The Effect of the Problem Based Learning on EFL Learners' Achievement

" تأثير التعلم المعتمد على حل المشكله في تحصيل متعلمين اللغه الانكليزيه كلغه اجنبيه"

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Abstract

The present study discusses the problem based learning in Iraqi classroom. This method aims to involve all learners in collaborative activities and it is learner-centered method. To fulfill the aims and verify the hypothesis which reads as follow" It is hypothesized that there is no statistically significant differences between the achievements of Experimental group and control group". Thirty learners are selected to be the sample of present study.Mann-Whitney Test for two independent samples is used to analysis the results. The analysis shows that experimental group's members who are taught according to problem based learning gets higher scores than the control group's members who are taught according to traditional method. This means that problem based learning has positive effect on the learners' achievement. In the light of the results, a number of conclusions, recommendations and suggestions are put forward.

1.   Introduction

1.1 The Problem and its Significance

English language course for advanced level is English course for learners who want to develop their four skills in English language which is held in Development and Continuous Education Center at University of Baghdad. The course emphasizes the practice of four skills (listening, speaking, reading and writing) by using textbook "Interchange third Edition" written by Jack C. Richards and teaching traditional method to facilitate the process of learning, but traditional method is not effective for learners since the course is intensive course; however, the teacher needs an innovation method in English language teaching to save time and efforts. Therefore, the need to try new methods in teaching English language in Iraq has become increasingly urgent. Over the years, there have been learners who have not performed as well in English language learning; as a result, many teachers and the researcher one of them look for ways to supplement the curriculum that would further enhance the learners' cognitive development and motivation.

Learners need new method in learning English language to get benefit in appropriate time; problem-based learning has appeared as a new teaching method. Problem based learning (henceforth PBL) is a learner- centered pedagogy in which learners learn about a subject through the experience of

problem solving. Learners learn both thinking strategies and knowledge. The PBL format originated from the medical school of thought, and is now used in other schools of thought too. The goals of PBL are to help the learners develop flexible knowledge, effective problem solving skills, self –directed learning, effective collaboration skills and motivation. Problem based learning is a style of active learning (Barrows, 1996:1).

PBL has so many advantages in usage. They will be motivated: one of the primary motivating influences of PBL which is derived from the fact that problem is based on real- world situations and events. This relevance stimulates high levels of learners' interest and engagement (Saya, 2010: 2).

PBL helps learners to become lifelong learners by requiring them to apply the knowledge they have learned to everyday or real-life problems. PBL teaches learners that it is not enough to know information, but that they must be able to use the information they have in a meaningful and productive way. Lastly, PBL allows learners to be mobile by offering them opportunities to learn in places besides the classroom or at home, and it shows learners that learning can take place anywhere anytime (Utecht, 2003:6) see also (Spence,2014:1).

The present study is restricted to learners who participate in intensive English language course training for advanced level for two weeks. Such courses need new methods and strategies in teaching to facilitate the process of learning for the learners; therefore, problem based learning is presented as a solution to this problem.The purpose of English language course training is to develop the learners' knowledge in English four skills (listening, speaking, reading, and writing).

1.1 Aim

Finding out the effect of the Problem Based Learning on EFL Learners' achievement.

1.2 Hypothesis

It is hypothesized that there is no statistically significant differences between the achievements of experimental group and control group.

1.3 Limits

The present study is limited to:

1. Learnerswho participatein intensive English language course for advanced level in the Development and continuous Education Center /University of Baghdad during academic year 2013-2014.

2. The material is restricted to textbook named "Interchange third Edition" written by Jack C. Richards, and the researcher adopted the entitled units (unit 1: A time to remember and unit 2:

Caught in the rush) as examples to explain the steps of applying the problem based learning method.

1.4   Definitions of Basic Terms

Problem based learning.

Problem based Learning: Aydinli (2007:1) defines PBL "purposefully combines cognitive and metacognitive teaching and learning. The roles and responsibilities of both instructors and learners are different from traditional school-based learning, the instructor's acts as a coach for or facilitator of activities that learners carry out themselves".

2 . Theoretical Background

2.1   Problem based Learning

2.1.1 Overview

Problem based learning is well established in medical education. It started at the McMaster University in Canada in the 1960s. Then it has spread across other practice –based (Overton, 2010:1). PBL is a term used within education for a range of pedagogic approaches that encourage students to learn the structured exploration of research problem. Students work in small groups to define, carry out and reflect upon a research task, which can often be a real-life problem. The teacher acts as a facilitator and resource person to whom they can come to for advice or guidance (Saya, 2010:1).

In problem based approach learning, the problem comes first. The learners both define the problem and gather information to explore it. Working in self-directed groups, learners thus take an active and systematic approach to identify and exploring a research problem. The technique is characterized by the just position of individual and exploration and synthesis with individual research and analysis.

What makes problem based learning unique is its core focus on learning through solving need, open-ended problems to which there are no fix solutions. Learners work alone or in groups first to understand a particular problem and then to find possible solutions to it.

2.1.2 Teacher's Role

The teacher's role in problem based learning begins with pre teaching and continuous through assessment of learners' performance throughout the project.

It includes the following steps:

1. Pre- Teaching
A. Pre-teaching

The teacher's role in PBL changes from one of "all-knowing", to one of helper or guider; the teacher must give the control to the learners and allow them to make their own path to the answer, rather than the instructor laying the path out for them (Utecht, 2003:9)

The teachers' first responsibility is to teach learners about the rationale for and structure of a problem based method to language learning Gentry (2000:11) states that "Teachers are the channel through which the students acquire the skills for learning not as a supplier for knowledge but as a prod for students to gain that knowledge on his or her own".

The giving up of control is part of PBL that teachers usually struggle with the most. However, it is not only the teacher who has to change. Learners, too, have to learn to view their teacher as a guide, not the person with all the answers. Teachers have a huge responsibility because they are the first point of contact with their learners and have a tremendous influence over the way they learn.

Learners also need to understand that their goal is to work together to solve a problem, but for the activity to benefit their language learning, they must use only English language.

B. Introducing the problem and the language needed to work on it:

Teacher needs to prepare learners for the language demands of the problem-solving activity; activities depend on learners' proficiency levels. These may include pre- reading or prewriting exercises, discussions to link the problem with the learners' knowledge and experiences, or pre teaching vocabulary and structures that will be useful in finding solutions to the problem. Problems should be related to the learners' lives to increase interest and motivation, and include a questions or set of questions that are open-ended and likely to generate diverse opinions (Saya, 2010:5).

2. During Teaching
A. Grouping learners and providing resources

Teachers should group learners carefully to increase their language learning opportunity to have learners of different proficiency levels work together. Teacherprovides available a variety of resources to help learners work on the given problem. Teacher ensures that learners understand how to use them and how these resources may help in finding a solution to the problem (Aydinli, 2007:3).

B. Observing and Supporting

The teacher's role is to observe and support when the learners are working in their groups. The learners' activities are about gathering information, discussing it and choosing the best solution for the problem. The teachers take

notes on the language used, language problems encountered, and individual learners' participation in the activity. The teachers may provide linguistic or technical help to a group but avoid directing the group's efforts or any way controlling their activities to solve the problem (Saya, 2010:7).

   3. **Post Teaching**
      Following up and Assessing Progress

Teachers provide language-appropriate opportunities for learners to share the results of their work and follow –up language activities that build on that work. Depending on the proficiency levels of the learners, sharing their results could include oral presentation or debates (with intermediate or advanced learners), completing simple questionnaires about the process (with intermediate or high beginners). Follow-up activities should be based on the teachers' observation and notes taken during the problem-solving process. Finally, assessment should be carried out, focusing on two primary areas. Teachers can assess learners on the basis of their participation in the activity, and the activity itself can be assessed for effectiveness (Aydinli, 2007:3).

2.1.3 Learners' Role

PBL requires teachers and learners to consider the learning process from a new perspective. The traditional roles of the teacher and learner change, and the focus of the methodology becomes learner centered rather than teacher centered. The PBL style is active rather than passive and learners responsibility for learning is clearly increased because learners generate and construct, and teachers' role as facilitators and evaluators of learners' accomplishments. PBL encourage learners-generated questions and monitor English language and content knowledge through discovery. Developing an understanding of the sorts of questions that would be authentic, urgent, and personally meaningful, given the contexts and cultures of learners' lives, promotes the use of the tools learners possess to construct basic cognitive frameworks (Bootheetal ,2014:2).

   Overton(2010:1) states that PBL learners are superior with respect to their approach to study and learn, long-term retention of knowledge ,motivation, use of resources, key skills and subsequent success as post graduates.

2.2 Characteristics of PBL

The characteristics of PBL are learners develop the ability to learn and integrate new knowledge with prior knowledge and experiences. In order to successfully solve the problem; learners develop a range of critical, cognitive and transferable skills with the context of their discipline. There are many characteristics of problem-based learning:

   1. Being more students centric, PBL is more likely to motivate and excite the students to learn, the students play an active role in analyzing things for a given assignment.

2. Presenting the students with real-life situations, PBL enhances the problem solving skills of the students as opposed to providing only theoretical knowledge. Learning, therefore, goes beyond bookish knowledge and helps the students face and see through practical problems.

3. Allowing the students to use prior knowledge to solve a new problem, PBL ensures deeper understanding. According to researches, learning is enhanced when new information is presented through a meaningful context and comes in conflict with the existing knowledge.

4. Demanding a collaborative approach towards problem solving, thus, creating an environment in which the students learn to see various approaches to solve one problem through group interactions. This makes the team responsible for each other and not just for one's own self.

5. Redefining the role of the instructor, PBL demands a unique relation between the students and the teacher. This allows the students to partially determine their course of action with the help of the teacher, making learning more interesting, engaging and activity based.

2.3 Difficulties of PBL

The teachers and learners face some difficulties in PBL. Some of these difficulties are as follows:

1. Time and resource implications should not be under estimated.

2. The content covered in this way is reduced compared to the amount that is covered in lecture-based courses.

3. PBL is a new experience for the staff as well as learners and they may require some support or training.

4. Group word often suffers for non-participation or personality clashes and strategies have to be put in place to deal with groups that do not work.

   (Overton, 2010:2)

Saya (2010:10) adds other difficulties of PBL such as:

5. The learners may not be in the best position to determine what is important for them and what is not when they are getting anew topic.

6. The learners may use the first language to share ideas rather than English when they are working in groups.

7. PBL may not be appropriate for beginning or literacy level learners whose English oral and reading skills are minimal.

3. Procedures

3.1 Experimental Design

The type of experimental design followed in the present study is the selection of the two groups randomly as shown in table (1). The experimental group is taught English four skills (Listening, speaking, reading, and writing) according to Problem based learning, while control group is taught above skills according to traditional method.

Table (1) The Experimental Design

The groups	Independent Variable	Dependent Variable
Experimental	Suggested strategies for Problem Based Learning.	The learners' achievement in learning.
Control	Traditional method of English language.	

3.2 The Sample and Population of Present Study

The population of present study is limited to the learners who participated in training courses in Development and continuous Education Center in University of Baghdad during academic year 2013-2014.

Richards etal (1992:321) defines sample as "this refers to any group of individual which is selected to represent a population. The total number of the sample is (30) learners are randomly chosen from the population, and they distributed into two groups (15) learners in each group.

3.3 The Equalization Between the Experimental and Control Groups

The researcher tried to equalize the two groups in some of the variables that may affect the experiment.These factors are as follows:

1. Age
2. Graduated level
3. Learners' scores in the pretest.
   Table (2) below summarizes the results of the statistical treatment of the sample equivalence.

Table (2) shows the samples' age, graduated level, and pretest scores.

Variable Group		N	Rank order of U- test	Calculated U- test	U-test	
					Calculated	Table
Age in years	E	15	U1 :250	95	95	72
	C	15	U2:198	147	147	
Graduated level	E	15	U1: 245	100	100	72
	C	15	U2:240	95	95	
Pretest level	E	15	U1:240	105	105	72
	C	15	U2:225	120	120	

3.4 The Measurement Tools:
3.4.1 Description of the Achievement Test

The researcher has constructed the test that consists of four questions chosen From the book "interchange: third edition:written by Jack C. Richards". Question one is assessing listening skill; it includes three short conversations and has 10 items that learners should hear and answer. Question two is assessing Reading skill. It consists of one reading passage and has 10 items to answer. Whereas, Question three is assessing speaking skill by giving learners

written conversation with roll A and ask them to answer roll B. Question four is assessing writing skill; the learners are asked to write short essay about landmarks and countries that they visit either inside or outside Iraq. (See Appendix A)

3.4.2 The Experiment

The experiment period is from 23of March to 6 of April. The researcher during this period teaches (16 units) which are found in textbook "interchange: third edition" for advanced level. Both groups are taught two hours per day by using (PBL) for experimental group and traditional method for control group. It is worth to mention that problem-based learning is different than traditional method because the teachers in the later one tend to start by providing information to solve problems whereas in problem-based learning the learners define the problem and gather information to explore it(Saya, 2010:2).

Patrick (2014:2) states that most colleges and universities adopt a traditional teacher-centered approach in teaching English language and most criticism of this approach is that learners are often passive receptors of knowledge. While PBL approach would enable the learners in collaborative decision-making team –building skills venture into thinking out of the box as the problem assigned for them to solve is usually open-ended.

3.5 The Pilot Study and Item Analysis

Schreiber (2008:1) defines a pilot study as a small-scale implementation of a larger study or of part of a larger study. Pilot studies last for shorter amounts of time and usually involve a smaller number of participants, sites, or organizations. Though traditionally associated with quantitative experimental design, pilot studies can be used in any method logical setting, especially when attempting to collect data in a new format or location or to simply examine potential road blocks before full implementation. A pilot study may also be viewed as a feasibility study.

In order to discover the weaknesses of the test item and to check the estimated time required for answering the test and to determine their effectiveness in terms of item difficulty and item discriminating power, the test was administered empirically to a sample of 30 learners selected randomly from English language courses learners in Development and continuous Education Center in University of Baghdad.

The findings of the pilot test revealed that all the learners are able to answer the test with time required to complete about 90 minutes.

It has been found that item difficulty of the test ranged between (0.26-0.76) according to Madsen (1983:181) the accepted range of the level of difficulty is from (0.30- 0.70).

After the application of the formula of the item discrimination power, it is found that the discrimination power ranges between (0.45-0.80) which is acceptable according to Ebels index.

3.6 Test Validity

Hughes (1989:27) states that a test which does not have face validity may not be accepted by candidates, teachers, education authorities or employers. It may simply not be used; and if it is used, the candidates 'reaction to it may mean that they do not perform on it in a way that truly reflects their ability.

To determine the validity of the test, the test is exposed to a jury of (5) experts in English language teaching and linguistics. The Jury has agreed that the test and the procedures are suitable except for some modifications which have been taken into consideration. The jury members are arranged according to their scientific rank in the following table:

Table (3) states the jury members.

	Name & Scientific rank	Place
1-	Prof. Najet Al-jubory	College of Education for Women, University of Baghdad
2-	Prof. Shatha Al-Saadi	College of Education for Women, University of Baghdad
3-	Prof. MaysaaRasheed	College of Education for Women, University of Baghdad
4-	Instructor Dr. Shaima Mahdi	College of Education for Women, University of Baghdad
5-	Instructor Fatima Khudair	College of Education for Women, University of Baghdad

3.7 Test Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results (Phelan and Julie, 2005:1).

To ensure the reliability of the test, the corn pick formula is used and found out that the reliability coefficient is (0.88) which considered acceptable.

3.8 Description of Lesson Plan

After preparing all the equipments of teaching EFL learners and with the support of Development and Continuous Education Center in University of Baghdad, the PBL is incorporated into "English language Course for advance level" through intensive course training for two weeks. The teaching plan covered ten days of instruction; the first day is for learners' registration, introduction, and preparation to be familiar with material and teaching method. In (pre-teaching) step, the teacher needs to make sure that learners understand the goals and benefits of problem based method for language learning and emphasizes the important of using English in problem-solving activities. The second step is problem solving activity to introduce the problem and vocabulary by using pictures, textbook, video to introduce the problem and the instructor ask the learners if they have personal experiences with the problem or not.

In teaching material for example the unit1&2 which entitled "A time to remember" and "Caught in the Rush", the teacher begins to generate the questions to introduce the problem (how do you introduce yourself? Talking about your hobbies and exchange your personal information and remembering

your childhood, which transportation you prefer to use in Iraq, after that can you write short essay about first your childhood second: traffic jump in Iraq.

Teacher provides a variety of resources to help the learners work on the given problem, for example information about "A time to remember" and "Caught in the Rush" can be collected from listening to conversation which is found in textbook about unit 1&2 ; in addition to, read the passages to get benefit how to solve the problem. Besides, the internet sites, dictionaries, and phones.

Computers, white board, colored pen, laptop and data show are found in the classroom. Classroom environment is somewhat different from the traditional one.

In the PBL class, the learners work with each other to solve complicated and authentic problems, they are expected to be so absorbed in the tasks that they will not only increase their content knowledge, but simultaneously enhance their communicative and thinking skills as they communicate, reason, assess the problem(s) at hands and solve them. Watson (2001:3) states that "in PBL learners work with classmates to solve complex and authentic problems that help content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills".

In the third step, the experimental group is divided into work group of five learners for each one and one leader for each one, as well as, engages in self – directed study to research the information needed finding and using a variety of information resources such as (books, journals, online information etc). The learners are working with their groups, gathering information, discussing it choosing the best solution for the problem

After presenting the problem and team groups work together to find the solutions.Each group brainstorms to find out the possibly answers or solutions for each problem and the leader writes the responses on the white board. Qu and Yang (2010:1) state that "group work is a good way to make learners know how to put English language in a communicative use, and learning in small group achieve higher grades, learn at deep level, and retain information longer. In addition to, group work is conducive to develop learners' oral communication and problem-solving capabilities". The teacher's role appears to observe, support, or may provide linguistic or technical help and avoid directing or controlling the group's efforts. The teacher takes notes on the language errors encountered and learners' participation in the activity. Sometimes learners need more explanation and clarification about rules of grammar such as (past tense and adverbs of quantity).whereas, Learning four skills based on problem-based learning seemed to go well, in a relaxing atmosphere, to motivate learners to communicate and participate in the discussion.

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It is worth to mention that this way of learning is personalized to the need and learning styles of the individual. The learners then return to the problem and apply what they learned to their work with the problem in order to more fully understand and resolve the problem.

The final step of PBL is to assess the learners participation in the activities either oral (acting conversation about specific topic) or written (writing an essay) to present and share the results of their work and provides follow-up activities based on her observation and different types of assessment at this step is required. The learners act the conversation orally in front of class about introduces yourself and childhood memories, answer the exercise about listening and reading skills and write short essay about transportation and traffic jam in Iraqi. The teacher assesses the learners' production and allows them to assess each other's contribution to the activity and also involve in self-assessment.

Furthermore, the teacher (the researcher herself) divides the time of teaching equally between experimental group and control group; the activities which is covered with control group is more than with experimental group because PBL activities needs more time to cover; in addition to, it is learners' control, whereas, teaching control group depends on the teacher's explanation to cover all the activities and it is teacher centered classroom.

Finally, the PBL encourages learners to define what they do not know rather than to cover up their lack of knowledge, and the teacher role acts as a coach for or facilitator of activities. PBL in the field of language teaching has considered fresh method in Iraq.

Table (4) lists the area covered during the ten days for the experimental and control groups:

Day&Date	Units	Details
SUNDAY&23-3-2014	Introduction	Introduction
MONDAY&24-3-2014	Unit 1&2	1- A time to remember 2- Caught in the rush
TUESDAY&25-3-20134	Unit 3&4	3- Time for a change! 4- I've never heard of that!
WEDNESDAY&26-3-2014	Unit 5&6	5- Going places 6- OK. No problem!
THURSDAY&27-3-2014	Unit 7&8	7- What's this for? 8- Let's celebrate!
SUNDAY&30-3-2014	Unit 9&10	9- Back to the future 10- I don't like working on weekends!
MONDAY&31-3-2014	Unit 11&12	11- It's really worth seeing! 12- It could happen to you!
TUESDAY&1-4-2014	Unit 13&14	13- Good book, terrible movie! 14- So that's what it means!
WEDNESDAY&2-4-2014	Unit 15&16	15- What would you do? 16- What's your excuse?
THURSDAY&3-4-2014	Review	Review
SUNDAY&6-4-2014	Final Test	Final test

3.9 Test Administration

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After its validity and reliability have been assured, the post test is administered at the end of the experiment to the sample of the study on the 6th of April 2014.

The test papers arehand out to both groups who are seated in comfortable room. The responses are corrected by the researcher herself and the test items are marked either correct with one score or incorrect with zero.

3.10 The statistical Methods

To achieve the aims of the study, the following statistical measures have been adopted:

1. Alpha Cronbach formula is used to measure thereliability of the test.(Gliem and Rosemary,2003:5)

2. U-test Mann- Whitney is used to find the statistical differences in posttest between two groups, and tomeasure the learners' age, graduated level, and pretest scores for both groups.(Lehmann,1975:3)

4. The Data Analysis

4.1 Results

In order to determine whether there are any statistically significant differences between the mean scores of experimental group who are taught according to PBL and control group who are taught according to traditional method in the total scores of the achievement test. A comparison between these two groups is made by using the Mann-Whitney Test for Independent Sampleson the whole test to verify the null hypothesis which reads:

"It is hypothesized that there is no significant differences between the achievements of experimental group and control group".

The results show that the calculated U- test for the experiment group (45) and that of the control group is (180). The computed U-test is (45) whereas the tabulated U-test is (72) which are higher than the computed one as shown in table (5). This means that experimental group is better than the control group and the problem based learning has active influence on learners' achievement. Consequently the hypothesis stated above is rejected.

Table (5) Statistical analysis of both groups in post test.

Group	N	Rank order of U- test	Calculated U- test	U-test	
				Calculated	Table
Experimental	15	U1 :300	45	45	72
Control	15	U2: 165	180		

4.2 Conclusions

1. It has been found that the experimental group who is taught according to problem based learning method is better than control group who is taught according to traditional method. The problem based learning maximizes the learners' involvement in the learning process and

teacher' roleas facilitatorenables the learners to use the language meaningfully.

2. Problem based learning has affective benefits because it raises learners' motivation and develops their ability to think independently by focusing on an integration of skills.

3. Problem based learning enables English language learners to make positive contributions through a collaborative and communicative through self –directed learning strategies and teamwork. Glaser (1991:12) states that PBL also plays a great role in fostering collaborative learning. Wilkerson (1996:5) explains that "as students work on problems in small groups of four or five, their analysis and resolution results in the acquisition of knowledge and problem-solving skills".

4. It has been found that the steps of applying PBL inside classroom (pre-teaching, introducing the problem, grouping learners and provide resources, Observed support, Follow up and assess progress) are very useful. PBL can be considered a powerful way of teaching four skills in English except rules of grammar which need more clarification. PBL encourages successful life-long learning and language acquisition; therefore, learners start to see how the knowledge they learn helps them to solve problems in life and become life-long learners.

5. PBL includes formative and summative assessment by providing feedback to the learners during the problem solving process or at the end by submitting oral presentation or written reports. It is worth to mention that learners have allowed assessing each other's contribution to the activity.

6.PBL develops the self –directed learning skills for learners. Loyens etal,2008:48) define the self-directed learning as " a process in which individual take the initiative in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

7. In PBL, the learners brainstormed among themselves the problem based on the assignment, they defined the problem and clarified what they know and do not know about the material.

8. Teachers employ a variety of assessment methods and learn to manage a class where the team is working independently.

4.3 Recommendations

1. Provides PBL curriculum to enrich the learning process and enable the students learn what they want to learn not what they have taught.

2. Greats a learning environment by providing English Lab in which instructors coach learners thinking and guide learners' inquiry, facilitating deeper levels of understanding.

3. The teachers should be trained to use PBL technique in English language teaching because PBL technique represents activemethod in English language teaching.

4.4Suggestions for Future Study

1. A similar study can be applied to other English courses such as (conversation course, TOEFL course, and English language course for intermediate level).
2. A further study can be used for university level to apply PBL.

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مركز التطوير والتعليم المستمر/ جامعة بغداد 2014

الملخص

تناقش هذه الدراسة أسلوبا لتعلم بواسطة حل المشكله كطريقة تدريس اللغه الانكليزيه في العراق. يهدف هذا الأسلوب إلى إشراك جميع المتعلمين في الأنشطة التعاونية وذلك هوالأسلوب الذي يركز على المتعلم . لتحقيق أهداف والتحقق من الفرضية التي تنص على " بأن ليس هناك فرق ذات دلالة إحصائية بين إنجازات المجموعة التجريبية والمجموعة الضابطة". تم اختيارثلاثون متعلم لتكونعينةالدراسة. تم استخدام معادلة مان وتني لتحليل النتائج. بينت النتائج أنا عضاء المجموعة التجريبيةا لذين يتعلمون وفق الأساس التعلم بحل المشكلة حصلواعلى درجات اعلى من اعضاء المجموعه الضابطه الذين تم تدريسهم وفق اللطريقة التقليدية. التعلم بواسطه حل المشكله له دورإيجابي على رفع مستوى تحصيل المتعلمين. في ضوءالنتائج ،وضعت عددا من الاستنتاجات والتوصيات والاقتراحات.

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Appendix A: The Test
Final Test \English for Advanced Level

Q1 A\ Listen to the following three conversations about driving. Three items are given for each conversation. Check (√) True or False for each statement.CD3, T15

Statements	True	False
1. The man has not had a parking ticket lately.		
2. Parking is not allowed there during working ho		
3. The fine for parking is $16.		
1. The woman is driving faster than the speed l		
2. There are other cars in her lane.		
3. The lane is reserved for buses and taxis		
1. The other drivers are flashing their lights		
2. He's driving with his lights on.		
3. The other drivers are giving him a warni		

B\Listen again .which drivers did something wrong?

Q2)Read the following passage and answer the questions below:

Some people leave work until the last minute, a lot of us cannot stop gossiping, and others always arrive to events late. These are not serious problems, but they are bad habits that can cause trouble. Habits like these waste your time and, in some cases, might even affect your relationships. What can you do about them? Read this advice to end your bad habits for good!

I can do it tomorrow: Problem: Do you leave projects until the very last minute and then stay up all night to finish them? **Solution:** people often put things off because they seem overwhelming. Try dividing the project into smaller steps. After you finish each task, reward yourself with a snack or a call to a friend.

Guess What I just heard: Problem: Do you try not to talk about other people, but cannot help yourself? Do you often feel bad after you have done it? **Solution:** first, do not listen to gossip. If someone tells you a secret, just say, "Really? I have not heard that." Then think of some other news to offer-about yourself.

Never On Time:Problem: Are you always late? Do your friends invite you to events a half hour early? Solution: Set an alarm clock. For example, if a movie starts at 8:00 and it takes 20 minutes to get to the theater, you have to leave at 7:40. Set the alarm to go off at the time you need to leave.

Q2/A/ Read the passage. Then Tick (√) the best description of the article.
- The passage starts with a description and then gives advice.
- The passage starts with a description and then gives facts.

o The passage gives the writer's opinion.

Q/2/B/ Where do these sentences belong? Write the number of the paragraph where each sentence could go.

………a. you can also ask a friend to come to your home before the event.

………b. Ask yourself:" How would I feel if someone told my secrets?"

………c. Do you ever make up excuses to explain your unfinished work?

………d. Are you ever so late that the people you are meeting leave?

………e. you can also ask a friend to call you to ask about your progress.

………f. Are people afraid to tell you things about themselves?

Q2/C/ Can you think of another way to break each of these bad habits?

……………………………………………………………………………………

Q3// Complete the following conversations.

One: "Hi Mary."

Two:………………………………………

One: "How are you doing?"

Two:………………………………………

One: "Not too bad. The weather is great isn't it?"

Two: ………………………………………………………………………

One: "I wish it was like this more frequently."

Two: ………………………………………………………………..

One: "So where are you going now?"

Two: ………………………………………………………………

One: "Going to do a little shopping?"

Two: ………………………………………………………………..

One: "What's the occasion?"

Two: ………………………………………

One: "That's great. Well, you better get going. You don't want to be late."

Two: ………………………………………………………………..

One: "Sure. Bye."

Q4 \ **Write an essay (of six lines at least) talking about landmarks and countries that you visit either inside or outside Iraq.**