

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



**An Investigation into The Effectiveness of Using Think-Pair-Share
Strategy on Improving English as a Foreign Language Student's
Paragraph Writing**

The case of third year students of English at Biskra University

Dissertation submitted in fulfillment of the Requirements for
Master Degree in Sciences of Language

Prepared by:

Sabria MEFTAH

Supervised by:

Ms. Kenza MERGHMI

Board of Examiners

Ms. Kenza **MERGHMI**

(Supervisor)

(University of Biskra)

Dr. Ahmed Chaouki **HOADJLI**

(Examiner)

(University of Biskra)

Dr. Tarek **ASSASSI**

(Examiner)

(University of Biskra)

Academic Year: 2020/2021

Declaration

I, Sabria MEFTAH, hereby declare that this submitted research considers my own work under the guidance of Ms. Kenza MERGHMI. This research has not previously been submitted for any university or institution for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Student's name: Sabria MEFTAH

Master Student.

Section of English

Dedication

*As first and always, thanks to Allah for granting me the
patience and strength to complete this study.*

With immense gratefulness, I dedicate this work to:

*My mother, SAMIRA, and my father, BOURAHLA, for their endless
love, unfailing motivation, and permanent help throughout the study.*

I'm lucky for having such great parents; may Allah protect them.

*My lovely sisters and sweet princesses HALA, MALEK and my
cousin, Wissal, for their encouragement and eternal love.*

My grandmother and grandfather for their infinite tenderness. May

Allah grant my grandparents with good health.

*My beloved and Sincere friend RAHMA for being a source of
assistance.*

To my relatives and friends for their constant love.

Thank you.

Acknowledgment

Before starting, we certainly must thank Allah for being with me in the happiest and hardest times.

I am tremendously thankful to my supervisor Ms. Kenza MERGHMI for her pure guidance, golden instructions and continuous efforts to accomplish this work.

I would like to thank the members of the jury Dr. Ahmad Chaouki HOADJLI and Dr. Tarek ASSASSI for their remarks and time to evaluate this work.

A deep appreciation goes to my family for their motivation, assistance and heartfelt love.

I will not forget to thank the teachers and students who filled the questionnaire and participate in the field work.

Finally, I would like to extend thanks to anyone who contributed to finishing this work.

Abstract

Writing is one of the crucial skills that are highly demanded in language learning settings. Nevertheless, most EFL learners lack the ability to produce satisfactory small pieces of writing, like paragraphs. This study sought to test the effectiveness of applying the TPS strategy on developing EFL students' writing of paragraphs, reducing writing anxiety and encouraging students' motivation, participation and collaboration in the class. Accordingly, we opted for a mixed methods approach in which we arranged for treatment sessions and two semi-structured questionnaires for third year students and their teachers. Along the treatment sessions, we observed an increase in level of participation and motivation of participants to express their ideas and Writing experiences. Consequently, the outcomes of the tests demonstrated well constructed paragraphs with less spelling and punctuation mistakes. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis which stated that the implementation of think-pair-share strategy could improve the students' paragraph writing. Moreover, the analysis of the questionnaire revealed positive attitudes towards think-pair-share strategy on the part of both teachers and students. Therefore, the current study validates the proposed research hypothesis; namely the positive impact of think-pair-share strategy for reducing EFL students' anxiety and increasing their motivation, participation and self confidence along with writing well constructed paragraphs with less punctuation and spelling mistakes.

Key words: Think-Pair-Share (TPS) strategy, EFL learners, Paragraph writing, Anxiety, Self confidence, Motivation, Participation, punctuation and spelling mistakes.

List of Abbreviations and Acronyms

C: the critical value

d: the difference between pre and post test.

d^2 : refers to the squared scores difference.

df: Degree of freedom

EFL: English as a Foreign Language

LMD: License, Master, Doctorate

N: the sample.

P: The Probability Value

Q: Question

RH: Research Hypothesis

RQ: Research Question

STAD: Student Team Achievement Divisions

TPS: Think-Pair-Share

List of Tables

Table 3.1 The Outline of The Treatment Sessions.....	48
Table 3.2 The Outline of TPS Strategy.....	50
Table 3.3 The Assessment of Tests.....	52
Table 3.4 Pre and Post Test Scores: The Sum, Difference and Squared Score Differences...53	
Table 3.5 General Description of Tests' Scores.....	55
Table 3.6 The Mean and Standard Deviation and The Difference Between Them.....	56
Table 3.7 The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Punctuation and Spelling).....	57
Table 3.8 The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Topic, Supporting and Concluding Sentences).....	58
Table 3.9 Steps of Hypothesis Testing.....	61
Table 3.10 The Students' Gender.....	63
Table 3.11 The Students' English Level.....	63
Table 3.12 EFL Learners' styles.....	64
Table 3.13 The students' Main Skill.....	65
Table 3.14 The Students' Writing Level.....	66
Table 3.15 The Use of Pre Writing Activities.....	67
Table 3.16 Motivation and Self Confidence in Writing Practices.....	68
Table 3.17 The students' Shyness and Inhibition.....	69
Table 3.18 The Possible Reasons that Leads to Shyness and Inhibition.....	70
Table 3.19 The Most Common Mistakes When Writing.....	71
Table 3.20 Pair Work in Written Expression Session.....	72
Table 3.21 The Students' Favorite Activity (s) in Written Expression Course.....	73
Table 3.22 The Relation Between Cooperative Learning and Writing Skill's Improvement..	75

Table 3.23 The Mistakes that TPS Strategy Could Minimize or Eliminate.....	76
Table 3.24 The most Supportive Step (s) of TPS Strategy.....	77
Table 3.25 The Relation between TPS Strategy and Students' Writing Performance.....	79
Table 3.26 The Advantages of TPS strategy.....	80
Table 3.27 Teaching Written Expression at University.....	82
Table 3.28 The Most Needed Skill That Need (s) Development.....	82
Table 3.29 Common Problems in Paragraph Writing.....	84
Table 3.30 Correcting The Mistakes and Errors When Writing.....	85
Table 3.31 Activity (s) in Written Expression Session.....	86
Table 3.32 Students' Motivation When Writing	87
Table 3.33 The Teachers' Role (s) in Written Expression Session.....	88
Table 3.34 The application of Pair Work in Written Expression Session.....	89
Table 3.35 The Use of TPS Strategy in the Written Expression Session.....	90
Table 3.36 The importance of TPS strategy in writing a paragraph.....	91

List of Figures

Figure 1.1 Comparison of Genre and Process Orientations.....	10
Figure 1.2 The Process Wheel.....	13
Figure 2.1 A Diagram of a Paragraph.....	20
Figure 2.2 Scoring Rubrics: Paragraphs.....	22
Figure 2.3 Steps of Think-Pair-Share Strategy.....	32
Figure 2.4 Implementation of TPS.....	35
Figure 3.1 Pre-Test and Post Test of Students' Scores.....	55
Figure 3.2 The Mean and Standard Deviation and The Difference Between Them.....	57
Figure 3.3 The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Punctuation and Spelling).....	58
Figure 3.4 The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Topic, Supporting and Concluding Sentences).....	59
Figure 3.5 Motivation and Self Confidence in Writing Practices.....	68
Figure 3.6 The Students' Shyness and Inhibition.....	69
Figure 3.7 The Possible Reasons that Leads to Shyness and Inhibition.....	70
Figure 3.8 The Most Common Mistakes When Writing.....	72
Figure 3.9 Students' Favorite Activity (s) in Written Expression Course.....	74
Figure 3.10 The Relation Between Cooperative Learning and Writing Skill's Improvement.....	75
Figure 3.11 The Mistakes that TPS Strategy Could Minimize or Eliminate.....	76
Figure 3.12 The Most Supportive step (s) of TPS Strategy.....	77
Figure 3.13 The Relation Between TPS Strategy and Students' Writing Performance.....	79
Figure 3.14 The Advantages of TPS Strategy.....	80
Figure 3.15 Common Problems in Paragraph Writing.....	84
Figure 3.16 Activity (s) in Written Expression Session.....	86

Figure 3.17 Students' Motivation When Writing.....	87
Figure 3.18 The Teachers' Role (s) in Written Expression Session.....	88
Figure 3.19 The application of Pair Work in Written Expression session.....	90
Figure 3.20 The Use of TPS Strategy in Written Expression Session.....	91
Figure 3.21 The Importance of TPS Strategy in Writing a Paragraph.....	92
Figure 3.22 A Diagram of A Paragraph.....	140
Figure 3.23 The Model Paragraph That Follows Describes A Typical Wedding in Hawaii.....	141
Figure 3.24 The Punctuation Rules	143

List of Appendices

Appendix 1: Observation Check List.....	111
Appendix 2: Students' Attendance Sheet.....	112
Appendix 3: Piloting of Teacher's Questionnaire.....	113
Appendix 4: Teachers' Questionnaire.....	117
Appendix 5: Piloting of The Students' Questionnaire.....	121
Appendix 6: The Students' Questionnaire.....	127
Appendix 7: The Pre-test and Post-test.....	133
Appendix 8: Treatment Stage 01.....	134
Appendix 9: Treatment Stage 02.....	137
Appendix 10: Treatment Stage 03.....	140
Appendix 11: Individual Work Using TPS Strategy (The First Step).....	144
Appendix 12: Individual Work Using TPS Strategy (The First Step).....	145
Appendix 13: Individual Work Using TPS Strategy (The First Step).....	146
Appendix 14: Individual Work Using TPS Strategy (The First Step).....	147
Appendix 15: Some of The Participants' Pair Work Using TPS strategy (The Second Step).....	148
Appendix 16: Some of The Participants' Pair Work Using TPS strategy (The Second Step).....	149

Contents

Declaration	II
Dedication	III
Acknowledgment	IV
Abstract	V
List of Abbreviations and Acronyms	VI
List of Tables	VII
List of Figures	IX
List of Appendices	XI
Contents	XII
General Introduction	1
1. Study Background.....	1
2. Statment Of The Problem.....	1
3. Research Objectives	3
4. Research Questions	3
5. Research Hypotheses	3
6. Research Methodology.....	4
6.1 Research Approach	4
6.2 Research Design(s)/Strategy(ies).....	4
6.3 Data Collection Methods/Tools	4
6.4 Data Collection Procedures.....	4

6.5 Data Analysis and Procedures.....	5
7. Population and Sample.....	5
7.1 Sampling Techniques.....	5
8. Significance of The Study.....	5
9. Definitions of Key Words.....	6
10.A Provisional Structure of The Dissertation.....	7

Chapter One: Writing Skill and Paragraph Writing: An Overview

Introduction.....	9
-------------------	---

Section One: Writing Skill (An Overview)

1.1.1 Definition of Writing.....	9
1.1.2 Approaches Teaching Writing.....	9
1.1.2.1 Process Approach.....	10
1.1.2.2 Product Approach.....	10
1.1.2.3 Genre Approach.....	10
1.1.3 Pre Writing Strategies.....	11
1.1.3.1 Free Writing.....	11
1.1.3.2 Brainstorming.....	12
1.1.3.3 Clustering.....	12
1.1.3.4 Listing.....	12
1.1.4 Stages of The Writing Process.....	12
1.1.4.1 Planning (Prewriting) Stage.....	12
1.1.4.2 Drafting Stage.....	13

1.1.4.3	Revising Stage	13
1.1.4.4	Editing Stage.....	13
1.1.4.5	Publishing and Sharing Stage	14
1.1.5	The Relationship Between Writing Skill and Pair or Group Activity	14
1.1.6	Importance of Writing	15
1.1.7	Factors Affecting Writing	15
1.1.7.1	Punctuation and Spelling.....	15
1.1.7.2	Lack of Self Confidence and Motivation	16
1.1.7.3	Anxiety	17
1.1.7.4	The Teachers' Role.....	18
Section Two: Paragraph Writing (An Overview)		
1.2.1	Definitions of Paragraph	18
1.2.2	Elements of Paragraph	19
1.2.2.1	Topic Sentence	19
1.2.2.2	Supporting Sentences	19
1.2.2.3	Concluding Sentence	19
1.2.2.4	Cohesion	20
1.2.2.5	Unity	20
1.2.3	Types of Paragraph.....	21
1.2.3.1	Descriptive Paragraph.....	21
1.2.3.2	Narrative Paragraph.....	21
1.2.3.3	Expository Paragraph	21

1.2.3.4 Persuasive Paragraph	21
1.2.4 Scoring Rubrics of Paragraph	22
Summary	23

Cooperative Learning and Think-Pair-Share (TPS) Strategy: An Overview

Introduction.....	24
-------------------	----

Section One: Cooperative Learning (An Overview)

2.1.1 Definitions of Cooperative Learning.....	24
2.1.2.1 Positive Interdependence	25
2.1.2.2 Individual Accountability	25
2.1.2.3 Face to Face Promotive Interaction	25
2.1.2.4 Social Skills	26
2.1.3 Types of Cooperative Learning Groups	26
2.1.3.1 Formal Cooperative Learning Groups	26
2.1.3.2 Informal Cooperative Learning Groups	26
2.1.3.3 Cooperative Base Groups	27
2.1.4 Advantages of Cooperative Learning.....	27
2.1.5 Disadvantages of Cooperative Learning	28
2.1.6 Strategies of Cooperative Learning.....	28
2.1.6.1 Jigsaw	29
2.1.6.2 Round Table	29
2.1.6.3 Learning Together	30
2.1.6.4 Student Team Achievement Divisions (STAD)	30

2.1.6.5	Think-Pair-Share (TPS) Strategy.....	30
Section Two: Think-Pair-Share Strategy (An Overview)		
2.2.1	Definition of Think-Pair-Share (TPS) Strategy	31
2.2.2	Steps of Think-Pair-Share Strategy.....	31
2.2.3	Other Variation of Think-Pair-Share (TPS) Strategy.....	32
2.2.3.1	Tell-Help-Share	32
2.2.3.2	Think-Write-Pair-Share	32
2.2.3.3	Read- Write-Pair-Share	33
2.2.3.4	Think-Write-Pair-Compare	33
2.2.3.5	Think-Pair-Square-Share	33
2.2.4	Implementation of Think-Pair-Share (TPS) Strategy in The Classroom.	33
2.2.5	Advantages of Think-Pair-Share Strategy.....	35
2.2.6	Disadvantages of Think-Pair-Share (TPS) Strategy.....	36
2.2.7	The Relationship Between Think-Pair-Share Strategy and Writing Skill.....	36
Section Three: Previous Related Studies		
2.3.1	Previous Related Studies.....	37
	Summary.....	40
Chapter Three: The Research Methodology of The Study, Data Analysis and The Results		
	Introduction.....	42
Part One: The Research Methodology of The Study		
3.1.1	Research Methodology.....	42

3.1.1.1	Research Approaches	43
3.1.1.2	Research Design and Strategy (es)	44
3.1.1.3	Data Collection Methods	44
3.1.1.3.1	Questionnaire	44
3.1.1.3.2	Test (Treatment).....	45
3.1.2	Sampling techniques	45
3.1.1.2	Convenience Sampling Technique	46
3.1.2.2	Purposive Sampling Technique	46
3.1.3	Data Collection Procedures and Analysis	46
Part Two: Implementation of Think-Pair-Share (TPS) Strategy		
3.2.1	Description of Treatment sessions	46
3.2.2	Outline of The Treatment.....	47
3.2.3	The Objectives and The Content of The Treatment Sessions	49
3.2.4	The Implementation of the TPS Strategy.....	50
3.2.5	The Assessment of Tests.....	51
Part Three: The Results of The Study		
3.3.1	The Pre-Post test Results	53
3.3.2	Selecting The Types of T-Test Samples and Hypotheses	58
3.3.3	Hypothesis Testing.....	59
3.3.4	Summary of Results Related To Hypothesis Testing	60
3.3.5	The Results of Students' Questionnaire	61
3.3.6	The Results of Teachers' Questionnaire	79

3.3.7	Summary and Discussion of Results	90
3.3.8	Synthesis of The Findings	94
	Summary	98
	General Conclusion	98
	Limitations of The Study	99
	Recommendations and Future Research	100
	References.....	102
	Appendices.....	109
	المخلص.....	149
	Le Résumé	150

General Introduction

1. Study Background

Nowadays, English often becomes one of the worthwhile and the known languages that gather between people from different countries; thus, this authoritarian language covers most schools and universities all over the world. A near native English language is the one who can master the two productive skills which are speaking and writing skills, So he/she is able to demonstrate his/her cognitive ability which is the power of thinking, remembering and producing the language effectively and fluently.

At present, most Educational institutions depend on writing skill in exams, tests, home works and even in dissertations in which , learners start concern themselves with monitoring their writing performance through avoiding mistakes, errors and irrelevant ideas. This tendency may complicate the task of writing because it comprises various, difficult and strict rules that must be learnt, mastered and applied by the learner; however, writing is the most powerful skill that refreshes the learner's cognitive ability and improves the learner's social life through sharing ideas and correcting mistakes when writing.

Think-Pair-Share technique is one of the writing techniques that gives the student the golden opportunity to enhance writing skill through understanding the given topic, writing about it, giving a chance to pair work time for adding ideas or correcting mistakes and sharing the final draft with others. This cooperative learning technique combines three main columns; each column has its roots from different origins. In other words, Think element stimulates the learner's memory to produce all relevant ideas in a certain topic; Pair and Share items provide the students the ability to interact between each other leaving the space to benefit from each other's knowledge with pleasure's touch.

2. Statment Of The Problem

Writing skill is not an easy task, especially for novice writers because they may make many mistakes and errors while writing. However, this problem cannot be overcome unless they mastered writing paragraph before moving on to writing long essays.

Accordingly, teachers of English usually say that most third year English as a foreign language students in Biskra University have poor control of writing capacity even though they are supposed to have a complete performance of writing a paragraph at this stage. Learners may fail to write an acceptable paragraph due to many factors: Some students start directly writing in the paper during the exams or tests without leaving the chance to organize their ideas or even think about the suitable words and sentences that fit the topic; hence, they may make many mistakes unconsciously. Lack of knowledge can be one of the main reasons that hamper writing ability in which it leads to many errors. However, this reason often disappears when the learners create some time to share their knowledge, exchange their thoughts and correct each other's error. Another possible factor can be that learners suffer from stress, lack of self confidence and motivation as well as the fear of sharing their written thoughts in the classroom. Consequently, they gradually begin to lose the desire and motivation to write, and, thus, they stop their writing development. Those three main factors can be solved by many practical effective ways that train them to leave the time to think, make pair work and share the final work with others.

Many researchers demonstrate the relationship between Think-Pair-Share (TPS henceforth) strategy and writing skill improvement, this technique was proven to contribute the development of both cognitive and metacognitive abilities that help to reduce the mistakes and errors when writing as well as to reinforce learners' self-esteem through learning from their classmates. In this respect, the present research suggested applying Think-Pair-Share technique in the classroom to develop paragraph writing of third year English

language students in Biskra University, so they composed well drafted, organized and edited paragraphs with less amount of mistakes and errors.

3. Research Objectives

- This research aims to test the effectiveness of using Think-Pair-Share strategy on English as foreign language students' paragraph writing.

- Specific Aims

More specifically, there are four main objectives of this research. First of all, this study aims to examine the effect of using the TPS strategy on writing more elaborate topic, concluding and supporting sentences. Second, it aims to test the effectiveness of TPS strategy on both reducing mistakes (punctuation and spelling) and on EFL learners' motivation and self-efficacy in writing. Also, it aims to explore the teacher's attitudes towards the usefulness of TPS strategy.

4. Research Questions

RQ1: How would think-pair-Share strategy influence the student's paragraph writing?

RQ2: To What extent would the TPS strategy influence spelling and punctuation mistakes while writing?

RQ3: How would Think-Pair-Share strategy affect EFL student's sense of motivation and collaboration in the classroom?

RQ4: What are the teachers' attitudes towards TPS strategy?

5. Research Hypotheses

According to the research questions, we propose the following research hypotheses:

RH1: This strategy will effectively help the learners by making enough time to think, make pair work and share the final draft with others.

RH2: Due to practicing TPS strategy, EFL students would almost get rid of spelling and punctuation mistakes while writing.

RH3: After TPS treatment, the students will be highly motivated and confident while discussing and participating with each others during the process of writing.

RH4: Most of teachers will have positive attitudes towards TPS strategy.

6. Research Methodology

6.1 Research Approach

In order to achieve the aims of the research, we have selected a mixed methods approach which combines between quantitative and qualitative approaches (Kabir, 2016). In this study, the following tools were used which are: giving semi-structured questionnaire to the students to gather different opinions about their writing's problems and the effectiveness of TPS strategy to solve them. Semi structured questionnaires were used for the teachers to check off their attitudes towards using TPS strategy for writing skill amelioration.

6.2 Research Design(s)/Strategy(ies)

Quasi experimental design was selected for this study to test third year students' writing skill before and after the intervention of TPS technique. In the pre-test, the learners were asked to write topic, concluding and supporting sentences, then a paragraph about certain topic. Later, they were required to do another test, but after TPS technique's treatment.

6.3 Data Collection Methods/Tools

There are many data collection methods that should be present in this research. First, the required learners were asked to answer semi-structured questionnaire before and after applying independent variable (TPS strategy). After that, nine (9) teachers who are experienced in writing skill's teaching were required to answer semi-structured questionnaire. Lastly, twelve (12) learners were asked to pass a pre-test and after the treatment to find out the difference between the two tests, so the results would clearly demonstrate the relationships between the two variables.

6.4 Data Collection Procedures

There are certain procedures that should be followed to collect the data of the dissertation. First of all, nine (9) teachers were requested to answer the questionnaire. After that, twelve (12) students are required to attend treatment sessions after passing pre test, and then they passed a post-test followed by answering another questionnaire.

6.5 Data Analysis and Procedures

The analysis of the data have been as follows: we calculated the percentage of the questionnaire to mark the answer ratio of the teachers and the students. Next, we calculated the average of both pre-test and post-test's scores, the means and standards deviation of topic, supporting and concluding sentences, spelling and punctuation mistakes to write the difference of the results accurately. Moreover, we made check list observation as a helpful table to facilitate the process of gathering remarks and results during treatment sessions.

7. Population and Sample

In this research, we chose third year students who study English language at Biskra university to do the following: twelve (12) students, who were convenience in the classroom, were required to pass pre-test and post-test and answer a certain questionnaire. Moreover, nine (9) teachers were demanded to answer another questionnaire.

7.1 Sampling Techniques

After selecting the population and sample, we determined non probability sampling as a sampling technique for this study; namely, convenience sampling type. In fact, the convenience students were asked to both pass the tests and answer the questionnaire. On the other hand, we relied on purposive sampling technique to pick up the teachers who are experienced in writing skill's teaching.

8. Significance of The Study

The importance of this research can touch positively both students and teachers. At first sight, TPS strategy will contribute to the development of writing paragraph in particular,

it will help the learners to write topic, concluding and supporting sentences without grammar, spelling and punctuation mistakes and with logical ideas. Moreover, it is believed that this technique will build up the student's self confidence, motivation and reduce shyness while discussing with others. Second, after the practical results of using TPS strategy, the teachers will take into consideration how cooperative work will be a good tool to enhance the learners' paragraph writing. And what's more, the idea of TPS technique will give another view for the teachers to either add or change their practical teaching for better improvement of student's level.

9. Definitions of Key Words

- Think-Pair-Share (TPS) Strategy: It is considered one of the strategies that supports the learner to think individually, combine his/her ideas with a partner, then share their work to the others.
- EFL learners: are learners who study English as a foreign language in learning settings.
- Paragraph writing: is the process of writing a small piece of writing which contains topic, concluding and supporting sentences.
- Anxiety: is one of psychological problems that may inhibit EFL learners' communication and participation in the classroom.
- Self- confidence: self confident learners are able to discuss and share their ideas with others.
- Motivation: is a positive action that encourages the learners to perform well and provide their best performance.
- Participation: is an action for making comment, sharing ideas or provide a feedback to the others.

- Punctuation and Spelling mistakes: are two kinds of mistakes that may lead to incoherent and meaningless piece of writing.

10. A Provisional Structure of The Dissertation

- CHAPTER ONE: The second chapter presented background information about writing skill including the definition, the importance, the approaches and the stages of this skill. Further, we presented overview about paragraph writing in terms of its meaning, types, elements and suggested scoring rubrics.
- CHAPTER TWO: In the second chapter, we decided to present a theoretical overview of Think-Pair-Share technique and its relevant information, for instance, the definition, strategies and the advantages of cooperative learning and the definition, the advantages and disadvantages of Think-Pair-Share strategy. Finally, this chapter highlighted previous researches related to TPS or cooperative learning and writing skill.
- CHAPTER THREE: The last chapter mainly covered the practical part of this study, in other words, TPS strategy has been applied in the class by using the following data collection methods: questionnaire and treatment sessions (tests). The questionnaires were given to the teachers to mark their attitudes toward TPS strategy and cooperative learning in general. The students were allowed to answer another questionnaire. To refresh this research with concrete results, we determined a quasi-experimental design to test and confirm the positive relationship between dependent and independent variables.

THINK-PAIR-SHARE STRATEGY AND PARAGRAPH WRITING.

-

Chapter One: Writing Skill and Paragraph Writing: An Overview

Introduction

Generally, all language skills are essentially and equally needed for EFL learners to gain language competence. Among which is the writing skills that plays a significant role in the journey of language learning. Several factors are making writing the most challenging skill for EFL learners who may struggle with well constructing even a small piece of writing as a paragraph. Accordingly, the current chapter presents definitions, pre writing strategies, stages, and approaches to teach writing in the EFL classroom followed by the relation between pair or group work and writing skill as well as its importance. Otherwise, this chapter offers problems or factors that may hinder EFL learners to perform properly in writing. More importantly, the second section of this chapter presents some definitions of a paragraph, its elements, types and suitable scoring rubrics.

Section One: Writing Skill (An Overview)

1.1.1 Definition of Writing

For learners to undertake the process of writing, they should recognize its meaning. First, Nunan (2003) defined Writing as an intellectual activity which concerns with organizing ideas and express them through comprehensible and clear sentences and paragraph. Regardless of this, Weigle (2002) elucidated that the process of writing is not only putting the ideas on a paper as they occur but also helping to create new knowledge. Mainly, the writing process related to the point that writer starts thinking about what to write till the final copy (Tompkins & Hoskisson, 1995). Besides, Erliana et al., (2014) considered writing as an untidy process because the students' improvement has a relation with a number of untidy drafts before reaching a final version. It is helpful if the teachers motivate the students to re revise and positively accept their drafts. In a word, putting letters on a paper is a fundamental skill that needs practices and revisions to create new knowledge and ideas.

1.1.2 Approaches Teaching Writing

Writing comprises broad aspects of learning and various rules that may hardly be taught to EFL learners. As a consequence, several scholars differ in the use of methods to teach writing. Process, Product and Genre approaches are the three central approaches for teaching writing.

1.1.2.1 Process Approach

The process approach emphasis on making the learners discover new ideas, develop data and make them more creative and purposeful through formulating well structured writing piece. Also, this approach focuses on the content more than the form (Benyahia, 2016). Selvaraj and Aziz (2019) indicated that planning, drafting, revising and editing are the four main stages that are involved in process approach and it concerns with getting the last product. The main advantage of this approach is to foster creativity, allow students to work at their own pace and offer them with a chance to revisit their work and improve it along the writing process (Dragomir & Niculescu, 2020).

1.1.2.2 Product Approach

"Product based approach denotes a writing process which aims to see the end product. Regularly, students imitate a model text to produce one" (Selvaraj & Aziz, 2019, p.455). In simple terms, the students imitate an example of a text given by the instructor to have their writing product. Besides, Selvaraj and Aziz (2019) confirmed that Product based approach emphasizes on the grammar structure and syntax rather than the process of writing; thus, it lost its popularity.

1.1.2.3 Genre Approach

Genre based approach considered writing as a social and cultural practice. Its goal involves the context where writing occurs as well as the conventions of the target discourse community (Hasan & Akhand, 2010). Importantly, this approach seeks to highlight the benefit of multiple types of writing and text types and intertwined with social needs. Through

genre method, the student recognizes different sentence structures for numerous text types (Selvaraj & Aziz, 2019) .

Attribute	Process	Genre
Main Idea	Writing is a thinking process Concerned with the act of writing	Writing is a social activity Concerned with the final product
Teaching Focus	Emphasis on creative writer	Emphasis on reader expectations and product
Advantages	How to produce and link ideas Makes processes of writing transparent Provides basis for teaching	How to express social purposes effectively Makes textual conventions transparent Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar Overlooks L2 language difficulties Insufficient attention to product Assumes all writing uses same processes	Requires rhetorical understanding of texts Can result in prescriptive teaching of texts Can lead to overattention to written products Undervalue skills needed to produce texts

Figure 1.1 A Comparison of Genre and Process Orientations (Source: Hyland, 2003, p. 24).

This figure clarifies the deference between process and genre approach. Briefly, process approach related to writers' creativity, linked ideas and writing principles, while Genre approach linked to writing production, social notions, readers' expectations and rhetorical aspects of a text.

1.1.3 Pre Writing Strategies

Before writing, the writers should suitably select an appropriate pre writing strategy that smoothes writing procedures.

1.1.3.1 Free Writing

Free writing awards the writers the freedom to write any idea that comes to their minds without stopping or carrying about the connection and the sense of these ideas (Erliana et al., 2014). In particular, the writers merely write the sentences without carrying about the punctuation marks, capitalization and the correctness of the sentences (Oshima & Hogue, 2007).

1.1.3.2 Brainstorming

The usefulness of this technique materialized once the learners get familiar with the process, face a difficulty, and revise their work or moving on to new phase (Mogahed, 2013).

1.1.3.3 Clustering

Erliana et al., (2014) defined clustering or word mapping as prewriting strategy that allows designing a visual map of ideas. The writers write a key word in the center of the page, then they note all related ideas. In other words, the learners write the topic in the central circle of the paper, then they note the related ideas in each small circle and number of circles depends on the ideas' number (Oshima & Hogue, 2007).

1.1.3.4 Listing

According to Oshima and Hogue (2007), listing is a pre writing strategy requires the topic located at the top of the paper, and then quickly the writer makes a list of related word or phrases.

1.1.4 Stages of The Writing Process

After selecting suitable pre writing strategy to have full collection of ideas, the completion of this process entails particular stages with the purpose of having comprehensible and readable writing piece. There are five fundamental stages of writing which are the following:

1.1.4.1 Planning (Prewriting) Stage

Prewriting step is a manner to have ideas. This stage depends on selecting a topic and gathering ideas which illustrate the topic (Oshima & Hogue, 2007). From different view, Planning is a set of strategies formed to find and output date in writing (Rizki, 2018). According to Tompkins and Hoskisson (1995). The students should select topic and determine their purpose, form and audience and they are required to utilize informal writing strategies that help arrange and generate ideas and write collaborative composition.

1.1.4.2 Drafting Stage

“Drafting is the writers’ first attempt to capture ideas on paper. Quantity here is valued over quality” (Jhonson, 2008, p. 179). In this situation, drafting stage concerns with writing down the required ideas with less attention of spelling, punctuation and other mechanical errors (Tompkins & Hoskisson, 1995). Apart from this, to have a coherent writing piece, the writer should emphasize the organization of the outline (Dyan, 2010).

1.1.4.3 Revising Stage

The name of this stage is able to explain its content. To clarify, the word revision means “seeing again”. Due to students and teachers’ support, the students can “resee” their writing again (Tompkins & Hoskisson, 1995). To put it differently, Jhonson (2008) exemplified the difference between drafting and revising stage as follows:

The draft stage is like throwing a large blob of clay on the potter’s wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around (p. 179,180).

To simplify, Drafting step focuses on writing the ideas and all the data that are connected to the topic in contrast to revising stage in which the learners should organize, add or make the necessary changes of these ideas.

1.1.4.4 Editing Stage

The time for editing comes once the students have presented a draft. After that, they read it in order to add the needful changes (Rizki, 2018). This is where the correction of spelling, punctuation is highly required. This step can be incorporated within the last three steps. In spite of that, This incorporation may lead to get unacceptable writing because thinking about editing at pre writing, drafting and revising steps can affect the flow of ideas and the quality of writing (Jhonson, 2008).

1.1.4.5 Publishing and Sharing Stage

Jhonson (2008) added that this step for sharing the students' written work with their classmates and this experience gives the student the power to read their assignment loudly either in groups or to another classmate.

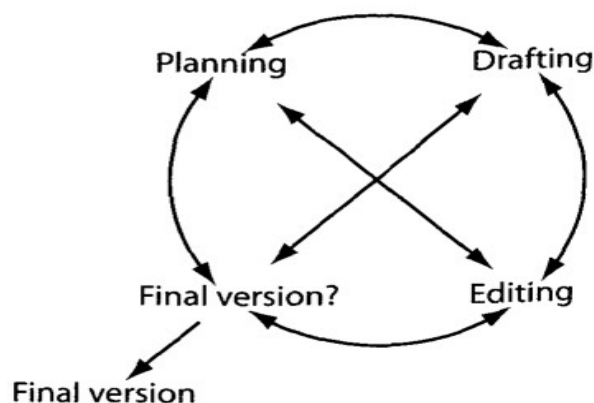


Figure 1.2 The Process Wheel (Source: Harmer, 2007, p.326).

The figure above interprets the repetition of the writing's steps for the purpose of getting unmistakable work although the writer may finish his/her final version.

1.1.5 The Relationship Between Writing Skill and Pair or Group Activity

Both pair and group work can nearly produce the same advantages for EFL learners. To clarify, Harmer (1998) indicated that both group and pair work award a great independence for students who enable to work together without the teacher's controlling; therefore, they can take their own learning decisions. Working in groups or pairs encourage the students to share their writing task and reduce feelings of isolation, anxiety and lack of motivation among learners.(byrne, 1988). On the top of that, Harmer (2007) believed writing in groups ,whether in a form of long process or short game like communicative activity , does not only motivate the students to write but also, to do research , discussion, peer evaluation and reach group pride in group accomplishment. Indeed, working cooperatively, whether in pairs or groups, have to be highly demanded in learning settings because it holds diverse utilities.

1.1.6 Importance of Writing

When thinking about the writing process, the majority of learners try to discover the benefits behind this process. Primarily, Byrne (1988) provided many advantages of writing proficiency whereby the learners feel more comfortable and secure to deal with rather than speaking or relying on oral practices only. Writing also satisfies the psychological needs of the students since it gives them concrete and tangible evidence about their progress and it can be a break from oral work routine, so this will increase the amount of language contact. Dealing with formal and informal test often needs writing ability even in oral tests where taking notes while listening is possible. Additionally, Carroll (1990) considered writing as the most substantial invention in the history of human because it can supply a constant record of data, beliefs, feeling, arguments, explanation and theories. It also supports to share verbal messages with contemporaries and future generation. To sum up, written activities enables to treat the psychological feelings of the learners and aids to share communication with current and future generation.

1.1.7 Factors Affecting Writing

Despite the common use of writing in language learning, EFL students still face a variety of problems that affect their writing performance. The following are some factors that are declared by scholars.

1.1.7.1 Punctuation and Spelling

While the students initiate writing, committing errors is an expected issue; thereupon, the students may disregard some simple errors which could hide the aesthetic and the sense of the written product. Spelling and punctuations is one of the vital aspects in teaching and learning writing; nonetheless, it seems to be neglected among language learners. These kinds of errors must be avoided for several reasons.

Understandable and well written words are the primary step to reach clear writing's form. At first sight, Abdulmoneim (2013) believed that spelling is a language skill in which sounds (phonemes) are presented by letters (graphemes); therefore, it produces the smallest part of written language. Spelling is very important in writing; and committing any mistakes leads to miscomprehension and negative impact of the written product (El-Aswad, 2014, as cited in Benyahia, 2016). Byrne (1988) reported the complex relation between sounds and symbols in English, spelling becomes an issue of many language including native and non-native speakers. For this reason, Allati (2016) suggested extensive reading as a solution to help minimize the spelling mistakes. Apart from this, since spelling is unsystematic, teachers should provide the learners with guidance in key areas, through rules, and the learners can rely on a dictionary as a guide to avoid spelling mistakes.

Additionally, the use of punctuation marks carefully carries out a lot of benefits. Firstly, "Punctuation marks gives meaning to words as pauses and change in tone of speech do" (Muslim 2014 p. 107). In other words, punctuation marks do not only grant writing piece the needed pauses, but it also provides it with an adequate semantics to allow the reader to reach a full comprehension. That's what Muslim (2014) confirmed, in his study, that many researchers have demonstrated if punctuation marks are being used in a wrong way, they may change the words' meaning; whereas, the correct use of them may reveal mysteries. On the other hand, using appropriate punctuation marks helps the writer to clarify his or her ideas and determine the beginning and the end of thoughts. It also demonstrates the beginning and the end of the ideas relationship between the ideas (Hussen, 2015).

As a conclusion, spelling and punctuation errors seem unimportant for some learners because they think that these errors do not affect the writing product significantly. However, committing such errors can greatly make the sentences meaningless and incoherent.

1.1.7.2 Lack of Self Confidence and Motivation

Some teachers think that their students' writing performance is weak because of the lack of practice. Instead, some psychological problems are able to inhibit their perception, participation and written activity. Self confidence and motivation are considered as the major factors affecting students' learning.

Rubio (2007) illustrated that low self confidence causes psychological aspects like fear, anxiety, sense of insecurity and antisocial behaviors. Those aspects can be found in foreign language learning. On the other hand, high self confidence is a significant concept for an efficient presentation. This concept encourages the speakers to communicate their thoughts effectively and to boost a direct communication with the audience (Kakepoto et al., 2012). Self confidence can influence speaking and writing skill. Neman (1995) argued writing does not only seek for knowledge, but also self confidence to practice this knowledge. Practicing writing process requires high self confidence in order to be able to produce or share the final draft.

Second, lack of motivation may negatively affect the students' learning process. Less motivated students may face other negative psychological conditions such as high anxiety and low self efficacy. Consequently, they may not engage in academic writing activities (Payne, 2012). Cooperative learning is a helpful strategy that increases learners' motivation. Zourez (2010) recommended that through making cooperative groups, the students receive peer support and assistance which increase their encouragement and their learning engagement.

1.1.7.3 Anxiety

Anxiety is one of passively psychological problems that impact people, in general, and the learners, in particular. First of all, Anxiety is a situation in which uncomfortable students have a negative influence in their writing achievements (Allati, 2016). It was reported that poor linguistic knowledge, fear of negative feedback and writing exams coupled

with time consuming and lack of motivation or writing concern can be the key causes of anxious writers (Rezaeia & Jafari, 2014). It should be noted that teachers should have conducive part to create a positive atmosphere and design an interest activities in order to reduce anxiety (Benyahia, 2016). Indeed, feelings of shyness and anxiety have an influential role for EFL learners that hinder their learning progress.

1.1.7.4 The Teachers' Role

In addition to linguistics and psychological problems of the students, the teacher plays a pedagogical role and integral part in the learning procedure. According to Harmer (1998), a skillful teacher is the one who assesses the progress of students through a variety of measures including speaking activities, assignments and home works where the teacher can score each student's participation and frequent small improvement tests. According to this, it has been concluded that selecting teacher's role should be accurate and desirable whereby the teacher is able to help their student achieving their learning objectives. To provide more explanation about this point, Harmer (2007) argued that acting as prompter, participant or controller are inappropriate roles when the students are involved in a piece of group writing or even when making a presentation in the class. On the other hand, acting just as a resource is the most needed role because the student may ask their teachers how to say or write something or ask what a word or phrase means.

Section Two : Paragraph Writing (An Overview)

1.2.1 Definitions of Paragraph

Mostly, novice learners start rehearsing their writing performance by small pieces of writing, such as a paragraph even though they may lack the necessary information about the paragraph. The latter was pointed out by some scholars. The paragraph is a set of sentences that discuss one topic. These combined sentences support the writer's dominant idea (main idea) about the topic. (Zemach & Rumisek, 2003). Likewise, Oshima and Hogue (2007)

confirmed that the paragraph is a collection of interconnected statements which is developed by the writer about a subject. The first sentence presents the specific point, or idea about the topic and the remaining sentences in the paragraph support that main idea. From a broad view, Erliana et al. (2014) explained the paragraph with much more details. To be more precise, they considered a paragraph as group of related sentences that include the central or controlling idea which is located in the topic sentence and it is connected to the purpose of the whole composition. To sum up, all pervious scholars agreed that a paragraph is a set of related sentences that present one main topic.

1.2.2 Elements of Paragraph

A well designed paragraph is the one that has integrative elements. There are five parts of a paragraph described in literature by many researchers.

1.2.2.1 Topic Sentence

Zemach and Rumisek (2003) initiated that a paragraph begins with the topic sentence which is its essential idea and it is usually its first and the most general statement. On the other hand, Bailey (2011) claimed that all paragraphs have a topic sentence; nevertheless, it is not wholly located as the first one. Furthermore, Oshima and Hogue (2007) stated that the topic sentence regards with the topic which is the subject of the paragraph and the controlling idea that shows what the paragraph will say.

1.2.2.2 Supporting Sentences

Supporting sentences illustrate the topic sentence; they expressed in details and follow the topic sentence (Zemach & Rumisek, 2003). To put it differently, supporting sentences produce more data related to the topic sentence such as causes, examples, facts, quotations and statistics (Erliana et al., 2014).

1.2.2.3 Concluding Sentence

The concluding sentence can be located in the last of the paragraph. This last sentence can finish a paragraph by repeating the basic idea or writing a comment about the topic (Zemach & Rumisek, 2003).

Cohesion and unity are additional elements to attain a well structured, meaningful and purposeful writing piece.

1.2.2.4 Cohesion

Cohesion means combining the text together to get it clear and readable through using reference words like he, theirs and the former as well as conjunctions like but, then (Bailey, 2011). Erliana et al. (2014) pointed out cohesive paragraph has smooth and organized sentences which are connected with key words, reference and transition words (these called cohesive elements).

1.2.2.5 Unity

Zemach and Rumisek (2003) defined the unity of writing as the relation of all ideas to one topic. In the same point, when the ideas of supporting sentences are obviously connected to the principle idea found in the topic sentence, The Unity of this writing piece exists. In another word, all the detail are pertinent to the one controlling idea (Erliana et al., 2014).

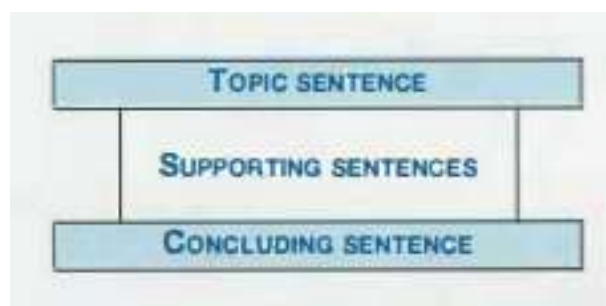


Figure 2.1 A Diagram of a Paragraph. (Source : Oshima and Hogue, 2007, p. 38).

The exciting figure is a diagram of paragraph's elements that are formed as a piece of sandwich. The topic and concluding sentence are two pieces of bread and the meat is the supporting sentences (Oshima & Hogue, 2007).

1.2.3 Types of Paragraph

Descriptive, Narrative, Exploratory and persuasive paragraphs are considered as the distinctive types that add the appropriate quality of certain model and assist to put precise expressions or words. Some writers provided thorough explanation of those types.

1.2.3.1 Descriptive Paragraph

It is defined as one of four essential prose's types. It explains the perception of a person, place or thing using our senses (sight, sound, hear, taste, smell) to evoke the realistic of experience and perception (Langan, 1984). In the same context, descriptive paragraph usually follow a spatial order, pattern of organization, which is the organization of things in space (Oshima & Hogue, 2007).

1.2.3.2 Narrative Paragraph

Narrative paragraph recounts a story by connecting a set of events in time order. All writing that include either an event or group of events are a narrative paragraphs (Eschholz & Rosa, 1993, as cited in Erliana et al., 2014). Oshima and Hogue (2007) added writing this type of paragraph necessitates the order of the events as they happened. Therefore, time order is needed to organize the sentences.

1.2.3.3 Expository Paragraph

This type of paragraph presents creation amount of data related to a topic. These data are provided about a particular subject and the development methods are writing examples or illustration, supplying causes , illustration process, comparing and contrasting, defining and classifying (Langan, 1984).

1.2.3.4 Persuasive Paragraph

Persuasive or argumentative paragraph is a special type that contains reasons, signal of its goal in topic sentence. It also contains words like should or ought to or judgmental expressions in order to convince a person about the validity of point of view or opinion.

Further, the purpose of such kind of paragraph is to change someone's attitude (Erliana et al., 2014).

1.2.4 Scoring Rubrics of Paragraph

The use of scoring rubrics, as scaffolding or a means to determine the performance standards for the students and to construct their attainment of higher proficiency (Bryant & Timmins, 2002). Oshima and Hogue (2007) displayed a rubric of paragraph which highlights the most significant concepts related to a paragraph and the corresponding points appropriate to it.

	Maximum Score	Actual Score
Format—5 points		
There is a title.	1	_____
The title is centered.	1	_____
The first line is indented.	1	_____
There are margins on both sides.	1	_____
The paragraph is double-spaced.	1	_____
Total	5	
Punctuation and Mechanics—5 points		
There is a period after every sentence.	1	_____
Capital letters are used correctly.	1	_____
The spelling is correct.	1	_____
Commas are used correctly.	2	_____
Total	5	
Content—20 points		
The paragraph fits the assignment.	5	_____
The paragraph is interesting to read.	5	_____
The paragraph shows that the writer used care and thought.	10	_____
Total	20	

Organization—35 points		
The paragraph begins with a topic sentence that has both a topic and a controlling idea.	10	—
The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.	20	—
The paragraph ends with an appropriate concluding sentence.	5	—
Total	35	
Grammar and Sentence Structure—35 points		
Estimate a grammar and sentence structure score.	35	
Grand Total	100	

Figure 2.2 Scoring Rubrics: Paragraphs (Source: Oshima and Hogue, 2007, p.196).

Summary

The first chapter of this dissertation represented theoretical data about writing skill, in general, and paragraph writing, in particular. Therefore, we extracted that writing proficiency is crucial and yet complicated skill. Teachers should determine an adequate strategy that collects the largest number of solutions to problems faced by EFL students.

The next chapter will handle background aspects and information related to cooperative learning and Think-Pair-Share strategy.

THINK-PAIR-SHARE STRATEGY AND PARAGRAPH WRITING.

**Chapter Two: Cooperative Learning and Think-Pair-Share (TPS) Strategy: An
Overview**

Introduction

Learning methods, techniques and strategies can help learners fulfill their tasks, solve their learning problems and achieve several learning goals. This may raise their sense of self-confidence, self-efficacy, motivation and cooperation in learning settings. One of these learning strategies is Think-Pair-Share strategy that several researchers believe it can serve for developing students' language skills, including the writing skill; therefore, the current chapter is an overview about this broadly used cooperative learning strategy. The first section includes information about cooperative learning starting by definitions, principles and types followed by some advantages and drawbacks. The second section is a general description of the TPS strategy, its implementation in learning settings, some possible advantages and disadvantages, as well as its relationship to the writing skill. The third section presents previous studies related to TPS strategy or cooperative learning and writing skill.

Section One: Cooperative Learning (An Overview)

2.1.1 Definitions of Cooperative Learning

Some authors and researchers suggested different definitions of cooperative learning. The following definitions are some of them:

According to Macpherson (2015), cooperative learning is a part of teaching/learning strategies where the students acquire and practice the elements of subject issue and achieve common learning objectives through interaction. It is more than just making group work and hoping for the best.

From a broad perspective, Dishon and O'leary (1984) highlighted the importance of cooperative learning in their definition in which they defined cooperative learning as a systematic model that supports the teacher to apply and work with groups in order to make the students learn their subject issue, finish the tasks and include all the group members in their group. Consequently, they solve both the differences among themselves and their group

problems with less dependence from the teacher and enjoy the process of working together. In the same vein, Johnson and Johnson (2017) defined it as an educational use of small groups to encourage the students to work together; therefore, they maximize both their personal and each others' learning.

From another view, cooperative learning is regarded as a group of instructional strategies which use small pupils' teams to encourage peer interaction and study academic subjects (Sharan, 1980). This type of learning usually emphasizes the interaction between the learners in order to develop their skills in foreign language.

2.1.2 Principles of Cooperative Learning

Educational system often follows harmonious teaching and learning strategies which carries out rigid principles. Cooperative learning is one of the main strategies that consist of the following principles:

2.1.2.1 Positive Interdependence

By having shared goals, learners can create teams and make a cooperative work in order to win or fail together (Anderson, 2019).Macpherson (2015) also insisted, “ Learners help, assist, encourage, and support each others' efforts to learn” (p.3) . Put differently, the learners work together and support each other to promote their learning.

2.1.2.2 Individual Accountability

The success of the group relies on the contribution of every member of the group, making them responsible for their own learning and contributing to the group as required (Anderson, 2019).Therefore, they are able to take the responsibility of their own learning, as well as they can master their personal achievements rightly.

2.1.2.3 Face to Face Promotive Interaction

Through supporting, motivating and praising each other's efforts to realize, every learner can promote each others' success. Additionally, cognitive activities and interpersonal

dynamics can only occur when the learners participate in promoting each others' learning.(Johnson & Johnson, 1999). In particular, Macpherson (2015) illustrated the powerful relation between the learners who can either sink or swim together, notably they cannot win without the success of other's group members.

2.1.2.4 Social Skills

Interpersonal and small group skills are the basics of cooperative's success because placing socially unskilled individuals in a group may result ineffective cooperation; hence, The leadership, decision-making, trust building, communication and conflict should be taught to the learners (Johnson & Johnson, 1999). Macpherson (2015) concluded that the group handles their work by answering two questions, what did each member do to help the group? and what can each learner do to improve the work of the group? To sum up, social skills are extremely needed in classrooms for the sake of interaction and getting both the capacity to cooperate successfully and mutual understanding between the students.

2.1.3 Types of Cooperative Learning Groups

There are three main types of cooperative learning groups which are the following:

2.1.3.1 Formal Cooperative Learning Groups

It can take one class period to several weeks to finish required task and assignments (Johnson, Johnson, & Holubec, 2013). There is a possibility to reformulate any course or assignment to be cooperative. In this type the teacher starts determine the lesson's objective then decides how to form the learning groups. After that, the teacher should monitor the performance of learning groups and assists them when necessary. Finally, the teacher should evaluate students' performance against the preset criteria for excellence and confirms that groups process how effectively the members cooperate.

2.1.3.2 Informal Cooperative Learning Groups

According to Jolliffe (2007), informal cooperative learning Groups can spend from few minutes to the whole class period and usually contains either to ‘turn to your partner’ discussion or to think/pair/share. The learning groups can form pairs, fours or eights (usually called ‘snowballing’).

2.1.3.3 Cooperative Base Groups

Jolliffe (2007) believed this type often last for either one semester or the whole school year and holds heterogeneous cooperative learning groups with fixed membership to encourage and help each other. The elements of formal cooperative learning are required to be merged and built on.

2.1.4 Advantages of Cooperative Learning

Working cooperatively in the class can usefully present several benefits for learners. Thus, many scholars discovered the positive effects of cooperation. Many scholars suggested numerous advantages of cooperative learning.

Learning together may result several benefits. Firstly, Crawford et al., (2005) suggested numerous advantages of cooperative learning which includes that cooperative learning techniques make every learner participate, act and communicate in large classes and for much time and They are challenged to display their own interpretation of topics and resolve problem. Also, working cooperatively may produce better attendance and retention for students and promote both their interpersonal skills, social life and inter-group comprehension regardless of their different genders and social background.

From another view, other scholars shed the light on different advantages of cooperative learning. To begin with, Li and Lam (2005) claimed that cooperative work has benefits in all classrooms because it relies on heterogeneity and forms and motivates peer support and connection. Second, Johnson 1973 (as cited in Macpherson, 2015) stated that, “Critical thinking is stimulated and students clarify ideas through discussion and debate”

(p.11). To illustrate, Macpherson (2015) clarified that forming groups or pairs of three or more allows increasing the level of discussion and debate unlike when the teacher led the discussion in the class. Third, Macpherson (2015) reported that the researchers discovered that the learners who work cooperatively can have improved skills for interpersonal communications, considerate of others' feelings, work in cross-cultural status and love their classmates and teachers more than other learners who were in other classroom settings.

In conclusion, working cooperatively is able to produce several benefits in the educational and social situation for the students. Through cooperative work, the students are highly active in the large classes as well as it stimulates their cognitive ability and fosters interpersonal skill and inter-group comprehension.

2.1.5 Disadvantages of Cooperative Learning

As it is mentioned above, cooperative learning plays a crucial role in developing the learners' skills and social relationships; however, it still holds some weakness that may hinder their goals' achievements and influences the learning and teaching process negatively. First of all, Allati (2016) asserted, "In some cases, some learners do not exert any effort and work themselves. They rely on the others' work. Later, the whole group will receive the same evaluation regardless of the individual working" (p.16). In other words, working individually or reliance on the other's efforts in the group framework does not produce positive learning realization regardless of obtaining competent evaluation. Second, Allati (2016) asserted the necessity to speak loudly in the class when working cooperatively; thus, it may be a distraction for the learning process. Also, it is impossible for the teacher to master all groups. In that case, some of them may speak in other topics which does not relate to the subject concern. Overall, learning cooperatively may have some downsides nevertheless it involves several benefits in educational process.

2.1.6 Strategies of Cooperative Learning

Working cooperatively does not only demand a specific type of cooperative learning, but also it requires an accurate choice of strategies that fits the learners' needs and the lessons' objectives. Cooperative learning has several strategies. Aoun (2019) has included four main strategies which are the following:

2.1.6.1 Jigsaw

Jigsaw can be defined as a teaching technique that needs group work arrangement to give each group member the opportunity to share information with each other; this strategy developed by Salvin (Aoun, 2019). Arends (2012) explained the steps of this strategy in which the students organize themselves in form of five or six heterogeneous members for learning. Academic materials are given in text form to the students who are responsible to learn a part of the material. After that, the students who have similar pieces of information can form a group (sometimes called the expert group), later they study together and help each other to learn the topic. Then, they return to their original team and teach other learners what they have learned (Arends, 2012). To summarize, the previous scholars have explained how jigsaw strategy applied in the classroom in which the students can learn from each other depending on group work and peer feedback.

2.1.6.2 Round Table

Roundtable strategy can be utilized for brainstorming, reviewing, or practicing; each member of the group has a selected round to participate and make some written contributions to the team's project (Kagan, 1994). In this technique, Kagan (1994) organizedly clarified its steps. To begin with, the teacher poses a question that has different answers. Each student writes either the whole or a part of the answer. Then, they pass their written responds to the next person. Next, one piece of paper per group or group member can be in roundtable. Finally, one team member can be required to share what his or her team has written. In

summary, roundtable encourages team work in the class and reinforces the harmony between the students.

2.1.6.3 Learning Together

The third strategy of cooperative learning is called learning together. In detail, the students work in groups interdependently to achieve their aims and to demonstrate that they have mastered their own material (Benyahia, 2016). Salvin et al., (1985) also explained the objective of making team work. The letter can support the learners to get acquainted, show that every student is valuable and unique member and build trust among group members . The required objective from learning together is to promote team work and encourage the competition between students. Thus, they can learn better, comprehend their tasks and encourages them to give their best.

2.1.6.4 Student Team Achievement Divisions (STAD)

“Student Team Achievement Divisions (STAD) was developed by Robert Salvin and his colleagues at Johns Hopkins University and is perhaps the simplest and most straightforward of the cooperative learning approaches”(Salvin, 1994). More specifically, it is one of the effective and simplest method of cooperative learning because Arends (2012) demonstrated how this strategy can display the teams’ scores after studying . In other words, the students make heterogeneous learning groups to help each other understand the given academic material. Then, they pass a quiz individually and the scores are compared to their previous average to mark the positive difference between them. In brief, this method can highly clarify the students’ positive improvement after learning in form of team work.

2.1.6.5 Think-Pair-Share (TPS) Strategy

According to Arends (2012), Think-Pair-Share strategy was developed by Frank Lyman (1985) and his colleagues at the University of Maryland. This strategy could change the mode of classroom discourse, provide the students with enough time to think, encourage

the group discussions and cooperative work. Think-pair-Share is a strategy that gives the students time to think individually about the answer of a question posted by the teacher, and then share their answers with a mate. Finally, the teacher calls on two or three pairs to share their respond to the whole class (Crawford et al., 2005). This technique is very helpful in teaching writing because it grants the students with the opportunity to write their own ideas, share them with a partner, improve them, learn and accept criticism and constitutes an effective team work (Astheri, Rais & Sarosa, 2013).

Section Two: Think-Pair-Share Strategy (An Overview)

2.2.1 Definition of Think-Pair-Share (TPS) Strategy

TPS is a branch in cooperative learning that supports the learners to interact and participate in the class as well as it motivates the student to think in creative and critical way through answering the required question after pairing and sharing their answer in the class (McTighe & Lyman, 1992, as cited in Aoun, 2019). At another level, it is defined as a classroom activity that gives the learners the chance to think about the answer of a question, an idea, issue or conception, and they make share time with a mate before group discussion. The emphasis is on brief, purposeful discussion (Lyman, 1992).

2.2.2 Steps of Think-Pair-Share Strategy

TPS strategy involves three main steps that should be followed by the teacher. The first step is called thinking in which the teacher poses a question or an issue related to the lesson and the students are required to keep silent and spend a minute to think individually about the issue or the answer of the question. The next step is paring which means that the teacher asks the students to make pair work and discuss their thoughts for four or five minutes. Sharing time is the last step of this strategy; the teacher asks each pair to share their ideas to the whole class (Arends, 2012). Moreover, Astheri et al., (2013) connected these steps with writing skill, in particular, He started by making each student think about the

subject they want to write. Next, they pair up their written thoughts which can be edited and organized and finally each pair share their results to the class and receive any comment from their classmates. In a word, thinking, pairing and sharing are three crucial steps that are related to TPS strategy.

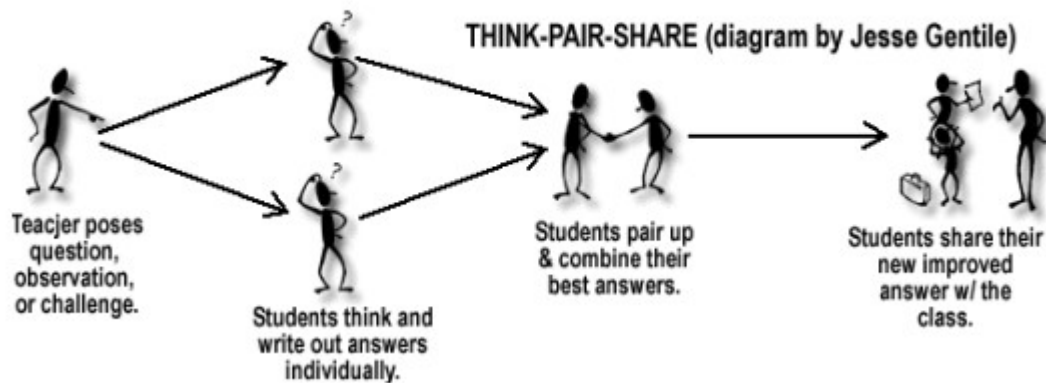


Figure 2.3 Steps of Think-Pair-Share Strategy (Source: Gentile, 2008 as cited in Aoun, 2019).

The figure above summarizes the steps of TPS strategy that starts by individual thinking for the answer. Then, the learners gather their answers in pairs and share or present them to the whole class.

2.2.3 Other Variation of Think-Pair-Share (TPS) Strategy

Think-Pair-Share technique can take various modulations and variations. These five main variations are some of them:

2.2.3.1 Tell-Help-Share

It is an effective strategy that gives adult students the chance to recheck and confirm their comprehension of critical data. It helps the students to participate, either orally or in writing, and support them to fill their knowledge gaps of information (Archer & Gleason, 1994).

2.2.3.2 Think-Write-Pair-Share

Karge and Phillips (2011) asserted this variation is the most preferable one for many educators because it targets the shy and quiet students to be more active to answer the question and complete the task with a mate and motivates the student to participate in the class. At first, the teacher pose a question or issue to the students who must think carefully and write down their answers then discuss them in form of pair work followed by sharing their answers .

2.2.3.3 Read- Write-Pair-Share

Fisher (2005) indicated that this technique promotes the learners with a scaffold experience. The students read a text individually and write their reactions which can be shared with a partner. Through making discussion and expansion of ideas with a partner, the scaffold can be enhanced; the students may feel confident while they share their ideas with a peer or the whole class.

2.2.3.4 Think-Write-Pair-Compare

According to Jolliffe (2007), it contains two steps. First, the learners write down their ideas. Next, they compare their ideas with their classmates and that can lead to arrange their thoughts and ensure individual accountability.

2.2.3.5 Think-Pair-Square-Share

Rufiana and Mulyadi (2017) explained the steps of this technique. That is, the students start to think independently about the answer of the question posted by the teacher/instructor. Second, the students make pair work then exchange their ideas in square. Finally, the square can share their ideas to other square, team, or to the whole group. It can be called as a discussion strategy because it helps construct the discussion and raise cooperation work between the students.

2.2.4 Implementation of Think-Pair-Share (TPS) Strategy in The Classroom.

Most of strategies must embraces specific steps or stages that assist to achieve the learners' goals. TPS is one of the strategies that needs distinctive and particular steps which should be applied in the classroom.

1. Plan	Identify places in the lesson where pausing for reflection and exchange of ideas will be helpful to students.
2. Explain strategy to students before beginning the lesson.	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.
3. Form pairs	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.
4. Pose question; signal “think.”	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
5. Signal “share”	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.

6. (Optional) Have two pairs share.	After individual silent thinking and partner sharing, have two partnerships compare and discuss responses together before reconvening the whole class for discussion.
7. Have pairs report.	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.
8. Continue lesson.	sequence through steps 4–7 as necessary.

Figure 2.4 Implementation of TPS (Leighton, 2011 as cited in Aoun, 2019).

This figure offers an explanation of well-constructed application of TPS technique that should be annotated by EFL learners before they are treated with. Simply, the teacher can pose question or a problem related to the lesson coupled with individual thinking, making pair the responds.

2.2.5 Advantages of Think-Pair-Share Strategy

Think-Pair-Share strategy requires various benefits for students and teachers. First, according to Farley (2013), this strategy contains many advantages which include that it allows the students to work together, learn from each other and practice tolerance without competition. Further, cooperative work improves the students' self esteem; participation and self confidence to speak after their ideas are confirmed and clarified by the partner. Thinking individually supports the students to have deep comprehension and connection about the required concepts and their understanding will be expanded when sharing their ideas in pairs. Besides, before independent practice begins, the teacher can have the opportunity to solve misinterpretation, errors and confusion of the students when they share their response.

Khalifa (2016) included other different advantages which contains that working cooperatively supports the students to develop their writing achievements, especially writing paragraph through the discussion, creates a vibrant atmosphere in the classroom and meets the students' needs of social communication and what's more, this strategy helps eliminate and minimize the formality between the teacher and the students. On the whole, TPS technique leads to strengthen the psychological and educational aspects of EFL learners as well as it provide the teachers with the chance to present their feedback.

2.2.6 Disadvantages of Think-Pair-Share (TPS) Strategy

Despite of the fact that the application of TPS strategy in the classroom is able to produce considerable benefits for learners, it still contains some drawbacks. First of all, Lyman 1992 (as cited in Aoun, 2019) argued that this technique imposes a high effort of teacher in the class because there are many groups or pairs who must be given attention when they start the discussion. Furthermore, "It takes much time to organize the group" (Astiyandha, 2013, p.27).Alternatively, instead of lessons' objective achievement and getting the full comprehension of certain task, the teacher may consume most of the time to arrange the group members. In short, time consuming and teachers' effort in organizing the groups can be two main drawbacks of TPS strategy.

2.2.7 The Relationship Between Think-Pair-Share Strategy and Writing Skill

Writing is one of the vital skills that should be mastered by language learners in order to facilitate the learning process; therefore, some researchers claimed that the implementation of Think-Pair-Share strategy in the classroom can improve the students' writing skill. Initially, Harris 1993 (as cited in Astheri et al., 2013) asserted that in writing, the writers need to spend different period of time for a sake of doing some process inside, in particular, Some of writers longer time to just think about the content before making the first draft. Accordingly, the TPS strategy provides the students with time to think and guide them to

arrange their ideas related to the teacher's question, as well as giving them sufficient time to discuss their thoughts with their partners (Sahardin, Hanum, & Gani, 2017). Moreover, this technique produces critical thinking among learners which leads to improve their communicative competence and makes them more expressive and elaborated in mediums of expression like writing, speaking and reading (Nadeem & Nadeem, 2019). It can be included that if TPS strategy is implemented for language learning, it will increasingly influence the learners' writing skill.

Section Three

2.3.1 Previous Related Studies

There are many studies and researches evidenced the correctness of the relationship between Think-Pair-Share technique and the development of the student's writing skill. The following paragraphs show an overview of some of these studies.

TPS technique is the one of the most effective cooperative learning strategies in which the teacher asks question to the group members who have to think carefully before they the discussion in groups then they have the opportunity to share their ideas with others (Meyers, 1993 as cited in Abelkarim, 2012). Those stages help to write a good topic sentence, supporting and concluding sentences and this is what Khalifa (2016) has proved in her thesis in which she used a quasi- experimental design that necessitates the presence of control and experimental groups. Each group contains 34 female students selected randomly. Both groups must have a pre-test in which they required to write a paragraph with careful using of punctuation marks. Unlike the control group, experimental group has followed the stages of TPS technique after passing the pre-test. The post-test's content and the objectives of the study were the same namely, writing a good topic, concluding sentences and supporting details correctly without missing punctuation marks. The results show that there is a clear difference that emphasizes the relationships between the two variables. To illustrate, due to

TPS strategy, experimental group has not only showed a positive achievement and a high difference between pre-test and post-test' s scores but also it exceeded the control group in term of writing a perfect paragraph using punctuation marks properly.

Sahardin et al., (2017) agreed to use pre-test and post- test to 14 students who were required to write a descriptive paragraph about their mother. Before passing the post- test, the learners should be treated by TPS strategy to prove its effectiveness on writing descriptive text. After the treatment, although they still make very simple errors in punctuation, spelling, and capitalization, the learners are able to arrange their ideas, learn how to describe things with less errors and mistakes.

From another perspective, Yaqin (2018) used observation, document and test to check out the relation between the same variables. This research depends on using three cycles in which the learners should get a post-test to evaluate their performance in writing. Unlike the last two cycles, there was no intervention of TPS strategy in the pre-cycle, and as a consequence the pre-cycle's results was not satisfied, by all means, the students neither write a good descriptive text nor being active in the class. However, in the last two cycles, they gradually start being enthusiastic and active in the class and they were able to write a good descriptive paragraph with a good organization, content and with less grammar and vocabulary mistakes.

Furthermore, Mndriyah and Parmawati (2016) have proved the strong relationship between TPS strategy and the improvement of learner's writing creativity. Simply put, they have employed many methods for data collection, specially observation and test to confirm the positive influence of the technique; the difference between pre-test and post-test's results set out how this strategy is totally useful to write a paragraph with a terrific content, diction, mechanics and organization and with less grammar mistakes. As well as the learners were cheerfully active in the class where they created an atmosphere of fun while learning. In

addition to use quantitative data collection method to confirm the validity of the hypotheses of the previous researches, questionnaire, qualitative research method, is helpful to collect different opinions about TPS strategy.

As mentioned before, TPS technique is one of the cooperative learning strategies that relies on students' interactions to benefit from each others' background knowledge (Meyers, 1993 as cited in Abdelkarim, 2012), so Benyahia (2016) asserts that the cooperative learning's term is an approach of teaching and learning language that needs a partner in the class as a key factor of interaction . Also, this term depends on pair work to solve a problem, finish certain task or to achieve a common aim (Artz & Newman, 1990). Accordingly, Benyahia (2016) has questioned 50 students of third year LMD students to answer fifteen open-ended and multiple choice of questions in order to determine whether cooperative learning strategies has a positive effect on improving the learners' writing skill or not. Some of the questions were « Does cooperative learning motivates you to write? »; the answers were abundantly on yes box, so that means most of cooperative learners are both highly motivated and good writers. Besides, a high portion of them see cooperative learning strategy as an important factor to develop their social skills with others. Others said that this strategy enhances the ability to ask and answer questions, whereas some of them rely on group or pair works to achieve a high written performance. Briefly, cooperative learning strategies have various advantages more than just improving the writing skill.

Additionally, Abdelkarim (2012) hypothesized that if the learners interact with each other in the classroom, they will be able to enhance their writing skill more than working individually. Thus, this research was based on both making questionnaire and using descriptive experimental design. The questionnaire was answered by 60 second year students who almost assert that working in pairs or groups give them the chance to exchange and correct each other ideas and expand their vocabulary. Also, 08 teachers were asked to answer

fourteen (14) questionnaire in which most of them confirm that group work motivates the learners to work more. The test was passed by 36 students divided into four students for each group. After that, the students wrote their paragraph individually then in groups to mark the difference between the two works. Individual work resulted many vocabulary and grammar mistakes which is less found in group work; therefore, using cooperative learning strategies is extremely useful for writing skill's improvement.

Summary

In conclusion, this chapter tackles background information of both cooperative learning and TPS strategy. It sheds light on their definitions, advantages and disadvantages. Furthermore, we presented the principles, the types and the strategies of cooperative learning, as well as the implementation and different variations of TPS strategy. Finally, we concluded this chapter by providing theoretical data and previous studies about the positive relationship between the two variables according to some scholars.

The next chapter will emphasize the implementation of TPS strategy with EFL students for obtaining tangible results which determine the quality of the relationship between TPS strategy and paragraph writing.

THINK-PAIR-SHARE STRATEGY AND PARAGRAPH WRITING.

**Chapter Three: The Research Methodology of the Study, Data Analysis and the
Results**

Introduction

To reach accurate, concrete and valid results that prove the suggested hypotheses and achieve the research objectives, the practical part of a research should be well presented. Accordingly, we organized the following chapter in three parts. The first part highlighted methodological issues related to our research; namely, research approaches, sampling and strategies as well as the data collection methods used with suitable procedures. The second part revealed the implementation of the TPS strategy and treatment sessions in the current study taking into consideration the objectives and the content of each session. Then, a suitable assessment of the tests related to our research is presented. Lastly, the third part displays the results of the tests and the questionnaires and summarizes these results and compares them to other previous studies.

Part One: The Research Methodology of The Study

3.1.1 Research Methodology

Searching for clear-cut answers calls for the presence of the research since the thesis or graduation project relies on showing the ability to test a real and fuzzy problem (Jonker & Pennink, 2010). Meanwhile, conducting research necessitates a specific methodology that seeks to obtain purposeful results and answers to questions connected to a certain problem. This was assisted by Jonker & Pennink (2010) who stated, "Methodology is first and foremost associated with conducting research" (p.31). Henceforth, the term methodology must be familiar and comprehensible as well because it constitutes the basis and the pillar for drawing conclusions and achieving desirable research objectives. Connectedly, the researcher must be equipped with all the methodological concepts before conducting a research work (Kothari, 2004). Selecting an appropriate research methods are the major concerns for getting a purposeful findings. Thus, the following part is devoted to providing an adequate explanation of this concern.

3.1.1.1 Research Approaches

The research approach has the ability to facilitate the process of research tools' determination and guides researchers to have consistency in research. Quantitative, Qualitative and mixed methods are three approaches which differ in terms of methodological features and concepts.

The three mentioned research approaches were described by a plenty of writers. First, Kothari (2004) linked qualitative approach with subjective assessment of behavior, attitudes and point of views as well as it depends on the researcher's insights and impression. Kabir (2016) added the data of this type are mostly non-numerical, and naturally nominal and descriptive. Further, the aim of qualitative method is to explore the impact and the unintended results of a program; however, it can be expensive and take time and, thus, it can hinder the research process (Kabir, 2016). In contrast, the Quantitative method utilizes a statistical analysis for attaining the findings of the studies (Marczyk, Dematteo, & Festinger, 2005). Kabir (2016) marked that quantitative data can be mathematically computed since it is as a form of numbers. The combination of these two approaches generates mixed methods which gathers techniques and methods within the same research framework (Kabir, 2016). Tariq and Woodman (2013) believed that the questions that comes from both quantitative and qualitative approaches tend to be broach and complex, but with rich facts. Substantially, we relied on the use of the mixed approach which supported us with answers that correspond with an important and purposeful questions related to our thesis.

There are multiple purposes behind selecting mixed method for our study. The first purpose was declared by Dornyei (2007) who indicated that valid conclusion will be produced through using different methods in order to examine the required problem. Moreover, it provides a high flexibility and adapts various studies, including observational studies and randomized experiments, to explain rich information which cannot be obtained by

using only quantitative approach (Wisdom & Creswell, 2013). According to our research, mixed methods will be more allocated to collect a rich data, draw a meaningful conclusion and answer the required questions, the usage of various methods are able to both experiment and explore the participants' feedback.

3.1.1.2 Research Design and Strategy (es)

Depending on quasi experimental design as it is the most appropriate and relevant research design to the current study that aims to investigate the effectiveness of using TPS strategy to improve paragraph writing. To illustrate, we opted to use an experimental group of participant for testing their performance before and after the intervention of TPS strategy that can determine the difference between pre and post test.

3.1.1.3 Data Collection Methods

Each tool characterized by its complexity, interpretation, design and administration, so each one fits certain type of data to be collected (Pandey & Pandey, 2015). Accordingly, questionnaire and tests are the most suitable tools that can test the validity of research hypotheses.

3.1.1.3.1 Questionnaire

According to Kabir (2016), the questionnaire is a list of open- ended or closed ended questions which are answered by the responds. This tool can be obtained via phone, email, live in a public area, or an institute through electronic email. Since time is limited and it is not in our favor to collect the information required for research, questionnaire provides the responds with enough time to give well thought out responds. Moreover, the responders, who are hardly accessible, can be easily reached (Kothari, 2004). However, before the final administration, questionnaire should undergo an organized pilot in order to examine acceptability, validity, and reliability of the measure (Williams, 2003). Accordingly, we started giving the piloting questionnaire (see appendices 3 and 5) to one teacher and two

participants at department of English in Biskra university. After the piloting stage, the written expression teachers (nine teachers) were asked to answer a semi structured questionnaire that holds eleventh (11) open-ended and closed ended questions (see appendix 4). The questionnaire was arranged in terms of sections in which the first one highlights an overview of teachers' educational level. The following questions, in the second section aimed at exploring the responds' opinions and experiences in teaching writing skill and their roles as an influential and motivator factor to promote the linguistic performance of the students. Particularly, the last section aims to know whether the significance of the study can be applicable in classroom or not. Twelve (12) participants, who were required to pass the tests, should also answer another semi structured questionnaire (see appendix 6) that is divided into three sections. The first section identifies background information about the style and level of the participants. Second Section starts from the fifth question until Thirteenth question. Gradually, these questions aim to collect different opinions about self writing proficiency and cooperative learning effectiveness. The third section targeted to acknowledge the extent of the effect of think-pair-share strategy (TPS) after undertaking the post test.

3.1.1.3.2 Test (Treatment)

The pre and post tests were passed by twelve (12) participants who are required to attend five (5) sessions in order to receive the needed lessons and have an activities about writing a paragraph after provide them with background knowledge about TPS strategy. The latter was treated during the activities to check its effectiveness on students' paragraph writing.

3.1.2 Sampling techniques

Selecting the sample related to a specific research is not a random process, rather it based on suitable sampling techniques. The following sampling techniques are selected according to our study.

3.1.1.2 Convenience Sampling Technique

Convenience sampling depends on choosing a participant who are already available and easily to find. Typically, this type of sampling is the most favorable one since it is inexpensive and easy option rather than other sampling techniques (Ackoff, 1953) . Based on these reasons and the concept's meaning, we tended to deal with the participants who are only available in the target learning setting

3.1.2.2 Purposive Sampling Technique

A purposive sample is based on the selection of units depending on personal judgment rather than randomization. This judgmental sampling represents the interest of the population, rather than random sampling (Elder, 2009). For this reason, the required teachers' sample was selected according to their experience in teaching written, especially to third year level.

3.1.3 Data Collection Procedures and Analysis

We started by arranging the tests' results by calculating the sum of participants' scores, the mean, median, variance, range, the mode and the standards deviation and then presenting them in tables. Moreover, to recheck the validity of the two variables, we calculated the difference between the mean and standards deviation of the tests, then we presented them in form of table and histograms. Furthermore, we put the emphasis on offering and explaining the difference between pretest and post test marks by using histograms. Based on tables and relative circuits, we calculated the percentage of both the questionnaire of teachers and students to have precise descriptive data for sake of promoting our research's results.

Part Two: Implementation of Think-Pair-Share (TPS) Strategy

3.2.1 Description of Treatment sessions

The treatment process was divided into five (5) sessions. Before taking the first lesson, the participants passed a pre test where they were asked to write a paragraph in which

they should choose one from multiple topics. In The first session, the first lesson was presented followed by the implementation of TPS strategy to improve the participants' pre test's paragraphs. Because of time limitation and the non favorable program, we were obliged to use Google meet application to arrange an online session, the second where the pre test's paragraphs were read and shared to other students who were carefully and mindfully listening. Later, they were asked to comment on the form and the content of the work presented by their peers. In the third session, the participants were highly focused on achieving an ideal paragraph in terms of having an interesting topic, supporting and concluding sentences after receiving an explicit instruction about the structure of paragraphs. Next, some pair students shared their written drafts which have been commented on focusing on the form of the paragraph. The fourth and the fifth sessions were dedicated to revealing the punctuation and spelling mistakes of the previous paragraphs. In the fourth session, the researcher asked the students to rewrite their pervious paragraphs paying attention to punctuation and spelling errors after providing them with the appropriate lesson. During the last treatment session, some participants were required to share their paragraphs, so that the others can provide their feedback concerning the form and content of the shared work. Thus, they can easily and clearly monitor their progress through making comparison between their first paragraphs with their last adjustment. Finally, the participants took a post test in which they have to write a well structured paragraph paying attention to what they have learned in the treatment stage.

3.2.2 Outline of The Treatment

To provide a sufficient explanation about the organization of each session and lesson, we present the following table.

Table 3.1

The Outline of the Treatment Sessions

The Numbers of The Sessions + The time	The Sessions' Content	The Main Objective Each Session	The Sessions' Date and Place
Pre-Test Session 11:30-12:00 AM	Paragraph writing test	Evaluation of the students' writing performance before the treatment.	Tuesday, March,23 th , 2021.(In CEIL 12).
Session One 11:00-11:35 AM	Lesson 01: Definition of TPS strategy, steps and its advantages + Improving pre- test work based on TPS strategy.	The students will be able to avoid mistakes and errors when writing after the discussion in form of pair work takes place.	Tuesday, March30 th ,2021 (In CEIL 12)
Session Two (Online Session). 20:15-20:40 PM	Sharing the corrected pre-test work.	The students will be able to share and participate in the classroom without shyness.	Saturday, April10 th , 2021.
Session Three 10:00-11:00 AM	Lesson 2: Definition, Parts and example of a paragraph + An activity of paragraph writing.	The students will be able to write an organized and well formed paragraph.	Monday, April 19 th , 2021 (In CEIL 6)
Session Four 12:00-12:40 AM	Lesson 3: Definition of Spelling and Punctuation with examples + rewriting	The students will be able to write, edit and organize their pervious paragraphs without spelling and punctuation	Sunday, April 25 th , 2021 (In CEIL 6).

	the pervious paragraph.	mistakes.	
Session Five 10:00-10:20 AM	Sharing the final paragraph in the classroom	The students will be motivated to participate and share their paragraph in the classroom.	Monday, April 26 th , 2021 (In CEIL 6).
Post- Test Session 10:15-10:45 AM	Paragraph writing test	Display the progress of students' paragraph writing after the treatment.	Monday, April 26 th , 2021 (In CEIL 6).

This table gives information about the duration, place, the session's content and the essential objective of each treatment session. The presentation of each lesson took nearly from five to ten minutes in which the researcher initiated the first lesson providing the participants some relevant details related to TPS strategy (see appendix 8). Generally, the first step (Think) took about five (5) to ten (10) minutes while the researcher gave the second step (Pair) as much time as possible for exchanging, correction and discussing ideas in about twenty five (25) to thirty (30) minutes. Next, share time holds nearly twenty (20) to twenty five (25) minutes in the second and fifth session and fifteen (15) minutes in the third session.

3.2.3 The Objectives and The Content of The Treatment Sessions

In an attempt to achieve each session's goal, we divided the lessons according to our research objectives. Basically, every treatment session emphasized monitoring the students' self confidence, motivation and participation in the classroom. However, every lesson involves a specific purpose which can be recognized via the lessons' content. The first lesson (see appendix 8) offers important information about TPS strategy that guides the students to cooperate, share and present their thoughts according to the strategy's aims. The second lesson (see appendix 9) clarifies the vital components of a paragraph to remind the

participants about topic, supporting and concluding sentences' meanings; thus, they are able to write well structured paragraph. The final lesson (see appendix 10) provides the definitions and examples of punctuation marks and spelling errors; consequently, this lesson helps avoiding such errors in writing a paragraph.

3.2.4 The Implementation of the TPS Strategy

Obviously, we organized the implementation of TPS strategy in form of a table. The presented table produces a detailed explanation of the target strategy whenever it was applied in learning settings. The form and some ideas in the following table were adopted from Leighton 2011 (as cited in Aoun, 2019) (see pages 34 and 35).

Table 3.2

The Outline of TPS Strategy

1. First Step	The researcher identifies an activity after each lesson where pausing for reflection and exchange of ideas will be helpful to students.
2. Explain strategy to students before beginning the Treatment.	By explaining the Think–Pair–Share strategy, students will exactly recognize the benefits of this strategy after the treatment.
3. Form Pairs	After teaching each lesson, The researcher selects each two students to form pair work in order to exchange and combine their work. If necessary, the last group may be a threesome.

4. Making Individual Thinking	During the activity, The participants must think independently and put their own ideas related to the topic.
5. Share The Final Work	After making pair work, The researcher selects some participants to share their written work to the others who can comment about the form and the content of the work.

This table explains the TPS strategy's implementation during the training sessions. In particular, think and pair steps took place in the first session. After that, the time of sharing the students' paragraph was planned in the second online session. The third session covered all the steps of TPS strategy which means the participants were required to think individually and write down their own ideas, make pair work to combine their ideas and correct each other's mistakes, then share their work in form of pairs . Finally, the fourth session contributed to make the participants pass the first and the second step of the strategy followed by making share time in the last session.

3.2.5 The Assessment of Tests.

We adopted the following table according to our research interests. This table was offered by Oshima and Hogue (2007), (see pages 22 and 23). However, we made some changes in our table that suits our study.

Table 3.3

The Assessment of Tests

<p>Punctuation and Mechanics</p> <ul style="list-style-type: none"> • Provide sentence with necessary punctuation marks 	Three (4) points
<ul style="list-style-type: none"> • The spelling is correct 	Three(4) points
<ul style="list-style-type: none"> • Avoiding other mistakes or errors 	Two(2) points
<p>The Organization</p> <ul style="list-style-type: none"> • The paragraph starts with topic sentence that contains topic and controlling idea. 	Two (2) points
<ul style="list-style-type: none"> • The paragraph contains several factual supporting sentences that clarify the topic sentence. 	Four (4) points
<ul style="list-style-type: none"> • The paragraph ends with suitable concluding sentence. 	Two (2) points
<ul style="list-style-type: none"> • The paragraph is well structured and coherent 	Two (2) points

As mentioned in the previous chapter, determining an appropriate teacher's role facilitates the learning process and helps achieve learner's needs. In this case we exploited the treatment stage in acting as an assessor to improve the form and the content of student's paragraph. To illustrate, we intended to give a high value to the punctuation and spelling errors through points. Hence, the participants will highly focus on avoiding such kinds of mistakes.

Part Three: The Results of the Study

3.3.1 The Pre-Post test Results

Table 3.4

Pre and Post Test Scores: The Sum, Differences and Squared Score Differences

The Students' Code	Pre-test's Scores	Post-test's Scores	Scores Difference (d)	Squared Score Difference (d ²)
S1	12	15.5	-3.5	12.25
S2	15	17.5	-2.5	6.25
S3	11.5	10	1.5	2.25
S4	14	15.5	-1.5	2.25
S5	9	16.5	-6.5	42.25
S6	14.5	17	-2.5	6.25
S7	12.5	13.5	-1	1
S8	13	11	2	4
S9	14.5	15	-0.5	0.25
S10	12	18	-6	36
S11	8	13	-5	25
S12	12.5	14.5	-2	4
Sum Σ =	148.5	177	27.5	141.75

Table 3.4 reveals the scores of pre and post tests of the participants with their sum before and after the treatment sessions. Clearly, the minimum score within the pretest column is eight (8) which increased in the post test to be thirteen (13). The maximum mark, on the

other hand, is fifteen (15) in the pre test and eighteen (18) in the post test. This obvious difference between the marks before and after the treatment demonstrates the improvement of students' writing paragraph. For another positive sign, the total sum of pre test has increased in the post test from 148.5 to 177. For further explanation, these results need to be presented in form of histograms. Therefore, the current histograms visually produce the differences between pre and post tests' scores.

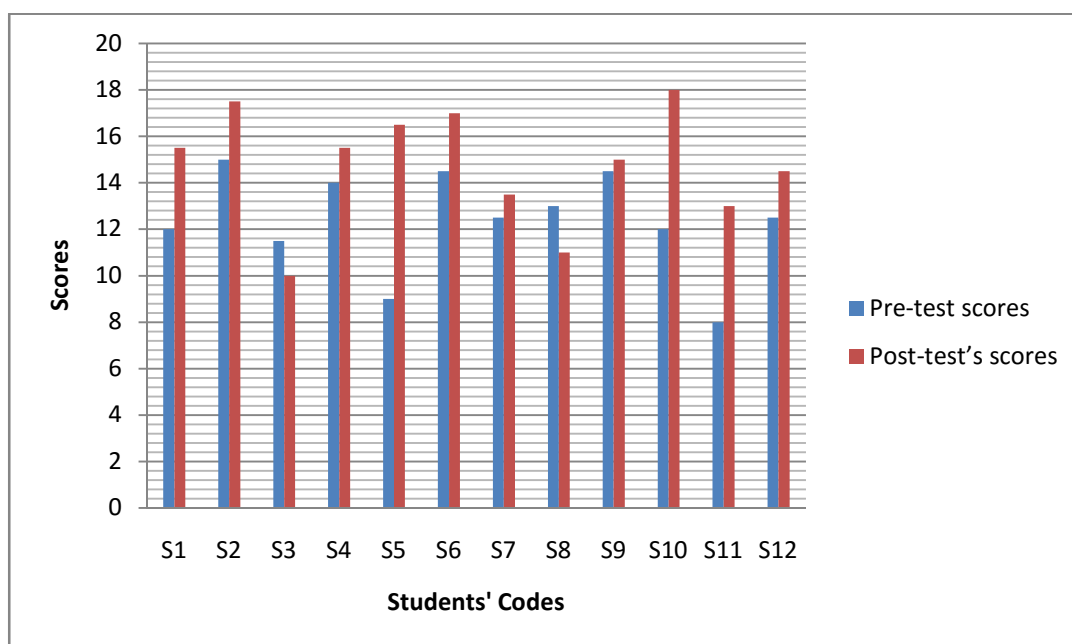


Figure 3.1 Pre-Test and Post Test of Students' Scores.

The figure Summaries the results and shows the positive difference between the written performance of the same students before and after the intervention of the proposed strategy.

Table 3.5

General Description of Tests' Scores

The Pre-test		The Post-test	
Mean	12.375	Mean	14.75

Median	12.5		Median	15
Standard deviation	2.05		Standard deviation	2.41
Variance	4.21		Variance	5.85
Minimum	8		Minimum	10
Maximum	15		Maximum	18
Range	7		Range	8
Mode	12/12.5/14.5		Mode	16.5

This table offers the mean, medium, range, variance and the standards deviations of both tests. Primarily, the first remarkable scores are the minimum and maximum points for the tests which clearly illustrates the improvement of writing performance. That is, the minimum score of pre test was eight (8) and the maximum one is fifteen (15) in the pre test which increased to eighteen (18) in the post test. Concerning the standards deviation and the variance, they are relatively low in the pre test (2.05 and 4.25) comparing to the once in the post test (2.41 and 5.85). Overall, all the presented results indicates that there is a positive improvement in paragraph writing of the participants.

Table 3.6

The Mean and Standard Deviation and The Difference Between Them.

	Means	Standard Deviation
The Pre-test	12.375	2.05
The Post-test	14.75	2.41

Difference	2.375	0.36
------------	-------	------

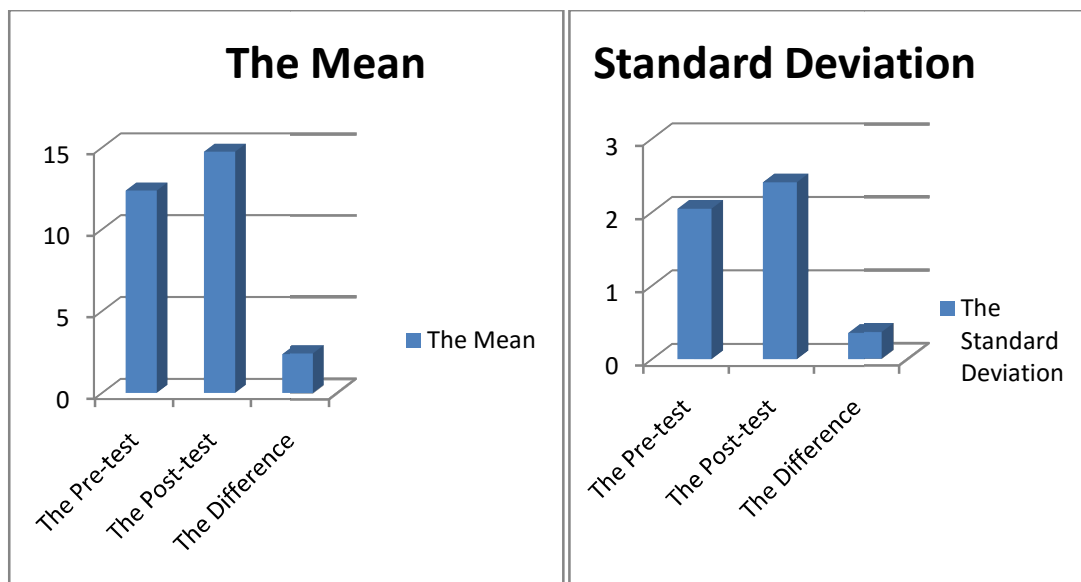


Figure 3.2 The Mean and Standard Deviation and The Difference Between Them.

The findings above revealed that there is a reasonable difference between the mean and standard deviation between both tests. Therefore, this is another positive sign indicating the positive relation between our two variables.

Table 3.7

The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Punctuation and Spelling)

Punctuation and Spelling	Means	Standard Deviation
The Pre-test	79	5245.83
The Post-test	81.5	5582.44

Difference	2.5	336.61
------------	-----	--------

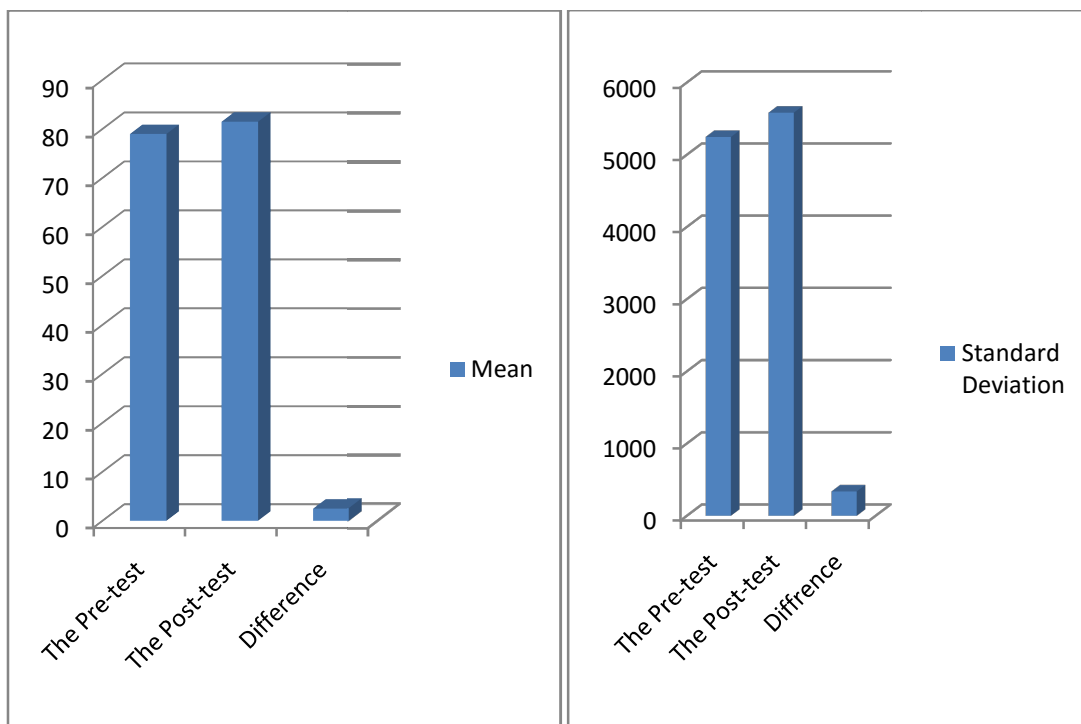


Figure 3.3 The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Punctuation and Spelling).

According to the findings above, we notice a small difference between the pre and post test of both the mean and standard deviation of punctuation and spelling. Regardless of this difference, TPS strategy still has the ability to reduce the spelling and punctuation mistakes while writing.

Table 3.8

The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Topic, Supporting and Concluding Sentences).

Topic, Concluding and Supporting	Means	Standard Deviation
----------------------------------	-------	--------------------

Sentences		
The Pre-test	45	1704.92
The Post-test	75.5	4770.02
Difference	30.5	3065.1

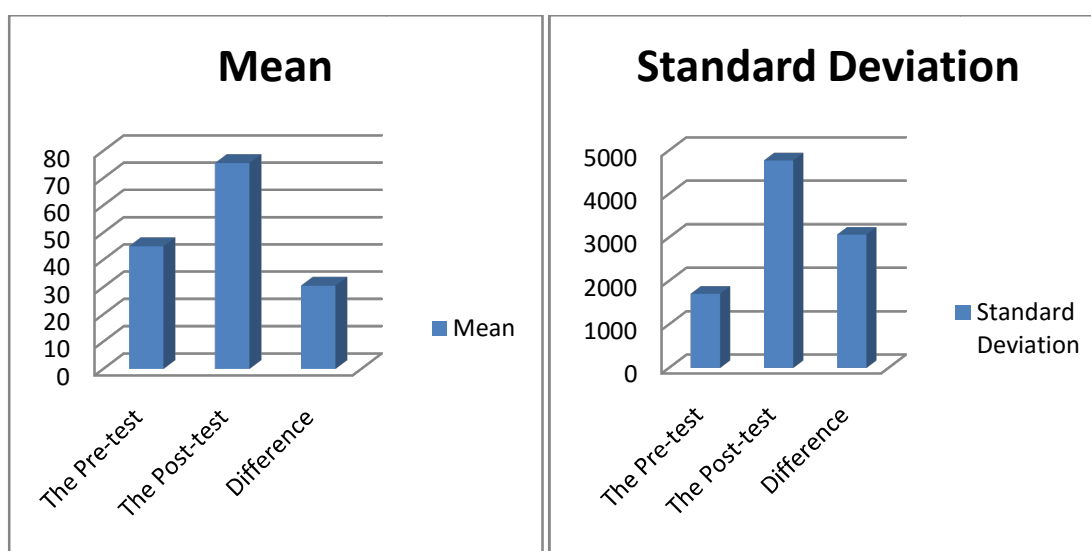


Figure 3.4 The Mean and Standard Deviation of Pre and Post Test and The Difference Between Them (Topic, Supporting and Concluding Sentences).

Precisely, these results reveal a large difference between pre and post test of the means (30.5) and standards deviation (3065.1) as well. Accordingly, we can infer that most participants were able to write an appropriate topic and concluding sentences with organized supporting sentences.

3.3.2 Selecting The Types of T-Test Samples and Hypotheses

Before proving the validity of the hypotheses, we decided to determine the type of the hypothesis which is one-tailed. The reason behind choosing this type is that it has a powerful

statistics that support to discover the effect under one direction rather than the two tailed test (Frost, 2020). Concerning the type of t-test, Dornyei (2007) asserted that paired samples t-test (dependant sample t-test) concerned with treating one group of participants, who were measured before and after treatment stages. Hence, we relied on this type because the same participants have passed our pre and post tests. Certainly, we started to calculate the values that would help us to decide whether to refuse or accept the null and alternative hypotheses.

Those latter are stated as follows:

- The null hypothesis: TPS strategy will have no effect on students' paragraph writing ($p > \alpha$).
- The alternative hypothesis: The implementation of TPS strategy can improve the students' paragraph writing ($p < \alpha$).

3.3.3 Hypothesis Testing

Testing the validity of the hypotheses related whether to reject or accept the previous mentioned hypotheses which need to compare between the α value and probability value (p). Subsequently, to find those values, we must calculate the t-test value and the degree of freedom which leads to accept one of the hypotheses.

- The Calculation of Dependant T-Test: The following equation was presented by Bouzeghaia (2019).

$$t = \frac{\sum d}{\sqrt{\frac{N(\sum d^2) - (\sum d)^2}{N-1}}} = \frac{27.5}{\sqrt{\frac{12(141.5) - (27.5)^2}{12-1}}} = \frac{27.5}{9.267} = 2.967$$

$$t = 2.967 / t \approx 2.97$$

N: the sample.

d: the difference between pre and post test. (see table 3.4).

d^2 : refers to the squared scores difference. (see table 3.4).

The dependant t test value is: 2.97

- Calculate The Degree of Freedom: In order to find the critical value (C), we must find the degree of freedom. The formula of the degree of freedom (df) in dependant t test is the following:

$$df = N - 1 = 12 - 1 / df = 11$$

If the degree of freedom is 11, the critical value will be: 2.201 (this value was extracted from the t table distribution of critical values). The calculation of t-value is ($t = 2.97$) higher than the critical value (C), ($2.97 > 2.201$). Accordingly, the probability value (p) is less than α level ($p < 0.05$).

- Comparing between The Probability Value (p) and α Value

The last step of testing the hypotheses is to make comparison between the required results. As an attempt to determine which one of these hypotheses should be rejected or accepted. The pervious results demonstrates that the t-test value is higher than the critical value ($t > C$) and the probability value is less than α value ($p < \alpha$); therefore, the alternative hypothesis which states, “The implantation of TPS strategy can improve the students’ paragraph writing” is accepted; whereas, the null hypothesis which states, “TPS strategy will have no effect on students’ paragraph writing” is rejected.

3.3.4 Summary of Results Related To Hypothesis Testing

Table 3.9

Steps of Hypothesis Testing

A. Determine the type of t-test and research hypothesis	<ul style="list-style-type: none"> ➤ Dependant t-test ➤ One tailed hypothesis
B. State the null (H_0) and	<ul style="list-style-type: none"> ➤ $H_0 = p > \alpha$

alternative (H_a) hypothesis	➤ $H_a = p < \alpha$
C. Find the t-test value (t)	➤ $t \approx 2.97$
D. Find the critical value	➤ $C = 2.201$
E. Decide whether to reject or accept the hypothesis	<ul style="list-style-type: none"> ➤ The null hypothesis is rejected. ➤ The alternative hypothesis is accepted.

The summary of hypothesis testing's steps is well constricted in this table. We started by selecting the types of hypothesis and t-test which supported us to calculate t-test value and, thus, find the critical value. After that, we presented the null and alternative hypotheses related to the research. Concerning the rejection and the acceptance of the proposed hypotheses, the calculation of degree of freedom, the t-test value and the critical value guided us to reject the null hypothesis and accept the alternative hypothesis. All in all, all the calculation and the results are connected to each other and seek to achieve one main objective which is the positive effect of TPS strategy on improving participants' paragraph writing.

3.3.5 The Results of Students' Questionnaire

Section One: Student Profile

Item 1: The Students' Gender.

The aim of this question is to show the different gender of the students who participated in the treatment to prove that TPS strategy is not specified to specific gender.

Table 3.10

The Students' Gender

Option	Numbers	Percentage
Male	2	83.3%
Female	10	16.7%
Total	12	100%

This table demonstrates the students with different gender; namely two (2) males and ten (10) females.

Item 02: The Duration of Studying English at University.

This open-ended question accurately identifies the years of each students, so we can prove if the number of years can determine the level and the experience of writing performance or not. Mostly, ten (10) students stated that they spent three years learning English language at university except for one (1) student who spent four years (4 years).

Item03: students' Evaluation of Their English Proficiency Level

This question aims to explore the students' English level from their perspectives.

Table 3.11

The Students' English Level

Option	Numbers	Percentage
Beginner	0	0%
Intermediate	11	91.7%
Advanced	1	8.3%

The table above shows that the participant students do not consider themselves as beginners ; whereas, eleven (11) of them said they are intermediate and one of them is advanced. However, these results does not demonstrate a real students' level because to

achieve an advanced level in English, EFL learners need to master all the skills. This can be hardly achieved because each skill includes obstructive factors.

Item 04: Learning Styles Among EFL Learners

This question seeks to demonstrate the differences of learners based on their learning styles. The answers of this question may confirm that depending on one method or activity may not be effective for some learners because they need extra or other helpful activities that motivate them to learn.

Table 3.12

EFL learners' styles

Options	Numbers	Percentage
Visual	4	33.3%
Auditory	3	25%
Verbal	4	33.3%
Kinesthetic	1	8.3%
Social	4	33.3%
Logical	1	8.3%
Total	12	100%

The results from this table presents that the number four (4) is repeated in the boxes of visual, verbal and social which carry out the same percentage (33.3%). Three (3) students tend to learn through listening; however, one student is logical. The differences between learners' styles' indicate that teaching or learning does not only need a specific method or a technique, but also well chosen materials that fit the learners' styles. Overall, these findings cannot be generalized because one EFL learners can have more than one learning preferences and styles which exist within a continuum regardless of their classifications in theory

Section Two: Student's Opinion towards Writing Skill.

Item 05: The main skill that the students need to improve at this stage of learning

The aim of this question is to determine the skill(s) that the students need to improve.

Thus, we can highlight whether writing skill has difficulties that needed to reduce or not.

Table 3.13

The students' Main Skill

Options	Numbers	Percentage
Writing	3	25%
Listening	1	8.3%
Reading	2	16.7%
Speaking	6	50%
Total	12	100%

From this table, we noticed that speaking is the most needed skill because it got a noteworthy percentage (50%), then writing came after with 25% percentage. Reading and listening got 16.7% and 8.3%. It can be concluded that lack of speaking and communication makes this skill the most needed in learning environments. To provide more explanation about this, we add a sub justification question.

Justification: Concerning speaking skill, three (3) students claimed that their performance in speaking is weak which leads to commit multiple errors and mistakes. The others stated that the need of fluency, which is the first and the main concern of the learners, can be achieved through speaking and, thus, it motivates the learners to interact and share the information. On the other hand, one of the students confirmed that the majority of the learners can speak fluently, but they lack writing which is the most important skill that can display the level of the students. Furthermore, through avoiding mistakes and learning new

vocabulary in writing aid the students to improve the others skills like speaking and reading. The latter was supported by two students who believed that reading helps to improve writing skills in terms of new words requirement. Listening skill enables the listeners to revieve and comprehends the required language and without this ability they cannot communicate and answer correctly.

Item 06: The Students' evaluation of their level in writing

The Questions' purpose is to display the students' writing level which concerns our research. Thus we can display the improvements of the participants' writing levels after the treatment.

Table 3.14

The Students' Writing Level

Options	Numbers	Percentage
Poor	2	16.7%
Good	5	41.7%
Very good	5	41.7%
Excellent	0	0%
Total	12	100%

The table above involves the level of the students' in writing starting by the poor level which holds 16.7%. The rest students stated that they are "good" and "very good" in English writing which contains the same ratio (41.7%). Regardless of this result, there are some limitations that hinder their writing ability even if they have an acceptable writing performance.

Item 07: The pre writing activity(s) usually used among the participant students

This kind of question sought to gather data about the most used pre writing activity. Further, this question aims to discover whether the participants use a helpful activity that facilitates their writing or not.

Table 3.15

The Use of Pre Writing Activities

Options	Numbers	Percentage
Free Writing	5	41.7%
Listing	1	8.3%
Brainstorming	5	41.7%
Mind Mapping	1	8.3%
Total	12	100%

This table demonstrates that there are an equal ratio between free writing and brainstorming which is 41.7% and the same in listing and mind mapping boxes (8.3%). Like learning styles, these activities facilitate the process of writing. This question was added to shed light on the most used writing techniques that help in developing writing.

Item 08: Motivation and self confident in writing practices

This question seeks to discover whether the participants feel self confident and motivated to write or not. The results enable us to compare their answers before the treatment and their performance in the treatments; Therefore, this help us to validate one of the research hypothesis (increasing motivation and self confidence due to TPS strategy).

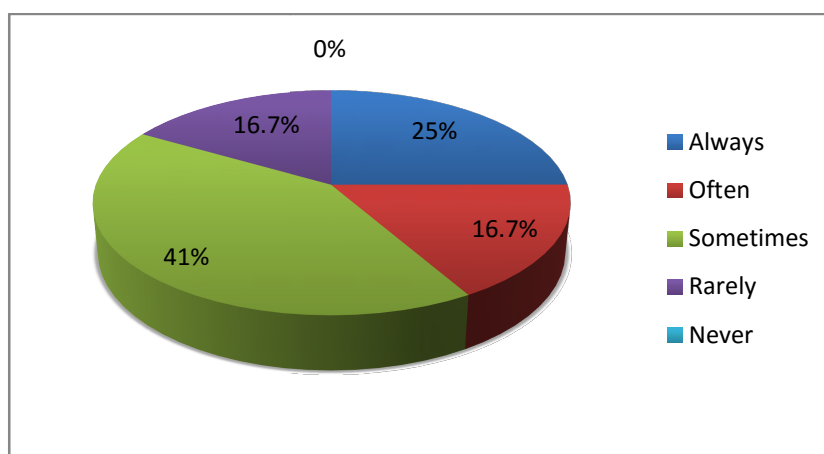


Figure 3.5 Motivation and Self Confidence in Writing Practices.

Table 3.16

Motivation and Self Confidence in Writing Practices

Options	Numbers	Percentage
Always	3	25%
Often	2	16.7%
Sometimes	5	41.7%
Rarely	2	16.7%
Never	0	0%
Total	12	100%

The findings of this question reveal that 25% of the sample feel confident and motivated, while 41.5% of the students feel that. Two (2) of the participants rarely feel self confident and motivated when writing (16.7%). Actually, there are several reasons that can hinder students' motivation and sense of self-confidence while writing. Thus, low of self confidence and motivation is one of the major problems that may hinder students' writing performance.

Item 09: The students' shyness and inhibition when sharing the written work

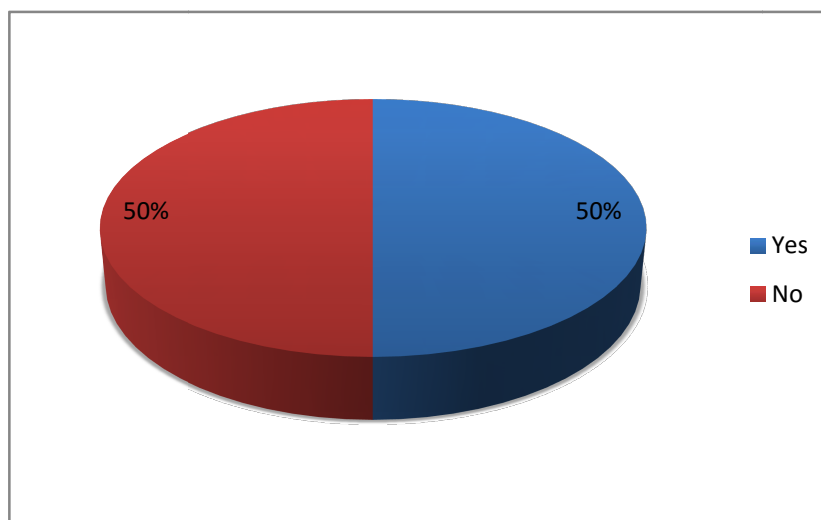


Figure 3.6 The Students' Shyness and Inhibition

Table 3.17

The students' Shyness and Inhibition

Options	Numbers	Percentage
Yes	6	50%
No	6	50%
Total	12	100%

Half of the sample confirmed that they are shy and feel inhibition when sharing their work rather than the rest. These answers can be one due to the causes that unable students to perform well in writing even though they have the capacity to write. The next question provides an adequate clarification.

Item 10: Possible reasons for experiencing inhibition and shyness when presentation the written work

This question supports the previous one in terms of displaying the reasons.

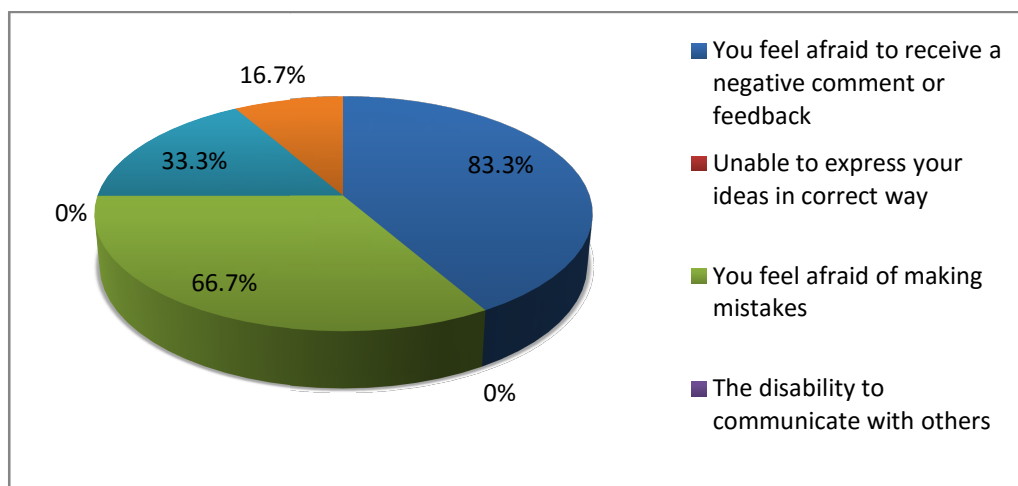


Figure 3.7 The Possible Reasons that Leads to Shyness and Inhibition.

Table 3.18

The Possible Reasons that Leads to Shyness and Inhibition

Options	Numbers	Percentage
You feel afraid to receive a negative comment or feedback	5	83.3%
Unable to express your ideas in correct way	0	0%
You feel afraid of making mistakes	4	66.7%
Inability to communicate with others	0	0%
The failure to produce a well-comprehensible piece of writing	2	33.3%
All of them	1	16.7%

These findings relatively clarify that most students (83.3%) are afraid to receive a negative feedback or evaluation which is one of psychological factors unlike the others who asserted that linguistics factors may cause shyness among which: fear from making mistakes (66.7%)and the failure to produce well-comprehensible piece of writing (33.3%). Regardless of all these factors, there are some unnoticeable factors that may hinder the process of writing.

Item 11: Identifying the most common mistakes that the students make when writing.

This question aims to reveals the mistake that students' usually commit them when writing. The answers determine whether punctuation and spelling mistakes are the most common mistakes which are our main focus of the study.

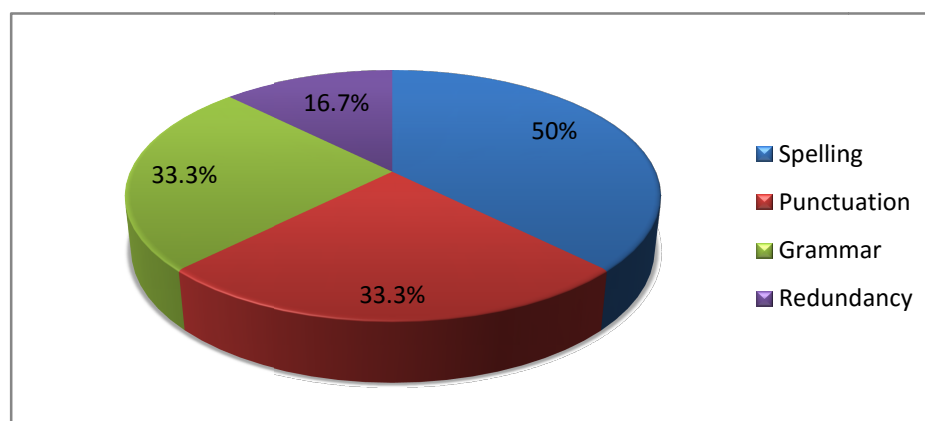


Figure 3.8 The Most Common Mistakes When Writing

Table 3.19

The Most Common Mistakes When Writing

Options	Numbers	Percentage
Spelling	6	50%
Punctuation	4	33.3%
Grammar	4	33.3%
Redundancy	2	16.7%

According to the table above, spelling gets the highest percentage (50%) comparing to the other mistakes. Punctuation and grammar get the same percentage (33.3%) whereas redundancy was considered as the last common mistakes (16.7%). In addition, one student added that the difficulty in generating ideas related to certain topic can hinder His/her Writing ability. Accordingly, these findings can provide an inference that punctuation and spelling mistakes have a major impact on writing performance.

Item 12: Pair work in written expression module.

The essential purpose of the question is to discover the application of pair work activity in written expression session. The other purpose of this question is whether a cooperative learning plays a major role in enhancing writing productions of the participants or not.

Table 3.20

Pair Work in Written Expression Session

Options	Numbers	Percentage
Always	0	0%
Often	3	25%
Sometimes	6	50%
Rarely	3	25%
Never	0	0%

This table displays that sometimes, 50%, the teacher relies on using pair work in written session. Equally, the boxes “often” and “rarely” had the same percentage (25%). In this case, according to the students’ needs and preference, these responds do not

demonstrated that the reliance of pair work would either hinder or improve the writing proficiency; thus, the following answers will determine that.

Item 13: The students' favorite activity (s) in the course of written expression

The question seeks to identify the most favorite activity (s) when taking written expression course.

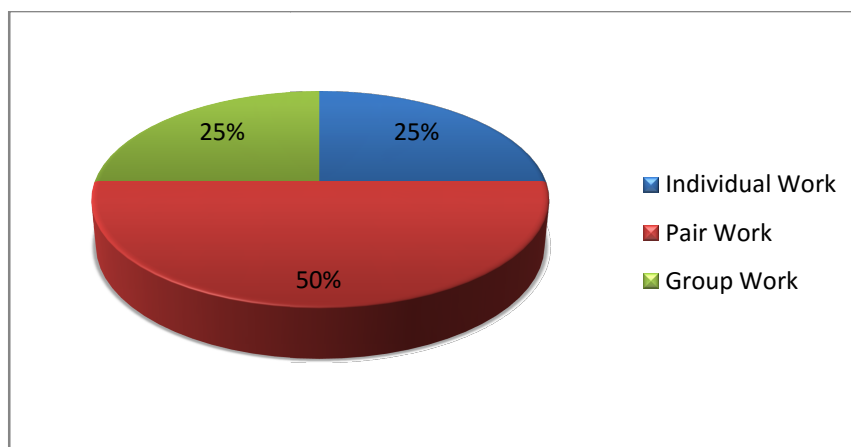


Figure 3.9 The Students' Favorite Activity (s) in Written Expression Course

Table 3.21

The Students' Favorite Activity (s) in Written Expression Course

Options	Numbers	Percentage
Individual work	3	25%
Pair work	6	50%
Group work	3	25%

The data presented show the most preferable activity which is pair work that took 50% percentage. In contrast, individual and group work got an equal percentage (25%). Notably, the rare reliance of pair work when writing may cause a various problems because this activity has several benefits. The latter statement was confirmed by the participants.

Justification: The students who prefer pair work declared that this activity gives the opportunity to exchange and share ideas, learn from each other, and overcome their anxiety

and stress. Moreover, through interaction, the students can easily memorize the information and work with their partners helps to provide an important feedback that assist the others to avoid mistakes. Nearly, working in groups have the same benefits as pair work; namely, helps to avoid mistakes and gives the chance to share ideas. However, from some students' opinions, working alone leads to vary their ideas and words. Introvert learners may find it very helpful to work individually.

Section Three: Student's Attitudes towards Think-Pair-Share (TPS) Strategy.

Item 14: The relation Between Cooperative Learning and Writing skill's improvement

The question fourteen seeks to discover the attitudes towards cooperative learning, in general, after the treatment. Through this question, we can discover the quality of the participants' attitudes toward cooperative learning.

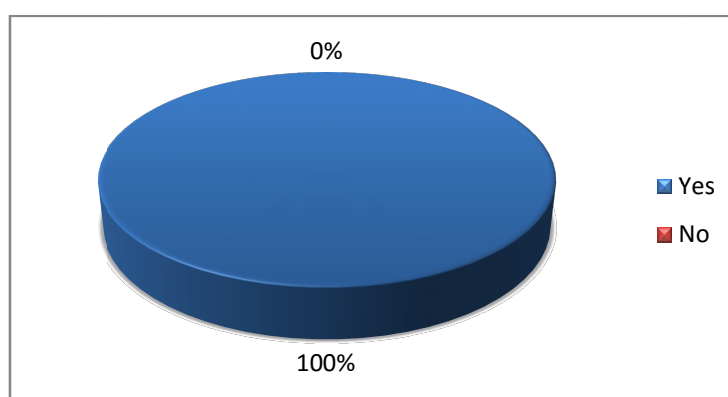


Figure 3.10 The Relation Between Cooperative Learning and Writing Skill's Improvement

Table 3.22

The Relation Between Cooperative Learning and Writing Skill's Improvement

Options	Numbers	Percentage
Yes	12	100%
No	0	0%
Total	12	100%

Apparently, according to the findings, all the students proved the positive relationship between working cooperatively and writing skill's progress. To get deep information about this point, the next is a sub-question displays an adequate explanation. To begin with, most students said that cooperative work promotes discussion which leads to correct each other's mistakes like spelling and grammatical one, and learners, thus, learn from each others' mistakes. Besides, it helps to share and acquire new ideas.

Item 15: The mistakes that TPS strategy could help to minimize or eliminate

Although our thesis is only concerned with punctuation and spellings mistakes, but this question seeks to shed the light on the other mistakes that may be minimized using TPS strategy. Mainly, the results confirm the statistical outcomes of the post test.

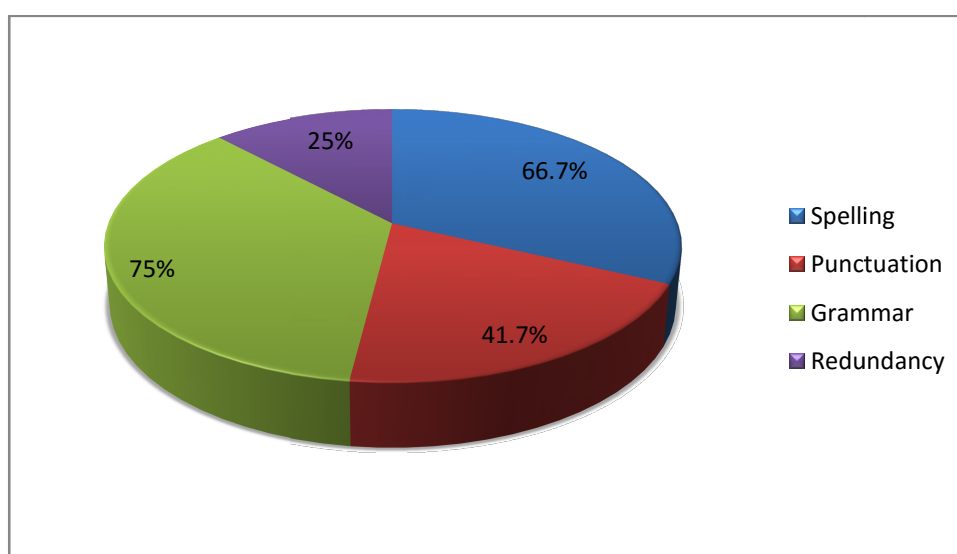


Figure 3.11 The Mistakes that TPS strategy Could Minimize or Eliminate

Table 3.23

The Mistakes that TPS strategy Could Minimize or Eliminate

Options	Numbers	Percentage
Spelling	8	66.7%
Punctuation	5	41.7%

Grammar	9	75%
Redundancy	3	25%

There are four types of mistakes offered in this table . Grammar got the highest percentage which is 66.7% followed by punctuation, with 41.7%, and redundancy with 25%. Although punctuation mistakes are not greatly reduced, some factors interfere in changing the expected results.

Item 16 : Identifying the most step (s) in which TPS strategy could help in paragraph writing

In fact, all the steps of TPS strategy are crucial; however, the aim behind this question is to discover the most supportive stage (s) during the treatment sessions. This question helps to reveal the effective role; thus, it should be taken into account when implementing TPS strategy in learning settings.

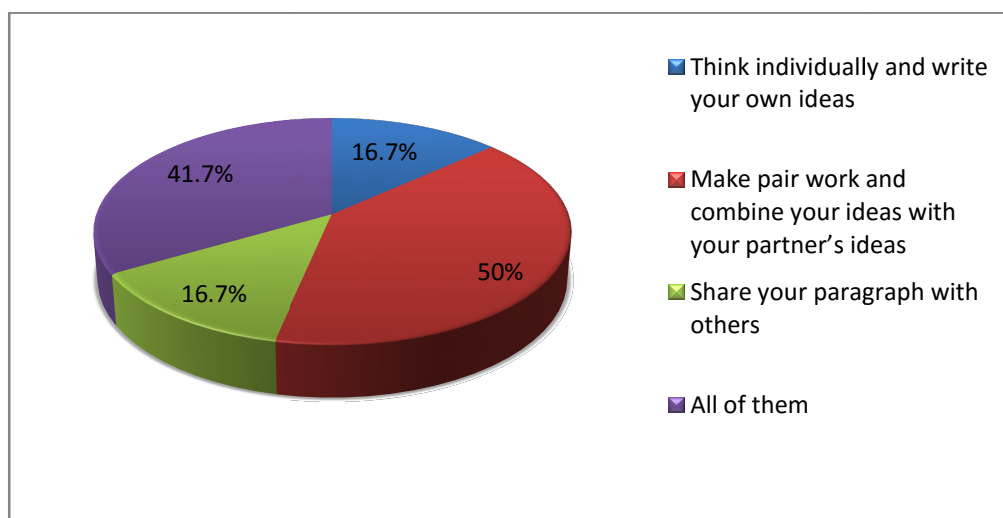


Figure 3.12 The Most Supportive step(s) of TPS Strategy

Table 3.24

The most Supportive step(s) of TPS Strategy

Options	Numbers	Percentage
---------	---------	------------

Think individually and write your own ideas	2	16.7%
Make pair work and combine your ideas with your partner's ideas	6	50%
Share your paragraph with others	2	16.7%
All of them	5	41.7%

As it can be noticed, making pair work contributed to enhance the participants' achievement by 50%. Whilst, the first and the last step have an equal influential level (16.7%). It is important to mention that five (5) participants picked all the mentioned option. Overall, cooperative work, especially pair work, is the central step that cannot be completely separated from the others because most of responders provided a vivid justification in the following question.

Item 17: Explanation about the improvement of participants' writing paragraphs and the chosen steps of TPS strategy.

The major purpose of the question is to justify the chosen step (s) in the previous question.

By starting with the first step, two of the students stated that TPS strategy prioritizes the capacity of each student, so it revalues background knowledge of him/her. After that, the majority of responders asserted that pair discussion develops the sense of motivation through exchange thoughts and receive feedback that would be helpful in avoiding the same errors or mistakes latter. Otherwise, through sharing the final work with others, the students receive further feedback that would re- edits and, hence, improve their presented work.

Item 18: The relation between TPS strategy and students' writing performance

Precisely, the question sought to explore the students' opinions toward TPS strategy after the treatment.

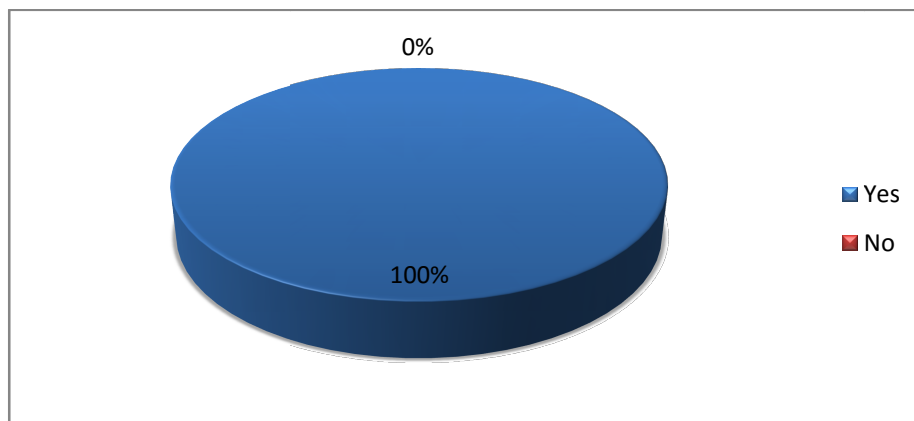


Figure 3.13 The Relation Between TPS Strategy and Students' Writing Performance.

Table 3.25

The Relation between TPS Strategy and Students' Writing Performance

Options	Numbers	Percentage
Yes	12	100%
No	0	0%
Total	12	100%

Noticeably, all the participants asserted that there is a positive relation between TPS strategy and writing performance. To be more precise, the next question provides possible options about the advantages of the strategy.

Item 19: Exploring the manner that TPS strategy help to improve the students' writing in English paragraphs.

The outcomes of this question help to validate the research hypotheses.

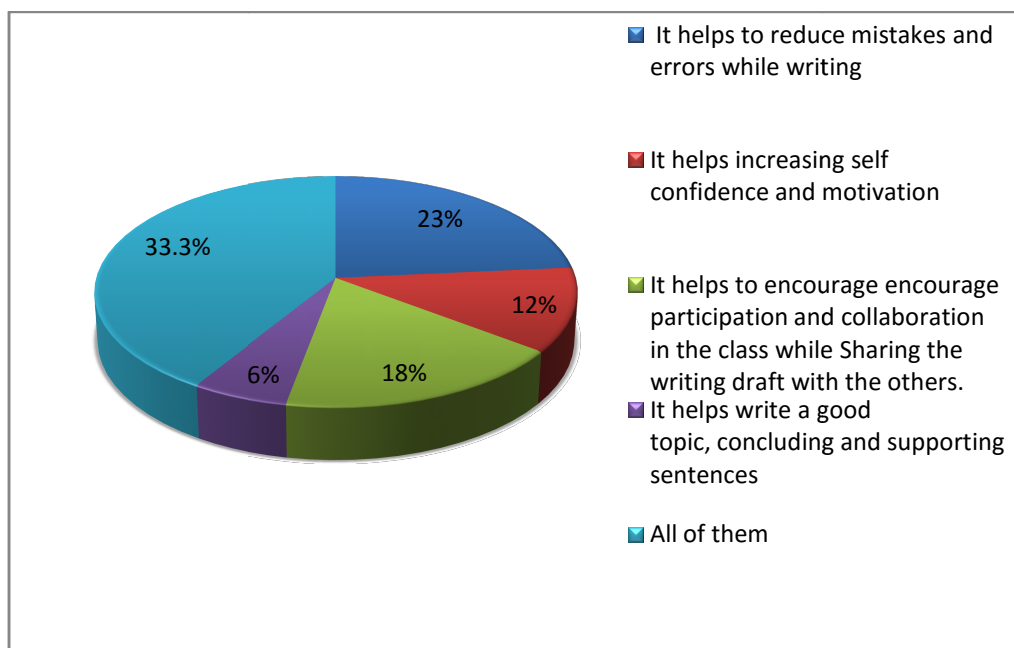


Figure 3.14 The Advantages of TPS Strategy

Table 3.26

The Advantages of TPS strategy

Options	Numbers	Percentage
It helps to reduce mistakes and errors while writing	4	33.3%
It helps increasing self confidence and motivation	2	16.7%
It helps to encourage participation and collaboration in the class while Sharing the writing draft with the others.	3	25%
It helps write a good topic, concluding and supporting	1	18.3%

sentences		
All of them	7	58.3%

As mentioned in the data above, a high portion of the participants (7) claimed that all aforementioned options are the benefits of the applicable strategy. On the other hand, the first option got 33.3% and the third one got 16.7% which indicated that this strategy can ameliorate the paragraph writing in both linguistics and psychological sides. Furthermore, it contributes to increase self confidence and motivation (16.7%) and helps to write well formed paragraph (18.3%). On the whole, although there are dissimilar opinions about the advantages of TPS strategy, the latter could handle all the suggested issues in writing.

Item 20: Further explanation about the benefits of TPS strategy on Enhancing Students' Writing Performance

An open-ended question aims essentially discover more opinions about the manner that TPS strategy could help to enhance the students' written performance.

Mostly, the participants asserted that this strategy assists to collect several information and avoid mistakes as much as possible. Further, some of answers shed the light on the improvement of oral communication and help the students to be engaged, active and be able to understand the reading materials while sharing the final written work in the class. Moreover, this strategy develop the way of critical thinking, offer a chance to make a peer revision and share the final version in the class.

3.3.6 The Results of Teachers' Questionnaire

Section One: Background Information of The Teacher

Item 01: Teaching English at university

The question's aim is to reveal the teachers' experience in teaching English language. Mostly, experienced teachers are the ones who spent long years in teaching; therefore, they

provide us with an accurate and purposeful data in our study. Two teachers claimed that they spend seven (7) years teaching this language unlike two teachers who have ten (10) years teaching experience. In addition, two other teachers taught English language for eight (8) years. One teacher taught for six (6) years while the last teacher had more than 15 years of teaching experience.

Item 02: Teaching written expression at university

The second question seeks to know the number of years that each teacher spent for teaching written expression. In precise words, mostly, more experienced written expression teachers provide us with keen reviews about students' writing achievements and the reasons behind their writing weakness.

Table 3.27

Teaching Written Expression at University

Options	Numbers	Percentage
Less than 5	3	33.3%
Between 5 to 8 years	3	33.3%
More than 8 years	3	33.3%
Total	9	100%

The displayed data presents that there is an equal percentage in the three options which is: 33.3%. Accordingly, those teachers, with different teaching experiences help us to obtain diverse answers concerning an effective role when teaching written expression session and the suitable activity that fits this module.

Section Two: Teaching Writing Skill To EFL Students

Item 03 : The most needed skill that need (s) development

The main aim of this question is to disclose the most needed skill (s) that need (s) improvement according to the teachers' opinion and experience. What is more, the responders determine whether writing skill is one of main needed skill that students may face problems with or not.

Table 3.28

The Most Needed Skill That Need (s) Development

Options	Numbers	Percentage
Speaking	3	33.3%
Writing	5	55.6%
Reading	2	22.2%
Listening	0	0%
All of them	4	44.4%

The data above shows that the major percentage was found in “writing” option (55.6%). On the other hand, speaking skill has 33.3% percentages and reading skill has 22.2%. Overall, four teachers asserted that all the skills is needed to learn the foreign language. These results illustrates that writing considers the most needed and difficult skill since it needs amelioration.

Justification: Based on choosing the last option, two teachers clarified that all the skills server and complete each other and to achieve a full comprehension, the learners need to practice and develop all of them. Three other teachers selected speaking and writing as the most important productive skill in academic setting; thus, the students need them in tests, exams and different tasks. More specifically, one of the teachers claimed that the difficulties that may face the speakers are : fear from presentation, feeling anxiety and shyness. On the

other hand, the difficulties that may face the writers are: lack of reading and misuse of grammar and vocabulary.

Item 04: Common problems in paragraph writing

The purpose of this question is the most common problem (s) that the students' usually encounter in writing English paragraph. Besides, the question's aim is discover whether spelling and punctuation mistakes can significantly be faced when writing or not.

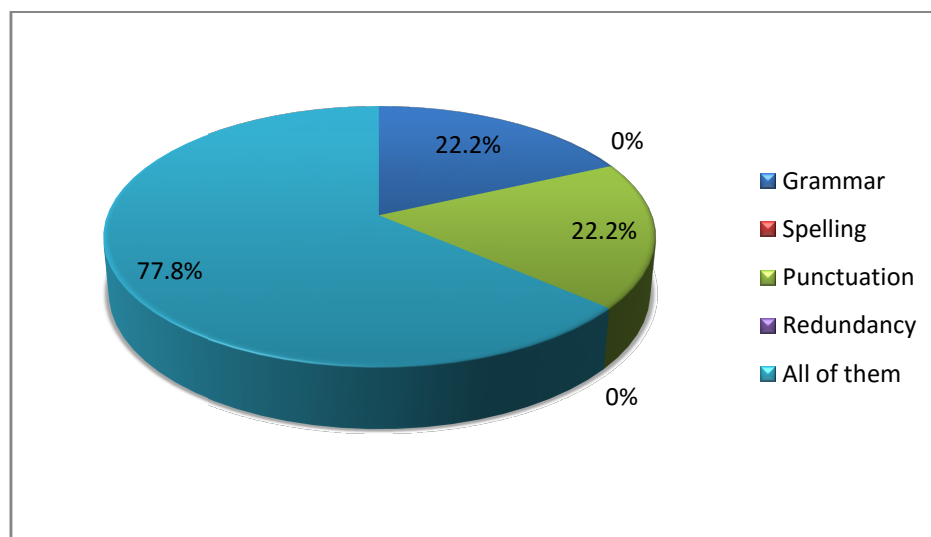


Figure 3.15 Common Problems in Paragraph Writing

Table 3.29

Common Problems in Paragraph Writing

Options	Numbers	Percentage
Grammar	2	22.2%
Spelling	0	0%
Punctuation	2	22.2%
Redundancy	0	0%
All of them	7	77.8%

This table demonstrates that grammar and punctuation are the major mistakes that could be found in paragraphs. Otherwise, seven (7) teachers considered all of mistakes as a problem in writing. Six (6) teachers specify other problems, such as lack of reading, relevant content and vocabularies, organization and luck of ideas, handwriting, vocabulary misuse and coherence. Writing is as crucial skill as it is difficult and even though a skillful writer can get rid from these aforementioned problems, other factors can inhibit writing capacity.

Item 05: Correcting the mistakes and errors when writing

Indirectly, this question seeks to identify the teachers' role as a corrector during writing process.

Table 3.30

Correcting The Mistakes and Errors When Writing

Options	Numbers	Percentage
Yes	2	22.2%
Sometimes	3	33.3%
No	4	44.4%

The results above displays that 44.4 % is the highest portion in “No” box, and lowest portion is in “Yes” box. The rest percentage is in “sometimes” box. Therefore, most of teachers do not give an adequate feedback which may lead to encounter several problems.

Item 06: The most used activity (s) in written expression session

The main purpose of this question is to both discover the main activity (s) that the teacher relies on in written expression session and display the teachers' attitudes toward cooperative learning, especially pair work.

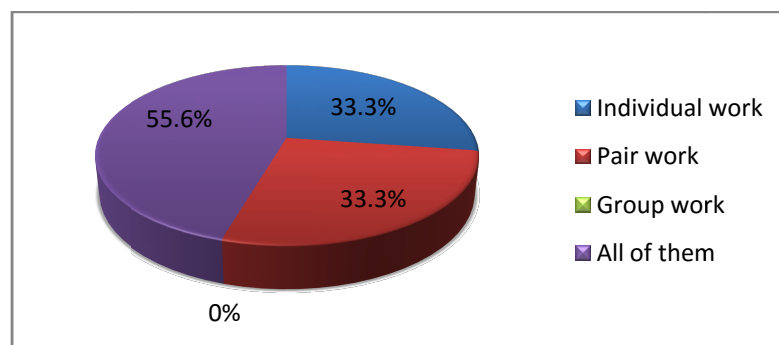


Figure 3.16 Activity (s) in Written Expression Session

Table 3.31

Activity (s) in Written Expression Session

Options	Numbers	Percentage
Individual work	3	33.3%
Pair work	3	33.3%
Group work	0	0%
All of them	5	55.6%

The displayed information clarifies that both individual and pair work had been equally used in written expression session. Additionally, five (5) teachers rely on all the mentioned activities in the classroom. Generally, since the teachers depend on cooperative activities, they involve several advantages for EFL students.

Item 07: Students' motivation when writing

This question's aim is to know whether the students are motivated to write in the class or not. Further, the findings can determine whether motivation is one of the reasons that may hinder writing process or not.

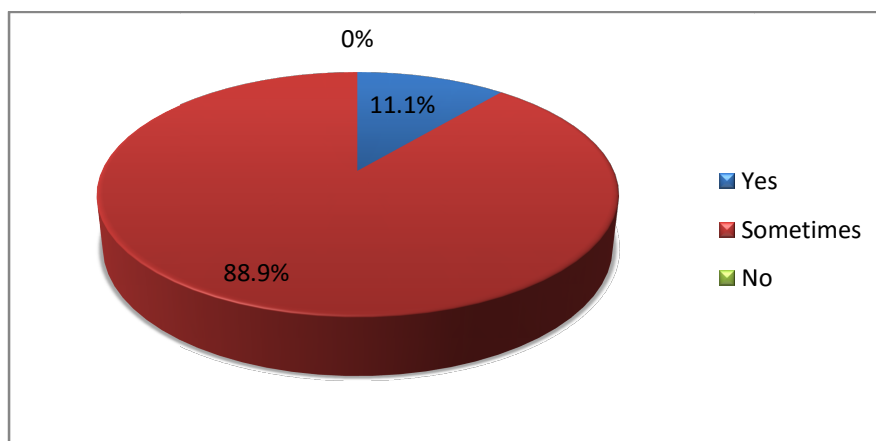


Figure 3.17 Students' Motivation When Writing

Table 3.32

Students' Motivation When Writing

Options	Numbers	Percentage
Yes	1	11.1%
Sometimes	8	88.9%
No	0	0%
Total	9	100%

From the findings above, high percentage (88.9%) proves that sometimes the students feel motivated when writing except for one teacher who asserted that the students are always motivated when writing. There are various factors that de motivate the students to write.

Justification: The teacher who ticked in the "Yes" box, select an appropriate topic which must be realistic and motivates the students to write. The rest confirmed that it depends on the activity or the topic. To illustrate, sometimes, the learners do not interested in such topics or do not have enough background to write a developed paragraph, while some of them are anxious and afraid to make mistakes or receive a negative feedback from the teacher or peer. Further, motivation relies on the students' needs; hence, the learners prefer home works and assignment, so they have more time to organize their thoughts.

Item 08: The most effective role of the teacher in written expression session.

The question seeks to explore the roles that the teachers rely on since they play a major role to guide and, thus, increase the students' level in writing.

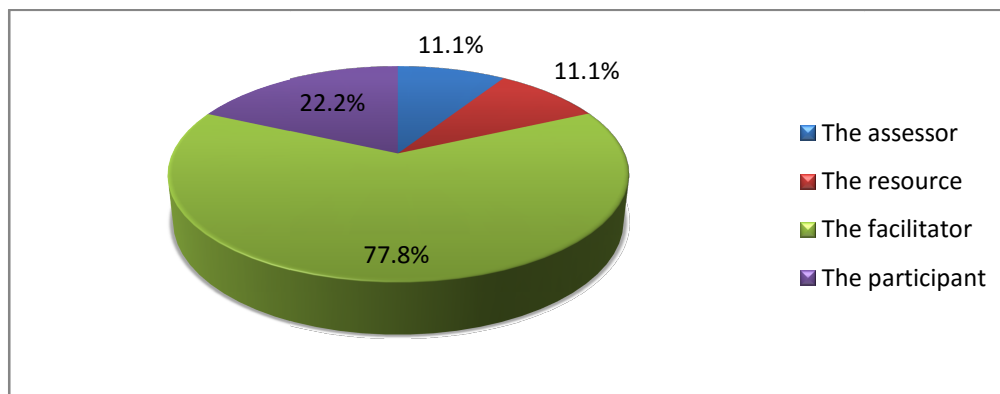


Figure 3.18 The Teachers' Role(s) in Written Expression Session

Table 3.33

The Teachers' Role(s) in Written Expression Session

Options	Numbers	Percentage
The assessor	1	11.1%
The resource	1	11.1%
The facilitator	7	77.8%
The participant	2	22.2%

The responds of the question reveals that acting as a facilitator is the most effective role (77.8%) followed by participant role (22.2%). However, both assessor and resource are less effective role in written expression session (11.1%). According to the students' needs and preferences, the teachers' role could be selected appropriately.

Justification: The facilitator involves all the pervious roles. It facilitates the process of writing through providing the students with interesting and varied topics that fit all the levels and the teacher can help His/her students by giving advice or feedback. Over and above, the

facilitator facilitates the technique of writing and skills. The participant guides the students during the writing process and must be involved during all the writing steps (drafting, editing and final version). On the other hand, Being a source presents and provides the students with the writing rules whereas the assessor can evaluate the students' progress of their skills.

Section Three : Teachers' Attitudes Towards Think-Pair-Share Strategy

Item 09 : Teachers' attitudes towards using pair work in written expression session

This question aims to explore the opinions of the teachers about the application of pair work in written expression session. Since pair work is one of TPS strategy's steps, this question aims to know the responders' attitudes towards this activity.

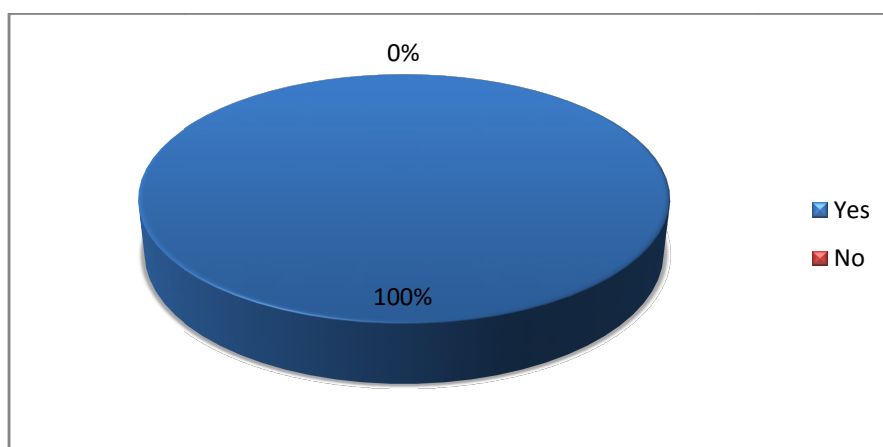


Figure 3.19 The application of Pair Work in Written Expression session

Table 3.34

The application of Pair Work in Written Expression session

Options	Numbers	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

Based on the results above, all teachers asserted that pair work is helpful activity in written expression session.

Justification (Explain how?): Cooperative learning proved to be effective in many situations and in all skills. Based on writing skill, working in pairs reduce anxiety and stress and support peer edition ; hence, the learners can learn from each other and gain different perspectives. Additionally, it gives the opportunity to ask questions to each other help and support each other.

Item 10: The use of Think-Pair-Share strategy in written expression

The question seeks to discover whether TPS strategy is used by teachers or not and, thus, to have an idea that this strategy has a major impact in writing.

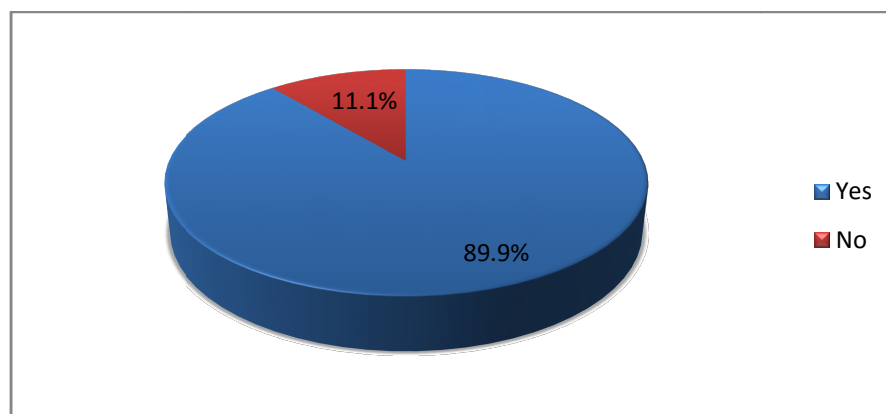


Figure 3.20 The Use of TPS Strategy in Written Expression Session

Table 3.35

The Use of TPS Strategy in the Written Expression Session

Options	Numbers	Percentage
Yes	8	88.9%
No	1	11.1%
Total	9	100%

Based on the table above, eight (8) teachers are familiar with TPS strategy unlike one teacher who did not implement this strategy in the class before. On the whole, most of

teachers dealt with the aforementioned strategy for several reasons that would be discussed in the next question.

Item 11: The importance of TPS strategy in writing a paragraph

The last question’s purpose is to shed the light on the most achievable benefits of TPS strategy.

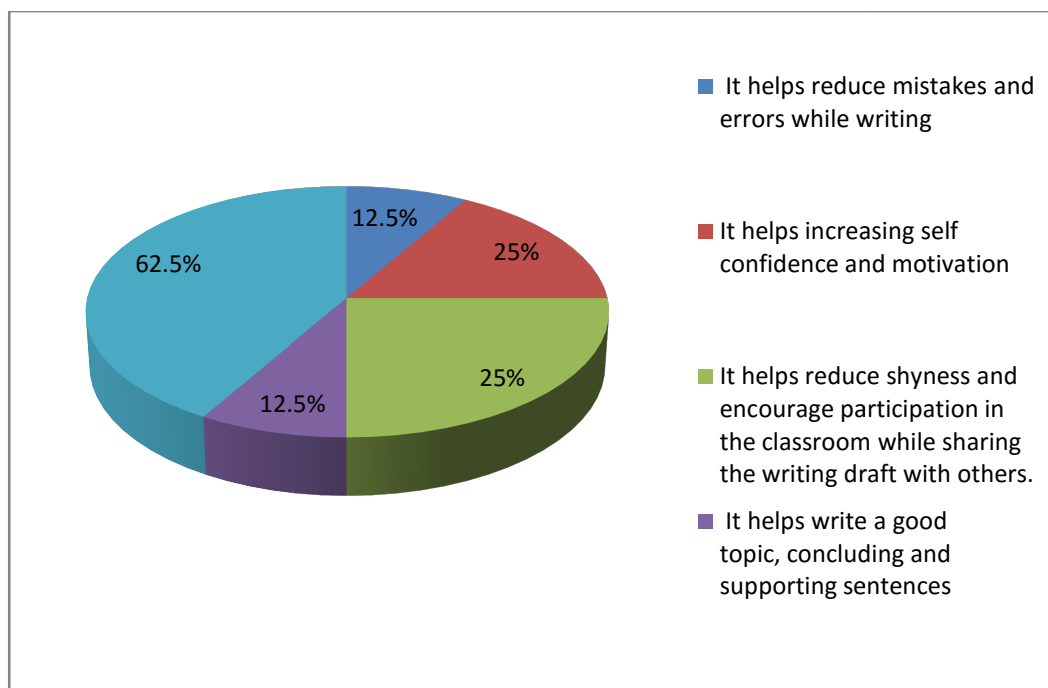


Figure 3.21 The Importance of TPS Strategy in Writing a Paragraph.

Table 3.36

The importance of TPS strategy in writing a paragraph

Options	Numbers	Percentage
It helps reduce mistakes and errors while writing	1	12.5%
It helps increasing self confidence and motivation	2	25%
It helps reduce shyness and encourage participation in	3	37.5%

the classroom while sharing the writing draft with others.		
It helps write a good topic, concluding and supporting sentences	1	12.5%
All of Them	5	62.5%

The outcomes above demonstrate high portion of answers were on the last option (62.5) which states that all the previous statements are achieved. The first and penultimate option had the same percentage (12.5), while the second and the third options had different values (25 and 37.5). Although one teacher did not teach writing skill using TPS strategy, the majority of them displayed the benefits of this strategy. Therefore, it can be inferred that most responders have a positive attitude toward TPS strategy.

Throughout the process, we tended to select purposeful data collections tools. In order to achieve valid results that support our research objectives. After selecting and conduction our study, we summarize our outcomes as follows.

3.3.7 Summary and Discussion of Results

In an attempt to test the effectiveness of using TPS strategy on EFL students' paragraph writing, we choose mixed methods in which arranged semi-structured questionnaire for written expression teachers and third year students who are required to attend the treatment sessions and pass pre and post test. The major objectives of this research are to examine the effect of TPS strategy on spelling, punctuation mistakes and writing topic, concluding and supporting sentences; further, it aims to test the learners' anxiety, self-

confidence and participation in the classroom. Moreover, this study aims to discover the teachers' attitudes toward TPS strategy.

Firstly and practically, we arranged five (5) sessions coupled with pre and post tests whereby the statistical findings proved two of the main research hypotheses. Firstly, we started by obtaining marks of the primary performance of our participants in pre test which displayed pre intermediate and some intermediate marks. The latter results depicted that the majority of participants suffer in paragraph writing and, in precisely, they incoherently write unorganized paragraphs with an adequate supporting sentences and even with some absences of topic or concluding sentences. Furthermore, most participants committed several punctuation mistakes where they either put inappropriate punctuation marks or mix between connectors. In addition to that, spelling and some grammar and redundancy mistakes were remarkably committed. During the treatment stages, we relied on using check list observation (see appendix 1) as just an assistant table in order to observe, then note the possible issues which urge the students to perform well during the writing process. In the first two sessions, the participants were initially dealing with the TPS strategy where they are required to edit their pre test's paragraphs. Nevertheless, most of them did not engage and participate in the second session. Both the linguistic and psychological performances were gradually increased during the third session in which the participants actively engaged in writing well structured paragraphs that have been improved by the participants' comments and feedback. The fourth and the fifth last sessions were dedicated to reduce the previous paragraphs' mistakes, especially those of punctuation and spelling. The results showed noticeable progress in paragraph writing. The reasonable values of the pre-test indicated a significant difference between the writing performance before and after the treatment. Statistically, the TPS strategy helped to write a coherent paragraph with suitable topic, supporting and concluding sentences with less punctuation and spelling mistakes. Therefore, the null hypothesis was

rejected in favor of the alternative hypothesis.

Additionally, we decided to arrange a questionnaire for collecting adequate insights that may help us clarify and support the quantitative data. Primarily, the participants answered a questionnaire that holds 20 questions starting by the students' profile section in which it produced nearly the same educational level, but with different learning styles. Mostly, the participants assumed they were visual, verbal and social learners. Moreover, the second section sought to identify the conventions and the factors that either motivate or demotivate their writing process. Based on the answers of the fifth question, some participants asserted that writing skill needs to be improved along with the other skills. Additionally, the majority of students valued their writing level by ticking on the boxes "good" and "very good" regardless of their unsatisfactory pre test's marks. In this case, the psychological side could be an influential factor for their writing productions and this had been revealed in the responses of the eighth, ninth and tenth questions. Sometimes, the participants participate, feel motivated and self confident in the classroom. Half of them experienced anxiety and inhibition when sharing their written work in the class for the first time. The justifications shed light on the three main reasons which may cause the felling of fear of either receiving negative feedback or making mistakes and the failure to produce a well comprehensible piece of writing.

As clarified in the findings of the fifth question, the participants tended to use some pre writing activities, such as mind mapping and listing, yet depending on merely these activities do not provide them with sufficient progress. Pair works were one of the supportive and preferable activities that support the participants to correct mistakes, exchange and correct ideas with less anxiety and stress. At the linguistic level, the writing product in the pre- test promoted the feedback of question (11) that spelling mistakes were the major mistakes that encounter students when writing followed by punctuation and grammar

mistakes. The last section emphasized the exploration of students' attitudes towards TPS strategy after the treatment. In fact, all the students affirmed that cooperative learning helped to improve their writing performance. In particular, discussions offered a chance to minimize written mistakes (like spelling and grammar) and it concurrently uncovered the students' weaknesses.

Moreover, the participant students asserted that TPS strategy could highly improve paragraph writing in terms of reducing mistakes, increasing self confidence and motivation, encourage participation and writing well their writing performance paragraphs with acceptable topic, supporting and concluding sentences. We concluded this section with providing an open ended question in which the participants declared that the treated strategy supports them to have critical thinking, enquires new ideas and becomes active in the class where they could In fact, TPS strategy encouraged the participants to participate, have self confidence and motivation while dealing properly with writing paragraphs.

The teachers' questionnaire was conducted to have a rich data from an experienced sample. First of all, the teachers' questionnaire contains three sections. The first section involves a general data about the teachers' experience in teaching the target language, in general, and written expression, particular. The aim of these simple questions is to highlight that the received responds are taken from specialists of teaching written expression who can provide us with necessary schema related to our research. In the next section, a high portion of the respondents pointed out that writing, as a productive and communicative skill is needed to be mastered because it is required in exams, tests and different tasks. However, it has various effective obstacles to be avoided like lack of reading and misuse of grammar and vocabulary. The feedback of the forth question clarified that the students encounter a lot of mistakes while writing as they commit numerous mistakes and errors. Concerning the following question, it was revealed that students mostly do not receive feedback to their

mistakes which may lead to repeating the same mistakes when writing. Pair work was highly relied on in the classroom which proves the extent of which it influences students' academic accomplishment. The data received in the seventh question indicated the intermediate level of motivation of the students while writing because of the fear of committing mistakes and lack of knowledge of the topic proposed. Therefore, they prefer assignments and home works in order to get sufficient time to finish them.

Accordingly, providing interesting topics and suitable time would be helpful to produce well structured pieces of writing. The facilitator role of the teacher was highly selected in the eighth question because simply this role involves all the other roles and can facilitate writing techniques for the students. Thus, facilitating the task, material, techniques and concepts can encourage the learners to grasp and perceive the complicated feedback to know what and how to write. The third and last section proved the usefulness of pair work which assists peer edition and allows the learners to learn from each other, reduces anxiety, enhance motivation and interaction. Therefore, they will be able to write a coherent paragraph. Concerning the implementation of TPS strategy by the teachers; the respondents of the last two questions denoted that most of teachers depend on using this strategy in the written expression session to help their students write coherent paragraphs with less mistakes and appropriate topic, supporting and concluding sentences in addition to increasing their self confidence, motivation and participation in the written expression course.

To conclude, all the statistical and descriptive data validate our research hypotheses; thus, the TPS strategy could enhance the participants' paragraph writing in terms of writing a suitable topic, concluding and well connected supporting sentences with less anxiety, punctuation and spelling mistakes and with high self confidence, motivation and participation in the classroom.

3.3.8 Synthesis of The Findings

Our research outcomes indicated that the TPS strategy has a positive effect on EFL learners' writing productions. As an attempt to position our study in literature and emphasize the contribution of the current research to our area of interest, we hereby compare and contrast our research results to some other previous studies.

First, we started comparing the quantitative data of several researchers with ours. Shahardin, Hanum and Gani (2017) conducted a research on improving writing descriptive text using TPS strategy, which was similar to our research study. However, they were precise in choosing the type of the paragraph. The outcome of this study showed a high improvement which were far from the expected results although they arranged two treatment sessions of 40 minutes each whereby the instructor taught how to write a descriptive text based on TPS strategy. More precisely, the use of TPS in teaching and learning writing could successfully overcome some problems that the learners face, such as lack of ideas, minimizing grammar and spelling mistakes and improving the organization of ideas. In the final test (the students required to write a descriptive text in pairs unlike our post test planning in which they individually passed the test; thus it could be as a reason to have a high tests scores.

Contrarily, Yaqin (2018) depended on using two cycles for the same research topic. The pre cycle aimed to teach descriptive text using teacher's method rather than the first and the second cycles where TPS strategy is applied. In each cycle, the researcher used the observation to observe students' achievements in each cycle, in addition to the documentation that offered some documents concerning the study like lesson schedule, syllabus, lesson plan and test to measure the students' progress. The findings of both observation and the tests have nearly the same achievement of our research. In precise words, some participants started gradually participate and became more active in the first cycle and most of them tended to give their opinions and ask questions in the second cycle. Concerning

the tests 'scores, the mean of the two last cycles (77.9 then 81.5) were higher than a pre cycle test (53.1) and these outcomes was satisfied enough to conclude that through using TPS strategy the learners' participation has increased and descriptive text writing has improved. The reason behind the similarities between our researches 'results and pervious research's results are due to the outline of TPS implementation in which the participants are treated by TPS strategy whenever they have an activity about writing a descriptive text and individual final testing produced nearly the same results as our study.

From another perspective, Khalifa (2016) aimed to realize the effect of using think-pair-share strategy to improve paragraph writing in terms of writing a suitable topic, concluding and supporting sentences with careful use of punctuation marks. A quasi experimental design is used according to the research purpose with the assistance of audiovisual materials, such as PowerPoint presentation, videos and the board. Moreover, to test the effects of the TPS strategy, the students were given home works that aid to improve paragraph writing. The scores' mean of the pre and post tests of the two groups, especially in punctuation (from 6.74 to 10.56). This demonstrated a clear and great difference between them. In comparison to our tests' means (12.375 in pre test and 14.75 in post test), they did not show a high achievement in punctuation marks as the aforementioned results and this may be due to our lessons by providing worksheets to the participants. Khalifa (2018) focused on using various materials that facilitate the learning process. Thus, a satisfactory writing performance of the students could be realized.

TPS strategy is one of the main cooperative learning strategies (Meyers, 1993 as cited in Abelkarim, 2012). Therefore, we decided to make another comparison, but with a descriptive research related to cooperative learning in relation to the writing skill. First, Benyahia (2016) relied on using a questionnaire for teachers and third year students at Mohamed kheider Biskra University to explore their attitudes towards the improvement of writing skill through

cooperative learning. One of the purposeful questions aimed at discovering whether the teacher helps their students to solve their problems when working cooperatively. The majority of students admitted that the teacher should act as a facilitator to help them to solve problems faced in group works. Teachers mostly confirmed the benefits of facilitator role. One of the interesting questions indicate the students' opinions' towards the advantages of cooperative learning in the writing skill. The majority of answers promoted the positive effect of cooperative work; namely, it helps them to share ideas, reduce anxiety, correct each other's mistakes and create motivational atmosphere and these answers were clearly answered through questions 14.

From teachers' perspectives, cooperative learning reduces anxiety and provides them more self confidence and reinforces their writing performance; accordingly, pair work has the same benefits as the teachers answered our ninth question. However, most of teachers confirmed that the evaluator is the most needed role in writing process which differed from our outcomes. However, Abdelkarim (2012) conducted the same research, but with second year student at English department. It was found that the facilitator and the guide are the most effective roles needed in the class and this finding aligns with our own (item 8.). Despite of this, the selection of the role still depends on the type of the activities, the level and students' needs. Although working pairs or groups hold multiple advantages, some students declared that working in groups decrease their concentration and create noise atmosphere in the class. On the whole, cooperative learning is not permanently perfect activity unless the teacher determines a suitable role and materials that encourage working cooperatively.

In conclusion, there are different and various studies that dealt with cooperative learning in relation to the writing performance. Researchers used different approaches, tools and research methods; however, they agreed on achieving the same research objective which

is proving the positive effect of TPS strategy as a cooperative strategy on learners' writing skill.

Summary

The final chapter of this dissertation is divided into three parts in which the first one covered the methodological part of our field work. The second part described the outline of treatment sessions, TPS strategy, and the assessment of the tests. In the final part of this chapter, we clarified and analyzed the findings of our research and compared them to other previous studies.

General Conclusion

To investigate EFL students' paragraph writing using TPS strategy, we precisely selected third year students who suffer in producing well structured paragraph avoiding simple kinds of errors, such as punctuation and spelling ; therefore, they neither unmotivated to write and feel anxiety nor present and participate in the classroom. For these reasons, TPS is the targeted strategy in the current study because it integrates the aforementioned obstacles to be decreased in written expression session.

The dissertation is divided into three chapters. Firstly, the theoretical part is presented in two chapters. The first chapter's section tackled general information about writing skill in terms of definitions, approaches stages, strategies and its importance in addition to the factors that affect this skill and ending with the theoretical relation between cooperative learning and writing. Precisely, the second section displayed definitions, elements and types of paragraph and the suggested Scoring Rubrics. The second chapter handled an overview about cooperative learning starting by definitions, principles, types, advantages and disadvantages ending with the strategies of cooperative learning to where the TPS strategy belongs. Therefore, the second section emphasized the meanings, steps, variations, advantages and disadvantages of this strategy, as well as its implementation and relation to writing skill.

Finally, we concluded our theoretical background by shedding light on some previous related studies.

For sake of testing the validity of the Suggested hypotheses, we tended to collect the findings based on two data collection tools which are semi-structured questionnaire and treatment (tests). Precisely, the participants were asked to attend five sessions which resulted significant development in their participation, motivation and self-confidence to write and share thoughts with less anxiety level. After that, they passed the tests which detected remarkable improvements in paragraph writing; namely, writing an acceptable topic, detailed supporting and suitable concluding sentences taking into account the reduction of punctuation and spelling mistakes. Furthermore, the qualitative findings of teachers and participants' questionnaire contributed to displaying the efficiency of the TPS strategy in paragraph writing and helped us to infer some future recommendations.

In conclusion, it was found that the TPS can be an effective strategy that is applicable in learning settings since it facilitates the teaching process by solving various linguistic and psychological problems related to EFL learners and their writing skill.

Limitations of The Study

Due to various limitations, we have faced several issues in the treatment sessions. First, several limitations like time constraints and inability to select a specific session, that fit all the participants, have profoundly affected our field work where we were obliged to arrange an online session (second session) using Google meet application and because of the poor internet service, the researcher could hardly receive the data from the participants. However, we were lucky enough to begin the treatment in early stages; thus, we could arrange five (5) sessions. Due to loaded scheduled program of the participants, the presentation of lessons and the sessions were in inadequate time. Unfortunately, the participants did not receive a rich feedback which might hinder the process to get a high

performance in the post test. In the same context, some participants were absent in some sessions and, thus, they completely missed some lessons which negatively influenced their marks in the post test. On the whole, it is crucial to indicate that EFL learners, in general, have diverse learning styles that may create differences among learners' educational accomplishments.

Recommendations and Future Research

After collecting the required information through mixed methods, we aimed at addressing the current study by suggesting different actions and recommendations. First of all, teachers are recommended to integrate Think-pair-share strategy in the written expression session since it was confirmed from some teachers that it contributed to enhance EFL students' writing productions as well as their motivation, participation and sense of self confidence in the classroom. Moreover, we suggest that providing interesting topics for writing, home works and the needed materials would positively affect EFL learners' accomplishment as they highlight their needs, preferences and styles for learning. We found out in this study that EFL students differ in terms of their needs, preferences and learning styles. Thus, teachers are invited to provide the necessary materials, like videos and data show, make home works and selecting specific and interesting topics that may positively ameliorate EFL learners' accomplishment. Furthermore, determining the teacher's roles is not a random process, but rather related to the teaching task and the students' needs as well. Acting as a facilitator and participant would be helpful role to facilitate the tasks and techniques of writing skill and provide an adequate explanation of certain terms; therefore, the students can know what and how to write. Based on the finding of our research, we assume that cooperative learning is extremely helpful to reduce written mistakes through cooperative feedback; thus, students would be encouraged to present a well organized work with fewer mistakes. Concerning EFL students, they are advised to show more tolerance,

flexibility and openness to peer feedback and edition in order to acquire new knowledge and avoid mistakes which encourage them to share their works with less anxious patterns. It was revealed that TPS strategy increases the student's participation and, thus communication in classroom; we recommend future researchers to get in deep research about the effect of this strategy on improving EFL learners speaking skill, especially in oral the expression session. Further, since pair work would highly affect the students' writing productions, it can be a future study related to pair work activity to enhance EFL learners' writing skill. To sum up, the aforementioned recommendations would hopefully cover some existent of educational shortcomings; therefore, the quality of teaching writing to EFL students would be improved.

References

- Abdelkarim, A. (2012). *Cooperative Learning Strategies in Enhancing Students' Writing Proficiency :The Case of Second Year LMD Students at Mohamed Khider University* (Master's thesis, Biskra University, Biskra, Algeria) . Retrieved from <http://archives.univ-biskra.dz/bitstream/123456789/4496/1/basset.pdf>.
- Abdulmoneim, M. (2013). Spelling Errors of Arab Learners of EFL. *A Two-Way Analysis. Academic Journal*, 20(1), 6-12. Retrieved from https://www.researchgate.net/profile/Abdulmoneim_Mahmoud/publication/261961456_spelling_errors_of_Arab_learners_of_EFL_A_twoway_analysis/links/0a85e5360be7b0f484000000.pdf
- Allati, F. (2016). *Cooperative Learning as a strategy to Enhance the Writing Skill in EFL Learners : A Case Study on Second Year Students of Mohamed Abidi Secondary School in Zouite Kounta* (Master's thesis, Ahmed Draia University, Adrar ,Algeria). Retrieved from <https://dspace.univadrar.edu.dz/jspui/handle/123456789/2747>
- Anderson, J. (2019). Cooperative Learning. *Principles and Practice*, March (121). Retrieved from http://www.jasonanderson.org.uk/downloads/Anderson_2019_Cooperative_Learning_Principles_and_Practice.pdf.
- Aoun, M. (2019). *The Role Of Think Pair Share As A Cooperative Learning Strategy In Improving Students' Speaking Skill: The case of first year students of English at Biskra University* (Master's thesis, Biskra University, Biskra, Algeria) . Retrieved from <http://archives.univbiskra.dz/bitstream/123456789/14931/1/THE%20ROLE%20OF%20THINK%20PAIR%20SHARE%20AS.pdf>
- Arends, R. I. (2012). *Learning to Teach* (9th ed.). Columbus: McGraw-Hill Education.
- Artzt, A. F., & Newman, C. M. (1990). *How to use cooperative learning in the mathematics class*. Reston, VA: National Council of Teachers of Mathematics.

- Astheri, M. L., Rais, D., & Sarosa, T. (2013). Improving Students' Writing Skill By Using Think-Pair-Share (TPS). *Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, 2 (1), 17-23. Retrieved from <https://www.neliti.com/publications/60471/improving-students-writing-skill-by-using-think-pair-share-tps>.
- Astiyandha, T. (2013). *The Effectiveness of Think-Pair-Share Method To Teach Reading Comprehension Viewed From Students' Motivation : An Experimental Study at the Eleventh Grade Students of MAN 2 Metro in the Academic Year of 2012/2013* (Master's thesis, Sebelas Maret University, Indonesia). Retrieved from <https://digilib.uns.ac.id/dokumen/download/29832/NjI4NTA=/The-Effectiveness-Of-Think-Pair-Share-Method-To-Teach-Reading-Comprehension-Viewed-From-Students-Motivation-abstrak.pdf>
- Bailey, S. (2011). *Academic Writing: A Handbook for International Students* (3rd ed.) . USA and Canada: Routledge.
- Benyahia, S. (2016). *The Use of Cooperative Learning Strategies to Enhance Student's Writing Skill: Third Year Students of Biskra University* (Master's thesis, Mohamed Kheider University of Biskra, Biskra, Algeria). Retrieved from <http://archives.univ-biskra.dz/bitstream/123456789/8601/1/a26.pdf>.
- Bouzeghaia, Y. (2019). *Investigating the Effects of Electronic Portfolio Assessment Usage in Enhancing Learners' Essays Writing: The case of Third Year Students of English at Biskra University* (Master's thesis, Biskra University, Biskra, Algeria). Retrieved from http://archives.univbiskra.dz/bitstream/123456789/16158/1/Youssra_BOUZEG_HAIA.pdf.

- Bryant, S. L. & Timmins, A. A. (2002). *Portfolio Assessment Instructional Guide: using portfolio assessment to enhance student learning* (2nded.). Hong Kong, China: Institute of Education.
- Bryant, S. L., & Timmins, A. A. (2002). *Portfolio Assessment : Instructional Guide* (2nd ed.). Hong Kong: Hong Kong Institute of Education.
- Byrne, D. (1988). *Teaching writing skills*. London & New York: Longman.
- Carroll, R. T. (1990). *Student Success Guide Writing Skills*. United States: International Copyright Law.
- Crawford, A., Saul, W. E., Mathews, S., & Makinster, J. A. (2005). *Teaching and Learning Strategies For The Thinking Classroom*. New York: The International Debate Education Association.
- Dishon, D., & O’leary, P. W. (1984). *A Guidebook for Cooperative Learning : A Technique for Creating More Effective Schools*. Florida: Learning Publication.
- Dragomir, I. A. & Niculescu, B. O. (2020). Different Approaches To Developing Writing Skills. *Land Forces Academy Review*, 3 (99), 201-206. doi: 10.2478/raft-2020-0024
- Dyan, V.L.(2010). *Improving writing skill trough guided writing : a classroom action research at the third year of SMU Negeri I Karanganyar in the Academic Year of 2009/2010*. (Master’s thesis, Sebelas Maret University, Surakarta , Indonesia). Retrieved from https://www.google.com/url?sa=t&source=web&rct=j&url=https://core.ac.uk/download/pdf/12351756.pdf&ved=2ahUKEwjepqzv1_HwAhXoWRUIHcbvCfgQFjAAegQIAxAC&usg=AOvVaw2q9XW_dMdVVDy4ab6iuULU
- Erliana, S. Erliana, R. Sabarun, & Miftah, M. Z.(2014). *Devoloping Sentences into Paragraph : Course Materials for Paragraph Writing*. Puncak: Genius Media.
- Fisher, R. (2005). *"Teaching Children to Learn"* (2nd ed.). Nelson Thorns Ltd, Bolton, UK.

- Farley, K. (2013). Types of Grouping Inside a classroom. Retrieved from http://www.ehow.com/info_7848506_typesgrouping-inside-classroom.html
- Harmer, J. (1998). *How to Teach English : An instruction to the practice of English language teaching* . England : Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). England: Longman.
- Hasan, M. K., & Akhand, M. M. (2010). Approaches to Writing in EFL/ESL Context :Balancing Product and Process in Writing Class at Tertiary Level : *Journal of NELTA 15* (1-2) ,77-88. doi :10.3126/nelta.v15i1-2.4612
<https://bu.umc.edu.dz/theses/anglais/ZOU1076.pdf>.
- Hussen, M. (2015). *Assessing Students' Paragraph Writing Problems: The case Of Bedeno Secondary School, Grade E 10 English Class In Focus* (Master's thesis, Haramaya University, Haramaya). Retrieved from https://www.academia.edu/31450881/ASSESSING_STUDENTS_PARAGRAPH_WRITING_PROBLEMS_THE_CASE_OF_BEDENO_SECONDARY_SCHOOL_GRADE_10_ENGLISH_CLASS_IN_FOCUS_MA_Thesis.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12*, 17-29.
- Johnson, A. P. (2008) .*Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students*. United States, America: A Division of Rowman & Littlefield Publishers.
- Johnson, D. W., & Johnson, R. T. (1999). Making Cooperative Learning Work. *Theory Into Practice, 38* (2), 67-73. doi: 10.1080/00405849909543834
- Johnson, D. W., & Johnson, R. T. (2017). *Cooperative Learning*. Minnesota : University of Minnesota.

- Johnson, D. W., Johnson, R., & Holubec, E. (2013). *Cooperation in the classroom* (9th ed.). Edina, MN: Interaction Book Company.
- Jolliffe, W. (2007). *Cooperative Learning in the Classroom: Putting it into Practice*. California : Paul Chapman Publishing.
- Kabir, S. M. S. (2016). Methods of data collection. Retrieved from <https://www.researchgate.net/publication/32.5846997>
- Kagan, S. (1994). *Cooperative Learning Course Workbook*. SC: CA: Kagan.
- Takepoto, I., Habil, H., Abidah, N., & Omar, M. (2012). Factors that Influence Oral Presentations of Engineering Students of Pakistan for Workplace Environment . *Information of Knowledge Management*, 2 (7), 70 – 78. Retrieved from https://www.academia.edu/2908381/Factors_that_influence_Oral_Presentations_of_Engineering_Students_of_Pakistan_for_Workplace_Environment.
- Karge, B. D., & Phillips, K. M. (2011). Effective Strategies For Engaging Adult Learners. *Journal of College Teaching and Learning*, 8 (12), 53-56. doi: 10.19030/tlc.v8i12.6621
- Khalifa, R. M. (2016). *The Effectiveness of Using Think- Pair – Share Strategy On Developing Eleventh Grades' Writing Skills in Rafah Governmental Schools* (Master's thesis, Al- Azhar University, Gaza, Palestine). Retrieved from <http://dstore.alazhar.edu.ps/xmlui/bitstream/handle/123456789/947/20120391.pdf?sequence=1&isAllowed=y>.
- Langan, J. (1984). *College Writing Skills*. New York: McGraw-Hill, Inc.
- Li, M. P., & Lam, B. H. (2005). *Cooperative Learning*. Hong Kong : The Hong Kong Institute of Education.

- Lyman, F. (1992). "Think-Pair-Share, think, and weird facts". In N. Davidson & T. Archer, A., & Gleason, M. (1994). *Skills for school success. Book 6*. North Billerica, MA: Curriculum Associates.
- Macpherson, A. (2015). *Cooperative Learning Group College Courses*. Serrey, BC Canada: Kwantlen Polytechnic University.
- Mndriyah, M., Parmawati, A. (2016). Using Think-Pair-Share (TPS) Strategy To Improve Students' Writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung) . *Jurnal Ilmiah UPT P2M Siliwangi*, 3 (2), 84-91. doi: <https://doi.org/10.22460/p2m.v3i2p84-91.630>
- Mogahed, M.M. (2013). Planning out pre-writing activities. *International Journal of English and Literature*, 4(3), 60-68. doi: 10.5897/IJEL12.120
- Muslim, I.M. (2014). Helping EFL Students Improve their Writing. *International Journal of Humanities and Social Science*, 4 (2), 105 -112. Retrieved from http://www.ijhssnet.com/journals/Vol_4_No_2_Special_Issue_January_2014/10.pdf.
- Nadeem, M. A., & Nadeem, T. (2019). Evaluating Effects of Think-Pair-Share Technique on the Descriptive Writing Skill Of Secondary School Learners. *Journal of Educational Research, Dept. of Education, IUB, Pakistan*, 22(2), 184-200. Retrieved from <http://jer.iub.edu.pk/journals/JER-Vol-22.No-2/14.pdf>.
- Neman, B.S. (1995). *Teaching students to write*. England: Oxford University Press.
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: Mc Graw-Hill Company.
- Oshima, A., & Hogue, A. (2007) . *Introduction to Academic Writing* (3rded.). United States: Pearson Education.

- Payne, A. R. (2012). *Development of The Academic Writing Motivation Questionnaire* (Master's thesis, University of Georgia, Athens, Georgia). Retrieved from https://getd.libs.uga.edu/pdfs/payne_ashley_r_201212_ma.pdf.
- Rezaei, M. & Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. *Procedia - Social and Behavioral Sciences*, 98 (2014), 1545 – 1554. doi: 10.1016/j.sbspro.2014.03.577
- Rizki, H. (2018). *An Error Analysis On The Use of Punctuation In Writing Narrative Text At The Tenth Grades Of SMK PGRI 1 Punggur Central Lampung* (Master's thesis, University of Muria Kudus, sunanmuria, Indonesia). Retrieved from <https://repository.metrouniv.ac.id/id/eprint/2329/1/SKRIPSI%20HERA%20RISKI.pdf>.
- Rubio, F. (2007). *"Self-esteem and foreign language learning, introduction"*. Cambridge Scholars Publishing: Cambridge.
- Rufiana, D., & Mulyadi, M. (2017). Using Think-Pair-Square-Share Strategy To Improve Students' Ability For Indonesian Senior High School Students. *Journal of Applied Linguistics and Literature*, 2 (1), 1-11. doi: :10.33369/joall.v2i1.5872
- Sahardin, R., Hanum, C. S., & Gani, S. A. (2017). Using Think-Pair-Share for Writing Descriptive Texts. *Studies in English Language and Education*, 4(1), 45-65. doi: <https://doi.org/10.24815/siele.v4i1.7004>
- Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in Approaches in Teaching Writing Skill in ESL Classrooms. *International Journal of Academic Research in Progressive Education*, 8 (4), 450–473. doi:10.6007/IJARPED/v8-i4/6564
- Sharan, S. (1980). Cooperative learning in small groups: Recent methods and effects on achievement, attitudes and ethnic relations. *Review of Educational Research*, 50(2), 241 - 271. doi : <http://doi.org/10.2307/1170146>

- Slavin, R. (1994). *Using student team learning* (4th ed.). Baltimore: Johns Hopkins University.
- Slavin, R., Sharan, S., Kagan, S., Lazarowitz, R. H., Webb, C., & Schmuck, R. (1985). *Learning To Cooperate, Cooperating To Learn* (1st ed.). New York : Plenum Press.
- Tompkins, G.E., & Hoskisson, K. (1995). *Language Arts: Content and Teaching Strategies*. New York: Macmillan Publishing Company.
- Tunçel, H. (2015). The relationship between self-confidence and learning Turkish as a foreign language. *Educational Research and Reviews*, 10 (18), 2575-2589.
doi:10.5897/ERR2015.2445
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge, England: Cambridge University Press.
- Yaqin, A. (2018). *Using Think-Pair-Share Technique To Improve Students' Writing Skill In Descriptive: A Classroom Action Research at VIII A Grade Students' of MTs Darussalam Kemiri Subah Batang in The Academic Year 2016/2017* (Master's thesis, Education and Teacher Training Faculty Walisongo State Islamic University, Semarang). Retrieved from http://eprints.walisongo.ac.id/8396/1/AINUL%20YAQIN___113411048.pdf.
- Zemach, D. E., Rumisek, L. A. (2003). *Academic Writing: from paragraph to essay*. Spain: Macmillan.
- Zourez, L. (2010). *Cooperative Learning as a Motivational Factor in Enhancing Students' Writing : The Case of Second year EFL Students at Constantine University* (Master's thesis, Constantine University , Constantine, Algeria). Retrieved from

Appendices

Appendix 01: Observation Check List

The Statements	Often	Sometimes	Rarely	Comments
EFL students participate in the class.				
EFL students are motivated to write and correct each other's mistakes and errors.				
Decreasing anxiety level of EFL students when sharing the writing draft with each other.				
Demonstrating the improvement of EFL students' writing performance through making pair work discussion.				
Increasing EFL student's self confidence in writing performance.				

Appendix 03: Piloting of Teacher's Questionnaire

Dear teachers,

Our dissertation is about the effectiveness of using think-pair-share strategy on improving EFL students' paragraph writing. You are kindly asked to put tick (✓) or answer with full statement where necessary in order to examine your attitudes towards the effectiveness of this strategy in the development of the EFL learner's paragraph writing. Be sure that your given information will definitely remain confidential and will be only used for research objectives.

SECTION ONE: Background Information of The Teacher.

Q1.How long have you been teaching English at university?

.....
.....

Q2.How long have you been teaching written expression at university?

- a) Less than 5 years
- b) Between 5 to 8 years
- c) More than 8 years

SECTION TWO: Teaching Writing Skill to EFL Students.

Q3. In your opinion, which is/ are the most skill (s) that the students need to develop? (you can choose more than one answer).

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

Justify your answer please.

.....

Q4.What are the most common problems that students usually encounter in writing English paragraphs? (you can choose more than one answer).

- a) Grammar
- b) Spelling
- c) Punctuation
- d) Redundancy
- e) All of them

If others, specify please.

.....

Q5.Do you correct all the mistakes and errors of the students when they write?

- a) Yes
- b) Sometimes
- c) No

Q.6 what is/are the kind of activity(s) that you rely on in the written expression session? (you can choose more than one answer).

- a) Individual work
- b) Pair work
- c) Group work
- d) All of them

If others, specify please.

.....
.....

Q.7 Are your students motivated to write in the class?

- a) Yes b) Sometimes c) No

If no, please explain why?

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

Q.8 in your opinion, What is the most effective role of the teacher while teaching written expression session?

- b) The assessor
c) The resource
d) The facilitator
e) The participant

If others, specify please.

.....

SECTION THREE: Teachers' Attitudes Towards Think-Pair-Share Strategy.

Q.9 Do you think that doing pair work is helpful in the course of written expression?

- a) Yes b) No

If yes, please explain how?

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

Q10. Do you use Think-Pair-Share strategy in the written expression session?

- a) Yes b) No

If yes, in your opinion, what is its importance to student's writing skill, especially in writing a paragraph? (You can choose more than one answer).

- a. It helps reduce mistakes and errors while writing.
- b. It helps increasing self confidence and motivation.
- c. It helps reduce shyness and encourage participation in the classroom while sharing the writing draft with others.
- d. It helps write a good topic, concluding and supporting sentences.
- e. All of them

Thank you for your collaboration.

MEFTAH Sabria.

Appendix 04: Teachers' Questionnaire

Dear teachers,

Our dissertation is about the effectiveness of using think-pair-share strategy on improving EFL students' paragraph writing. You are kindly asked to put tick (✓) or answer with full statement where necessary in order to examine your attitudes towards the effectiveness of this strategy in the development of the EFL learner's paragraph writing. Be sure that your given information will definitely remain confidential and will be only used for research objectives.

SECTION ONE: Background Information of The Teacher.

Q1.How long have you been teaching English at university?

.....
.....

Q2.How long have you been teaching written expression at university?

- a) Less than 5 years
- b) Between 5 to 8 years
- c) More than 8 years

SECTION TWO: Teaching Writing Skill to EFL Students.

Q3. In your opinion, which is/ are the most skill (s) that the students need to develop? (You can choose more than one answer).

- a) Speaking
- b) Writing
- c) Reading
- d) Listening
- e) All of them

Justify your answer please.

.....

.....

.....

Q4.What are the most common problems that students usually encounter in writing English paragraphs? (you can choose more than one answer).

- a) Grammar
- b) Spelling
- c) Punctuation
- d) Redundancy
- e) All of them

If others, specify please.

.....

.....

Q5.Do you correct all the mistakes and errors of the students when they write?

- a) Yes
- b) Sometimes
- c) No

Q.6 what is/are the kind of activity(s) that you rely on in the written expression session? (you can choose more than one answer).

- a) Individual work
- b) Pair work
- c) Group work
- d) All of them

If others, specify please.

.....

Q.7 Are your students motivated to write in the class?

- a) Yes
- b) Sometimes
- c) No

Justify your answer please.

.....

.....

.....

Q.8 in your opinion, What is the most effective role of the teacher while teaching written expression session?

- b) The assessor
- c) The resource
- d) The facilitator
- e) The participant

Justify your answer please.

.....

.....

SECTION THREE: Teachers' Attitudes Towards Think-Pair-Share Strategy.

Q.9 Do you think that doing pair work is helpful in the course of written expression ?

- a) Yes
- b) No

If yes, please explain how?

.....

.....

Q10. Do you use Think-Pair-Share strategy in the written expression session?

- a) Yes b) No

Q 11.If yes, in your opinion, what is its importance to student's writing skill, especially in writing a paragraph ? (You can choose more than one answer).

- a. It helps reduce mistakes and errors while writing.
- b. It helps increasing self confidence and motivation.
- c. It helps reduce shyness and encourage participation in the classroom while sharing the writing draft with others.
- d. It helps write a good topic, concluding and supporting sentences.
- e. All of them

Thank you for your collaboration.

MEFTAH Sabria.

Appendix 05: Piloting of The Students' Questionnaire

Dear students,

Our dissertation is about the effectiveness of using think-pair-share strategy on improving EFL students' paragraph writing; therefore, we would be grateful if you answer this questionnaire in order to investigate the effect of using this strategy on your paragraph writing. You are kindly asked to tick (✓) your answers in the appropriate box (es) and put a full statement where necessary. We are looking for your answers to help us obtain results concerning our study, so be sure that your given information will definitely remain confidential.

SECTION ONE: Student Profile.

Q1. Identify your gender please

- a) Male b) Female

Q2. How long have you been studying English language at university?

.....

Q3. How do you evaluate your level in English?

- b) Low
- c) Average
- d) Good
- e) Very Good
- f) Excellent

Q4. What is your style as an EFL learner?

- a) Visual (learning through seeing)
- b) Auditory (learning through listening)
- c) Verbal (learning through using words)

- d) Kinesthetic (learning through using our senses)
- e) Social (learning through interaction)
- f) Logical (learning through reasoning or solving problems)

SECTION TWO: Student’s Opinion towards Writing Skill.

Q5. In your opinion, which is the main skill that you need to improve?

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

Justify your answer please.

.....

.....

Q6. How do you evaluate you level in writing?

- a) Poor
- b) Good
- c) Very good
- d) Excellent

Q7.What is your pre writing activity (s) that you rely on? (You can choose more than one answer).

- a) Free writing
- b) Listing
- c) Brainstorming
- d) mind mapping

If others, specify please.

.....

Q8.How often do you feel motivated and self confident while writing?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q9.Do you feel anxiety and shy when participate or share your written work to your classmates?

- a) Yes
- b) Sometimes
- c) No

If yes or sometimes, is that because: (you can choose more than one answer).

- b) You feel afraid to receive a negative comment or evaluation.
- c) Unable to express your ideas in correct way
- d) You have difficulties in writing skill.
- e) All of them.

Q10.How often do you participate in written expression session?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q11.What are the most common mistakes that you make when writing? (You can choose more than one answer).

- a) Spelling
- b) Punctuation
- c) Grammar
- d) Redundancy

If others, please specify

.....

Q12.How often do you make pair work in written expression session?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q13.What is your favorite activity(s) in the course of written expression?

- a) Individual work
- b) Pair work
- c) Group work

Justify your answer please.

.....

SECTION THREE: Student’s Attitudes toward Think-Pair-Share (TPS) Strategy.

Q 14. Does cooperative learning help to improve your writing skill ?

- a) Yes
- b) No

If yes, please explain how?

.....
.....

Q15. what are the kinds of mistakes in writing that TPS strategy could help you minimize or eliminate? (You can choose more than one answer).

- b) Spelling
- c) Punctuation
- d) Grammar
- e) Redundancy

If others, please specify

.....

Q16. Which is the most step (s) of TPS strategy help you in writing a paragraph?

- a) Think individually and write your own ideas.
- b) Make pair work and combine your ideas with your partner's ideas.
- c) Share your paragraph with others.
- d) All of them

Q17. Please explain how those chosen step (s) in the previous question help to improve you're writing a paragraph?

.....
.....

Q18. Do you think that Think-Pair –Share strategy is helpful in practicing writing?

- a) Yes
- b) No

Q19. If yes, how could this strategy help you in your writing of English paragraphs? (You can choose more than one answer).

- a) It helps to reduce mistakes and errors while writing.
- b) It helps increasing self confidence and motivation.
- c) It helps reduce shyness and encourage participation in the classroom while sharing the writing draft with others.
- d) It helps write a good topic, concluding and supporting sentences.
- e) All of them.

Thank you for your collaboration.

Sabria MEFTAH

Appendix 06 : The Students' Questionnaire

Dear students,

Our dissertation is about the effectiveness of using think-pair-share strategy on improving EFL students' paragraph writing; therefore, we would be grateful if you answer this questionnaire in order to investigate the effect of using this strategy on your paragraph writing. You are kindly asked to tick (✓) your answers in the appropriate box (es) and put a full statement where necessary. We are looking for your answers to help us obtain results concerning our study, so be sure that your given information will definitely remain confidential.

SECTION ONE: Student Profile.

Q1. Identify your gender please

- a) Male b) Female

Q2. How long have you been studying English language at university?

.....

Q3. Would you specify your English proficiency level ?

- b) Beginner
c) Intermediate
d) Advanced

Q4. What is your style as an EFL learner? (You can choose more than one answer).

- a) Visual (learning through seeing).
b) Auditory (learning through listening).
c) Verbal (learning through using words).
d) Kinesthetic (learning through using our senses).
e) Social (learning through interaction).

- f) Logical (learning through reasoning or solving problems).

SECTION TWO: Student's Opinion towards Writing Skill.

Q5. In your opinion, which is the main skill that you need to improve at this stage of English learning?

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

Justify your answer please.

.....

.....

Q6. How do you evaluate you level in writing?

- a) Poor
- b) Good
- c) Very good
- d) Excellent

Q7. What is your pre writing activity (s) that you usually rely on? (you can choose more than one answer).

- a) Free writing
- b) Listing
- c) Brainstorming
- d) Mind mapping

If others, specify please.

.....

Q8.How often do you feel motivated and self confident to practice writing?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q9.Did you experience anxiety and inhibition when sharing your written work with your teacher and classmates?

- a) Yes
- b) No

If yes, is that because: (you can choose more than one answer).

- a) You feel afraid to receive a negative comment or feedback
- b) Unable to express your ideas in correct way
- c) You feel afraid of making mistakes
- d) Inability to communicate with others
- e) The failure to produce a well-comprehensible piece of writing
- f) All of them

Q10.How often do you participate in written expression session?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q11.What are the most common mistakes that you make when writing? (You can choose more than one answer).

- a) Spelling
- b) Punctuation
- c) Grammar
- d) Redundancy

If others, please specify

.....

Q12.How often do you make pair work in written expression session?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q13.What is your favorite activity(s) in the course of written expression?

- a) Individual work
- b) Pair work
- c) Group work

Justify your answer please.

.....

SECTION THREE: Student’s Attitudes toward Think-Pair-Share (TPS) Strategy.

Q 14. Does cooperative learning help to improve your writing skill?

- a) Yes
- b) No

If yes, please explain how?

.....

Q15. What are the kinds of mistakes in writing that TPS strategy could help you minimize or eliminate? (You can choose more than one answer).

- a) Spelling
- b) Punctuation
- c) Grammar
- d) Redundancy

If others, please specify

.....

Q16. Which is the most step (s) of TPS strategy help you in writing a paragraph? (You can choose more than one answer).

- a) Think individually and write your own ideas.
- b) Make pair work and combine your ideas with your partner’s ideas.
- c) Share your paragraph with others.
- d) All of them.

Q17. Please explain how those chosen step (s) in the previous question help to improve you’re writing a paragraph?

.....

Q18. Do you think that Think-Pair –Share strategy is helpful in practicing writing?

- a) Yes
- b) No

Q19. If yes, how could this strategy help you in your writing of English paragraphs? (You can choose more than one answer).

b) It helps to reduce mistakes and errors while writing.

c) It helps increasing self confidence and motivation.

d) It helps to encourage participation and collaboration in the class while sharing the writing draft with the others.

e) It helps write a good topic, concluding and supporting sentences.

f) All of them

Q.20 Please explain how Think-Pair-Share strategy help you to enhance your written performance on the class?

.....

.....

.....

Thank you for your collaboration.

Sabria MEFTAH

Appendix 07: The Pre-test and Post-test

Pre test: Choose one of the following topics and write a paragraph about it.

Topic 01: The difficulties that faced in the progressing countries.

Topic 02: Reasons for having healthy body.

Topic 03: The dangers of Covid 19.

Post test : Write a paragraph about the following topic.

The topic: Why are cities becoming overcrowded?

Appendix 08: Treatment Stage 01

- **The Objectives of The Lesson:** At the end of the lesson the students will be able to:
 - A. Participate in the classroom and discuss their thoughts and written ideas to the others.
 - B. Avoid mistakes and errors when writing after the discussion in form of pair work takes place.
 - C. Share their ideas to their classmates without shyness.
 - **The parts of The Lesson.**
 1. Definition of Think-Pair-Share Strategy.
 2. Steps of Think-Pair-Share Strategy.
 3. The advantages of Think-Pair-Share Strategy.
 4. List of References.
 5. The application of Think-Pair-Share strategy in the classroom in which the participants are required to rewrite their pre-test paragraphs.
- 1. Definition of Think-Pair-Share (TPS) Strategy.**

TPS is a branch in cooperative learning that supports the learners to interact and participate in the class as well as it motivates the student to think in creative and critical way through answering the required question after pairing and sharing their answer in the class (McTighe & Lyman, 1992 as cited in Aoun, 2019). Elsewhere, it is defined as a classroom activity that gives the learners the chance to think about the answer of a question, an idea, issue or conception, and they make share time with a mate before group discussion. The emphasis is on brief, purposeful discussion (Lyman, 1992).

2. Steps of Think-Pair-Share Strategy.

Step 01: Thinking: The teacher poses a question or an issue related to the lesson and the students are required to keep silent and spend a minute to think individually about the issue or the answer of the question.

Step02: paring: Next, the teacher asks the students to make pair work and discuss their thoughts for four or five minutes.

Step03: Sharing: the teacher asks each pair to share their ideas to the whole class (Arends, 2012).

According to this study, the researcher will apply TPS strategy as the following:

1. The students are required to think individually to write their own ideas related to certain topic.
2. Make pair work and integrates the students' ideas to write one paragraph.
3. Asking pair students to share their ideas and the paragraph to the whole class
4. **The Advantages of Think-Pair-Share Strategy.**

According to Farley (2013) this strategy contains many advantages:

- It allows the students to work together, learn from each other and practice tolerance without competition.
- It improves the students' self esteem and participation. Also, it increases the students' self confidence to speak after their ideas are confirmed and clarified by the partner.
- Through making time to think individually about certain concept, the students require deep comprehension about these concepts. This gives them the space to make deep connections. Also, their understanding will be expanded through their peer's unique thoughts when they share their ideas in pairs.
- Before independent practice begins, the teacher can have the opportunity to solve misinterpretation, errors and confusion of the students when they share their response

From another perspective, Khalifa (2016) stated other different advantages which are:

- It supports the students to develop their writing achievements, especially writing paragraph through the discussion.
- It creates a vibrant atmosphere in the classroom and meets the students' needs of social communication.
- This strategy helps eliminate and minimize the formality between the teacher and the students.

5. List of References

- Aoun, M. (2019). *The Role Of Think-Pair-Share As A Cooperative Learning Strategy In Improving Students' Speaking Skill : The case of first year students of English At Biskra University* (master's thesis). Biskra University, Biskra, Algeria. Retrieved from <http://archives.univbiskra.dz/bitstream/123456789/14931/1/THE%20ROLE%20OF%20THINK%20PAIR%20SHARE%20AS.pdf>
- Arends, R. I. (2012). *Learning to Teach* (9th ed.). Columbus: McGraw-Hill Education.
- Farley, K. (2013). Types of Grouping Inside a classroom. Retrieved from http://www.ehow.com/info_7848506_typesgrouping-inside-classroom.html
- Khalifa, R. M. (2016). *The Effectiveness of Using Think- Pair – Share Strategy On Developing Eleventh Grades' Writing Skills in Rafah Governmental Schools* (Master's thesis, Al- Azhar University, Gaza, Palestine). Retrieved from <http://dstore.alazhar.edu.ps/xmlui/bitstream/handle/123456789/947/20120391.pdf?sequence=1&isAllowed=y>
- Lyman, F. (1992). "Think-Pair-Share, think, and weird facts". In N. Davidson & T. Archer, A., & Gleason, M. (1994). *Skills for school success. Book 6*. North Billerica, MA: Curriculum Associates.

Appendix 09 : Treatment stage 02

- **The Objectives of The Lesson:** At the end of the lesson the students will be able to:
 - A. Have background knowledge about the definition and the parts of a paragraph.
 - B. Write an organized paragraph with a good topic, concluding and supporting sentences.
 - C. Share their paragraphs to their classmates and discuss together without shyness.
- **The parts of The Lesson.**
 1. Definition of paragraph
 2. Parts of paragraph.
 3. Example of paragraph.
 4. References
 5. The application of Think-Pair-Share strategy in the classroom in which the participants are required to write a paragraph about the advantages of using the internet.

1. Definition of a paragraph

Paragraph is a set of sentences concerned with one topic. These combined sentences produce the writer's main idea (most significant idea) about the topic(Zemach & Rumisek, 2003). Likewise, Oshima and Hogue (2007) confirmed that a paragraph is a collection of interconnected statements which is developed by the writer about a subject. The first sentence produces the specific point, or an idea, of the topic and the remnant sentences in the paragraph promote that point.

2. Parts of A Paragraph

Zemach and Rumisek (2003) asserted that a paragraph contains three main parts :

The topic sentence: it is the essential idea of the paragraph and it is usually the first and the most general statement of the paragraph. Oshima and Hogue (2007) stated that the topic sentence contains the topic which is the subject of the paragraph and the controlling idea that shows what the paragraph will say.

The supporting sentences: they illustrate the topic sentence. Also, they expressed in details and follow the topic sentence (Oshima & Hogue, 2007).

The concluding sentence: it can be located in the last of the paragraph. This last sentence can finish a paragraph by repeating the main idea or writing a comment about the topic (Oshima & Hogue, 2007).

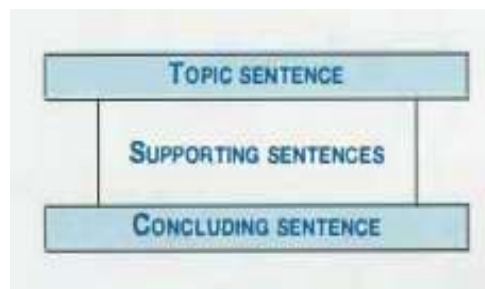


Figure 3.22 A Diagram of A Paragraph. (Source: Oshima and Hogue, 2007, p. 38).

This figure demonstrates the parts of a paragraph . This last starts with topic sentence which consists of the main idea of the paragraph. Supporting sentences provides more information about the topic sentence and the concluding sentence which is the last statement that may contain a comment about the whole topic.

3. Example of A Paragraph

MODEL	A Hawaiian Wedding
Three Parts of a Paragraph	<p>¹The mix of cultures in Hawaii makes weddings there very special occasions.</p> <p>²Certainly, Hawaiian clothing, music, and other Hawaiian customs play a big role.</p> <p>³For example, the bride often wears a long white <i>holoku</i> (wedding dress), and the groom wears a long-sleeved white shirt and pants with a red sash around his waist. ⁴Both the bride and the groom wear <i>leis</i>.² ⁵The bride's <i>lei</i> is traditionally made of white flowers such as <i>pikake</i> (jasmine), and the groom's is made of</p>
¹ TOPIC SENTENCE	<p>¹<i>haoles</i>: Hawaiian word for people with white skin ²<i>leis</i>: necklaces made of flowers</p>
²⁻¹¹ SUPPORTING SENTENCES	<p>green <i>maile</i> leaves. ⁶Another Hawaiian custom is the blowing of a conch shell³ three times to begin the ceremony. ⁷Hawaiian music is played both during the ceremony and during the <i>luau</i>⁴ afterward. ⁸Other customs included in the festivities depend on the ethnic backgrounds of the couple. ⁹For instance, there may be noisy firecrackers, a Chinese way of keeping bad spirits away. ¹⁰There may be a display of Japanese <i>origami</i>,⁵ or there may be a <i>pandango</i>, a Filipino custom. ¹¹During a <i>pandango</i>, the wedding guests tape money together and wrap it around the couple during their first dance together as husband and wife.</p>
¹² CONCLUDING SENTENCE	¹² All in all, a Hawaiian wedding is truly a magical, multicultural event.

Figure 3.23 The Model Paragraph That Follows Describes A Typical Wedding in Hawaii. (Source: Oshima and Hogue, 2007, p. 38, 39).

This figure represents an example of a paragraph which demonstrates the topic sentence, supporting and concluding sentence.

4. References

Oshima, A., Hogue, A. (2007) . *Introduction to Academic Writing* (3rded.). United States: Pearson Education.

Zemach, D. E., Rumisek, L. A. (2003). *Academic Writing: from paragraph to essay*. Spain : Macmillan.

Appendix 10: Treatment Stage 03

- **The Objectives of The Lesson:** At the end of the lesson the students will be able to:
 - A. Participate in the classroom and discuss their thoughts and written ideas to the others.
 - B. Write good topic, concluding and supporting sentences without spelling and punctuation mistakes.
 - C. Share their ideas to their classmates without shyness.
- **The parts of The Lesson**
 1. Definition of punctuation
 2. Examples of punctuation marks
 3. Definition of spelling
 4. Examples of spelling errors
 5. References
 6. The application of Think-Pair-Share strategy in the classroom in which the participants are required to rewrite a paragraph about the advantages of using the internet and they have to avoid the mistakes and errors while writing.

1. The Definition of Punctuation

“Punctuation marks gives meaning to words as pauses and change in tone of speech do” (Muslim 2014 p. 107). In other words, punctuation marks does not only grant piece writing the necessary pauses but also provides it with an appropriate semantics to allow the reader to get the full comprehension and that’s what’s Muslim (2014) confirm in his study in which he confirmed that many researchers have demonstrated that if punctuation marks used in wrong way, they may change the words’ meaning; however, the correct use of them may reveal mysteries.

2. Examples of Punctuation Marks

Use Commas	Example
1. To separate items in a series of three or more items	I'm taking Spanish, English, physics, and economics this semester. The teacher will read your paragraph, make comments on it, and return it to you.
2. Before a coordinating conjunction in a compound sentence	We are bringing sandwiches, and Tom is bringing soft drinks to the picnic. We don't need to bring raincoats, for the sun is shining brightly.
3. After a dependent clause that comes before an independent clause in a complex sentence (Don't use a comma when the dependent clause follows the independent clause.)	Because the sun is shining brightly, we don't need to bring raincoats. As soon as we arrived at the park, the men started playing soccer. (The men played soccer while the women watched.)
4. To separate extra-information adjective clauses from the rest of the sentence	The Nile, which is the longest river in the world, is 4,160 miles long.
5. To separate extra-information appositives from the rest of the sentence	The Amazon, the second longest river, is 4,000 miles long.
6. After most transition signals at the beginning of a sentence	Finally, we arrived at our hotel. However, our rooms were not ready. After an hour, we left to find a place to eat. Across the street, we found a small cafe.
7. To separate sentence connectors that appear in the middle of an independent clause.	Our rooms, however, were not ready. Lions, for example, can outrun all but three animals.

Figure 3.24 The Punctuation Rules. (Source: Oshima and Hogue, 2007, p. 187).

This figure summarizes the rules of using punctuation marks in a sentence. The students should pay attention on how and when to put the comma according to sentence's structure.

3. Definition of Spelling

Abdulmoneim (2013) believed that spelling is a language skill in which sounds (phonemes) are presented by letters (phonemes); therefore, it produces the smallest part of written language. Spelling is very important in writing and committing any mistakes leads to

miscomprehension and a negative impact of the written product (El-Aswad, 2014 as cited in Benyahia, 2016).

4. Examples of Spelling Errors

According to Abdulmoneim (2013), there are several spelling errors, the following are some of them:

Interlingual errors: It occurs due to the influence of the first language because some English phonemes cannot be found in modern standard Arabic (/v/ , / p/) like : Lifes (lives) / cabable (capable) /. The consonant clusters may lead to a spelling errors like belongs (belongs) and multipule (multiple). Also, there are some Arabic words which is borrowed from English and nearly has the same pronunciation consequently it may lead to comite errors like : bas (bus), gazal (gazelle) (Abdulmoneim, 2013).

Intralingual errors: It occurs due to four main types. The first type is called sound-based misspelling which countain two sub categories. the first sub category may have several examples like : fasilitate (facilitate) (the consonant sound /s/ could be written as “s” or “c”) and benifit(benefit) . The second sub- category can exist due to: redundancy reduction like mised (missed) , correct pronunciation like experiance (experience) incorrect pronunciation like james (games) (Abdulmoneim, 2013).

The second type contains misspelling based on : homophonous word such as there (their), a part of word like: tought (taught), homophonous suffix like permission (permission), another form of the word like the word argue , arguement (argument), or separated words like can not (cannot) (Abdulmoneim, 2013).

The third type includes the ignorance of spelling rul.s like: applied (applied), over generalization like photoes (photos) (Abdulmoneim, 2013).

The fourth type contains adding, omitting, replacing or miss order the letters like : payement (payment) and waitting (waiting) . Also, this type contains compound errors like: defer (differ) and gramer (grammar) (Abdulmoneim, 2013).

5. References

Abdulmoneim, M. (2013). Spelling Errors of Arab Learners of EFL. *A Two-Way*

Analysis.Academic Journal, 20(1), 6-12. Retrieved from

https://www.researchgate.net/profile/Abdulmoneim_Mahmoud/publication/26196145

6_spe

[ling_errors_of_Arab_learners_of_EFL_A_twoway_analysis/links/0a85e5360be7b0f484000000.pdf](https://www.researchgate.net/publication/261961456_spe_ling_errors_of_Arab_learners_of_EFL_A_twoway_analysis/links/0a85e5360be7b0f484000000.pdf)

Benyahia, S. (2016). *The Use of Cooperative Learning Strategies to Enhance Student's*

Writing Skill: Third Year Students of Biskra University (Master's thesis, Mohamed

Kheider University of Biskra, Biskra, Algeria). Retrieved from <http://archives.univ-biskra.dz/bitstream/123456789/8601/1/a26.pdf>.

Muslim, I.M. (2014). Helping EFL Students Improve their Writing. *International Journal of*

Humanities and Social Science, 4 (2), 105 -112. Retrieved from

http://www.ijhssnet.com/journals/Vol_4_No_2_Special_Issue_January_2014/10.pdf.

Oshima, A., & Hogue, A. (2007) . *Introduction to Academic Writing* (3rded.). United

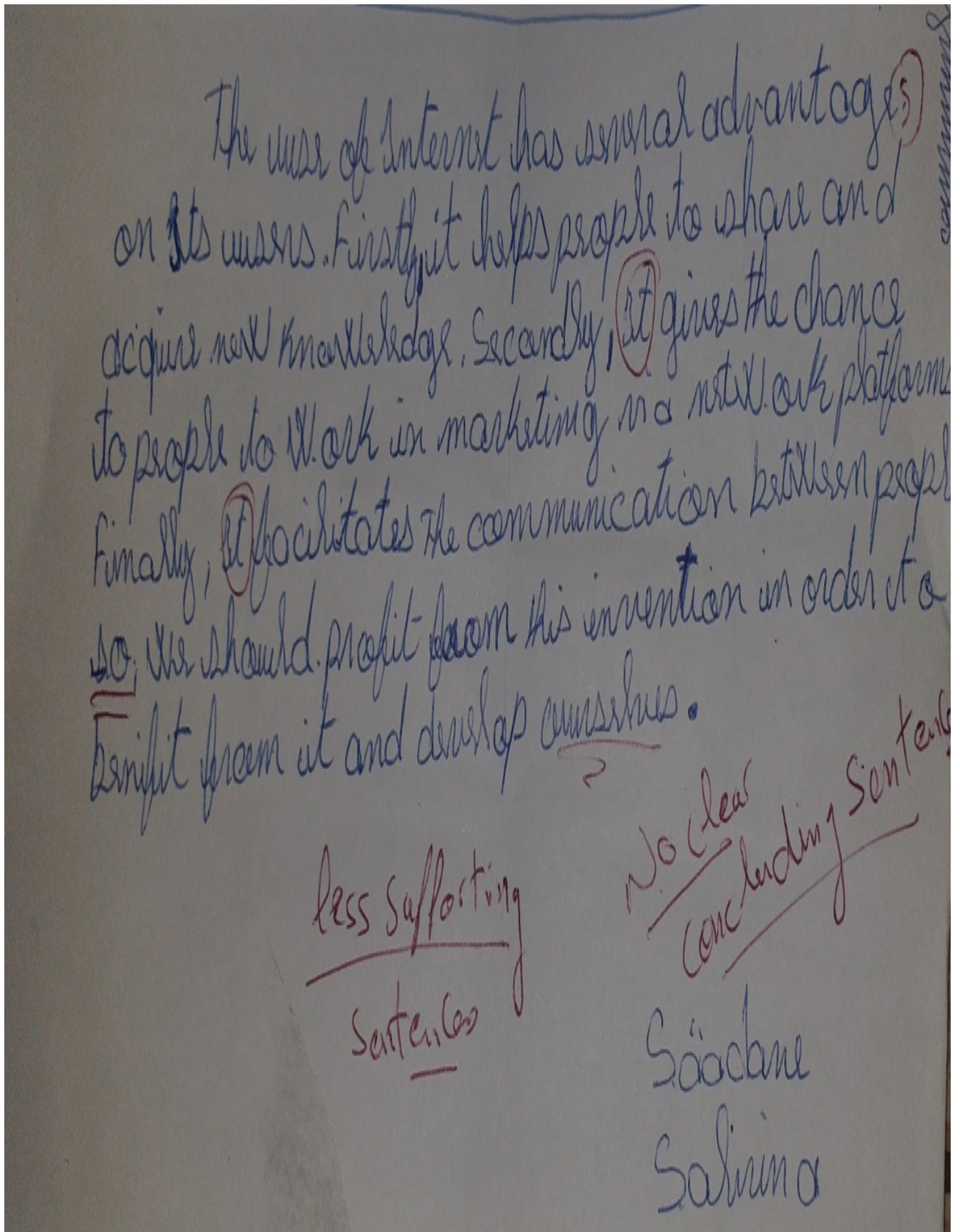
States: Pearson Education.

Appendix 11: Individual work Using TPS Strategy (The First Step).

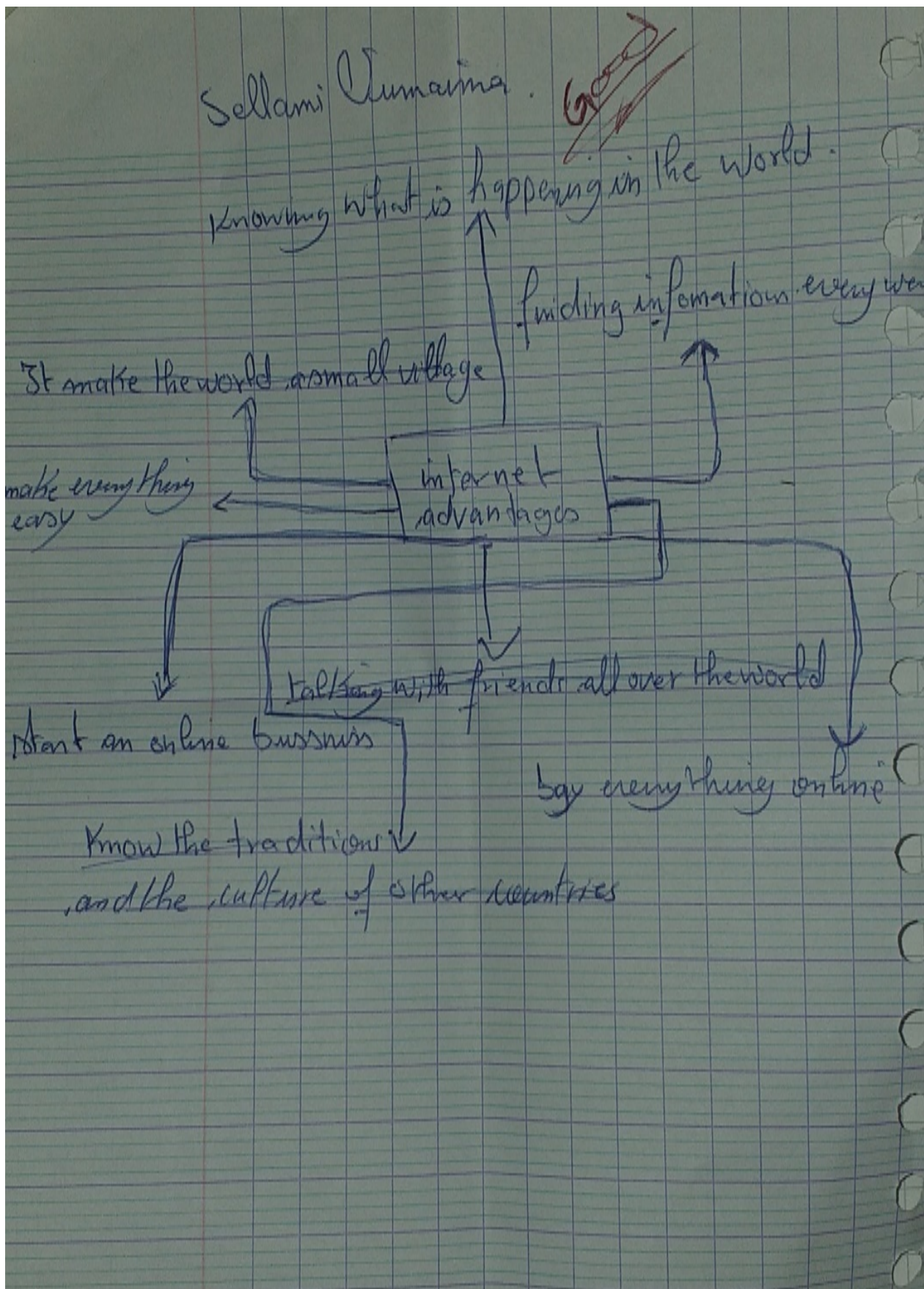
Many punctuation mistakes.

Sahani Habrouka Meriem 911

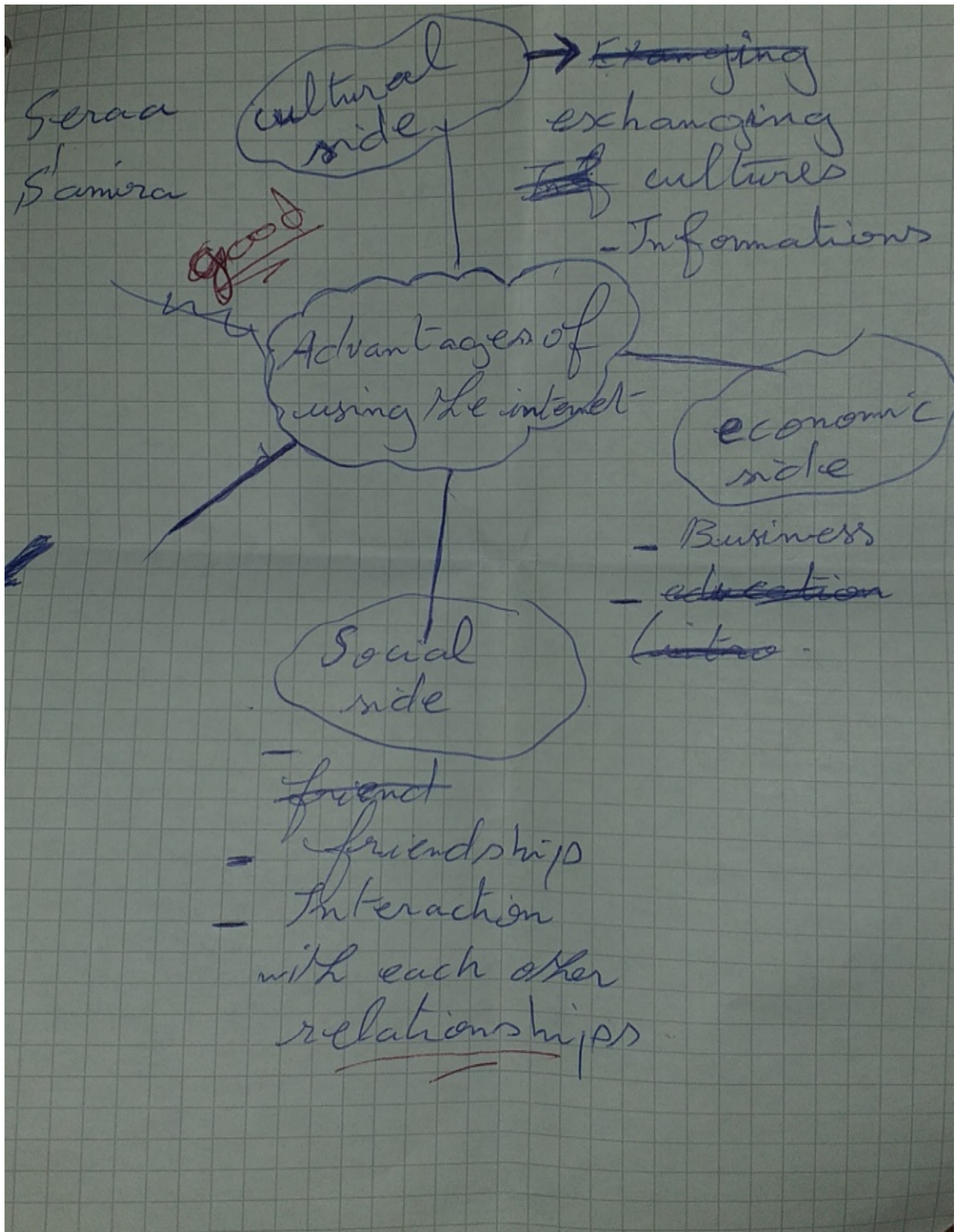
The using of internet has many advantages such as studying, entertaining and ~~also~~ communicating. First, student used the internet in their study like [searching make essays]. Second, using internet to have make fun with videos games etc in order to change the mood. Finally, using internet to communicate with new people and make friendship from many sides in the world. Studying, entertaining and communicating are the main advantages of using internet.

Appendix 12: Individual Work Using TPS Strategy (The First Step).

Appendix 13: Individual work Using TPS Strategy (The First Step).



Appendix 14 : Individual work Using TPS Strategy (The First Step).



Appendix 15: Some of The Participants' Pair Work Using TPS strategy (The Second Step).

Sellami Cumaima
 Seraa Samira
 Segueni Yasmine

GOOD these are some punctuation mistakes

Using Internet has many advantages in the cultural side, social side and the economic side. First, using internet has many cultural advantages, for example, it makes the world ~~an~~ a small village, it helps people exploring the traditions and the culture of other countries. Second, it also has social advantages, such as making friends all over the world and talk with them ^{adv} easily, and it makes every thing easy because information are available all time, finally, internet also has an impact on the economic side, such as starting an online business and ^{can't buy it} also every thing now is bought online, in addition companies profit from it and many billions are made only from internet. To sum up, internet has a cultural, social and economic advantages from using it and now internet ^{al} control the world, without it all thing will be hard. is controlling

here use COMMA

relevance

what goods are things products

Not clear

Appendix 16: Some of The Participants' Pair Work Using TPS strategy (The Second Step).

The advantages of using internet.

Good

The use of the internet has several advantages on its users. *First*, it helps people to share and acquire new knowledge. *Second*, it gives the chance to people to work in marketing via social media platform. *Finally*, it facilitates the communication between people. *So*, we should profit from this invention in good way. *Therefore*, in order to improve and develop our selves.

It needs explanation in supporting sentences

• Sadane Sabrina } g.m.
 • Selhani Mabrouka Meriem }

الملخص

الكتابة هي إحدى المهارات الأساسية المطلوبة بشدة في إعدادات تعلم اللغة. ومع ذلك ، فإن معظم متعلمي اللغة الإنجليزية كلغة أجنبية يفتقرون إلى القدرة على إنتاج أجزاء صغيرة مرضية من الكتابة ، مثل الفقرات. سعت هذه الدراسة إلى اختبار فعالية تطبيق إستراتيجية فكر-عمل ثنائي-شارك (ف ع ش) في تطوير كتابة فقرات طلاب اللغة الإنجليزية كلغة أجنبية ، وتقليل القلق من الكتابة ، وتشجيع الطلاب على التحفيز والمشاركة والتعاون في الفصل. وفقاً لذلك ، اخترنا نهجاً مختلطاً رتبنا فيه جلسات علاج واستبيانين شبه منظمين لطلاب السنة الثالثة وأساتذتهم. خلال جلسات العلاج ، لاحظنا زيادة في مستوى المشاركة وتحفيز المشاركين للتعبير عن أفكارهم وخبراتهم في الكتابة. وبالتالي ، أظهرت نتائج الاختبارات فقرات جيدة الإنشاء مع أخطاء إملائية وترقيم أقل. لذلك، تم رفض فرضية العدم لصالح الفرضية البديلة التي تنص على أن تنفيذ إستراتيجية فكر-عمل ثنائي-شارك يمكن أن يحسن كتابة الفقرة لدى الطلاب. علاوة على ذلك، كشف تحليل الاستبيان عن مواقف إيجابية تجاه إستراتيجية فكر-عمل ثنائي-شارك من جانب كل من الأساتذة والطلاب. لذلك ، تؤكد الدراسة الحالية فرضية البحث المقترحة ؛ وبالتحديد التأثير الإيجابي لإستراتيجية فكر-عمل ثنائي-شارك لتقليل قلق طلاب اللغة الإنجليزية كلغة أجنبية وزيادة تحفيزهم ومشاركتهم وثقتهم بأنفسهم جنباً إلى جنب مع كتابة فقرات جيدة الإنشاء مع أخطاء إملائية و ترقيم أقل.

الكلمات المفتاحية : إستراتيجية فكر-عمل ثنائي-شارك (ف ع ش) ،متعلمي اللغة الإنجليزية كلغة أجنبية ،كتابة فقرة ،قلق، ثقة بالنفس ،تحفيز ،مشاركة ، أخطاء ترقيم و إملائية.

Le Résumé

L'écriture est l'une des compétences cruciales qui sont très demandées dans les contextes d'apprentissage des langues. Néanmoins, la plupart Apprenants de l'anglais langue étrangère n'ont pas la capacité de produire de petits morceaux d'écritures satisfaisantes, comme des paragraphes. Cette étude visait à tester l'efficacité de l'application de Pense-paire-partager (PPP) stratégie sur le développement de l'écriture de paragraphes des apprenants de l'anglais langue étrangère, la réduction de l'anxiété d'écriture et l'encouragement de la motivation, de la participation et de la collaboration des étudiants en classe. En conséquence, nous avons opté pour une approche à méthodes mixtes dans laquelle nous avons organisé des séances de traitement et deux questionnaires semi-structurés pour les étudiants de troisième année et leurs enseignants. Tout au long des séances de traitement, nous avons observé une augmentation du niveau de participation et de motivation des participants à exprimer leurs idées et leurs expériences d'écriture. Par conséquent, les résultats des tests ont démontré des paragraphes bien construits avec moins de fautes d'orthographe et de ponctuation. Par conséquent, l'hypothèse nulle est rejetée en faveur de l'hypothèse alternative qui stipulait que la mise en œuvre de la stratégie de réflexion-paire-partage pourrait améliorer la rédaction de paragraphe des étudiants. De plus, l'analyse du questionnaire a révélé des attitudes positives envers la stratégie de Pense-paire-partager de la part des enseignants et des élèves. Par conséquent, la présente étude valide l'hypothèse de recherche proposée; à savoir l'impact positif de la stratégie Pense-paire-partager pour réduire l'anxiété des étudiants EFL et augmenter leur motivation, leur participation et leur confiance en soi, ainsi que la rédaction de paragraphes bien construits avec moins de fautes de ponctuation et d'orthographe.

Les Mots Clés : Pense-paire-partager (PPP), Apprenants de l'anglais langue étrangère, L'écriture de paragraphe, L'anxiété, Motivation, Confiance en soi, Participation, de fautes d'orthographe et de ponctuation.