulum from one method to another will certainly meet the need of heterogeneous individual classes in the learning of English as foreign language.

3.6. Suggestions and Recommendations:

The following presents some useful suggestion and recommendation that may be given to EFL teachers and learners. Otherwise, collaborative learning assignment to develop problem solving skills inside and outside the classroom. There are some helpful procedures and strategies that may use by EFL teachers for improving their own pedagogy in teaching problem solving skills. It give opportunity to learners to defeat them collaborative learning

difficulties. Then, it has brought an insight to the way in raising the awareness among EFL learners to work in groups, and sharing their ideas. Teachers should be training in order to make them more interest about the problems they may encounter in the future and help to enable them to face these problems in teaching process. In addition, it should be centre training teacher each year since school does not offer any opportunity for training courses to use the resources to with their specialism to improve their teaching method. The use of the technology such as the internet is important to make competencies equivalent between teachers and learners at level of different capacities. The student didn't acquire English language at earlier age that not adequate for them when studying in their higher education which the school systems and some teachers were not competent to teach the learners the basic English language skills level.

The use of the traditional method of teaching besides the collaborative learning can extrudes the forms of assessment problem solving skills. Therefore, collaborative work assignment by teacher to take into consideration the learning process, when student deals with group work of problem solving skills tasks their reflection. The insight to the way in raising the awareness of teacher interference are required to know the way facilitate the team work. It depends on the pedagogical needs for the teacher to assign the roles of groups members. The teacher has to pay attention to the level of his learners , and consider that each groups may need orientation and guidance student realize all the points in the tasks. The teacher moves around the groups, in that way the members will look for the guidance of direction. The most important the methods of selecting students of self-selection because it allows students to choose their peers whom they like, and believe that they can work with. Teacher have to choose their students in a systematic way depending on specific criteria, the objective of the problem solving activities, and students' interest. The teacher should used for modern leaning and teaching techniques at schools.

3.7. Conclusion

The researchers were able to collect a large amount of data from the pupils' questionnaires, the teachers' questionnaire, and classroom observation concerning the causative relationship between collaborative group work and pupils' problem-solving strategies development in a learner-centered classroom environment, and the extent to which this approach was implemented in the secondary school in order to enhance pupils' autonomy.

General Conclusion

The future of education has considerable attention and interest. It has grown to incorporate many experiments and studies. This one is no exception. It is a study of open paths for teaching, learning and studies the teacher-learner relationship. Education is a fertile land for innovation and change.

This study aims to explore the effectiveness of group collaboration to improve pupils' problem solving skills. This paper focuses on using of couples or small groups to improve pupils' problem solving abilities. It also aims to highlight the importance of creating a pleasant and motivating atmosphere for pupils to use language to solve problems from simple to difficult tasks for them. This is one of the biggest challenges in EDF training for many people year. Trying to find an effective method is an important educational task. This study describes expmoratory studies that aim to determine the impact of cooperative teachinf and learning methods on developing problem solving skills.Transition to the center of learning ,where pupils zre an integral part of the teaching and learning process, allowing pupils to be active and responsible for their own learning. In this way, cooperative education in EFL can facilitate popularizing pupils problem solving skills.Therefore, teachers and pupils must be involved in this teaching and learning process. To conduct this research, Idriss EL Affifi secondary school in Ain Temouchent Province conducted a case study with three research tools . The third year questionnaire was distributed to EFL teachers and also classroom observations because it was a quality method for measuring class behavior.Therefore, the data obtained from this research tool were analysed quantitatively. And qualitatively. The practical findings of this study indicate that collaborative learning is an effective way to get pupils to improve their cooperative skills and abilities. Active participation in learning is therefore seen as the foundation of effective and meaningful learning.

This research work was divided into three main chapters. The first chapter was organized under sections that dealt with the theoretical background of the Collaborative Learning aswell as Problem Solving skills. The second chapter analyzed the Algerian situations that were under investigation of the EFL classroom.And the research design also,The third chapter is devoted to Data Analysis and results and suggestions in order to reach the positive outcome, and overcoming the weaknesses and the difficulties in the teaching/ learning process. Therefore, the researchers conducted an exploratory case study by using a set of research instruments, a questionnaire for teachers, a questionnaire for learners

and classroom observation. The findings showed that EFL learners had difficulties in terms of Collaborative work; they were unable to have cohesion and coherence in their workshops productions. In addition to that, EFL teachers faced a set of obstacles in terms of mixed ability classes, they were unable to select appropriate activities. More than that, they lacked effective techniques in order to learn Collaboratively to solve problems The results revealed that EFL teachers did not make innovation in the classroom; they still used their old practices and they did not accept any changes. Besides that Algerian EFL teachers were not aware of the collaborative teaching or they did not know how and when it is used. As conclusion, there was an attempt to shed some light on the issue of learning the writing skill to explore the difference between learning in individual and learning in groups. It would be interesting if other researchers could make other studies related to this issue, in order to enhance the English language teaching.

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Appendix A

The Pupils' Questionnaire

I would be so grateful if you could answer the following questions about your attitudes towards the use of cooperative group work and its advantages in Enhancing Problem-Solving Skills.

Section One: General Information

1. Is writing and talking in English interesting to you?

Yes ☐   No ☐

Whatever your answer, please explain

……

…………………………………………………………………………………………………..

2. Do you feel afraid to write?

Yes ☐   No ☐

If yes, it is because you:

a. Worry about making mistakes ☐

b. Have few ideas ☐

c. Feel shy when you work alone ☐

3. Which skill from the following, do you find hard to assimilate?

Reading ☐   Listening ☐   Writing ☐   Speaking ☐

4. How often do you use English in everyday conversation?

Always ☐   Generally ☐   Occasionally ☐   Never ☐

5. How often do you participate with you teacher?

Usually ☐   Sometimes ☐   Often ☐   Rarely ☐

Section Two: Preferences and Needs for Learning

1. What is your favourite method in learning?

Collaboratively ☐   Individual ☐   Both ☐

2. Does your teacher encourage you to work in groups?

Yes ☐   No ☐

3. What does your teacher create a good learning atmosphere?

Praise pupils ☐

Check that students are comfortable with learning ☐

Encourage pupils to work in groups ☐

None ☐

4. When writing in class, do you prefer:

Working individually ☐

Working in pairs ☐

Working in groups ☐

Please explain your choice:

……

…………………………………………………………………………………………………..

5. Do you prefer setting the groups on the basis of:

Sex ☐

Proficiency ☐

Preference ☐

☐

Randomly

6. Does your teacher help you see the importance of cooperative group work?

Yes ☐   No ☐

7. Do you work collaboratively on projects?Yes

No ☐   ☐

Section Three: Problem-Solving Skills

1. Do you think that group work can give you the opportunity of expressing your thoughts and improving yourself?

Yes ☐   No ☐

If yes, say why?

…………………………………………………………………………………………………

………………………………………………………………………………………….

2. Do you discuss the topic with your peers to solve problems?

Yes ☐   No ☐

3. Does working on projects and topics provoke your thoughts to find solutions to problems?

Yes   No ☐

Explain your choice?

…………………………………………………………………………………………………

…………………………………………………………………………………………

4. When you try to solve problems together, do you ?

a. Take and accept only one suggestion from the good pupil.

b. Discuss all suggestions together and find out a final solution to the problems ☐

5. Does group work encourage you to initiate speaking in English and find out definitions of terms in English?

Yes ☐   No ☐

6. Team work builds a mutual exchange of personal experiences.

Yes ☐   No ☐

7. Does your teacher raise your awareness towards the necessary Problem-Solving Skills for group work?

Yes ☐   No ☐

8. When you work in groups, it's easy to:

a. Get information ☐

b. Respond to questions ☐

c. Evaluate your performance ☐

d. Discuss issues ☐

e. Find out solutions to difficult issues ☐

9. Group work as opposed to individual work is:

Poor ☐   Good ☐   Very good ☐   Excellent ☐

Thanks for your Collaboration.

Appendix B

Teachers' questionnaire

   My research work is about Collaborative Learning. Your participation in this survey will help us understand this method of teaching better. So, please could you spare a few minutes of your time to fill out this questionnaire.

Section One : General Information .

1. How long is your teaching experience?

………………………………………………………………………………………………
………………………………………

2. Which kinds of methods, as teacher did you use in your lectures?

………………………………………………………………………………………………
…………………………………..

3. According to you which method can guide to success? And why ?

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………

4. Are you acquiring further experience from your teaching?

     Yes/   or   No/

Section two: Needs for Learning.

1. Are you applying the Collaborative Learning in your teaching?

     Yes/   or   No /

2. What are the teacher's roles in Collaborative Learning?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………..

3. Which way of learning will lead the student to be active the Individual learning or Collaborative Learning?

Appendix c

The check list of classroom observation

Classroom observation :   Date of observation :

Grade level: Class:
Beginning time: Ending time:

The focus of the observation

Lesson structure		
The way the lesson opens develops ,closes	The number of activities that constitute the lesson	The links and transitions between activities

Classroom Observation			
Setting up groups	Maintaining management	Time management	Seating arrangement

Types of teaching activities		
Whole class activities	Pair and group activities	Individual activities

Teaching strategies		
Presenting tasks	Organizing practice	Teaching techniques

Teacher's use Materials	
Use of the textbook	Use of other resources

Teacher's use language of			
Use of instructional language	Use of questions	Feedback techniques	Explanation of vocabulary and grammar

Student's use of language			
Use of language group work	Use of the mother tongue during class	Problems with grammar	Problems with pronunciation

Student interactions		
Time on task	Questioning behaviors	Student to student talk

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Appendix D
The Front page of the "New Prospects" Text-book