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Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

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Submitted and Defended by:

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## **THE ROLE OF THINK PAIR SHARE AS ACOOOPERATIVE LEARNING STRATEGYIN IMPROVING STUDENTS' SPEAKING SKILL:**

The case of first year students of English at Biskra University

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## *Declaration*

I, AOUN Manel, do hereby solemnly declare that the work of this dissertation is my own, and it has been read and approved by my supervisor Dr. Tarek ASSASSI. This work has not been submitted before to any other institution or university for degree.

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## *Dedication*

*As always, first thanks to Allah for providing me the opportunity to complete my master degree*

*With immense please, I dedicate this humble work:*

*To my lovely mother, the iron woman, my affectionate, dearest person and whose words of support and push still ring in my ears, I love you and proud to be your daughter.*

*To my father (may Allah bless his soul), the beat of my heart, who would be proud to see me achieved a special goal in my life.*

*My wonderful brothers: Seddam, Okba, and Naoui, my candle of my life, who have never left my hand during the time of research and are very special.*

*A special thanks to my beloved sisters, I start with: the apple of my eye Nacira, for her love; the good heart Ahlem for her positive attitude she showed to motivate me; my source of inspiration Yousra, for her unconditional support and finally, my peace of mind Aya who I consider her as my best friend.*

*To the grandsons, the innocent and cute kids, whom I consider the joy of my life.*

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## Abstract

It has been well acknowledged that language is not only a set of letters and words gathered to form a meaning, rather it is regarded as a mean of communication that necessitates effective strategies. One of the skills that effective communication demands is speaking skill and in order to master such skill many learning strategies were suggested particularly for EFL learners namely think pair share strategy. The present study attempts to investigate the role of think pair share strategy in improving the learners' speaking skill. Since the primary aim of learning any foreign language is to use it in communication among EFL learners. The raised hypotheses in this study seeks to insure that using TPS strategy in classroom provides learners with a higher level of speaking production. A mixed- method research approach was adopted in this study. Accordingly, three data collection tools were conducted namely: a classroom observation that was implemented in oral expression sessions with thirty-six first year students of English using an observation grid. In addition, two instruments were used which are a questionnaire for students and teachers' interview. The questionnaire was designed and directed to first year students of English language to gather students' opinions and attitudes toward the use of TPS in oral expression sessions. Whereas, the teachers' interview served to collect credible and valuable data about the use of this strategy from teachers' perspective. The results revealed that the students are significantly engaged when using TPS more than when they work individually. In addition, the student found that TPS, as a teaching strategy, provides them with more chances to talk and interact. Hence, these findings validated our hypotheses.

**Key words:** TPS strategy, Speaking skill, EFL learners, TEFL.

## **List of Abbreviations and Acronyms**

**(n.d):** No Date

**CL:** Cooperative Learning

**Dr :** Doctor

**EFL:** English as a Foreign Language

**I. E:** I Explain

**LMD:** License Master Doctorate

**MKU:** Mohamed Kheider University

**P:** Page

**S/he:** She or he

**STAD :**Student Teams Achievement Division

**TEFL:** Teaching English as Forien Language

**TPS :**Think Paire Share

**VS :**versus

**%:** Percentage

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الملخص

# GENERAL INTRODUCTION



## **General Introduction**

Learning a foreign language needs the accurate use of the four skills (reading, speaking, listening and writing) in order to build a comprehensive communication. Learners usually learn the foreign language through listening first, then speaking, then to read and finally to write these are the four language skills. Promoting student's speaking skill is fundamental to their progress in learning the language. Thus; we must provide them with the opportunity to use this language, to commit mistakes and learn from them.

Now days; we notice that the students still have difficulties in speaking. One of these issues, which are facing the students of first year at Biskra University, which a small number of them who have the opportunity to speak about academic English subjects inside the classroom. Among the reasons that cause this issue is the time pressure, the student's linguistic competence and the large number of students per class. Likewise; teachers use traditional strategies that have existed and used for a long time without changing, such as oral repetition rather than giving them the chance to present and express their ideas. Indeed, motivating students to speak the English language in the classroom is not only a matter of forcing them to speak, but it is a matter of creating the appropriate and the enjoyable environment in order to motivate them to express and share their ideas with their classmates, by providing them with more instructions which may encourage them to interact and communicate freely.

Therefore, in this study we suggest a teaching strategy, which is think pair share strategy. We think that this strategy may solve the students' problems in speaking and provide them with the opportunity to discuss what they have learned in different social areas. We believe that it will be appropriate to use think pair share as a strategy to overcome deficiency of speaking skill.

## **1- Statement of the Problem**

Learning a foreign language requires the mastery of the four skills, the speaking skills were the least considered and practiced. However; more attention has been given to the improvement of EFL learner's speaking abilities since the main purpose of learning a foreign language is communication. Thus, teaching EFL learner's speaking skills have become a priority in many countries.

Recently, several changes have been introduced to the English language curriculum in order to enhance student's speaking abilities. Although the focus was and still on teaching grammar and vocabulary, teachers are now urged to take into account all aspects of English language learning, as well as to develop student's speaking skills. Also, there has been a shift towards the use of different interaction patterns, such as individual, pair and group work, to provide students with different opportunities to express their ideas in different ways.

However; there are different techniques and strategies that can be used to help learners develop their speaking skill such as think pair share strategy. The main element of this strategy is peer interaction, through this strategy learners are encouraged to interact and listen to each others. The use of think pair share strategy may lead to active engagement and provide learners with opportunities to think, to listen, to share and to reflect on their ideas and their peer's ideas. Among all of these reasons, we think that the implementation of think pair share strategy in EFL classrooms may improve speaking skill and enhance speaker's motivation to learn better.

## **2- Research Questions**

This research seeks to answer the following research questions:

RQ1: Is TPS useful strategy for improving student's speaking skill?

RQ2: How often do teachers use the TPS strategy in their teaching in classroom?

## **3-Research Hypotheses**

Based on the above research questions, we propose the following research hypotheses:

RH1: the student's speaking skill will be improved through the use of think pair share strategy

RH2: the teachers may use the TPS strategy in classroom.

#### **4-Aims of the Study**

- General aim:

The object of this study is to solve student's problems in communicating through decreasing the problems that hinder appropriate oral interaction

- Specific aims:

- a. Improving student's speaking production.
- b. Creating an enjoyable learning environment.
- c. Drawing teacher's attention and awareness on how think pair share works as an academic learning support.

#### **5-Research Methodology**

To accomplish the research objectives, a mixed-methods approach will be used together and explain the results that would be gained from the use of three different datagathering tools. The results can be achieved through using the following instruments: a semi structured questionnaire for students, interview for teachers and a classroom observation to investigate the role ofTPS strategy in improving students' speaking skill. In this study, researcher conducted the research with a case study (small-scale study) due to the overcrowded groups in the population. The study will be conducted at MKU of Biskra (Algeria), faculty of Letters and Foreign Languages. Therefore, the population is composed of 700-first year students as they are enrolled thoroughly in terms of exposure to English as a foreign language, in which the sample about 36 students was non-randomly chosen. In addition, researcher opted for the purposive sampling because the researcher selected non-random sample based on the characteristics of the population and the objective of the study.

#### **6-Significance of the Study**

Since speaking is a very important skill and it is a part of learning a foreign language, the results of this study are expected useful for the teachers of oral expression at Biskra University in teaching speaking. Thus; it will improve students' speaking skill. Also, it will open doors for teachers to focus more on TPS strategy and its application in EFL classes.

## **7-Structure of the Dissertation**

The current study consists of two main parts. These are the Theoretical Part and the Practical Part, with a total number of Three Chapters. Initially, the Theoretical Part provides a general overview about TPS strategy and the speaking skill. Moreover, the practical part is devoted to analyse and discuss the data collected from various instruments. The chapters are categorized as below:

### **❖ Chapter One**

In this chapter, we divide the content into two sections. In section one, we are going to describe cooperative learning by presenting its definitions, followed by presenting different elements and its advantages. After that, we will state the different types and strategies of CL. In section two, we will present different definitions of TPS followed by its purpose, steps, benefits and weaknesses. Then, we will provide how to implement this strategy in the classroom and how this strategy can improve speaking skill.

### **❖ Chapter Two**

The chapter addresses the major theoretical concepts concerning the speaking skill by providing its definition, types, and importance of this skill. The current chapter presents the main challenges that face EFL learners in speaking. The chapter also presents various speaking activities and highlights the relation of speaking skills and other skills.

### **❖ Chapter Three**

This chapter is devoted to the analysis and the discussion of the obtained data through using three data collection methods, namely: questionnaire, interview and non-participant observation. We opt for those data gathering tools according to the nature of the study. We depend on the use of questionnaire to gain information about the students' attitudes towards the use of TPS strategy to improve their speaking skill. Additionally; we opt for the interview for more accurate data about teachers' use of Think Pair share in the classroom and its efficiency in developing students' speaking skill. The chapter presents the summary of the results, and the synthesis of the results. Moreover, it illustrates some suggestions and recommendations for both teachers and students.

## 7 Literature Review

One of the challenges in teaching the English as foreign language lies in choosing the best technique that makes the learner understand better and develop his learning skills. However; many research studies claim that most of English language learners find difficulties in communicating adequately and appropriately through speaking. Thus; using the cooperative language learning strategies like Think Pair Share may enhance learner's speaking skill. This literature review is a summary of many sources that investigate the effectiveness of using TPS as cooperative learning strategy to improve EFL learner's speaking skill.

Initially, Lyman (1981) described TPS as a pedagogical practice and cooperative procedure. Lyman's technique gives individual students time to think about a question or a problem given by the teacher, time to discuss the question or the solutions with a partner and time to share ideas with the class. It allows a great deal of interaction and communication among students. Moreover, it plays an important role in developing students' thinking and cognitive skills. (As cited in Raba 2017)

According to McTighe & Lyman (1992), TPS is a branch in cooperative learning which encourages students to interact and participate and which can be applied to all levels and all grades, because it helps students to participate actively in the classroom by answering the question posed by the teacher after pairing and sharing. They added that this strategy is effective in making students' thinking more active, creative and critical. They are involved not only in thinking but also they interact and share their answers with the class. McTighe & Lyman (1992) argued that this method builds self confidence and encourages students' participation in the classroom.

According to McInerney (2000) using cooperative and peer learning situations have also been found to be very useful in helping students to be curious, to ask questions about what they are doing and to ask for feedback on learning progress. It encourages them not to put up with feeling uncertain they should express their concerns, clarify, and get help.

In addition; Leighton (2011) stated that by means of strategies such as TPS, teachers enhance students' time on task and encourage the expectation that talking about academic work can be fun. They nurture students' continuous alertness and involvement in situations where whole-group instruction is the method of choice.

Whereupon; Kagan (2001) claims that by using TPS as a cooperative learning approach, instructors provide students with activities that promote interaction and require accountability. Robertson (2006) added that TPS as a cooperative learning strategy benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in learning and students. (As cited in Kaddoura 2013)

Sampsel, A. (2013) had worked about finding the effects of TPS on students' confidence and participation in 2013 at Bowling Green State University. This research study addressed the TPS cooperative learning technique and its effects on students' confidence. The study found that students' participation increased, the number of long explanations given by students increases, and students' comfort when contributing to class discussion also increased.

Lasnami (2015) The study attempts to discuss some issues related to the use of Think-Pair-Share and its impact on developing students' interaction among second year LMD students of English enrolled at the University of Bejaia. To collect data, an observation was implemented in oral expression sessions with thirty-six first students of English in the classroom, using an observation checklist in order to collect more data about student's interaction in the classroom. The results revealed that the students are engaged when using TPS significantly better than those who worked alone. In addition, the student found that TPS, as a teaching technique, provided them with more chances to talk and interact.

Additionally; Hetika & Farida (2016) found that TPS learning strategy encourages students to learn independently, work together in groups and presentations so as to train students' ability to think independently and cooperate. Students do not only process the topic but also practice their communication and problem-solving skills. Preparation is simple and implementation has shown success by increasing student engagement, and improving student learning outcomes across learning environments. (Lightner & Tomaswick, 2017)

In line with these views; in our coming results we will attempt to bring into light the validity of using Think Pair Share as a cooperative learning strategy to improve learner's speaking skill and motivate their engaging in classroom activities.

CHAPTER I:  
THINK PAIR SHARE AS  
COOPERATIVE LEARNING  
STRATEGY

# CHAPTER ONE: THINK PAIR SHARE: A COOPERATIVE LEARNING STRATEGY

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## CHAPTER ONE: THINK PAIR SHARE: A COOPERATIVE LEARNING STRATEGY

Introduction

### Section One

1.1 Cooperative Learning

1.1.1 Definitions of Cooperative Learning

1.1.2 Cooperative Learning Vs Group Work

1.1.3 Cooperative Learning Vs Collaboration

1.1.4 Elements of Cooperative Learning

- a. Positive Interdependence
- b. Face To Face Interaction
- c. Individual Accountability
- d. Interpersonal and Small Group Skill
- e. Group Processing

1.1.5 Advantages of Cooperative Learning

1.1.6 Types of Cooperative Learning

- a. Formal Cooperative Learning Groups:
- b. Informal Cooperative Learning Groups:
- c. Cooperative Base Groups:

1.1.7 Strategies of Cooperative Learning In The EFL Classroom

- a. Jigsaw
- b. B. Round Table
- c. Learning Together
- d. Student Teams Achievement Division (STAD)
- e. E. Think-Pair-Share

Section Two



## **CHAPTER ONE: THINK PAIR SHARE: A COOPERATIVE LEARNING STRATEGY**

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1.2.1 Definition of Think Pair Share

1.2.2 Purpose of Think Pair Share

1.2.3 Steps of Think Pair Share

1.2.4 Implementation of TPS

1.2.5 Other Variations of TPS

1.2.6 Benefits of Think Pair Share

1.2.7 Weaknesses of Think Pair Share

1.2.8 Think Pair Share Strategy to Improve Student's Speaking Skill

conclusion

# CHAPTER ONE: THINK PAIR SHARE: A COOPERATIVE LEARNING STRATEGY

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## Introduction

In language learning and teaching, many approaches and methods are adopted to teach different aspects. Cooperative learning (CL) is one of these methods that are used for teaching and learning. Cooperative learning involves many strategies that could be applied in the classroom to enhance the quality of learning. Think Pair Share (TPS) is one of these strategies, which in turn has benefits in learning in the classroom and increasing the oral interaction between students in the classroom.

In this chapter, we divide the content into two sections. In section one we are going to describe cooperative learning by presenting its definitions, followed by presenting different CL elements and its advantages. After that, we will state the different types and strategies of CL. In section two, we will present different definitions of TPS followed by its purpose, steps, benefits and weaknesses. Then, we will provide how to implement this strategy in the classroom and how this strategy can improve speaking skill.

## Section One

### 1.1 Cooperative Learning

In this section we are going to present the cooperative learning

#### 1.1.1 Definitions of Cooperative Learning

There are various definitions of cooperative learning and each scholar has defined it according to its perspectives and interest.

According to the Johnson and Johnson model, cooperative learning is the instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements: positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and group processing.

However, Eloff (2004, p.128) "Cooperative learning signifies a group learning experience in which the outcome results from common effort, the goal is shared by all its members, and each member's success is dependent on each other." In other words, students' cooperative work leads to achieve their shared goals and outcomes, which are useful for both students and other group member.

## **CHAPTER ONE: THINK PAIR SHARE: A COOPERATIVE LEARNING STRATEGY**

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While, Cooperative learning is an instructional process that engages students in collaborative discussions about the content to promote learning. The discussions may involve teaching, explaining, asking questions, quizzing, or checking, in an instructional activity where students actively share in the responsibility for learning.(Salkind. 2008,p.187)

In addition; Johnson and Johnson state that “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning”.Meaning that all students are responsible for the success and the failure of the group, so everyone has a role to play in the group in order to achieve a common goal of whole group and the individuals will not reach their learning goal until all member of the group reach their goals.(Johnson & Johnson, 1999.P,25)

### **1.1.2 Cooperative Learning versus Group Work**

In this section, the researcher talks about what the other researchers said about the cooperative learning versus group work.Jollife(2007.p, 4) made a clear difference between the group work and cooperative learning. Group work itself is nothing new or magical. Traditionally,primary schools have often organized pupils to sit in groups offour or six, although theinteraction between them may be verylimited. Cooperative groups are not like group work. In cooperative groups, students have to worktogether to achieve their mutual goals,through the need to discuss tasks with each other, andproviding their team members with help to understand the work. In fact,cooperative groups needs a regularprocess supported by a very comprehensive teaching program of small group and social skillstogether with a lot of tasks and teaching techniques.

### **1.1.3Cooperation Learning Versus Collaboration Learning**

It is importantto know the difference between the two terms “cooperation” and “collaboration.” These two terms are often used interchangeably, but each one has a distinctivemeaning.Collaborative learningis a teaching-learning method in which students aregrouped together to discuss solutionsto problems or create a meaningful project. For example, a group of students discuss a lectureor students from different schools work with each other over the Internet on a sharedassignment learning (Slavin, 1995). Cooperative learning (CL)is considered as a specific type of collaborative learning. In CL, students work togetherin small groups on a structured activity. They are individually accountable for their work, and thewhole team’s work is also assessed. Cooperative groups work “face-to-face “and learn to workas one team. They are working together to achieve

## CHAPTER ONE: THINK PAIR SHARE: A COOPERATIVE LEARNING STRATEGY

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shared goals. Students, in cooperative activities, seek outcomes that are useful to themselves and advantageous to all other group members (Slavin, 1995, p. 187).

### 1.1.4 Elements of cooperative learning

Cooperative learning is a teaching method in which students work in small groups to help one another to learn academic content, and students are expected to discuss and argue with each other, to assess each other's current knowledge. Several researchers consider that cooperative learning consists of five basic elements: positive interdependence, face-to-face interaction, individual accountability, interpersonal and small-group skill, and group processing (D. Johnson and R. Johnson, 1994; Jolliffe, 2007).

According to Slavin (1995, p. 189) Effective cooperative learning requires the following five elements: positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing

#### a. Positive Interdependence

Each group member depends on each other to accomplish a shared goal or task. Positive interdependence means creating an atmosphere of cooperation in which each group member depends on the other to accomplish their mutual goal and, to ensure that all members of the group learn the assigned material. Group members must recognize that without the help of one member, the group is not able to reach the desired goal. Therefore, they cannot succeed unless everyone succeeds (D. Johnson and R. Johnson 1994 p. 28). According to Slavin (1995), the success of each group depends on positive interdependence. Thus, the powerful positive interdependence enables students to recognize the need to cooperate.

#### b. Face to Face Interaction

In Face-to-Face interaction group members promote each other's productivity by helping, sharing, and encouraging efforts to produce. They explain, discuss, and teach what they know to teammates to achieve group's goal (D. Johnson and R. Johnson, 1994).

#### c. Individual Accountability

The third element is individual accountability, which is provided for each group member to assess their performance against a standard, and take the responsibility for their contribution to achieve goals (D. Johnson and R. Johnson, 1994). They also state that the goal of cooperative learning is to enable each member of group stronger in recognizing his or her own right. The goal of "Positive interdependence" is to form "responsibility forces" that

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makes group members accept responsibility and accountability for completing each one's share of the work, and facilitating the work of the team members.

### **d. Interpersonal and Small Group Skill**

The fourth element is interpersonal and small group skill which is about giving positive feedback, attaining a consensus, and involving every member. It is essential for effective group functioning (Johnson & Johnson, 1994, p. 29). According to Johnson and Johnson (1994, p. 122-129), when students are working into groups, students need to have some interpersonal skills and group skills as well as knowledge of the subject matter. Social skills must be taught to students in a very organized and precise way as academic skills. Leadership, decision-making, trust building, communication and conflict management skills allow students to manage their teams and be motivated to use the required skills for managing the task work.

### **e. Group Processing**

The final element critical to make cooperative learning work is structuring group processing. Group Processing is about providing each group member an ample time, and a procedure to analyze how groups are functioning and how skills are employed in each activity. While the cooperative groups are in action, the teacher observes the groups, analyzes the problems that students may face, and provides a feedback and give an immediate reward if it is necessary about how well the groups were working (D. Johnson and R. Johnson, 1994, p. 29). Group processing is a clear development process can control over the quality of the work produced (Jolliffe, 2007, p. 40).

As a conclusion of what have been stated above, the interaction of these five elements is very important and vital to cooperative learning. They help teachers who use cooperative learning to achieve the learning objectives. The mentioned five key elements of cooperative learning have emerged as critical to actual cooperation. The lack of incorporating these elements means that cooperation cannot be effectively carried out (Jolliffe, 2007; D. Johnson and R. Johnson, 1994; Sampsel, 2013).

### **1.1.5 Advantages of Cooperative Learning**

In this part we identify the advantages of cooperative learning. Crawford et al. (2005, p. 48) presented them as following:

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- **Cooperative learning allows students to learn actively, even in large classes:** Cooperative learning techniques allow every student in the class to participate for much time, but they organize the activity of many students at once so that the activity will be productive and not chaotic.
- **Cooperative learning has academic and social benefits for students:** Cooperative learning is a special method of teaching, with different expectations for teachers and for students, compared to traditional methods of teaching. The following are some of the benefits of using cooperative learning in the classroom: cooperative learning is not simply an expedient device to get students in large classes to participate in learning. Cooperative learning also has these benefits:

**1. Higher order thinking:** Students in cooperative learning groups are made to work with ideas and concepts. They are challenged to offer their own interpretations of topics and to solve problems.

**2. Motivation and moral:** Students who take part in cooperative learning feel more attached to the school and to the class. This may lead to better attendance and better retention rates.

**3. Learning interpersonal skills:** Students in cooperative learning groups learn to cooperate with others. Cooperation is increasingly recognized as an important life skill, both for productive work on the job, for happy family life, and for participation in a democratic society.

**4. Promoting inter-personal and inter-group understanding:** Students who work in cooperative groups are more likely to learn to get along with people of different sexes and from different social groups. They are also likely to develop stronger self-concepts.

### 1.1.6 Types of Cooperative Learning

There are three commonly recognized types of cooperative learning groups. There are purpose and application for each type.

**a. Formal Cooperative Learning Groups:** Formal cooperative learning involves an organized interaction among the members of the groups to work together, and for students to interact with each other. D.R Johnson, and Holubec (1998) state that “Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve mutual learning goals and complete jointly specific tasks and assignments” (Cited in Oktaviani

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2013.p,36). Thus, this type of group learning ideally help students to work together for extended periods of time to achieve specific purposes. Furthermore the teacher in formal CL has five elements.

- Specify the objectives of the lesson.
- Make decisions about how to structure the learning groups about the number of students and their role in groups, and how arranging the materials and the room.
- Clarify and explain the instructional task and positive interdependence for the students.
- Monitor students learning, and their role to provide assistance in the interpersonal group and skills.
- Evaluate the student work and helping students' process how well their groups function (Jolliffe 2007.p,43).

**b. Informal Cooperative Learning Groups:** Informal cooperative learning which consists of having students working together in groups to achieve shared goals. These groups may last for a few minutes to a whole class period and usually consists of 'turn to your partner' discussion or think/pair/share and can be extended from pairs to fours or eights .

**c. Cooperative Base Groups:** These usually last for a term or a school year and consist of heterogeneous cooperative learning groups with stable membership to build on support and encouragement to each other. The elements described in formal cooperative learning groups above will need to be incorporated and built on.(Jolliffe 2007,p.43)

### 1.1.7 Strategies of Cooperative Learning in the EFL Classroom

There are different strategies that can be used in the classroom to support cooperative learning. Each cooperative strategy has its own characteristics and applicability to different curriculum areas (Slavin, 1995). Depending on how intensively teachers plan to use cooperative learning in their classrooms, they first must be familiar with a variety of cooperative learning strategies. Cooperative learning strategies are defined as the following:

#### **a. Jigsaw**

Jigsaw is a teaching strategy that was originally developed by Slavin. In Jigsaw strategy, the teachers organize students into groups in order to enable each group members to share information with each other. Also, Slavin (1995,p.189) suggested some procedures for

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applying the Jigsaw strategy as follows:

- a. Students should obtain proficient topics and read assigned material for finding some information.

- b. Students with the same expert topics gathered into groups to discuss these topics.

- c. The skilled students go back to their team to teach their topics to their teammates.

- d. The teacher should provide students with individual quizzes which cover all topics.

- e. Team scores are based on team members' improvement scores, and individual certificates, a class newsletter, or a bulletin board recognizes high-scoring teams.

### **b. Round Table**

Round Table strategy can be used for brainstorming, reviewing, or practicing. Then, each group member has a selected turn for participating and making some written contributions to the group's project. In this strategy, the group has a writing prompt, task, or question. This strategy is ordered into steps. The first step is when the teacher asks a question that could be answered differently. Each student writes a response or a portion of a response, and then after writing their response, they pass the paper to the next person. The next step is that "round table" can be done with one piece of paper per group or with one piece of paper per group member. Finally, one group member may be asked to share with the whole class what his or her group has written (Kagan 1994, p.70)

### **c. Learning Together**

The cooperative learning model "learning together" was developed by D. Johnson and R. Johnson (1994). It was described as a strategy in which students work as group to complete a single group product, share ideas and help each other with answers to question. In addition, all members should be involved in the work and understand group answers, and ask for help from each other before asking the teacher. After that, the teacher praises and rewards the group on the basis of the group performance (cited in Khalifa 2016, p.23). The main aspect of his model is to make students work together interdependently to achieve the group goals and show that they have individually mastered the material.

Furthermore, D. Johnson and R. Johnson (1987) showed that this teaching method included five basic elements: positive interdependence, face-to-face interaction, individual (and group) accountability, interpersonal and small-group skills, and group processing. These elements form an effective cooperative task in the group which is characterized by



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motivation and interaction. That gives useful outcome of group members. (cited in Oktaviani 2013, p.39)

### **d. Student Teams Achievement Division (STAD)**

Student Teams Achievement Division, a method originally developed by Robert Slavin, It involves completion of students among groups for achieving learning objective. In this method, Slavin (1994) states that, students are grouped into heterogeneous learning teams; with students level of performance, gender and ethnicity, composed of four members. The teacher first presents a lesson, and then the students work together with their teams to make sure that all team members have mastered the lessons. At the end, all students take quizzes individually without helping each other to demonstrate how they have learned by given an important score. This improvement scores are compared to their own past average and based on how they will do relatively to their previous quizzes. The individual quizzes scores are summed to form a team score, and teams are rewarded for their performance (Arends, 2004, cited in Oktaviani, 2013). In brief, the main idea of this STAD method is to motivate students to help each others in improving and accelerating performance and master the skill taught by the teachers to enhance the learning achievement successfully.

### **e. Think-Pair-Share**

Think-Pair-Share is a simple powerful cooperative structure that develops thinking skills. This technique consists of three steps. During the first step student, individually think silently about a question that is posed by the instructor. The students think alone about the question for a particular amount of time. Then, in the second step, the students are paired up to discuss the question with each other. Finally, in the third step, students are asked to share their answers with the whole class. Student may also be called upon to share the answer they heard from their partners (Kagan, 1994, p.75). Lyman (1981) believes that this teaching technique encourages students to communicate with others and develops their thinking skills. Therefore, he proposed four main steps of TPS:

- a. The teacher poses a discussion topic or an open-ended question.
- b. The teacher gives students the “think time” to think on their own.
- c. After thinking, students work in pairs to share their ideas with each other.

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d. Students share their responses with other partners or with the rest of the class.(Oktaviani 2013.p38).

### Section Two:

#### 1.2.1 Definition of Think Pair Share

TPS was first described in 1982 by Frank Lyman and is an active-learning technique in which students are motivated to participate even if they have little intrinsic interest in the topic. Students not only process the topic but practice their communication and problem-solving skills. Preparation is simple and implementation has shown success by increasing student engagement, and improving student learning outcomes across learning environments (Raba, 2017; Razak, 2016; Sampsel, 2013). Questions posed are typically related to higher order thinking skills. TPS can be a 5-minute activity or something that takes 30 minutes or more. The key to a successful TPS activity is alignment; the question posed must be challenging and align with the instructional goal of the day/week

Think-Pair-Share is a cooperative discussion strategy that was first developed by Professor Frank Lyman and his colleagues at the University of Maryland in 1981. It has been adopted by many writers in the field of cooperative learning since then. It gets its name from the three stages of student action, with an emphasis on what students are to be doing at each of those stages (cited in Kadoura, 2013). This teaching-learning strategy works in three phases: (1) Think. The teacher provokes students' thinking with a question, prompt, or observation. The students should take a few minutes just to THINK about the question; (2) Pair. Using a partner or a desk-mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique; (3) Share. After students talk in pairs for a few minutes, the teacher calls for pairs to SHARE their thinking with the rest of the class.

According to McTighe and Lyman(1992), TPS is a branch in cooperative learning which encourages student to interact and participate which can be applied to all levels and all grades ,because it helps students to participate actively in the classroom by answering to the question posed by the teacher ,after pairing and sharing. They added that TPS strategy is an effective one in making students' thinking more active, creative and critical. They are involved not only in thinking but also in interacting and sharing their answers with the class as well as communicating well. McTighe and Lyman (1992) state that this strategy builds self confidence and encourages students' participation in the classroom. Consequently, TPS is a

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strategy for teaching and learning that encourages learners to participate. TPS fosters interaction since it involves learners in cooperative activities in which learners are encouraged to share and discuss their ideas and opinions.

### 1.2.2 The Purpose of Think Pair Share

The purpose of using TPS in the classroom focuses on many concepts. Murniyati (2010) describes some of these purposes. They are summarized in the following points:

- It provides a space and time for students to discuss and relate their ideas with their existing knowledge
- This strategy enables students' to correct errors in their memory and engage each one of them in classroom discussion
- TPS encourages students to think about a question and discuss their understanding with their classmates
- Besides, students' thinking becomes more critical and creative when the question is open-ended.

In short, the use of TPS strategy in classroom holds many purposes.

### 1.2.3 Steps of Think Pair Share in TEFL

EFL teachers follow some steps when they use TPS technique in the classroom, to make students more active. According to Arends (2008), TPS goes through steps:

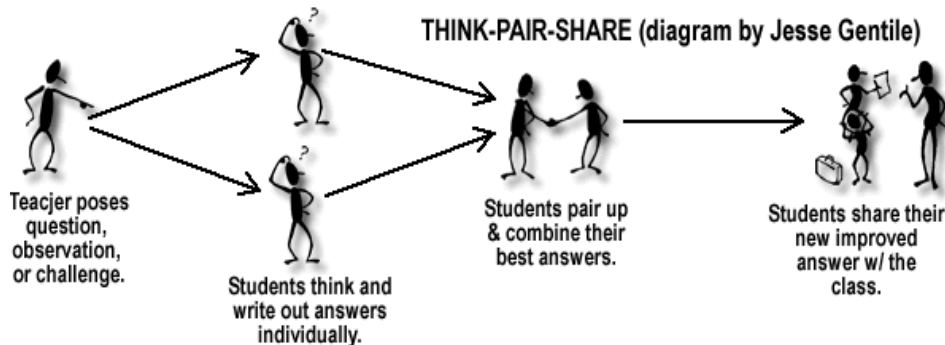
♣ **Thinking:** In which the teacher asks a question to the students which is related to the topic or lesson. He explains the purpose of learning and poses a question that relates the material being conveyed. Then, the teacher gives the students time, one minute or more to think about their responses individually and write out the answer. It is important for students to be quiet for a few moments and to think deeply about the questions being asked. They may write some thoughts and ideas in response to the question.

♣ **Pairing:** In this step, the students, in this step, team up with their classmates and share their answers for two or three minutes, or they work together to create a convincing answer.

♣ **Sharing:** In that one, the teacher asks students to share their answers or ideas to all students in the class. It is powerful if each pair goes around the class from one pair to another pairs. And sharing is made randomly in the classroom (Arends, 2008, p. 15).

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**Figure 1.1:** steps of Think Pair Share (Jesse Gentile, 2008)

This figure shows the steps of think pair share (Jesse Gentile, 2008); it starts with posing question to the students than they think about it individually. After this step students pair up and combine their best answers. At the end, the students share their new improved answers w/the class.

Similarly, Murniyati (2010) puts that TPS is a cooperative teaching strategy that includes three components. They are summarized as follows;

- **Time for Thinking.** The purpose behind is to build a correct and constructive answer because any issue cannot be answered spontaneously, it needs a critical thinking.

- **Time for Pairing.** The students pair with their classmate is for the sake checking each other's answers and exchanging ideas between them.

- **Time for Sharing.** With a partner and time for each pair to share, back to a larger group. They should share their answer to the whole class, exchange their ideas, give and receive information from their friends in the class and comment each other's answers (Murniyati, 2010, p.31)

### 1.2.4 The Implementation of Think Pair Share

Usually, during lesson teachers often ask questions to their students to check their comprehension. Addressed to a single person, such a question provides only the respondent with the opportunity to demonstrate learning. According to Leighton (2011) when using Think-Pair-Share (TPS), teachers offer every student an opportunity to practice and get a broader picture of mastery:

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**Table 1.1:** Implementation of TPS (Leighton ,2011)

<b>1. Plan</b>	Identify places in the lesson where pausing for reflection and exchange of ideas will be helpful to students.
<b>2.Explain strategy to students before beginning the lesson.</b>	By explaining the Think–Pair–Share strategy, students will have partners with whom they will exchange ideas during the lesson, whenever the teacher signals them to do so.
<b>3. Form pairs</b>	The process of forming shares is not random. Using a simple scheme such as having students count off in duplicate—1, 1; 2, 2; 3, 3; 4, 4; and so on. If necessary, the last group may be a threesome or the teacher may take a partner.
<b>4. Pose question; signal “think.”</b>	At an appropriate point during the lesson, pose a question and call for a short “think-time,” perhaps ten seconds or more, depending on the nature of the question. During this think-time, students must remain silent, forming their own answers.
<b>5. Signal “share”</b>	At a signal, usually the word—“share”—or the sounding of a timer’s bell, students have to turn to their partners and exchange answers, spending a minute to explain their thinking and resolve differences, if there are any.
<b>6. (Optional) Have two pairs share.</b>	After individual silent thinking and partner sharing, have two partnerships compare and discuss responses together before reconvening the whole class for discussion.
<b>7. Have pairs report.</b>	At the end of share-time, ask a pair (or a pair of pairs) to report. Depending on the lesson and the time available, discuss the item further, invite other pairs to comment, or simply move along to the next lesson segment.
<b>8. Continue lesson.</b>	sequence through steps 4–7 as necessary.

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### 1.2.5 Other Variations of Think-Pair-Share

According to Khalifa (2016,p,32),there are many variations of this cooperative learning strategy :

- **Think-Write-Pair-Share:** In this scenario, students listen while the teacher poses a question, a problem, a concept or a task. As indicated above, the students are given quiet time to respond to the question in writing. Students are then cued to pair with a neighbor and discuss their responses, noting similarities and differences. It is important to give students enough time to share their answers and discuss how they arrived at the answers with their classmates. After rehearsing responses with a partner, students are invited to share publicly using reported speech.
- **Read-Write-Pair-Share:** Khalifa(2016) indicates that the strategy provides students with a scaffold experience. The student reads a passage independently, and then constructs his/her reactions in writing. These ideas are shared with a partner. The scaffold is enhanced by the discussion and expansion of the thoughts with another classmate and they indicate that some may feel confident once they have rehearsed it by sharing with a peer and may volunteer to share with the entire class.
- **Tell-Help-Check:** is a useful strategy that provides students with opportunities to review and confirm their understanding of critical information. Through interaction with partners, students are able to participate, either orally or in writing, in an activity that will assist in filling in knowledge gaps of information. First, the instructor numbers the students as 1's and 2's. The instructor poses a question to which the 1's respond to. This may be done either in writing or orally. The amount of time allotted to answer the question depends on the depth of the question. Generally, one or two minutes are sufficient. Once the question has been answered, 2's provides help with the answer by adding information or editing existing information. Once both team members have given input on the answer, they check the text to determine accuracy.
- **Think-Write-Pair-Share:** Have students write their ideas in their notebooks before turning to a partner to discuss them.
- **Think-Pair-Square:** Student pairs form a square and share with another pair after they have completed Think-Pair-Share.

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- **Think-Draw-Share:** Students draw their own ideas before they pair up to discuss them with a partner.
- **Formulate-Share-Listen-Create:** Students individually formulate their own response to the prompt or question. They take turns sharing their responses with each other while listening carefully to their partner's response to note similarities and differences to their own response or to the problem. Students, then work with their partner to create a new response to the prompt that incorporates the best of both ideas. Students share their ideas with the whole class as it was asked by the teacher. .
- **Mix-Pair-Share:** Students silently mix and mingle around the room silently. When the teacher says "Pair," students stop and form a pair with the person who is closest to them. They shake hands and stand together. The teacher provides the prompt and gives students time to think. Students take turns sharing their responses with their partners. Teachers may have the students thank their partner and repeat several times with a new prompt each time. Teachers may opt to play music while students are mixing and mingling around the classroom and have it stop when it's time to form a pair, think, and share.

Similarly; S2TEM Centers SC (2012) states that TPS has many variations that are summarized as follows:

- **Think-Tweet-Share:** Students have to think about the prompt and develop a tweet response or tweet representation of no more than 140 characters to share globally.

- **Think-Text-Share:** Students have to think about the prompt and text their response to their partner (if cell phones are allowed in class).

- **Think-Pair-Word-Share:** The teacher poses a question such as "What are all the words you can think of to describe "waves" (process, action, thing, person, etc.). Students are given time to think individually and then they form a pair to share their ideas and develop one Word between the two of them to share with the group.

- **Think-Blog-Respond:** Students think of various ideas for blog postings and create a post. The partner reads the blog post and responds.

- **Timed-Pair-Share:** Give each student sixty seconds to share and call time so the other partner knows when it's time to share. This can be very helpful if one person in a pair is monopolizing the sharing time

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### 1.2.6 Advantages of Think Pair Share

As a Cooperative Learning strategy, Think Pair Share (TPS) has many benefits. According to Farley (2013) Think Pair and Share benefit student and help them to :

- Encourage collaboration, Using think-pair-share allows students to learn from one another in a non-competitive environment to work together towards a common goal, and to practice tolerance.
- Increase self-esteem and participation, Students who may be reluctant to speak up under normal conditions gain confidence as their thoughts and ideas are confirmed or clarified by a partner.
- Deepen understanding of concepts and providing students with time to think independently about the concepts they are learning. This gives them a room to make deep connections. As they share their ideas in pairs and as a whole class, their understanding is further broadened by the unique ideas of their peers.
- Dispel misunderstandings promptly, As students share their responses, the instructor can take the opportunity to resolve misinterpretations, errors, and confusion before independent practice begins.

### 1.2.7 Drawbacks of Think Pair Share

As many other teaching strategies, TPS has many advantages, however it has many disadvantages. Lyman (1992) states some of these drawbacks. He argues that TPS needs maximal service of teacher because there are many groups or pairs in one class. Thus, the teacher must give attention to all groups that have been formed in discussion. Then, the successfulness of this learning technique depends on student's variation in pairing with others. There is no mediator if there is dispute in discussion, and more the most important is time pressure and this can be noisy. There are other disadvantages, students may be obliged to the use of L1; in other words, the overwhelming majority of them to share the tender language. In addition, teachers do not have the adequate time to control all what is said and divided between the pairs. Therefore, TPS can be useful for learners, however disadvantageous in the classroom because of the noise and time (cited in Lasnami, 2015, p.9).

### 1.2.8 Think Pair Share Strategy to Improves Students' Speaking Skills

There are many different strategies that can be used to help learners develop their communicative skills. For example, speaking which is one of the interactive skills can be



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improved through the use of interactive strategies such as TPS. According to Raba(2017,p.13)TPS strategy plays a positive role in improving students' oral communicative skills because:

- The use of think-pair-share strategy leads to an active engagement. In fact, it provides learners with opportunities to think, to listen, to share and to reflect on their ideas and their peers' ideas.
- Think-pair-strategy reinforces students' communication skills in which each student takes his chance to speak, discuss and participate which has many positive effects on the whole group where students feel more self-confident and more active in the class.
- Students learn to listen to each other point of view and to respect each other ideas and thoughts.
- Working in pairs also reduces stress and embarrassment. If they give a wrong answer, for example, they won't feel shy because the embarrassment is shared.
- The main aspects of TPS is that it gives students time to think about the question or the problem, which is important, and of a great effect. Students feel more comfortable if they are given enough time to think and organize their thoughts before they start expressing themselves.

### **Conclusion.**

In short,TPS is a teaching strategy that is used to encourage cooperative learning and to enhance learners' oral communication. It involves learners in active reflective participative activities. It is considered as an effective strategy teaching and learning which encourages students to be creative in their thinking and participate actively in the classroom. In the second chapter, the researcher will focus on the speaking skill and the general challenges that face students' speaking skill. TPS can be a useful strategy to overcome students' speaking difficulties.

**CHAPTER II:**  
**SPEAKING SKILL**

### CHAPTER TWO: SPEAKING SKILL

- 2.1 Definitions of speaking skill
- 2.2 The importance of speaking
- 2.3 Categories of classroom speaking performance
  - 2.3.1 Imitative
  - 2.3.2 Intensive
  - 2.3.3 Responsive
  - 2.3.4 Interactive
  - 2.3.5 Extensive monologue
- 2.4 Speaking difficulties in learning foreign language
  - 2.4.1 Inhibition
  - 2.4.2 Nothing to say
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  - 2.4.4 Mother tongue use
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2.11 Assessing speaking

2.12 Feedback

## CHAPTER TWO : SPEAKING SKILL

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### **Introduction**

Speaking skill is considered as an important part for teaching EFL learners. Developing students' speaking skill is fundamental to their progress in learning the language; however, most of the students encounter difficulties in speaking tasks. In learning any language we try to speak before any other skills. So, the teacher must provide learners with strategies for enhancing this skill and increasing opportunities of language use.

In this chapter, we will deal with general issues about speaking; definitions of speaking, the importance of speaking, categorization of classroom speaking performance, speaking difficulties in foreign language learning, the oral communication strategies. Aspects of speaking performance, speaking relation with other skills, speaking activities and the characteristics of successful speaking activities, the teacher's role in teaching speaking and at the end we will see Assessing speaking and Feedback.

### **2.1 Definitions of Speaking Skill**

Speaking has a variety of views concerning its meaning; each scholar defines it from his own perspective, purpose and interest.

According to Bygate (1987, p. vii)

It is the vehicle par excellence of social solidarity, of social ranking, of advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.

To know if the learners can speak well, it is necessary to get them to actually, say something. To do this, they must act on knowledge of grammar and vocabulary. The application of this knowledge can be realized by speaking practice.

In addition to that, it has also been described by many experts as an interactive process of constructing meaning that involves producing, receiving and processing information (Jill & Charle Hadfield, 1999). Sharing the same viewpoint Florez (1999) added that speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (cited in Bailey, 2007, p.2)

Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation. Research shows that ideas and information are more easily understood and processed through speech than through writing (Turk, 2003, p.9). Additionally; Widdowson (1984, p.58) states that communication

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through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange.

In this study, the term speaking will be used to refer to a skill related to languageteaching and learning. In this light, Numan (2003: 48) puts it that “speaking is theproductive oral skill. It consists of producing systematic verbal utterance toconvey meaning”.

### **2.2The Importance of Speaking**

According to Ishrat(nd,p2)speaking skill is important because:

**1.**Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results inmisunderstandings and problems.

**2.** For a smooth running of any system, the speakers of a language need to beespecially and purposefully trained in the skill of speaking

**3.** In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one’s thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one’s ideas with others is immense. When we speak to others we come to have a better understanding of our own selves.

**4.** An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can also enhance one’s personal life.In a world dominated by communication, the importance of mastering the speaking skill is of no doubt. Ur(1996, p.120) states that one of the main reasons of the importance of the speaking skill is that:

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. . . of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (Ur, 1996, p.120).

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language.

### **2.3 Categories of Classroom Speaking Performance**

As far as the classification of speaking types is concerned, speakers’ speech is classified into different types, as Brown (2000) highlights the main kinds of oral production that learners are expected to perform in the classroom. These are identified as follows:

#### **2.3.1. Imitative**

The most of EFL learners attempt to perform oral language like native speakers. Whenever the teacher introduce an authentic material during the lecture, students tend to imitate the heard pronounced utterances to be sound as natives ones. Imitation is a kind of human recorder speech where the emphasis set on a certain vowel sounds aspects. It aims to focus on some particular elements of language forms. Also, learners are interested only in what has been pronounced rather than comprehending or conveying meaning. They are not interested on taking part in interaction conversation.

#### **2.3.2. Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Interaction through pair work or individual activities through learners internal motivation is required to accomplish the intensive speaking.

#### **2.3.3. Responsive**

Learners are capable to response in the classroom when they answer teachers or other student’s questions or comments in real interaction and in going conversation, with concise and simple answers to creating a more interactional atmosphere in the classroom. For example:

T: How are you today ?

S: pretty good thanks, and you?

S1: so what did you write for question number one?

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S2: Well, I wasn't sure, so I left it in blank (Brown, 2000).

### **2.3.4. Interactive(dialogue)**

Dialogues can appear in various forms, such as interviews, role plays, or debates where the Interaction can be for the purpose of conveying and exchanging specific information “transactional” language or for the purpose of maintaining social relationships “interpersonal”.The latter can involve some or all of the following factors - a casual register, colloquial language, emotionally charged language, slang and sarcasm and/or between multiple participants. It is very difficult for learners to deal with oral production because they need to speak in a casual register and use all of the previous factors. Interactive defers from responsive speaking in the lengthand complexity of interaction.

### **2.3.5. Extensive monologue**

Learners are expected to provide extended monologue in the form ofshort speeches, oral presentations, or oralsummaries. They can be used independently or they can be integrated with anotherdepending on the specific needs of learners where the formal and well planned language is dominant (Brown, 2000).

## **2.4Speaking Difficulties in Learning Foreign Language**

The use of English as a foreign language (EFL) in oralcommunication is one of the highest complex activities that must be taken into considerations in teaching the language .Some learners find real difficulties in dealing with the English language. Particularly, when they find themselves obliged to use it in speaking; even though they knowits rules, but they unconsciously find themselves unable to make a distinction between thisknowledge and its use.For this Ur (1996,p.121)listed the following problems faced by the learnersin speaking a foreignlanguage in the classroom.

### **2.4.1 Inhibition**

Unlike reading, writing, or listening activities, learners feel worried about making mistakes. Learners are often inhibited about trying to saythings in a foreign language in the classroom.Learnersfear is simply from criticism; also, they get embarrassed if their pronunciation is wrong in front of their classmates. Those fears are the reason why most of thelearners fail in communication using the English language. Learners feel stressed when they are asked in front of everybody in the classroom to practicespeaking, thiswill directly lead them to lose their self-confident



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### **2.4.2 Nothing to Say**

The lack of themes or topics to be spoken is a big problem for some learners because they find difficulties to think of anything to say or add. This is because of the lack of motivation in expressing themselves. Also, this problem is due to the lack of vocabulary about a certain topic that may help the learners to develop their ideas and thoughts. Furthermore, some learners are not interested to discuss the given topic.

### **2.4.3 Low or Uneven Participation**

This problem is related to the overcrowded classes because each student will have very little time or chance to speak. Thus, this difficulty is assembled with some learners to dominate, while others speak very little or not at all. In line Bowman et al (1989, p.40) say, "Traditional classroom seating arrangements often work against you in your interactive teaching". Overcrowded classes as pedagogy is against the learners' need especially in such activities like speaking, so having small groups to give the opportunity to everyone to try to give his/her best in expressing themselves and their ideas without hesitation. This could motivate learners as well as teachers.

### **2.4.4 Mother Tongue Use**

It is obvious that the learners who share the same mother tongue tend to use it as a way to express their ideas because of some reasons. Firstly, it is easier. Secondly, it feels natural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. Comprehensively, the learners' difficulties in speaking English are that the environment does not support the students to speak English frequently. The environment here means that people outside the classroom. Those people may think that the learner just wants to show off when they express themselves using English in a daily conversation. Criticisms that may learners get or face make them lose their self-esteem to improve their speaking. Since the students do not want to be rejected by the people around them they stop speaking or communicating in English outside.

In the other hand according to Douglas (2000), the following are some characteristics of spoken language that somewhat can make the speaking performance difficult among the learners, and which also must be taken into consideration. Some of these characteristics can help the learners to speak easily:

- **Clustering**

The learners grouping words together in a careful manner to produce their output; they can organize it cognitively and physically in (breath group) in contrast to fluent speech.

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- **Redundancy**

Learners have the opportunity to produce more utterances that have approximately the same idea in order to make the meaning clearer. Learners can capitalize on this feature of spoken language.

- **Reduced forms**

Special problems in teaching spoken English language can be caused by different language aspects, such as, contrast, elisions, reduced vowels. Learners who are not aware of colloquial contraction can sometimes develop an unnatural, bookish quality of speaking that may embarrass them.

#### **4. Performance variables**

The speaking process is cognitive more than physical because the speaker thinks before s/he utters a speech. This usually leads to the manifestation of many different performances, such as: hesitation, pauses, backtracking and corrections. The latter is considered as one of the advantages of speaking the language. In this respect, teachers should teach their learners how to pause and hesitate since in the English language our thinking time” is not silent. We often introduce certain “fillers”, for example, uh, um, un, well, I mean, etc.

#### **5. Colloquial language**

Teachers have to give importance to the conversational language. In other words, this refers to the everyday language. Certainly, teacher should be sure that his/her learners are aware about the meaning of words, idioms, and phrases of colloquial language, as well as how to produce it appropriately within an actual context.

#### **6. Rate of delivery**

One more salient characteristic of fluency is the rate of delivery. Helping students to enhance a suitable speed, while they are speaking is one of the major responsibilities of the EFL teachers.

#### **7. Stress, rhythm, and intonation**

These intonation patterns are the most important characteristics of English language pronunciation. The good production of this aspect usually leads to the good transmission of the message which a speaker wants to convey.

#### **8. Interaction:**

The spoken language necessitates the presence of the interlocutors both speaker and listener. Otherwise, the speaking skill will lose its richest component, which is the creativity of conversational negotiation.

### **2.5 The Oral Communication Strategies**

These strategies are considered as positive tools that can help learners to negotiate the meaning of utterances in case of misinterpreting or misunderstanding them, to deal with challenging conditions which oral exchanges bring and help them to express thoughts they are not able to convey. Bygate (1987, p.42-48) classifies two main types of communicative strategies:

#### **2.5.1. Achievement Strategies**

Learners use such strategies to fill their language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub strategies

##### **2.5.1.1. Guessing strategies**

the speaker might use different types of guessing strategies. He can foreignize his mother tongue word and pronounce it as it belongs to the target language like a French man who is speaking English and who uses the word “maneuver” as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them.

##### **2.5.1.2 Paraphrase Strategies**

This strategy is about looking for an alternative to the word or the expression that the speaker needs in the target language. S/He might use a synonym or a more general word; this is called lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning.

##### **2.5.1.3 Co-operative Strategies**

The speaker gets help from the other interlocutors when he uses these kinds of strategies. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means. Allwright and Bailey (2004, p.142) define them as “spontaneously asking for the correct term or structure, or for help in solving a problem.” This can mean that speakers may also ask for providing the appropriate grammatical structure through the indication of the items in the native language.

#### **2.5.2. Reduction Strategies**

In these strategies learners reduce their communicative objectives through giving up the topic or abandoning specific message in which Bygate (1987, p.46) claims that speakers/learners can abandon specific part of their communicative message or the whole

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topic; and substitute their chosen sequence by other appropriate ones or shorten it so they can speak freely.

### **2.5.2.1. Avoidance Strategies**

The learners may use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, “th” in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

## **2.6. Aspects of Speaking Performance**

Recently; in a teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task.

### **2.6.1 Fluency**

The main goal that all teachers wish to achieve in teaching the speaking is oral fluency; it is the main characteristic of the speaker performance. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without stops. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take a breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems with speaking. In such cases Thornbury (2005) suggests what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

### **2.6.2 Accuracy**

According to Mansoure (2015) Accuracy is defined as the ability to use words appropriately in terms of grammar and phonology. It involves the production of language making no mistakes. It is also associated with precision when it comes to speaking. In accuracy, a speaker has to be rigorous when s/he uses the different aspects of language,

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especially grammar, vocabulary, and pronunciation. The correctness of all these aspects is what makes an accurate speech. In short, accuracy has to do with correctness in some fields of language, mainly grammar and syntax, phonology, and semantics.

### 2.6.2.1. Grammar

The grammar of speech differs from that of writing. Thornbury (2005) lists the following features of spoken, grammar:

- A clause is the basic unit of construction.
- A clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipses.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

### 2.6.2.2. Vocabulary

In achieving accuracy in terms of vocabulary, students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well - formed utterances.

### 2.6.2.3. Pronunciation

The English language has been considered as a difficult language by native speakers or non native speakers because of its pronunciation. According to Harmer (2001) Learners who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and where they are made in one's mouth; they also have to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English.

## 2.7 Speaking Relation with Listening Skill

Speaking and listening are two essential skills in EFL class . Listening skill refers to the ability to decode and infer what speakers are saying. Brown (2001, p. 275) states that there is "a natural link between speaking and listening." In other words, speaking cannot be isolated from listening since they are complementary and closely related to each other, both skills are

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significant for EFL learners to accomplish the language learning process. Thus, EFL teachers should be aware of the integration between speaking and listening. They should also focus on giving enough importance to listening skills when teaching the speaking skill or the foreign language in general. EFL learners should work on their listening skill, when they listen to native records or to native speakers with different accents, they would be able to acquire more vocabulary and to enhance their pronunciation abilities.

### 2.8 Speaking Activities

Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of ways, including sequentially, chronologically and thematically. They need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences. After deciding about the best means of organization, they can practice speeches with another student or with the whole class. (Wallace et al., 1986)

According to Shrouf (n.d., p.11) teaching and improving speaking skill needs a variety of activities, which may help students in promoting their speaking skill. These activities are:

❖ **Discussion:** This activity aims to help students to share their ideas about the event or to find solutions in their discussion groups.

❖ **Role-play:** During this activity, the teacher provides his/her students with information about the topic and their roles.

❖ **Simulation:** During this activity, students can bring items to the class in order to create a realistic environment. It is similar to role-play activity, but the simulation is elaborated than the role-play activity.

❖ **Information gap:** This activity aims to solve a problem or to collect information in which students work in pairs. One student has the information that the other partner does not have and partners share their info. It is beneficial because it provides students with an opportunity to talk extensively in the target language.

❖ **Brainstorming:** On a given subject, students can produce thoughts in a limited time. It can be individual or group brainstorming. It helps the students to generate ideas quickly and freely.

❖ **Storytelling:** In the given activity, students can briefly summarize a story which they have heard from somebody beforehand, or they may create their own stories. It helps students to express their ideas in the format of beginning, development, and ending with including the characters and setting.

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❖ **Interviews:** In this activity, students conduct interviews on selected topics with various people. It is considered as an opportunity through which students practice their speaking ability not only within the class but also outside. During this activity, teachers provide their students with a rubric in order to help them to know the type of questions they can ask or what path to follow, but they should prepare their own interview questions.

❖ **Story completion:** In this activity, students prepare a report about what they have read in newspaper or magazine. They report to their friends what news is interesting.

❖ **Picture narrating:** Concerning this activity, the teacher provides his students with sequential pictures and asks them to tell the story taking into consideration the criteria provided by the teacher as a rubric which can include vocabulary or structures they need to use them while narrating.

❖ **Picture describing:** During this activity, the teacher provides his students with different pictures. Students discuss the picture with their groups and then, a spokesperson for each group describes the picture to the whole class. It helps the students to foster their public speaking skills.

❖ **Find the difference:** For this activity, students can work in pairs while the teacher provides each couple with two different pictures, and the students discuss the similarities and/or the differences in the pictures.

In the same line, Thornbury (2005, p. 41) suggests some speaking activities, which urge students to participate and help them to speak in a comfortable way. He classifies them into three types, awareness-raising activities, appropriation activities, and towards autonomy. Each type includes specific activities.

**Table 2.1 :** Activities to Teach Speaking Skill (adapted from Thornbury, 2005, p. 41) as cited in Zekri (2018)

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Awareness-Raising Activities	Appropriation Activities	TowardsAutonomy
1. Using recording and Transcripts. 2. Using live listening. 3. Using noticing-the-gap Activities.	1.Drilling and chant 2.Writingtasks 3.Reading aloud 4.Dialoges. 5. Communicative tasks 6. Task repetition.	1. Presentations and talks. 2.Stories,jokes,andanecdotes 3. Drama, role-play, andsimulation. 4. Discussions and debates. 5. Conversation and chat. 6. Outside-classroom Speaking

### 2.9 Characteristics of Successful Speaking Activity

Ur (1996,p.120) states the following four features of successful speaking activities:

#### 2.9.1 The learners talk a lot

The period of time allotted to the activity is in fact occupied by learners' talk. It may seem obvious, but most time is taken up with teacher talk or pauses (Ur,1996,p.120).Tasks should be learners centered; focus more on giving them chances to speak the target language freely without hesitation.The time devoted to such an activity should be given with learner talking time to the maximum,andEFL teachers' intervention should be limited to giving help only when it is needed(Ur,1996,p.120).

#### 2.9.2 Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. Ur(1996,p.120) Teachers' task is to make sure that all students have equal opportunities to participate and discuss. Additionally, a task ought not to be dominated by a few students who like to take control of an exercise. Teachers should make sure that every learner has the possibility to practice the target language.

#### 2.9.3 Motivation is high

Learners are motivated to speak: because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective(Ur,1996,p.120). Motivation also plays a major role in a successful activity devoted to speaking. Teachers should chooseactivitiesand topics according to students' needs in order to motivate them and meet their eagerness in doing the tasks.



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### **2.9.4 Language is of acceptable level**

The learners express themselves in relevant utterances and easily comprehensible to each other, of an acceptable level of language accuracy (Ur, 1996, p. 120). Teachers should select activities whose language level is similar to students' linguistic level. In order to encourage students and give them the possibility to express their thoughts and opinions through fluent and accurate speech.

### **2.10 Teachers' Roles in Teaching Speaking Skill**

EFL teachers have a very essential role and responsibility in providing their students with the maximum opportunities to speak the foreign language by creating a motivating and interesting atmosphere that contains a variety of speaking activities and topics in order to help their students overcome some obstacles which hamper their language learning progress. Therefore, Harmer (2001: 46) claims that EFL teachers need to play a number of various roles that should change according to the nature of classroom lesson's stages and activities in order to stimulate their students to participate. Harmer (2001: 46) has classified certain distinct roles some of them are listed as follows:

#### **2.9.1 Prompter**

Sometimes, learners may find themselves lost during classroom activities and they cannot even think of what to say next. Teachers' role in such situation is to encourage them to think creatively and be independent students. Moreover, a good prompter should offer his students with some suitable words, phrases, suggestions without interrupting the discussion or the activity, but rather in such a way to make progress. Thus, being a successful prompter requires being a careful, sensitive, and encouraging teacher (Harmer, 2001, p. 60).

#### **2.9.2 Participant**

As an old view, teachers' role concerns only correcting their students' mistakes, providing feedbacks, and prompting or organizing the groups from the outside. However, what has been noticed nowadays is that language teachers can also act as participants and be a part of the tasks without dominating the speaking performance. Teachers' participation with their learners in classroom debates or discussions make it more enjoyable and interesting since students will have a better chance to share and practice the language with their teachers (Harmer, 2001, p. 60).

#### **2.9.3 Organizer**

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Harmer (2001,p 58) states that “one of the most important roles that teachers have to perform is that organizing students to do various activities”. The process of organizing an activity is considered to be difficult for teachers who are supposed to guide students in how to do activities and to organize them into pairs or groups with allocating time needed for each exercise. Moreover, he added that it is recommended to provide more precise instructions that should be presented in a logical order with clear way and examine their students’ understanding of it before starting the tasks to enable them to interact easily and successfully during the activity ,and to clearly inform them about the reason behind doing such activities. These qualities can help students get involved, engaged, and ready to participate.

### **2.11 Assessing Speaking**

There are many forms of speaking assessment. According to Thorubury (2005, p.124), speaking assessment can be done formally or informally. For him informal assessment can take place at the beginning and at the end of the language courses as well as at various occasions during the course itself by asking a question to know if students understand or not. Thorubury (2005,p.128) states that assessment has the main aspect that learners’ should focus criteria, which takes a variety of factors there are four (4) categories, which, teachers should focus more in speaking

- **Grammar and Vocabulary**

Teachers have to focus on assessment and appropriate use of selective forms and choice of vocabulary in order to meet the task requirement (Thorunbury, 2005, p. 127).

- **Pronunciation**

The pronunciation of foreign language speakers is different from the pronunciation of native speakers. There are main aspects that make pronunciation difficult these involve using of consonants, vowels, stress, and intonation. Therefore, pronunciation is the ability to produce speaking in correct forms.

- **Effective Communication**

According to Thorubury (2005,p.146), “communication is the learner ability to respond appropriately with speech ...rhythm to fulfill the task requirement.” Therefore, the main characteristic of effective communication is when it clearly organization of the main purpose of it.

- **Discourse Management**

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Teachers have to look for the students' ability to express ideas and opinion in coherent speech (Thorubury, 2005, p.127). Finally in teaching a foreign language it is important to assess all students' speaking skill and other skills. Speaking assessment involves the students' ability to use their knowledge about language to communicate.

### **2.12 Feedback**

According to Ur (2003, p.), feedback is "...the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving the performance". Some examples given by Ur are "yes, right". Besides, the author exposes that feedback has two main components which are: assessment and correction. Thus, a question from this statement emerges: Can you separate assessment from correction or correction from assessment? The answer to this question as said by the author is that, even if there is a relationship between both of them, a teacher can assess without correcting but cannot correct without assessing because it is not correct to say something positive or negative about an issue which has not been assessed before.

Ur (2003) also includes giving feedback in oral production stating that ideally when giving feedback in oral production it should not be at the moment of the speech (for example correcting fluency), because even if sometimes it can be helpful and of course there are moments that deserve correction, most of the time it would be distractive. As it was shown before, giving feedback is relevant, especially in the formative assessment since it is a support for both teachers and learners for the improvement of the teaching-learning process. (as cited in Marcela el, 2013).

### **Conclusion**

In this chapter, we have attempted to provide a clear idea about speaking process in EFL classes, which is considered as more challenging than listening, reading and writing. Initially, we have provided different definitions and types of speaking skill. Moreover, we focused on various elements, and characteristics of speaking performance. In addition, we attempt to outline some difficulties behind students' struggle to speak in English. Therefore, this chapter highlighted the importance of speaking skill and its relation to listening. Furthermore, the chapter presented the major teaching techniques and highlighted their main assumptions. Also, it focused on two main speaking aspects, which are fluency and accuracy. The following chapter will present the research methodology of this study, and the interpretation of the collected data followed by a discussion and synthesis of the major findings.

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**CHAPTER III:  
FIELD WORK**

### **Introduction**

In the previous chapters, we have explored the existing literature view about our two variables, which are Think Pair Share (TPS) and students' speaking skill. The following chapter presents the fieldwork of this study. A descriptive study has been adopted in order to collect and analyze data. Accordingly, the data collection tools consist of the teachers' interview, students' questionnaire, and a classroom observation grid. These data collection tools are conceptualized on the basis of the theoretical part of this research study. The present chapter is an attempt to gather data in order to investigate the main research question. Additionally, it seeks to analyze and discuss the obtained results and use the findings to avail and validate the research hypothesis stating that the use of TPS can improve student speaking skill.

### **3.1 Research Methodology**

In this first section, a description of the study is provided. It gives further details concerning the adopted method, the research subjects as well as the chosen instruments for data collection and the procedures of the research.

#### **3.1.1 Research Approach**

Research approach is a theoretical framework that is used in a particular study. According to Williams (2007, p. 65) there are three research approach, the qualitative approach, the quantitative approach, and the mixed-method approach. Indeed, the nature of this study leads the researcher to opt for the mixed method research approach.

#### **3.1.2 Research Strategy (ies)**

According to (Dornyei, 2007, p. 115; Tavakoli, 2012, p. 506) claim that research strategy divided into three research strategies, the qualitative research strategy, the quantitative research strategy, and mixed-methods research strategy. However, the quantitative research strategy can be an experimental research strategy (True experimental or Quasi-experimental strategy) or non-experimental research strategy (Correlational or comparative strategy). Whereas, the mixed-methods research strategy includes the combination of both the qualitative research strategy and the quantitative research strategy. In fact, in this study the researcher choose the mixed method research strategy because the

researcher conducts the research with case study (small scale study), because the population includes overcrowded classrooms.

### **3.1.3 Data Collection Methods**

According to Pandey and pandey (2015, p. 57) say, “Tools may vary in complexity, interpretations, design and administration. Each tool is suitable for the collection of certain type of information. This study opted for mixed method as data collection methods.

#### **3.1.3.1 Teachers’ Interview Aim**

For more accurate data about teachers’ use of Think Pair share in the classroom and its efficiency in developing students ‘speaking skill, a semi structured interview with ten teachers with different ability and level. One of the benefits of the interview is that it enables the researcher to gather deep and detailed evidence likely to explain phenomena and issues in a more explicit way.

- **Structure and Content**

The interview is conducted with ten teachers in the end of the observation period; it consisted of ten questions on TPS use in the classroom and their views about this strategy. Our interview is categorized as follows: 1) the use of TPS in EFL classes. 2) Teachers opinions about TPS use. 3) teachers’ perceptions of students’ oral communication. 4) the relationship between TPS use and students’ speaking. In addition, the questions were also about TPS and its relation to students ‘oral interaction. Hence these questions allowed us to attest the use of this strategy and to assess students’ speaking in the classroom.

- **Pilot and Validation**

Before the final administration, the teachers’ interview was pre-used to validate the content in order to get the required data. In fact, the main objective behind the piloting stage was to check out the comprehensibility of the questions and the correctness of redundancy and ambiguity. In the piloting stage, the interview distributed to three (03) teachers’ from the department of English in Biskra University as a pilot phase.

- **Administration**

In the administration phase, the interview was been submitted hand to hand to five teachers who refuse to do it orally and we have dealt with it orally with other five teachers of oral expression at departments of English in Biskra University.

### **3.1.3.2 Observation**

Tavakoli (2012, p. 419) classifies the observation into three types, structured observation, unstructured observation, and semi-structured observation. The researcher chooses the observation as a second data collection tool, in order to observe the participants' behaviour and performance in the natural situation.

- **Aims**

The researcher opted for the observation to observe the performance of the students while the TPS strategy is used in speaking tasks.

- **Structure and Content**

To accomplish the object of this study, the researcher conducted a classroom observation with first year students for 7 sessions as a non-participant observer depending on observation grid. It takes the form of semi-structured observation grid, which consist the information about the sample such as the name of the instructor, group, place, time, the course, the number of the students, date, and the subject. The observation grid formed as a table divided into two columns, the first column consists the aspects observed while the second column specified for the comments.

- **Pilot and Validation**

In the present study, the researcher before tackled the classroom observation they piloted the observation gridwere pre-used to validate the content in order to get the required data. In addition to some modification each session (omits the useless aspects and add new one).Indeed, the main objective of the piloting stage was to check out the content of the observation grid. In addition, the piloting stage aimed to validate the investigation of the study.

- **Administration**



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The classroom observation had been started from 05th, February, 2019 until 06th, March, 2019. It conducted with one class from the first year students at the department of English at Biskra University. It lasted four weeks in which the researcher attends seven sessions, whereby the teacher relied on the use of TPS strategy.

Every observation's session took one hour and half. During this time, researcher sets at the end of the classroom to observe the participants' performance and all the classroom events, without interfering in the teaching and learning activities. Moreover, the undertaken observation was direct; the researcher has not used any record or filming devices. In addition, researchers relied on own personal observation.

### **3.1.3.3 Questionnaire**

Cohen, Manion, and Morrison (2007, p. 320) state that the questionnaire divided into three types structured questionnaire, unstructured questionnaire, and semi-structured questionnaire. The present study opted for the questionnaire as a first data collection in order to determine the respondents' opinion concerning the use of TPS in enhancing the speaking skill.

- **Aims**

The researcher opted for the questionnaire a data collection tool, to identify the respondents' attitude and opinion concerning the use of TPS strategy in improving the speaking skills as well as their views about the cooperative work.

- **Structure and Content**

In the present questionnaire, three rubrics were proposed to the respondents. Each rubric designed to collect data about one aspect of the study under-investigation. These were Introduction, students' profile, the students' opinion about cooperative work the speaking skill, and at the end, the investigator thanks the respondents for their collaboration with providing additional information about the researcher with information. Basically, the first rubric contains 3 questions while the second rubric includes 4 questions whilst consist of 11 question. Furthermore, the questionnaire was a combination of both close-ended questions and open-ended questions. It submitted online to the sample of first year students in their facebook group. After designing a questionnaire, 25 students were handed the questionnaire by the end of February.

- **Pilot and Validation**

Before the final administration, the students' questionnaire was pre-used to validate the content in order to get the required data. In fact, the main objective behind the piloting stage was to check out the comprehensibility of the questions and the correctness of redundancy and ambiguity. In the piloting stage, which taken place on 12th, December, 2018, the questionnaire distributed to five (05) students from the population of first year students as a pilot phase

- **Administration**

we submitted the questionnaire online because of the current conditions that is happening at our university (the majority of students are absent).

### **Conclusion**

To sum up, three data collections instruments are used in this research work: a questionnaire, classroom observation and an interview. The questionnaires are used to collect large amount of data about the strategy and students' speaking skill. Similarly, the observation also permitted to check the teachers' use of the TPS strategy and students 'oral interaction. However, the observation aimed at checking the teachers' use of this strategy and the learners' behavior and interaction in the classroom. In addition, the interview is used to gain more evidence from teachers, that is to say confirming the results from teachers who are best qualified to judge the effectiveness of TPS strategy on students' interaction in EFL classroom. the reason behind the use of many methods and tools is that the combination of research tools allows the researcher to overcome weaknesses of each tool (Dowson, 2002)

### **3.1.4 Research Sampling**

Sampling is the process through which a sample is extracted from a population (Alvi, 2016, p. 11).The population of this study was the first year students of English, at the University of Biskra because the nature of the study and the students are novice students in learning English language as a specialty.

#### **3.1.4.1 Purposive Sampling Technique**

In the present study, we opted for the purposive sampling techniques because they selected non-random sample based on our knowledge about the level of the population and the objective of the study (the nature of our study).In addition, we had chosen first year students because of the smoother transition from secondary school, on which TPS is

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frequently used in addition to that we have a large number of tutorial session with a high possibility and feasibility of using this strategy.

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### Item 1: Teachers Teaching Experience at University

This item demonstrated the teaching experience at University of each teacher.

**Table 3.1 Teachers' Teaching Experience**

options	From 1 to 5 years	From 5 to 10 years	More than 10 years
Number of teacher	2	2	6

The result presented in table 1 show that the majority (6) of English teachers at Biskra University have teaching experience more than 10 years; this shows that they are familiar with different methods and strategies used in teaching. In addition, they are able to talk about the different strategies to develop their students 'oral communication skill. Moreover, (2) of the teachers had less than 10 years of teaching experience.

### Item 2: Teachers Experience in Teaching Oral Expression Course

This item sought to identify the experience of teaching of every teacher in oral expression module.

**Table3.2: Teachers' Experience in Teaching Oral Expression Course**

Options	From 1 year to 5 years	From 5 years to 10 years	More than 10 years
Number of teachers	3	5	2

From table 2 , we notice that the majority(5) of teachers have less experience in teaching the oral expression course, compared to(2) of them who have more than 10 years teaching experience, and (3)who have an acceptable experience (from 5 to 10 years).

Consequently, the majority of teachers respond that they have a long teaching experience in oral expression course, because they have spent a long period in teaching oral expression-course from 5-10 years. This indicates that they are experienced teachers, so they know how to deal with the students' classroom interaction. However, other teachers have a short experience in teaching oral expression. Thus, they are less experienced teacher since he/she has taught this module just for two years.

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### Item 3: The Teaching Strategies Adopted by Teachers in the Oral Expression Course

Two of our interviewees respond that the most speaking activities they rely on is situation based approach. They justified their answers under the development of students speaking skill. Also they added that this type make students find themselves in need to recall all linguistic knowledge ,in order to cope with that situation .However, the other teachers agree that they rely on role plays, discussion and storytelling without providing justifications. This indicates that those teachers rely on these types of speaking activities may be because they have noticed that giving students such interactive activity will lead them to interact and practice the speaking skill inside the classroom since the learners do not interact in English outside the classroom. This reveals that the best context for communication is the classroom.

### Item 4: Teachers Use of TPS Strategy

This item is constructed to know teachers' use of TPS strategy.

**Table3.4 Teachers' Use of TPS**

Choice	Yes	No
Frequency	8	2

From table 4 we notice that 2 of teachers said that they do not use this strategy in their classrooms. On the other hand,8 of them use this strategy but some of them do not know even that they use it. Because they are not familiar with its name and after my explanation to this strategy they recognize that they actually use it.

The teachers provide an activity or activities to students in a form of a specific topic; they formulate individual ideas and share them with a peer since it creates a warm atmosphere. Furthermore, this provides an opportunity to all students to participate and share their ideas with the whole class. The majority of teachers use the Think Pair Share Technique in the classroom, by giving students a topic or a question to think about it. They give them time to think about this instruction, then students pair up with their peers. Finally, students share their ideas with the whole class. Here, we answered to research questions number 1, that teachers use the TPS technique in the classroom.

The results showed that all teachers use the technique in the classroom by following its three steps. During the first step, teachers provide their students with the material being

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discussed; this can be a quote, question or a text. They give them time to think silently and individually. Finally, after thinking and grouping them into groups depending on their preferences and the number of students, they share their answers and thoughts to the whole class. All the interviewees use this technique in the classroom, and its use depends on the lecture, on the activity or the on the task .In short, the use of this technique depends on the content being studied and it depends on the needs of students.

### **Item 5: Teachers' General Perspectives on TPS Strategy**

This item seeks to know teachers' general perspectives on TPS strategy.

**Table 3.5: Importance of TPS**

Options	Very important	important	Not important
Frequency	5	4	1

The majority of teachers think That TPS strategy gives students the chance to speak to each other. Nowadays, teachers implement Learner-centered approach .Thus, TPS may serve the purpose of creating interaction inside the classroom (T3). Besides, in the classroom to answer a question or share ideas one needs to interact with others. Therefore, TPS is useful in engaging all students in class discussion and promoting their interaction. It is necessary to create a suitable environment for students to interact and this is ensured by the TPS technique. In addition, this technique makes learners socialized and motivated. It helps them develop their critical, intellectual skills and avoids anxiety (T4).

### **Item 6: Teachers Satisfaction Concerning Their Learner's Oral Interaction Skills**

Concerning this item, teachers are requested to state their satisfaction concerning learner's oral interaction Skills.

**Table 3.6 Teachers' Satisfaction Concerning Their Learners' Oral Interaction Skills**

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Options	No	Some how	Yes
Frequency	5	3	1

In table 6 The results of the interview made us find out that the common of teachers(5) are not satisfied with their students' oral interaction skills, because of the lack of self-confidence, vocabulary, and pronunciation .Besides, there are some students who are very shy, thus they don't share. Whereas, three of teachers are somehow satisfied with their students oral interaction skills, which concerning the student of high level.

The results of the interview made us find out that some teachers are not satisfied with their students' interaction, because of the lack of confidence, vocabulary, pronunciation, and TPS is a technique that remedies those problems (T1).Moreover, there are some students who are very shy, thus they don't share. (T2)There other teachers who are satisfied with the interaction of their students, because during the sessions all students without exception are involved in the class discussion. All of them do what they asked them to do. They feel comfortable to answer questions and share ideas with partners by interacting with the material, peers and the teacher. However, sometimes teachers notice a decrease in learners' interaction (T3). As they have noticed this is not because of the technique used or learners' readiness to take part in discussions but it's due to a lack of both background knowledge about the topic and language mastery. Finally, students' interaction gives us a clear picture about the understanding of a given point of a

### **Item 7: Difficulties Faced by the Students in Oral Expression**

In this item, the researcher sought to indentify difficulties faced by the students in oral expression.

**Table 3.7 Students' difficulties in Oral Expression.**

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Options	Lack of vocabulary	Grammatical mistakes	anxiety	Lack of motivation
frequency	9	9	8	6

Table 7 shows that all teachers have the same point of view concerning the difficulties in oral expression course. The interviewees declared that the major students' speaking difficulties are mainly related to the students' lack of vocabulary, shyness, and poor listening practice. Since the students do not read a lot in order to increase their amount of vocabulary, which will help them to reduce their anxiety and anxious feelings. Hence, they could interact either with the teacher or with other classmates in front of the whole classroom. This indicates that those learners are low self-confidence may be because in classroom interaction, the students are supposed to speak and listen more than to write and read.

### **Item 8: TPS Strategy Influence Student Speaking Skill**

The researcher opts for this item to know the influence of TPS strategy on students' speaking skill.

**Table 3.8: TPS Improves Student Speaking Skill**

options	Yes	no
Frequency	9	1

In table 8 we notice that the majority of teachers (9) think that this strategy can improve student speaking skill and work effectively when they use it in EFL classroom. One of the ten teachers respond with "no" and he did not provide us with a justification. The remaining 8 teachers justified and illustrated their response as following:

- TPS makes the students active and easily integrated people into the society.
- TPS engages the students in hard reflective work and thinking; hence, they are encouraged to share and discuss their personal knowledge to give and take.
- TPS reduces anxiety and raises students' self-confidence.
- TPS encourages the learners to think and rely on themselves.
- It gives chances even to silent students to speak; moreover, it allows shy learners to think and interact freely.



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### **Item 9: The way does TPS strategy influence the development of the student's speaking skill**

Through this item, teachers are requested to state the way does TPS strategy influence the development of the student's speaking skill.

**Table 3.9 The Way Does TPS Influence The Development of Speaking Skill.**

Options	Promoting motivation	Self-evaluation	Correction	Rich production
Frequency	10	8	5	5

The majority of teachers explain that this technique is very helpful for the students, because it influences the development of their oral interaction. In many ways; it encourages them to show themselves as individuals, as well as part of a group (society) by making them well involved in the classroom .In other words, if they are involved, then, there will be oral interaction(T1). TPS technique has a positive effect on the development of students' speaking skill. The more students are engaged in class discussion the more they speak. With time, the oral interaction of students will be increased. (T2)

### **Item 10: Teachers' Suggestions Concerning the Use TPS Strategy**

All teachers recommend using TPS in any course because it encourages mutual thinking and entails a rich production because it enhances students' chances to speak, share their thoughts with their peers and specially learn from each other.

The interview result confirmed the findings of the questionnaire and classroom observation. The teachers were found to use the group works in the classroom by following the three steps of TPS strategy, thinking, pairing and sharing. This strategy is used by the teachers is workshop sessions. They also argued that this strategy is very beneficial for the students since it makes them socialized and motivated. In fact, the TPS strategy helps learners create teams, share ideas and communicate in the classroom; it is very helpful to make the classroom very interactive. The teachers added that this strategy influenced the development of students 'oral interaction in the classroom by showing themselves as part in the society and making them more involved in the classroom discussion.

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### **Analysis of Classroom Observation**

In addition to the questionnaire, classroom observation is the second tool of collecting data that researcher used to support the results obtained from the students' questionnaire. The purpose behind using the classroom observation is to get insight about the real situation, through observing the participants' performance and behaviour while using TPS strategy; also, to observe the teacher's instructions and roles during the session. We observed a sample from thirty-six (36) students.

### **Section One: Classroom Management and Environment**

During the period of two weeks, the researcher observed that in all the seven sessions, the physical setting was clean, large, and comfortable. It was enough to apply the technique of Think Pair Share (TPS). Furthermore, classroom conditions were suitable, the furniture arrangement was formal. Some of the students were sitting alone; however, the others were sitting in pairs. The teacher managed his class very well. Lastly, the learning atmosphere was convenient and respectful.

### **Section two: Teacher's Role**

Before using the strategy (TPS), the relationship between the teacher and the students is good. The teacher started his lesson by asking them a question in order to discuss it. He provided a comfortable atmosphere and was friendly with his students to participate in the discussion. Moreover, he did not make his students feel embarrassed to contribute in the class. The teacher possesses a good listening skill and take care of his students.

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In the first session (before using the TPS), the teacher asked a question for today's discussion; it has been observed that the students had no time to think about the answer. They were hesitating and did not participate much. This may be due to the lack of knowledge towards the suggested topic, it was unfamiliar for them. The learners, in other words, were passive and did not actively participate in the classroom; their interaction was very low.

During the six sessions we have attended (We used the TPS strategy), it has been noted that students were not hesitated to answer the questions, they participated and tried to intervene their peers to state their ideas. The majority of them volunteered to contribute in the classroom discussion, they felt comfortable and this might be due to the information they have towards the theme of the topic to be discussed. (Statement 2 and 3)

In the first session, students did not share their ideas with their classmates, but rather they preferred to keep it for themselves. However, when the teacher used the TPS, we remarked a noteworthy difference before and after the use of the technique. Learners could provide their personal ideas and opinion. In fact, they became motivated more in order to gain extra scores. (Statement 4)

Indeed, compared to the other six sessions (first session), students showed lack of motivation; some of them hesitated to get involved in the discussion. When the teacher suggested a topic to debate, students did not show much eager to answer. This is because of the lack of collaboration and cooperation. However, in the last session, students showed enthusiasm in the classroom. Therefore, learners somehow controlled over what is happening inside the class, i.e., the majority of them debate between each other. And this is due to their preference to work in

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pairs. This latter is considered as a key factor to promote students' motivation in the lesson. They were so motivated as if it was competition. (Statement 5)

At the beginning, students did not hold any conversation but rather they were passive and quiet. Whereas, in all the six sessions we attended, it has been observed that with the help of the teacher. Students could move along with the conversation; each of the pairs had their chance to speak louder and share their ideas. The discussion was organized but we could not deny the fact that there are some students who dominated the conversation and gave others very short turns. Some others intervened within the conversation, which disturbed the ones who were providing their ideas. Some of the learners knew how to open and close the conversation; whereas, others seemed to not be interested in opening the conversation. This indicates that EFL learners have lack in opening and closing a specific conversation in the classroom. (Statement 6)

During all the sessions, we noted that students interact in the classroom and communicated freely in the target language. This is due to the time allotted to think about the answer; this time allowed students to think critically and share their personal views among their peers. It has been observed as well that the interaction between the learners led to a meaningful classroom communication. (Statement 7 and 8)

During all the sessions we attended, speaking skill has varied according to the topic, their knowledge about it and their interest. If the topic was interested as well as familiar to their scope of knowledge, student would put efforts to participate and try to improve their speaking skill. On the other hand, the teacher suggested a topic where all learners had the opportunity to participate; they emerged a debated and created a classroom interaction. Their speaking skill was academic. Yet, they somehow have a lack in vocabulary. Moreover, their level in speaking skill increased,

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they engaged very well in the topic provided and they participated in the classroom. (Statement 9 and 10)

As it is mentioned before, students did not have enough time, in the first session to answer the teacher's question; they were inactive and working individually. However, when the teacher applied the TPS technique, EFL learners teamed up they had time to express their ideas down in a paper, and then they shared their thoughts with their peers. This enabled students to check out each others' answer or hear another possible answer. Those who were confused asked their classmates for help. On the other hand, the atmosphere was a bit noisy but acceptable. This time allowed all the students to have the opportunity to participate. (Statement 11)

In all the sessions, the teacher gave them clear instructions. He also applied appropriate materials (videos) to help them in the discussion. The learners understood the instructions and showed their interest. (Statement 12)

### **Conclusion**

In concluding, the positive results from classroom observation retrieved in this study concerning the role of TPS as a cooperative learning strategy on improving students' speaking skill have confirmed our hypothesis. The results reveal also that learners' oral interaction has been developed by learning cooperatively in small groups. In addition, the results confirmed the study's hypothesis that if TPS implemented during EFL sessions, It will enhance Learners' speaking skill. Furthermore, the results reveal that although the implementation of cooperative learning strategy is proved as effective way of teaching, it still comprises certain negative aspects such as some learners are not interested in working in groups, group conflicts that result in noise and students and learners.

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### Analysis and Interpretation of the questionnaire

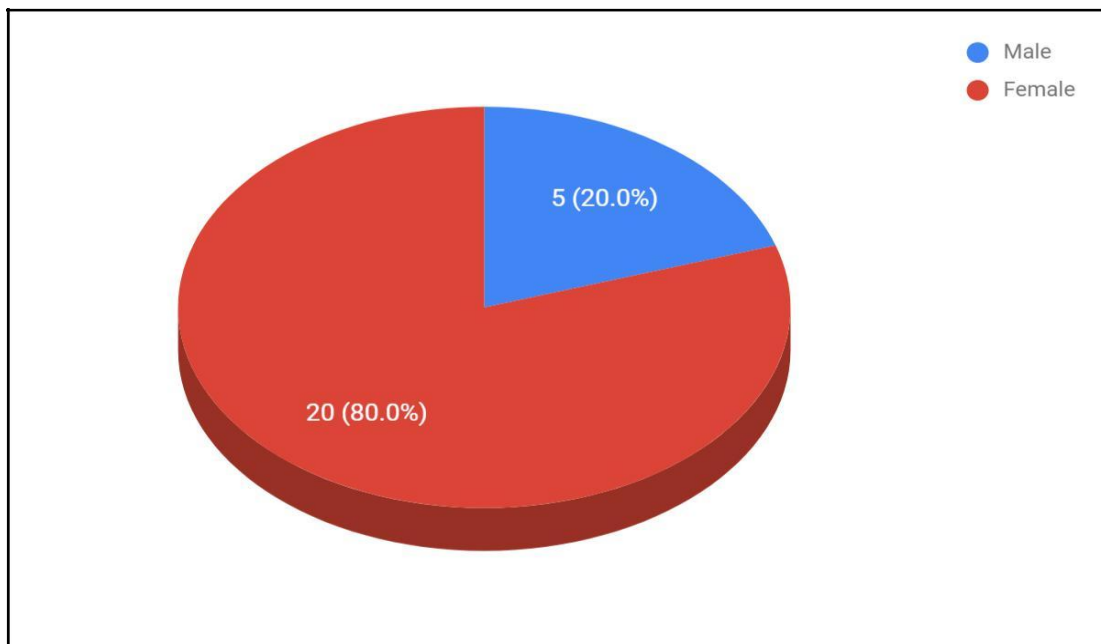
This questionnaire aims to explore the students' attitudes towards learning in pairs or groups. In addition it seeks to investigate the use of Think Pair Share Strategy to improve their speaking skill. It addressed to first year EFL students at the University of Biskra. Each question will be analysed and discussed separately.

#### Item 1 Participants' Gender

This question demonstrated the respondents' gender.

**Table 3.1 Participants' gender**

Option	Number	%
Yes	24	96%
No	1	4%
Total	25	100%



**Graph 3.1 Participants' Gender**

The results shown in the graph demonstrates that the majority of participants are females (20), with the percentage of (80%). However, males (5) represent only (20%) out of

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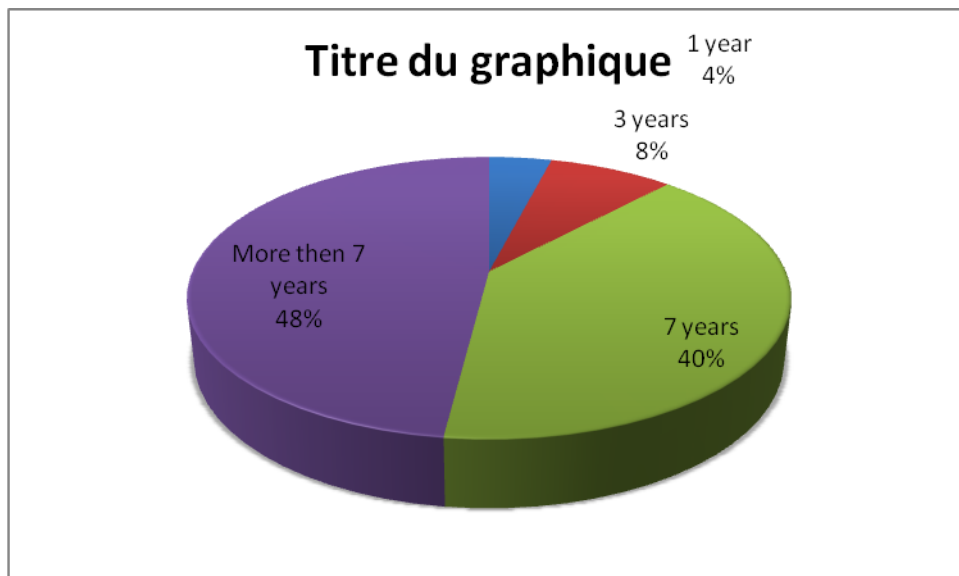
the sample in Biskra University (BU). This means that learning English language has been always females' targeted branch, unlike males who prefer other branches especially scientific ones.

### Item 2. Educational Background In Relation To EFL Courses

This question sought to identify years of studying English language of our respondents.

**Table 3.2 Educational Background in Relation to EFL Courses**

Options	Number	%
More than 7 years	12	48%
7 years	10	40%
3 years	2	8%
1 year	1	4%





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**Graph 3.2 Educational Background in Relation to EFL Courses**

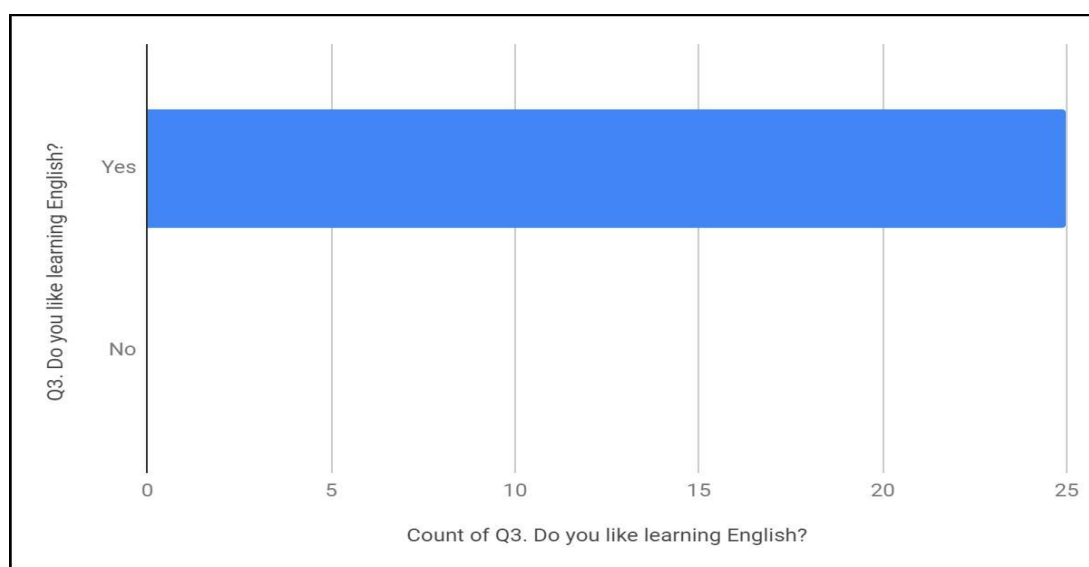
The above table illustrates that out of 25 participants, 2 (8%) of them have been learning English for seven years. On another note, the remaining participants have answered differently, whether more or less than 7 years, each answer forms an average of (4%). This indicates that mostly all the participants are familiar with English and share similar learning experience.

### **Item 3 Participants' who like learning English**

This question sought to determine respondents' motivation to study English language as a branch of study.

**Table 3.3 Participants' who like learning English**

Option	Number	%
Yes	25	100
No	0	0%
Total	25	100%



**Graph 3.3 Participants' who like learning English**

The participants were asked whether or not they like learning English language. The provided opinion leads to the results that all the respondents have a liking for learning

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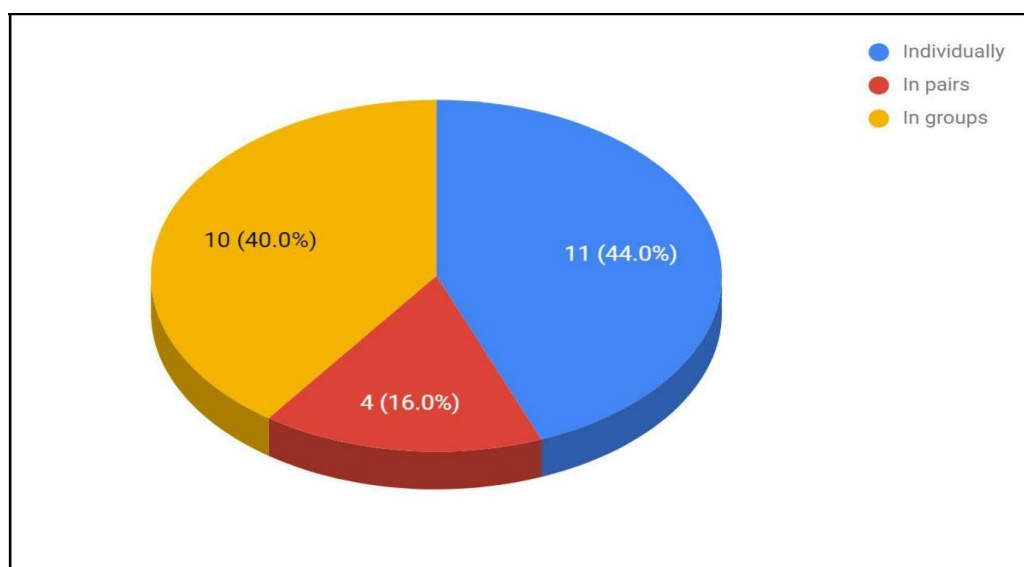
English language. Hence, in order to know the reasons behind their choice, the respondents were asked to justify their answer. The majority of participants find English dynamic, fun, and international language which helps them to travel abroad. Some of them stated that it is more like hobby to them, refreshing, and allows them to view the world from different perspectives. Therefore, one of the participants said that “I like the language since I was kid, I used to watch movies to acquire the language”, while participant claimed that “to it becomes the most language used in the world and it's my dream to become a teacher of English. However, two of them expressed how much they like English because it is their favorite language among all the other languages and easy to learn. The rest two participants declared “To contribute in the society you must be good at something, I'm good in English”, “I need it to speak with foreigners and it is important nowadays”.

### Item 4. The way which participants' prefer in learning English

This question sought to determine respondents' preferred way of learning English.

**Table 3.4 The Preferred Ways of Participants in Learning English**

Options	Number	%
Individually	11	44%
In pairs	4	16%
In groups	10	40%



**Graph 3.4 The Way Which Participants' Prefer in Learning English**

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The presented data shows that (44%) of the participants (11) do prefer to learn English language individually. whereas; the minority of respondents (4) opted for learning in pairs, who form a percentages of (16%). While, those who picked in groups outline (10) (40%). In order to know the justification behind the participants' answers, one can organize it as follows:

In group:

- Learning English in group provides the cooperation between students and they will benefit from each other by sharing different ideas,
- In group can help the student to get new information from another member and peers' correction,
- To exchange ideas and develop different skills,
- One can detect his/her mistakes,

In pairs:

- Learning English in pairs is much better because there is two students rather than many members which usually lead to more distractions during revision process,
- Learning in pairs is more effective in terms of discipline,
- It is more relaxing and there will be less stress,

Individually:

- Most of the students feel comfortable learning individually,
- Some of them are not very sociable and introvert,
- Working alone can raise the student's concentration,
- Relying on oneself can help the student to focus more on the task,
- Working individually can serve the student to finish the work in very short time,
- Some participants cannot concentrate or focus when there is another peer or group of them,

The remained respondents declared that relying on oneself can help you to get higher marks.

### **Item 5 Participants' Opinion about Working in Pairs and in Groups**

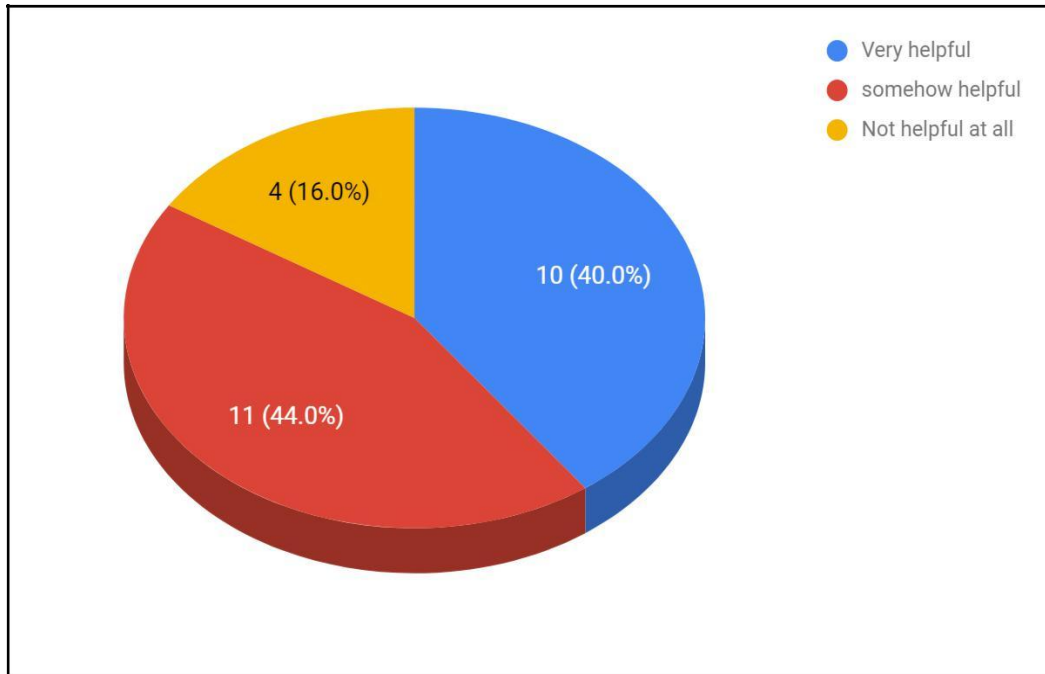
This question measures students' opinion towards working in pairs or groups.

**Table3.5 Participants' Opinion about Working in Pairs and in Groups**

Option	Number	%
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Very helpful	10	40%
Somehow helpful	11	44%
Not helpful at all	4	16%
Total	25	100%



**Graph 3.5 Participants' Opinion on Working in Pairs and in Groups**

This question measures students' opinion towards working in pairs or groups. The difference between the participants who opted for "somehow helpful" and the others who picked "not helpful at all" is quite immense. The former represents (44%), whereas, the latter represent the average of (16%). 10 of the participants, who form the percentage of (40%) find working in pairs or groups very helpful.

### **Q: participants' justifications**

This sub-question is asked in order to fully understand the reason behind their choices. Some of the participants prefer to work in pairs or groups to share different ideas, help them to improve themselves and their skills, and as it is stated by a participant is that "the progress of the mental process go hand in hand with small groups and so on, unless they are highly educated". In addition, working together allows the participants to use the

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language all the time, allows them to express themselves freely, and it changes the pace of the lesson.

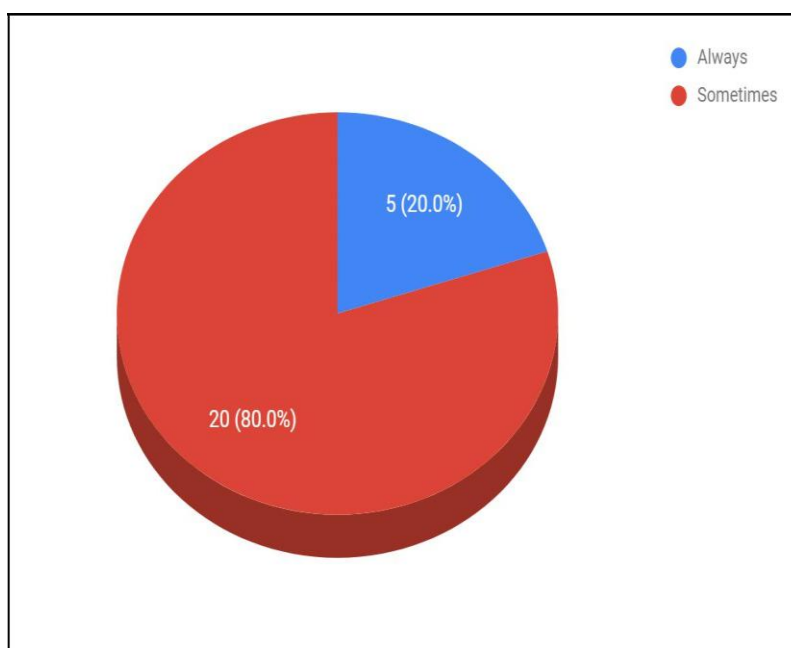
However, the respondents who find practicing together is not helpful are because they lose concentration, it is messy and uncomfortable. While, working in pairs or in groups, some students are not serious and committed to do their assignments. It takes time and as it is stated by a student “1% studying, and 99% talking or eating”.

### Item 6. Number of Times That Teacher ask Participants’ to Work in Pairs

This question sought to identify the frequency of teachers’ motivation to student to work in pairs.

**Table3.6 Number of Times That Teacher asks Participants’ to Work in Pairs**

Option	Number	%
Always	5	20%
Sometimes	20	80%
Never	0	0%
Total	25	100%



**Graph3.6 Number of Times That Teacher ask Participants’ to Work in Pairs**

The displayed data above portrayed the frequency of how often participants are asked to work in pairs. According to the answers, the majority of respondents, which represent the

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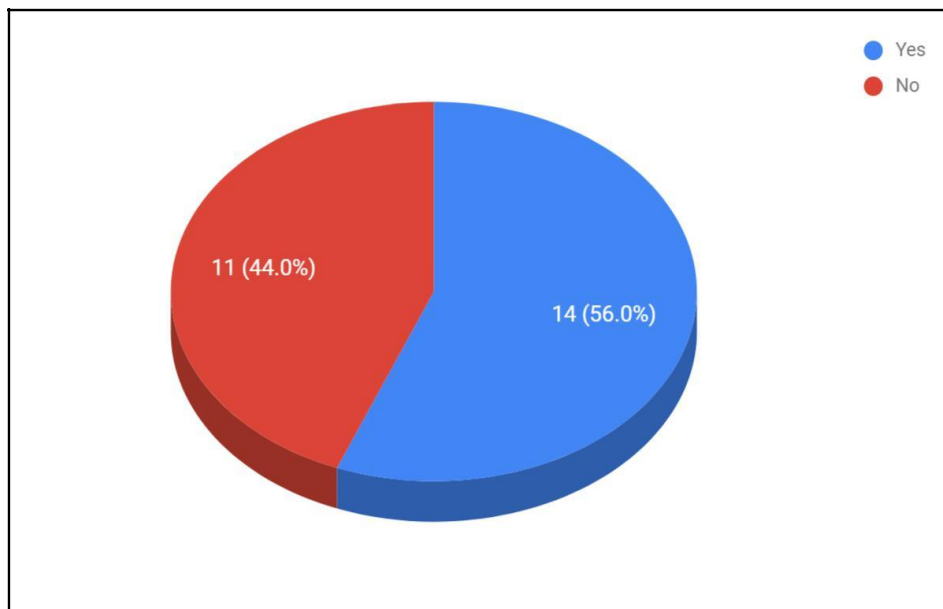
average of (80%) of the sample, do sometimes work in pairs, while (20%) of them do always practice with classmate. The results reveal that the difference in the response may be due to the nature of the task the teacher provides or it depends on the teacher him/herself.

### Item 7. Participants' Opinion about Working in Pairs

This question sought to investigate the respondents' opinion about working in pairs .

**Table3.7 Participants' Opinion about Working in Pairs**

Option	Number	%
Yes	14	56%
No	11	44%
Total	25	100%



**Graph 3.7 Participants' Opinion about Working in Pairs**

This part measures the participants' enjoyment towards working in pairs. According to the results, more than half of the respondents are interested in working together, which represent the percentage of (56%), while on the contrary, those who prefer to practice the language solely or in groups seem to be more independent and autonomous, which form the percentage of (44%).

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Pair work is useful model for practicing inside the classroom because, for them, it helps to solve difficult activities and problems, besides, as a participant mentioned “Because it makes us more creative; two heads are better than one”. Others stated that working together can help them learn more, share ideas, different opinions, and mostly it is fun. Whereas, those who prefer to work individually declared to be shy, fear to share their ideas with other students, feel uncomfortable. Meanwhile, a participant added that “Because I find myself either doing all the work by myself or doing nothing at all”. Others lose their concentration, cannot express their opinion in front of their classmates because they are afraid of the criticism of the audience. In addition to the previous arguments, some respondents said that “I like to apply my style on my works and get all the greeting and all the blame alone”.

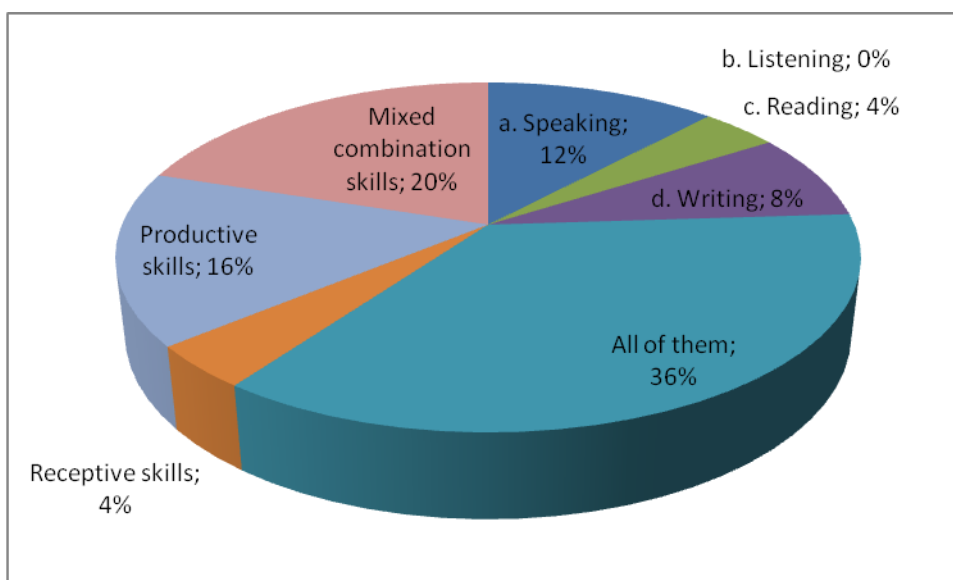
### **Item 8. The Most Important Skill(s) That Participants’ Need to Develop**

In this, item which aims to determine the respondents’ opinions about the language skill that they want to master most.

**Table3.8 The Most Important Skill(s) That Participants’ Need to Develop**

<b>Option</b>	<b>Number</b>	<b>%</b>
a. Speaking	3	12%
b. Listening	0	0%
c. Reading	1	4%
d. Writing	2	8%
All of them	9	36%
Receptive skills	1	4%
Productive skills	4	16%
Mixed combination skills	5	20%
<b>Total</b>	<b>25</b>	<b>100%</b>

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**Graph 3.8 The Most Important Skill(s) That Participants' Need to Develop**

Statically speaking, the results are displayed as follows: A considerable number of participants opted for the productive skills (speaking and writing) as the most crucial skills that are needed to be developed, which represent (16%)

- The majority of participants (36%) said that all the skills are essential to enhance for a complete communication.
- Speaking skill scored the third place, with average of (12%),
- What comes after is writing as an important skill to ameliorate for (8%) of respondents.
- The least percentage goes for: listening and reading (4%), reading and writing (4%), speaking and reading (4%), speaking, reading and writing (4%) and the last one is reading (4%).
- However listening solely does not seem to be hard task to do.

The results reveal that all of the skills seem to be extremely necessary for most of students, which they may need more assistance and focusing on in order to develop them.

### **Item 9. The Skill Which Participants' Think That it is The Most Difficult to Improve**

This question is sought to identify the skill that the participants find it challenging. As far as the language skills are concerned, almost all the respondents said that they encounter difficulties to improve writing and speaking skills. Only a few number of participants showed difficulty in improving both reading and listening. Writing and speaking or the productive



## CHAPTER III : FIELD WORK

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skills seem to be the difficult task to do for most of EFL students and this, according to them, due to:

- The problem is in the environment surrounding them, which in turn does not encourage speaking in public.
- Problems with pronouncing some words
- Lack of vocabulary which makes speaking to them hard to deliver the appropriate message or idea
- When you speak, the time is not sufficient for forming correct sentences, which may lead you to hardly communicate your message.

However, writing comes in the second place. Writing is difficult to enhance because:

- They face obstacles with writing a perfect essays or passages.
- They find it stressful in terms of checking the grammatical and spelling mistakes in very limited time.
- Less amount of ideas and knowledge
- Lack of coherence and cohesion
- The receptive skills or listening and reading, on the other hand, are the easiest skills to be improved for most of them, because they have been chosen only by three members of the sample.

Therefore, the results reveal that writing and speaking skills are challenging for the majority of students. As far as the reasons are concerned, the students seem to have conflicting with discussing certain topic or producing a piece of writing. They worry much about their pronunciation, the right usage of vocabulary while focusing on the content and providing useful information.

### **Item 10. Participants' Opinion about Speaking in English Language**

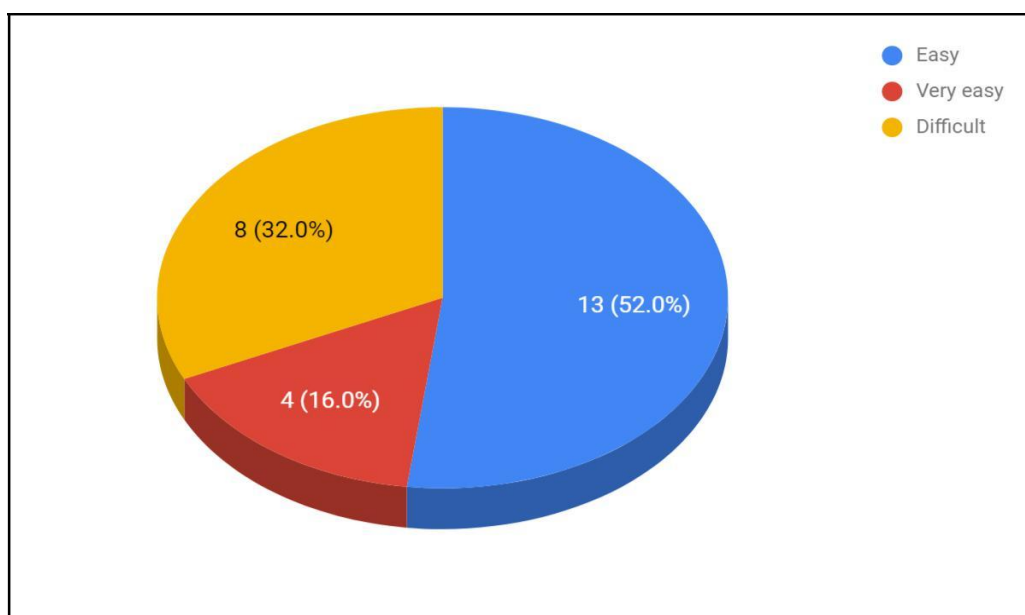
This question seeks to determine how the respondents consider speaking in English language.

**Table3.9 Participants' Opinion about Speaking in English Language**

<b>Option</b>	<b>Number</b>	<b>%</b>
Easy	13	52%
Challenging	4	16%
Difficult	8	32%

## CHAPTER III : FIELD WORK

Total	25	100%
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**Graph 3.9 Participants' Opinion about Speaking in English Language**

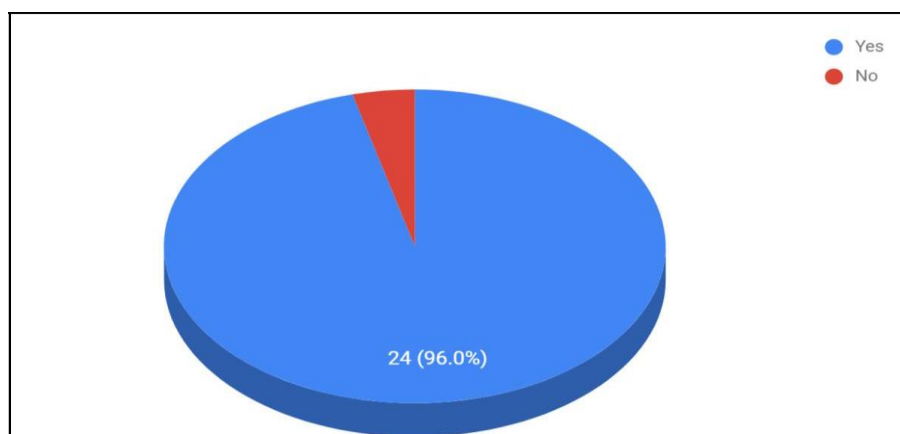
The table above denotes that the majority of participants find speaking in English language easy, which represents (52%); whereas, 8 of the respondents, which form the percentage of (32%), declared to find it difficult for some reasons. This indicates that most of the students find speaking English unchallenging and this may be due to self-confidence or speaking competency.

### **Item 11. Teachers' Motivation to Their Students in Speaking English.**

This question sought to identify Teachers' motivation to their students in speaking English.

**Table3.10 The Teacher Encourage The Participants' to Speak English Language**

Option	Number	%
Yes	24	96%
No	1	4%
Total	25	100%



## CHAPTER III : FIELD WORK

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### Graph 3.10 The Teacher Encourage The Participants' to Speak English Language

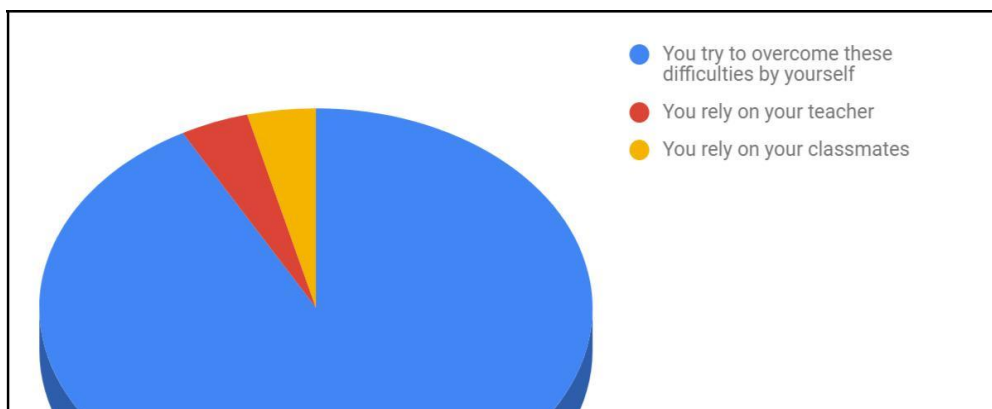
This question aims to clarify whether or not the teacher encourages his/her students to speak the language inside the class. Out of 25 participants, 24 participants (96%) reported that their teacher provides support to practice English language; however, only a single participant showed his/her refusal to the statement, who represent (4%) of the whole sample. According to the results, a motivated teacher creates a successful classroom in teaching-learning process.

### Item 12. When Participants' Have Some Speaking Difficulties

This question aims to identify the participants' solutions when they have some speaking difficulties.

**Table3.11 Participants' Solutions When They Have Some Speaking Difficulties**

Option	Number	%
You try to overcome these difficulties by yourself	23	92%
You rely on your teacher	1	4%
You rely on your classmates	1	4%
Total	25	100%



## CHAPTER III : FIELD WORK

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### **Graph 3.11 Participants' Solutions When They Have Some Speaking Difficulties**

The table above indicates that a remarkable quantity of participants relies mostly on themselves to overcome speaking difficulties, which form the average of (92%). Whilst, one participant (4%) declared to rely particularly on the teacher, and those who count on their classmates (4%) when they have speaking difficulties comes at the third place. This indicates that most of EFL students depend on themselves, with full trust or confidence, by devoting time and effort to develop their speaking skill.

### **Item 13. The Most Oral Activities That Teacher Implements in The Classroom**

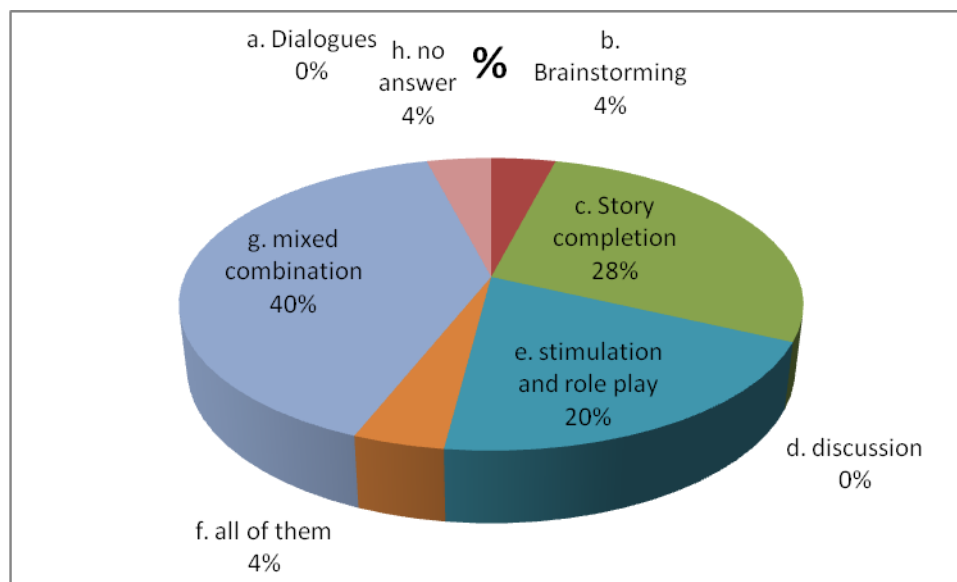
This question sought to identify the most used activity in oral expression sessions.

**Table3.12 The Most Oral Activities That Teacher Implements in The Classroom**

<b>Option</b>	<b>Number /25</b>	<b>%</b>
a. Dialogues	0	0
b. Brainstorming	1	4
c. Story completion	7	28
d. Discussion	0	0
e. stimulation and role play	5	20
f. all of them	1	4
g. mixed combination	10	40

## CHAPTER III : FIELD WORK

h. no answer	1	4
Total	25	100%



**Graph 3.12 The Most Oral Activities That Teacher Implements in The Classroom**

This part measures the most carried out oral activity (ies) in the classroom. Less than half of the participants (28%) reported that “discussion” is the mostly used activity in the classroom; however, sum of (20%) for simulation and role play, and sum of (4%) brainstorming as the most frequent activity implemented by the teacher. Whereas, a sum of (12%) declared that “dialogue, discussion, and simulation and role plays” are activity which the teacher mostly opts for. On the other hand, a sum of (8%) picked story completion and simulation and role plays, while the least percentages (4%) goes for: all of them, others (the presentations), dialogue and brainstorming, dialogue, story completion, discussion and simulation and role plays, dialogue and simulation and role plays, story completion and discussion. Each one of the aforementioned activities forms (4%) out of the sample. It is important to mention that only one respondent picked none of the mentioned options.

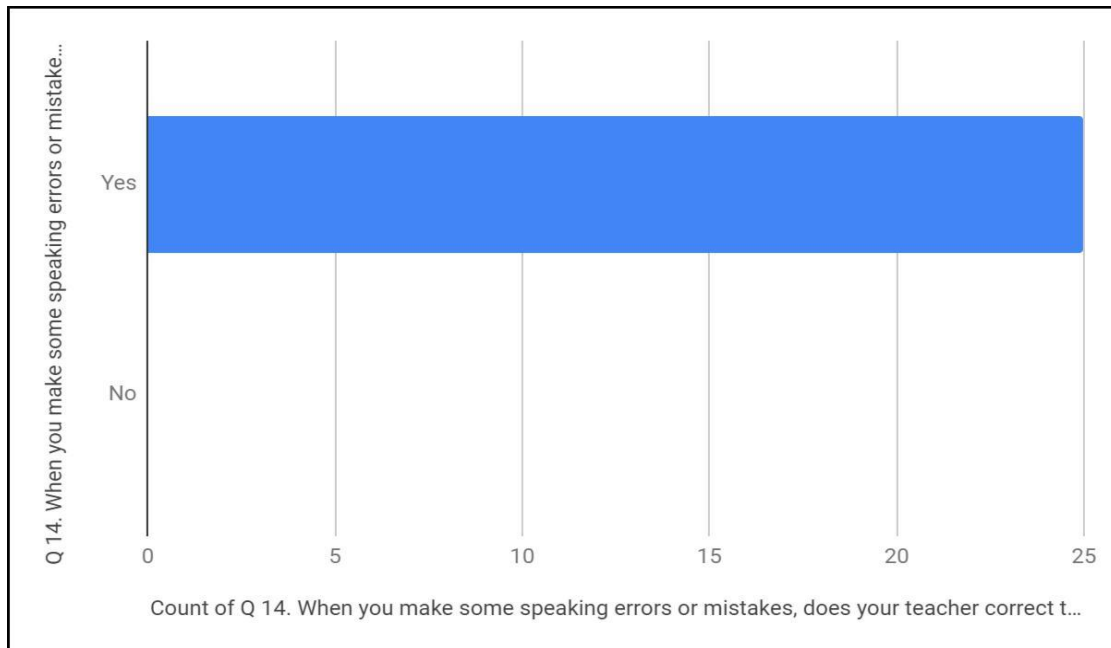
**Item 14. When You Make Some Speaking Errors or Mistakes, Does Your Teacher Correct Them**

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This question sought to identify the teachers' feedback during the respondents' speaking.

**Table3.13 The Teacher Correction of Participants' Speaking Errors**

Option	Number	%
Yes	25	100%
No	0	0%
Total	25	100%



**Graph 3.13 The Teacher Correction of Participants' Speaking Errors**

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This question is sought to know whether the teacher corrects the speaking errors or mistakes. According to the graph above, all the participants showed a positive answer to the aforementioned question; they stated that the teacher notes the mistakes that the students make while speaking the language and correct them in order to avoid them in the future.

### Item 15. Students Perceptions on Teachers' Feedback

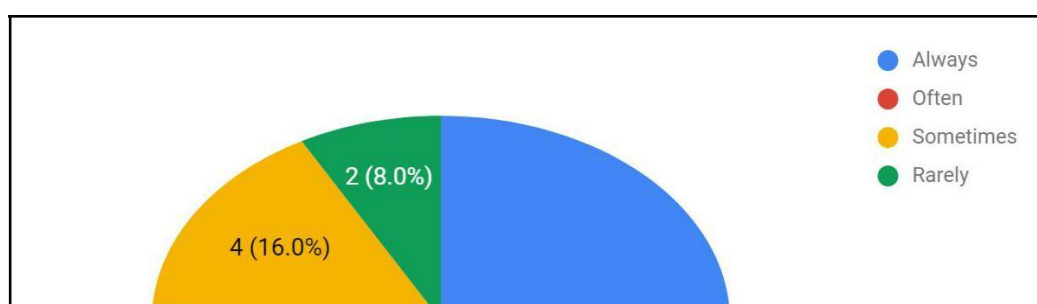
A considerable percentage of participants expressed their happiness and gratefulness towards teacher's feedback when they make mistakes, which forms the average of (24%). Unlike other participants, who represent (20%); feel shy and embarrassed when receiving correction. Two respondents (8%) have no single negative or positive feeling towards all the teacher's comments. On the other hand, three participants have different reactions to correcting mistakes: one of them feels offended, one feels depressed, and the last one feels incompetent in English. The remained answers show how much the participants are satisfied when they get criticism because in this way, they can realize their mistakes and avoid them in the future. The results indicate that the majority of the students are mature enough to accept the teacher's correction for their mistakes.

### Item 16. The Given Opportunity to Participants' to Interact With Their Teachers

This question sought to identify the frequency of students' invitation to speak.

**Table3.14 The Given Opportunity to Participants' to Interact With Their Teachers**

Option	Number	%
Always	14	56%
Often	5	20%
Sometimes	4	16%
Rarely	2	8%
Total	25	100%



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### **Graph 3.14 The Given Opportunity to Participants' to Interact With Their Teachers**

More than half participants (56%) stated that their teacher always provides them with chances to communicate with him/her. On the other hand, the teacher sometimes gives his/her students the opportunity to talk or discuss an academic task in the classroom which represents (16%) of the respondents. Those who often cooperate with their teacher outlines (20%), whereas sum of (8%) goes for rarely. The results denote that the instructor provides a significant proportion of class time to his/her EFL learners in order to create an interactive classroom; to clarify, teacher-student interaction is a crucial part of teaching and learning process.

### **Item 17. The Participants' Interaction With Their Classmates Inside The Classroom**

This question sought to identify the frequency of students' interaction inside the classroom.

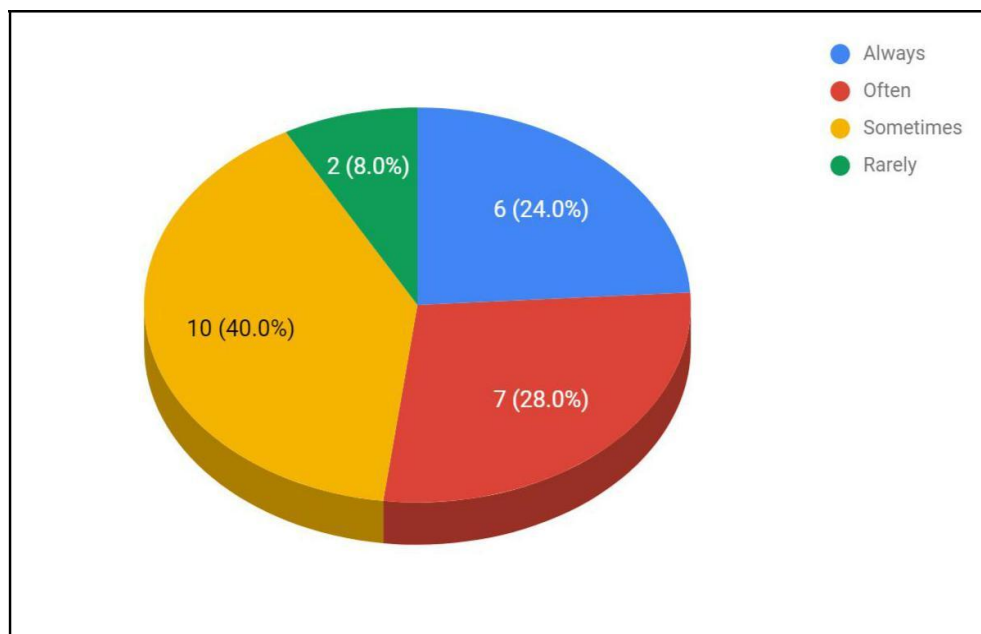
**Table3.15 The Participants' Interaction With Their Classmates Inside The Classroom**

<b>Option</b>	<b>Number</b>	<b>%</b>
Always	6	24%
Often	7	28%
Sometimes	10	40%



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Rarely	2	8%
Total	25	100%



**Graph 3.15 The Participants' Interaction With Their Classmates Inside The Classroom**

The displayed data reveal the frequency of students' interaction inside the classroom. A noteworthy quantity of participants (40%) does sometimes interact with their classmates, however (24%) of the sample do always communicate with each other. (28%) of the respondents often speak in the class with one another, while others (8%) have low interaction level with their peers. The results indicate that the majority of students have the opportunity to interact with their classmates.

### **Item 18. The Interaction Techniques Which Participants Enjoy Most**

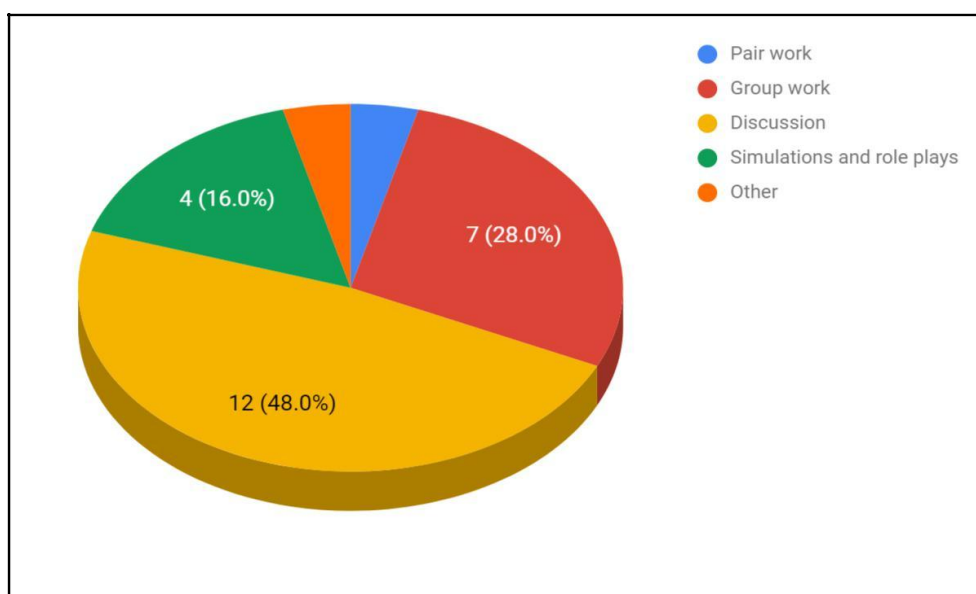
This question sought to investigate the respondents' preferred type of technique.

**Table3.16 The Interaction Techniques Which Participants Enjoy Most**

Option	Number	%
classroom discussion	12	48%
Group work	7	28%
Pair work	1	4%

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Simulation and Role play	4	16%
Others	1	4%
Total	25	100%



**Graph 3.16 The Interaction Techniques Which Participants' Enjoy Most**

From the table and the graph shown above, one can see that discussion scored the highest percentage (48%) as an interaction technique, which the participants truly enjoy. According to the respondents, discussion allows them to share different ideas in different aspects; it is helpful way to make low interacted students participate and share their thoughts, plus they feel free and capable to improve their speaking skill. On the other hand, group-work comes at the second place with percentage of (28%). The least percentage refers to simulation and role-play (16%), while pair work and other techniques are the last desired mode of communication, where the former presents (4%) as well as the latter presents (4%).

Discussion seemed to be the best technique that suits the students' style of learning. Some of them find it funny, and dynamic, whereas others stated that discussion gives them the opportunity to employ different topics and helps them to improve their speaking skill.

However, group work, for them, helps the students so well in sharing different ideas with one another, as well as, it helps them to take off the shyness they feel when expressing their

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opinion. Simulations and role play is funny, enjoyable and entertaining. They expressed their love towards role play in specific. And the last two techniques are not desired much by some of them.

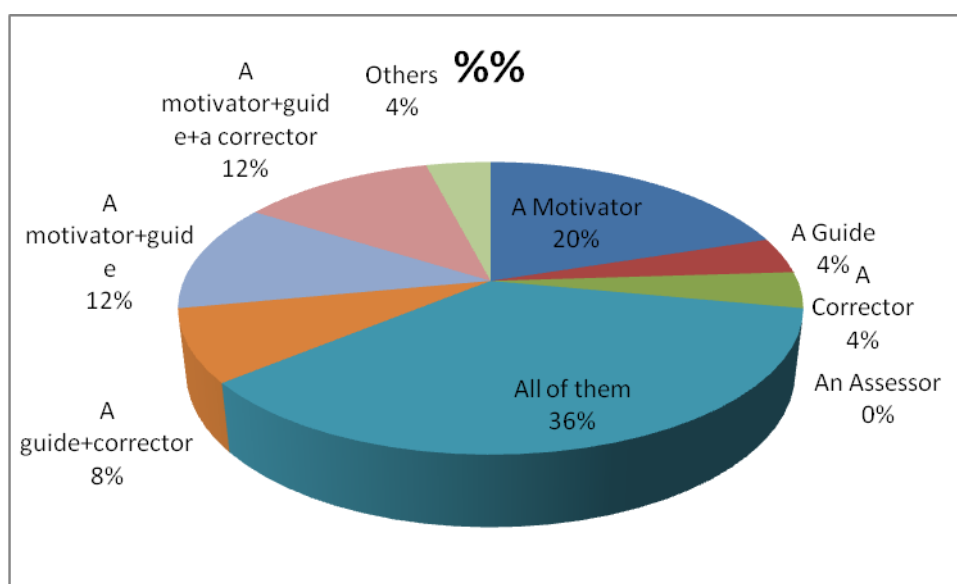
## CHAPTER III : FIELD WORK

### Item 19. When Interacting With Your Classmates in The Classroom, You Want Your Teacher to Be

By this question, researchers aimed to determine the teachers' role in oral expression module.

**Table3.17 The Teacher Role**

Option	Number	%%
A Motivator	5	20%
A Guide	1	4%
A Corrector	1	4%
An Assessor	0	0%
All of them	9	36%
A guide+corrector	2	8%
A motivator+guide	3	12%
A motivator+guide+a corrector	3	12%
Others	1	4%
Total	25	100%



**Graph 3.17 The Teacher Role**

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This question is sought to identify the teacher's role in the classroom when students' interact with their classmates. The displayed results are shown as follows:

- Five (20%) of the participants want their teacher to be a motivator,
- Three (12%) of them who prefer their teacher to be a guide and a motivator.
- Comes equally at the second place are those who picked "motivator, a guide, and corrector,
- A guide and a corrector seemed to be crucial roles that the teacher should hold in his/her teaching process, which they form the average of (8%),
- All of them (36%), which comes at the topmost place,
- Then, the least percentage refer to "a corrector" with average of (16.7%)
- Meantime, other participants have mentioned other roles.

Hence, the reasons behind choosing the aforementioned roles are as follows:

five of the participants said that the teacher should always motivate them in order to do better in learning process. The researcher quotes one of the student's justification "As someone who suffers from depression and lack of motivation, I'd love nothing more than a teacher that motivates me to study hard and to see someone being positive really makes me feel like my studies aren't going to waste". In addition, another one said that "It all begins with motivation, I prefer my teacher to be motivator more than anything because we are now in level which gave us the opportunity to be more included in this session more than being just learners". Other respondent mentioned that "Learner needs motivation to sharpen his views and share it easily".

However, for those who opted for "all of them" declared that all the mentioned roles summarize the role of the teacher inside the classroom, mainly s/he must motivate them, guide them and correct them in order to get satisfied results from the students. Whereas, a corrector, one of the participants said that "pain is the key turn to success, so we have to make mistakes and swallow their bitterness to gain a solid education". The remained participants found the teacher as a guide is helpful because they cannot make any progress without his/her assistance, another reason to be mentioned is that "To guide us because he's more experienced than us, and also to motivate us it's a kind of pushing us to become better". Moreover, those who opted for others said that it depends on the situation.

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To conclude, TPS is viewed as an effective and useful way to teach and learn better. Thus, it contributes to help learners improve their oral communication by providing them with opportunities to communicate in the classroom in real situations and practice their English.

### **3.3 Discussion of the findings**

To reconsider, the aim besides the current study was to investigate the role of TPS as a cooperative learning strategy in improving students' speaking skill. Therefore, in an attempt to develop valid research, the researcher used three research instruments in order to collect the necessary information; namely, the students' questionnaire, the teachers' interview and the classroom observation. This study, attempts to solve oral production' deficiencies that could be encountered by EFL students of Biskra University.

In the same rank, this investigation sought to help EFL students to review the different challenges in oral production, and to provide them with useful way of learning. Similarly, it intends to improve the sense of group work, to learn by sharing, to solve speaking difficulties such as shyness, lack of confidence, anxiety, lack of vocabulary and grammatical mistakes. Moreover, the researcher intended through this study to prove the teachers with an effective strategy that can be used in English teaching.

To sum up, the findings that have been drawn from the analysis of the three data collection methods which were used in the study could be positive in many aspects. Initially, students' questionnaire revealed that the majority of students like the use of TPS strategy in their learning. Then, the respondents of the interview argued on the point that TPS is an effective strategy in English learning and teaching. Furthermore, the same results of both discussed instruments were improved by classroom observation.

### **3.4Synthesis of the Findings**

The obtained results in the processes of the presented methods show a stepwise progression to the final synthesis. The methods led researchers to similar conclusionstoward the use TPS to improve students' speaking skill. The differences between the used tools lie in the way that they are dealt with this study. On the light of the obtained results previously, researchers come into conclusion that a number ofresults; approximately, go around the same synthesis that are related to the two differentresearch questions in this study.

Accordingly, the research instruments confirm the two-research hypotheses. First,the student's speaking skill will be improved through the use of think pair share strategy; this strategy can be implemented in all sessions to enhance their speaking skill and interaction

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skills. Additionally, English teachers use the TPS strategy in their teaching in classrooms as an effective strategy that leads to students' engagement and interaction.

In conclusion, the present study provides answers to the two different research questions. In addition, this study achieved the intended aims. The research tools confirmed the research hypotheses. First, the student's speaking skill will be improved through the use of think pair share strategy. Second, the teachers use the TPS strategy in their teaching as an effective way to enhance students' engagement and interaction in the classroom.

### **Conclusion**

This chapter discussed the fieldwork of the present study. Initially, a theoretical background was provided in order to draw inclusive insights about the methodology underlying this study. Basically, the present chapter shed light on the process that the researcher followed in the procedures of analysis and interpretation of the data collected from the research instruments used in this study. In this sense, two data collection methods were used to obtain data from different perspectives. The obtained data were analyzed descriptively, and discussed in the last section of this chapter. The chapter was an attempt to confirm the researchers' suggested hypothesis.



## **Pedagogical Implications of the Study**

This study indicates that Think Pair Share strategy (TPS) is an effective and useful strategy in helping learners to improve their speaking skill. Language teachers may benefit from the use of TPS strategy in English teaching. The results showed that TPS strategy permits learners to participate in class discussion and to increase the number of long explanations that students gave. Also, in order to increase their comfort when sharing thoughts and ideas. By giving time, they may enrich their thoughts without much hesitation.

Additionally, the results showed that TPS strategy was very useful in helping learners' motivation and encouragement in using the target language in the classroom. By taking part in discussion and communication, teachers can adopt this strategy to create a comfortable learning environment; in which learners feel self-confident to speak and to be motivated, in order to improve their level. Moreover, teachers can adopt this strategy to help students reflect on their own speaking. This is due to the preparation of the activities as well as their performance in front of their classmates. The implementations of this strategy guarantee, that learners participate sufficiently in speaking.

Finally, when implementing TPS strategy; teachers take into consideration the learners needs and interests. The activities should be about topics which interest for learners, in order to attract their attention. In case learners find the topics boring and not interesting, they lose their motivation and become unwilling to do the tasks. Teachers also should implement tasks on which learners have a certain prior knowledge.

## Suggestions and Recommendations

Based on the different theoretical and empirical findings, that emphasis the effectiveness of TPS strategy in improving speaking skill at EFL classes. Some suggestions and recommendations are stated as follows:

- TPS strategy is recommended to be used not only in oral expressions' sessions, but it is useful for other subjects at university.
- Think Pair Share Strategy (TPS) recommended to be applied in learning, in order to make students enjoy their studies.
- For further researchers, the investigator suggests to explore the difficulties of TPS strategy for teachers and learners to make the class situation atmosphere interesting rather than stressful atmosphere.
- As other suggestions, further researchers are recommended to include students' participation in EFL classes on TPS implementation in EFL classroom.
- Moreover, teachers are recommended to implement the cooperative teaching strategy to teach the other skills (reading, writing); this strategy can be used effectively as away to improve students' low achievement and motivation in learning.
- In fact, for further researches, it is suggested to conduct a research related to Think Pair Share Strategy (TPS) in learning successfully to other variables such as the ability of thinking.
- In order to sustain TPS, teachers are recommended to use this strategy among other teachers to improve teaching and learning. Also, teachers can discuss the understanding of cooperative learning strategies, share the burden of developing lesson materials , and provide advice for each other to when implementing them. Cooperation of teachers' efforts for planning cooperative lessons can often create constructive results.

# GENERAL CONCLUSION

## General Conclusion

The methods led researchers to similar conclusions toward the use of TPS in enhancing the students' speaking skill. The differences between the used tools lie in the way that they are dealt with this study. On the light of the obtained results previously, researchers come into conclusion that a number of results; approximately, go around the same synthesis that are related to the two different research questions in this study.

Accordingly, the research instruments confirm the two-research hypotheses. First, TPS is an useful strategy for improving student's speaking skill; this strategy can be implemented for other levels to enhance their speaking skill and interaction skills. Second, we confirmed that teachers use the TPS strategy in their teaching in classroom as an effective strategy that leads to students' engagement and interaction.

To conclude, TPS strategy is useful for EFL learners. This strategy can be implemented in all session to students for other levels, in order to assist them to improve their speaking and interaction skills. Furthermore, this strategy enables students to correct their mistakes and engage each one of them in classroom discussion. As well as, encourages students to think about a question and discuss their understanding with their classmates. It helps to improve their speaking production. Thus, this strategy will lead to provide learners with confidence to speak and communicate confidently in public. Moreover, students' thinking becomes more creative.

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# APPENDICES

## **Appendix 01**

### **Piloting of Teachers 'Interview**

Q1)How long have you been teaching at university?

- a- 1-5
- b- 5-10
- c- More than 10

Q2)How long have you been teaching oral expression?

Q3)What are the teaching strategies that youadopt in the oral expression course?

Q4) Do you use Think Pair Share Strategy during your class work?If yeshow often do you use this strategy?

Q5)What is your general perspective on this strategy?(importance)

Q6) Are you satisfied with your Learners' Oral interaction skills?

Q7)What are the main difficulties faced by your students in oral expression?

Q8) In which way does TPS strategy influence the development of your students' speaking skill?

Q9) Does this strategy influence the students' interaction?

Q10) Do you think that the use of this strategy can increase the learners speaking skill? How?

Q11) In which course do you recommend using TPS strategy? Why?( oral expression or other courses

**Thank you for your collaboration**

**AOUN Manel**

## Appendix 02

### Teachers Interview

Q1)How long have you been teaching at university?

- a- 1-5
- b- 5-10
- c- More than 10

Q2)How long have you been teaching oral expression?

.....

.....

.....

Q3)What are the teaching strategies that youadopt in the oral expression course?

.....

.....

Q4) Do you use Think Pair Share Strategy during your class work?If yeshow often do you use this strategy?

.....

.....

Q5)What is your general perspective on this strategy?(importance)

.....

.....

Q6) Are you satisfied with your Learners' Oral interaction skills?

.....

.....

Q7)What are the main difficulties faced by your students in oral expression?

.....

.....

Q8) In which way does TPS strategy influence the development of your students' speaking skill?

.....  
.....

Q9) Do you think that the use of this strategy can increase the learners speaking skill? How?

.....  
.....

Q10) In which course do you recommend using TPS strategy? Why?( oral expression or other courses)

.....  
.....

**Thank you for your collaboration**

**AOUN Manel**

## Appendix 03 Observation Grid

<u>Instructor:Course:</u> <u>Place:</u> <u>Time:</u> <u>Date:</u>	<u>Number of the student:</u> <u>Group:</u> <u>Subject:</u>
--	---

Statements	Yes	No	comments
1. The teacher uses the TPS Technique in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	
2. the learners participate in classroom discussions	<input type="checkbox"/>	<input type="checkbox"/>	
3.The learners answer without hesitation	<input type="checkbox"/>	<input type="checkbox"/>	
4.The learners gives personal ideas and opinions	<input type="checkbox"/>	<input type="checkbox"/>	
5. The learners are motivated	<input type="checkbox"/>	<input type="checkbox"/>	
6. The learner can give turns in conversations ( they can open and close aconversation)	<input type="checkbox"/>	<input type="checkbox"/>	
7. The learners interact in EFL classroom	<input type="checkbox"/>	<input type="checkbox"/>	
8. The learnerscommunicatefreely	<input type="checkbox"/>	<input type="checkbox"/>	
9. The learners speaking skill has increased	<input type="checkbox"/>	<input type="checkbox"/>	
10. All learners participate	<input type="checkbox"/>	<input type="checkbox"/>	
11. the learners are given time to think and team up (pairs)	<input type="checkbox"/>	<input type="checkbox"/>	
12. theteachers' instructions (beginning) and learners understanding	<input type="checkbox"/>	<input type="checkbox"/>	

## Appendix 04

### Piloting of the students' questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore your attitudes towards “The role of Think Pair Share Strategy in improving first Year students' speaking skill”. We would be so grateful if you could sincerely answer the following questions. Tick ( $\sqrt{\quad}$ ) your answer (s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

#### SECTION ONE: Student Profile

Q1. Please specify your Gender:

قم بتحديد جنسك من فضلك

a) Male ذكر

b) Female أنثى

Q2. How long have you been learning English?

منذ متى وأنت تدرس الإنجليزية؟

.....

Q3. Do you like learning English?

هل تحب تعلم اللغة الانجليزية؟

a) Yes) N

Please, Justify

.....

.....

.....

#### SECTION TWO: Student opinions about Cooperative work(Pair and Group Work)

Q4. How do you prefer to learn English?

كيف تحب أن تتعلم اللغة الانجليزية؟

a) Individually بمفردك

b) In pairs في ثنائى

c) In groups جماعيا

Please, justify your answer برر جوابك من فضلك

.....

.....

.....

Q5. How helpful did you find working in pairs and in groups?

إلى أي مدى تجد العمل الثنائي والجماعي مفيدا؟

a) Very helpful جدا مفيدا

b) Somehow helpful احيانا مفيد

c) Not helpful ليس مفيدا

Q6. How often does your teacher ask you to work in pairs?

كم يطلب منكم الأستاذ العمل بشكل ثنائي؟

a) Always دائما

b) Sometimes احيانا

c) Never ابدا

Q7. Do you enjoy working in pairs?

a) Yes

b) No

If yes, is that because: اذا كان الجواب نعم هل هذا بسبب:

a) You feel more comfortable تشعر بالارتياح

b) You feel motivated تشعر بالتحفيز

c) You learn more تتعلم أكثر



d) All of them جميع الاختيارات

### SECTION THREE: Speaking Skill

Q8 :Pick the most important skill that you need to develop most?

اختر أهم مهارة تحتاج إلى تطويرها

a) Listening السمع

b) Speaking الكتابة

d) Writing النطق

Q9: Which one you think is the most difficult to improve ? why ?

أي منها تظن انها صعبة ولماذا؟

.....  
.....  
.....

Q10: How do you find speaking in English Language?

كيف تجد التحدث بالانجليزية؟

a) Easy جدا سهلة

b) Easy سهلة

c) Difficult صعبة

d) Very difficult جدا صعبة

Q11 :Does your teacher encourage you to speak English Language?

هل يشجعك الأستاذ على التحدث بالانجليزية؟

a) Yes

b) No

Q12: When you do not interact is it because you have some speaking difficulties?

عندما لا تتحدث هل هذا لانك تجد صعوبة في التحدث؟

a) Yes  No

If , yes mention them.

إذا كان جوابك نعم اذكر هذه الصعوبات

.....  
.....  
.....

**Q13:** have you ever tried to overcome these difficulties?

هل حاولت يوما ان تتجاوز هذه الصعوبات؟

a) Yes  b) No

If yes, how?

إذا كان جوابك نعم كيف ذلك؟

.....  
.....  
.....

**Q14:** What are the most oral activities that your teacher implements in the classroom?

ما هي اكثر التمرينات او التطبيقات الشفوية التي يطبقها الاستاذ في القسم؟

- a) Individual work عمل فردي
- b) Pair work عمل ثنائي
- c) Group work عمل جماعي
- d) Discussion مناقشة
- e) Simulation and role play مسرحية

If Others, please specify حدد المزيد هنالك

.....  
.....

**Q 15 :**When you make some speaking errors or mistakes, does your teacher correct them ?

عندما تكون لديك اخطاء شفوية هل يصححها الاستاذ لك؟

a)Yes b) No

إذا كان جوابك نعم ماذا تشعر؟ If yes, how do you feel about it ?

.....  
.....

**Q16** :How often the teacher gives you the opportunity to interact (give and take) with him?

ما مدى الإمكانية التي يعطيها لك الأستاذ لتتفاعل معه ؟

a) Always دائماً

b) Often أحياناً

c) Sometimes في بعض الأحيان

d) Rarely نادراً

e) Never أبداً

**Q17** :How often do you interact or speak with your classmates inside the classroom ?

ما مدى تفاعلك مع زملائك في القسم؟

a) Always دائماً

b) Often أحياناً

c) Sometimes في بعض الأحيان

d) Rarely نادراً

e) Never أبداً

**Q18** :Which of the following interaction techniques do you enjoy the most ?

في أي من الاستراتيجيات تستمتع أكثر؟

a) Pair work عمل ثنائي

b) Group work عمل جماعي

c) Discussion مناقشة

d) Simulation and role plays مسرحية

If others, please specify

.....  
.....  
.....

**Q19** :When interacting with your classmates in the classroom, you want your teacher to be :

عند المشاركة مع زملائك في القسمة كيف تريد الأستاذ أن يكون

a) Motivator محفز

b) Guider موجه

c) Corrector مصحح

d) Assessor ممتحن

برر, justify

.....  
.....  
.....

**Thank you for your collaboration**

**AOUN Manel**

## Appendix 05

### Students' questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore your attitudes towards "The Role of Think Pair Share Strategy in improving first Year students' speaking skill". We would be so grateful if you could sincerely answer the following questions. Tick ( $\sqrt{\quad}$ ) your answer (s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

#### SECTION ONE: Student Profile

Q1. Please specify your Gender:

a) Male

b) Female

Q2. How long have you been learning English?

.....

Q3. Do you like learning English?

a) Yes

Please, Justify

.....

.....

.....

#### SECTION TWO: Student opinions about Cooperative work(Pair and Group Work)

Q4. How do you prefer to learn English?

a) Individually

b) In pairs

c) In groups

Please, justify your answer

.....  
.....  
.....

Q5. How do you consider working in pairs and in groups?

- a) Very helpful
- b) Somehow helpful
- c) Not helpful

Justify,.....  
.....  
.....

Q6. How often does your teacher ask you to work in pairs?

- a) Always
- b) Sometimes
- c) Never

Q7. Do you enjoy working in pairs?

- a) Yes
- b) No

Justify,.....  
.....  
.....  
.....

### SECTION THREE: Speaking Skill

Q8 :Pick the most important skill that you need to develop most?

- a) Listening
- c) Reading
- b) Speaking
- d) Writing

Q9: Which one you think is the most difficult to improve ? why ?

.....  
.....

.....  
**Q10:** How do you find speaking in English Language?

a) Easy

b) Very easy

c) Difficult

d) Very difficult

**Q11 :** Does your teacher encourage you to speak English Language?

a) Yes

b) No

**Q12:** When you have some speaking difficulties ,do you :

a) You try to overcome these difficulties by yourself

b) You rely on your teacher

c) You rely on your classmates

**Q13:** What are the most oral activities that your teacher implements in the classroom?

a) Interviews

b) Brain storming

c) Story completion

d) Discussion

e) Simulation and role play

If Others, please specify

.....  
.....

**Q 14 :** When you make some speaking errors or mistakes, does your teacher correct them ?

a) Yes  b) No

If yes, how do you feel about it ?

.....  
.....

**Q15** :How often the teacher gives you the opportunity to interact (give and take) with him?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

**Q16** :How often do you interact or speak with your classmates inside the classroom ?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

**Q17** :Which of the following interaction techniques do you enjoy the most ?

a) Pair work



b) Group work

c) Discussion

d) Simulation and role plays

If others, please specify

.....  
.....  
.....

**Q18** :When interacting with your classmates in the classroom, you want your teacher to be :

a) Motivator

b) Guider

c) Corrector

d) Assessor

justify,

.....  
.....  
.....

**Thank you for your collaboration**

**AOUN Manel**

# Appendix 06

## Think Pair Share

Name :

Time :

Date :

Topic/Question	What I think	Whatmypartnerthink	What we decide to share