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The Implementation of Think-Pair-Share

A Cooperative Learning Technique to Improve Students' Writing Skill

Case Study: Third year Foreign Languages Students at of Bordj Bounaama, Tissemsilet Secondary School

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Dedication 01

I dedicate this work:

To my dear parents who have always been the major source of inspiration behind all my efforts and achievements.

To my beloved brothers, my lovely sister and to all my family.

To all my friends and colleagues, who encouraged and supported me.

To everyone who has contributed to my education.

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Dedication 02

I dedicate this work:

To my lovely parents; my mother, kheira and my father, abdelkader

To my brothers: Mohamed, Alhadj and Sofiane for their encouragement.

To my sisters: Fatima, Hanaa, Radhia and Nihad for their unwavering love.

To allthe Family, colleagues and friends.

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Abstract

This study attempts to discuss the issue of the implementation of think-pair-share cooperative learning technique and its improvement on students' writing skill among third year foreign languages students at different secondary schools in Bordj Bounaama, Tissemsilet relying of two research instruments for data collection. It was analysed quantitatively and qualitatively. These instruments were the students' questionnaire and the teachers' interview; both of them were designed to gather opinions and attitudes of both teachers and students toward TPS technique. The results show that students' writing style is improved when using TPS better then working alone, in addition students find that TPS motivate them to solve problems and answer to questions.

Key words:

Think-Pair-Share, students' writing, cooperative learning, improvement

List of Abbreviations used in the dissertation

CL: cooperative learning

STAD: student teams-achievement

TPS: Think-Pair-Share

EFL: English foreign language

CALL: computer assigned language learn

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General Introduction

General Introduction

The syllabus of teaching English language consists of four skills and the most difficult among them is writing, because it demands lot of abilities to be acquired by the majority of pupils who face problems with writing an English paragraph. Consequently, teachers try to make the learning process a cooperative one; this is done by making learners work together and exchange ideas, hoping that this way of teaching can makes students face challenges and studying in a comfort classroom environment. It also plays an important role in the process of foreign language learning, the reason is to create opportunities for learners to develop their writing skill.

In cooperative learning, several techniques are implemented among them: Think-Pair-Share technique (TPS) involves students on three steps; firstly, they think silently, second, they exchange thoughts with each other then; they share their responses with the whole class in order to enhance students' writing skill and language use.

Thus, our research discuss the issue of the implementation of Think-Pair-Share Technique to explore its effects to improve students' writing skill, this study is concerned with third year secondary school students.

The aim of this study is to investigate the implementation of TPS technique and its effect on improving students' writing skill. In other words, it attempts to find out whether there is a correlation between TPS and students' writing.

In order to investigate if the TPS technique is applied by teachers or not, if it improves their writing and to discover the main problems that face teachers even students while using this technique. To gather data, this study analyse the following questions:

- ➢ To what extent is the TPS technique used by teachers of 3rd year Secondary School?
- ➢ Does the implementation of TPS technique improve students' writing skill and enhance their language use?
- ➢ What are the main problems teachers face even students while using TPS technique?

During our studies, we have noticed that the students have difficulties in their writing skill. So, with the purpose of enhancing the learners' writing, we hypothesize that TPS must enjoy a high acceptance and support by teachers because when students work together in peers, it will help them to be improved in their writing and remedial their grammatical and spelling mistakes.

This study follows a descriptive research design; it describes the situation of the implementation of Think-Pair-Share in improving students' writing. In addition, the most relevant method to explore the present study is Case study method.

It is conducted by collecting data from different schools at Bordj Bounaama, tissemsilet; the population include one classroom of 3rd year foreign languages students. Our research is conducted with 30 students.

Also, it includes 12 teachers who are taken as a sample in our research.

Data is collected through students' questionnaire to find out their opinions and their attitudes toward TPS technique. Also, it is intended for 12 teachers from different schools of Tissemsilet to find out whether they apply this technique or not and if they are satisfied from it.

This research study covers three chapters: two chapters are the literature review and the theoretical background of the research and the other is the practical framework. The first chapter discuss the description of cooperative learning strategy. The second one is divided into two sections, the first section deals with the descriptions of the TPS technique, while the second section is devoted to 'TPS in developing the writing skill". The third chapter is devoted to pre-test/post-test analysis where the hypothesis is tested and the main results are obtained.

Chapter One

I:

Literature Review of Cooperative Learning Strategy

I.1. Introduction

Cooperative learning is a technique where students are more active and interactive in their learning process instead of teachers. In other words, it is learner-centred instead of teacher-centred. This strategy provides the opportunities to improve students' achievement and skills.

In this chapter, we are going to describe cooperative learning by presenting definition and its history, we will highlight the difference between cooperative and collaborative learning, giving its theoretical background, followed by different CL characteristics for better understanding of this strategy. After that, we will state the different types of cooperative learning and its benefits too.

Finally, we will highlight teacher and learner's role, the learning styles and some cooperative learning techniques which are useful in EFL classrooms.

I.2. Definition of Cooperative Learning:

Cooperative Learning is when students working together in small groups, it means that it is student-centred instead of teacher-centered.the learner is not responsible just for himself but also for all the group learning. So many researchers have defined cooperative learning in different ways:

According to Brown (1994, p.9), cooperative learning exists when students work together and share information in pairs or groups. They must work together in order to achieve joint learning goals successfully.

In Slavins' (1980) opinion:

" the term refers to classroom techniques in which students work on learning activities in small groups and receive rewards on recognition based on their groups' performance"(p. 315) .he adds "variety of teaching methods in which students work in small groups to help one another to learn academic content" (Slavin, 1995, p. 2).

Inother words, cooperative learning is a teaching technique which enables students to work together in small teams in order to accomplish an activity which will be assessed by the teacher.

 As well, Jacob (1999, p.1) defines cooperative learning as: *"A powerful instructional innovation with an impressive body of theory and experimental research to support it".* He means that learning cooperatively is a new pedagogical approach which is supported by different techniques and activities.

In addition, Casey et al., (2012, p.1) proposes the definition of cooperative learning as: *« a dynamic instructional model that can teach diverse content to students at different grade levels ....».*They refer that learners can benefit more from exchanging each other's thoughts rather than working alone that make this method more effective.

D. Johnson, and Johnson, R (2009, p.1) contend that:

« Without the cooperation of its members, society cannot survive, and the society of man has survived because of the cooperativeness of its members made survival possible...It was not an advantageous individual here and there who did so, but the group. In human societies, the individuals who are most likely to survive are those who are best enabled to do so by their group ».

They focus on the role of cooperation and see it as an important thing to survive. Small group activities offer learners with more time to speak the target language than teacher fronted activities.

I.3. History of Cooperative Learning

Cooperative learning (CL) is an old approach and not a new idea. Olsen and Kagan (1992 cited in Johnson et al., 1991) state that its primary source is from the Talmud.

It had been obvious in England in the late 18th century schools of Joseph Lancaster and Andrew Bell, and in U.S when a Lancastrian school opened in 1806.then, in 1800 s there was a strong insistence on cooperative learning within the common school movement in the United States. After that, CL has strong supporters and used to achieve and improve the educational purposes. Colonel Francis Parker was one of the most supporters of cooperative learning in the United States.

In the late 19th century, cooperative learning enthusiasm, idealism, democracy and individuality was brought by Colonel Parker to his advocacy in the public schools. A cooperative democratic classroom atmosphere was created by his success. At the turn of the century, the American education was dominated by parker's instructional methods of cooperation among students. Next, Parker, Johnson Dewey (1916) promoted the use of cooperative learning groups as part of his famous project method in instruction (cited in Johnson et al., 1991, pp.4-5).

During the 1940s and 1950s, the interest was focused on competitive learning (Kluge et al, 1999 cited in kluge, 1999).In the late of 1960s, most of the authors began their work on cooperative learning. In the late of 1970s, the work on cooperative learning was begun by David Devries and Keith Edwards at the Johns Hopkins University's centre for social organization of schools. In 1980s, schools began to implement cooperative learning again.

I.4. Cooperative Learning versus Collaborative Learning

We have to know the difference between the two terms « Cooperative learning » and « Collaborative learning », they are used interchangeably but each one has a specific meaning.

I.4.1. Collaborative Learning

It is an approach in which students discuss together answers to questions or create an appropriate subject. For instance, a students' group discuss a lesson or students from different schools working with each other over the internet on a shared assignment learning (Slavin, 1995).

I.4.2. Cooperative Learning

In CL, students work together in small groups on an organized activity. They are individually responsible for their work, and the whole group's work is also assessed. They work « face to face » and work as one team. They are working together to achieve joining purposes. They seek outcomes that are helpful and useful to themselves and to the entire team member (Slavin, 1995).

I.5. Theoretical Background of Cooperative Learning

There are different theories, which give a helpful data for the effectiveness of using cooperative learning. So, we are going to mention the main four theories, behavioural learning theory, cognitive developmental theory, social interdependence theory and motivational theory.

I.5.1. Behavioural Learning Theory

In this theory, students work hard on those tasks for which they safe some rewards and will fail to work on tasks that provide punishment or contain no reward.CL is also concerned with group rewards not only rewarding individual students. So, it is focus on: reinforces and punishers, observable actions and environment over genetics.

According to the motivational perspective, individual and learning group reward is based on the sum of the individual's achievement. Because benefits are attained when group and individual purposes are achieved when using cooperative learning. This would lead to make learners more motivated to help each other and to make more efforts (Slavin, 1995).

I.5.2. Cognitive Developmental Theory

It is concerned on how people think, understand and know, that means it focus on conscious thinking. The cognitive development perspective is based on the theories of jean Piaget and Lev Semenovich Vygotsky.

Vygotsky provides his concept of the « Zone Proximal Development » (ZPD) for making a sense of the relationship of society, the individual social and cognitive development.

He defined the zone, as a distance between what a child can do in isolation and what the child can do in collaboration with others, it means between the actual development level and the proximal level. So, when a child was in a rich collaborative environment with an informed teacher and the greatest growth in language made a cognitive development. A communicative classroom was provided by a cooperative classroom environment, and was organized in collaboration (Vygotsky, 1978 as cited in Mc Cafferty, Jacobs & Dasilva Idding2006).

Piaget claims that the search for equilibration make every individual constructs his or her own understanding of the world around them, which means :the match between current schemas.-background information about the world and how it works, and what is experienced, on the other (Doise & Mugny,1984,as cited in McCafferty et al, stated the following :

Piaget have been supported the creation of classroom environments in which learners play active roles as they engage in realistic tasks…Scholars working in the piagetian tradition emphasize the value of social contexts for arousing productive cognitive conflicts.(Doise & Mugny,1984,as cited in McCafferty et al,2006,p11).

I.5.3. Social Interdependence Theory

It refers to students' efforts for better achievement, to adjust their psychological perspectives and build positive relationships, also to show social competence.

« The social interdependence perspective of cooperative learning presupposes that the way social interdependence is structured determines the way persons interact with each other »

(D. Johnson, L. Johnson & Holubec, 1998, p.69).

When the achievement of each individual's goals is affected by the others' actions, social interdependence exists (Deutch, 1949, 1962; Johnson, 1970; D.W.Johnson & R.Johnson, 1989).

It is divided into two types: positive (cooperation) and negative (competition).

-positive interdependence exists when individuals perceive that they can achieve their goals just if the other individuals with whom they are cooperatively linked also achieve their goals and, therefore, promote each other's efforts to reach their purposes.

-Negative interdependence exists when individuals perceive that they can obtain their goals if only if the other individuals whom they are competitively linked fail to obtain their goals and, therefore, obstruct each other's efforts to achieve the goals.

-No results of interdependence in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals.

I.5.4. Motivational Theory

It is concerned with the impact of group reinforcements and rewards on learning. The cooperative purpose structures make a situation in which the group members can attain their own purposes if the group is successful.

Moreover, group members help their group mates and motivate them to do their best in order to meet their personal goals.

In other words, group performance define the rewarding groups, it creates an interpersonal reward structure in which group members will give reinforces in response to their group mates. (slavin, 1995 as cited in McCafferty et al 2006)

I.6. Characteristics of Cooperative Learning

Cooperative learning has five major elements which are:

I.6.1. Positive Interdependence

It is the main element of CL in which all the group need the contribution of every member of the group in order to succeed (Johnson & Johnson, 2017).Supporting this idea, Johnson & Johnson (2008) prove that *« teachers must give a clear task and group goal, so students believe they sink or swim together »* (p.7).It means, all students are one hand in which the activity given to them will not be cooperative if students do not work together to achieve a joining goal. Positive interdependence exists when students believe that they belong together and they cannot succeed unless their group mates do, and they should make the adjustment of their efforts with others' efforts in order to work functionally.

I.6.2. Promotive (Face to Face Interaction)

It happens when the members of the group helping one another and accomplish team purposes. As Johnson & Johnson (2008) argue *«Promotive interaction occurs as individuals encourage and facilitate each other's efforts to accomplish the group's goals »* (p.23).

Johnson & Johnson (as cited in Tran, 2014) state that in cooperative learning groups, learning tasks has been interacts orally by students with one to another.

In addition to that, students accomplish success by helping each other and exchanging thoughts through face to face interaction.

I.6.3. Individual Accountability (Personal Responsibility)

In this element, the assessment of a member's performance is taken into consideration and the results go back to the entire group; here, every one from each group should be responsible for his own knowledge (Johnson & Johnson, 2008).

Johnson and Johnson (2009) demonstrate that individual responsibility is when group members ask for help, do activities, carry about their work, study enough and taking care of one another.

I.6.4. Interpersonal/Social Skills

When learners stay side by side in small groups and can interacted easily and communicate comfortably, this is what we called interpersonal, social skill cooperative learning.

Tran(2014) declares that :to help students cooperate in the group effectively, social and interpersonal skills as listening, questioning and negotiating need be taught, In addition, every students should know how to make decisions, how to solve problems and how to manage the group(p.132).

Social skills should be taught in classrooms where students can work cooperatively among the members of the group, communicate with each other, control the group and get solutions to the main problems ;the important goal on social skills to lead students to accomplish their joining goal.

I.6.5. Group Processing

Group members discuss how they are achieving their goal and reach effective working relationships, discuss what are helpful and what is not, and also make decisions what behaviours to continue or change.

Yamarik(2007) confirms that in group processing, members contribution to the common efforts for the sake of accomplishing their goals will be developed.

Also, Gillies et al (as cited in Tran, 2014) say that:

« this involves members determining what they have done well and what they will need to do to achieve the groups' goals »(p.38).That is to say, group members want to know what they should do and what are working for to accomplish the joining goals because what influence one student of a team influences all the others.

According to Johnson & smith (1998), members want particular time to determine how they are accomplishing their goals.

I.7. Types of Cooperative Learning

There are three types of cooperative learning groups; each type has goal and application, which are the following:

I.7.1. Informal Cooperative Learning Groups

These groups are useful in breaking up a lecture into shorter parts blending with group activity.

This way leads to less time for lecture, also, it increases the material's amount retained by students and motivate them to work comfortably with each other (Johnson, et al.,2006 ,pp.3-10).

I.7.2. Formal Cooperative Learning Groups

In these groups, students should have enough time to complete an academic assignment, for instance: a project may last for many days or weeks.

This type is where students learning and working together cooperatively with a comfortable applying of different techniques (Johnson, et al., 2006, p.2).

I.7.3. Cooperative Base Groups

In this type, groups' members support and motivate each other to reach their learning goals over the academic year.

The group teams make sure every student is completing their work and make each other responsible for their contributions. applying cooperative base groups in such a way that students meet for the stability of a course completing cooperative learning tasks can provide the permanent support and get down that students *need to make academic progress and develop cognitively and socially in healthy ways.* (Johnson et al., 1998, pp. 7-10)

According to these types, it is better to use the informal cooperative learning groups, which showed the development and improvement of students' writing skills, during certain period of time.

I.8. Benefits of the Implementation of Cooperative Learning in EFL Classroom

Eskay et al. (2012) insist that cooperative learning creates a positive environment for students, where they will be able to improve their academic achievements during the learning process. According to Tuan (2010), there are many benefits of using classrooms cooperative learning, which are: "enhancing learner's cognitive growth, enhancing learners' motivation and interaction and enhancing learners' achievement".

I.8.1. Enhancing Learners' Cognitive Growth

The most cooperative learning's benefits is enhancing cognitive development of students where they become able to be active participants instead of passive recipients of cognition. Therefore, in this technique, students find that learning process is beneficial while workout their learning than listening to the lessons of their teachers.

Also, working cooperatively gives learners a multiplicity of chances for learning from their colleagues (Tuan, 2010).

I.8.2. Enhancing Learners' Interaction

Improving learners interaction is one of the most important and crucial benefits of cooperative learning which is affected by many factors as motivation and self-confidence. Also, this technique gives students many opportunities for studying different activities, social skills and interacts together effectively (Tuan, 2010).

I.8.3. Enhancing Learners' Achievement

It is improving the students' level of achievement in all items. Therefore, cooperative learning creates a kind of competition among students in groups by motivating them for getting a full of support and help where they become able to work hard and prove their competences in front of their colleagues and their teacher to get a good results (Tuan, 2010).

I.8.4. Enhancing Learners' Motivation

When students work cooperatively, they get more self-confidence across learning and knowledge. Moreover, when working in groups, there is no stress and anxiety exist, also, students feel more comfortable in expressing their ideas, interacting and communicating with each other without fear and worry (Cohen & Willis, as cited in Tuan, 2010).

I.9. Teacher' Role and Learner's Role in Cooperative Learning

I.9.1. Teacher's Role in Cooperative Learning

Johnson & Johnson (2008) argue that:

 "Teachers are trained to take their existing lessons and restructure them to be cooperative".
(p.26)

it means, the basic role of teachers in cooperative learning classrooms is making learners more interesting and motivating them work together by create a new structure of lectures and tasks.

Otherwise, Mc Donell, a cited in wang, (2007) states that in cooperative learning, the role of the teacher is making things more simple and easy for his students, by motivating them with support, advice and observations. Therefore, the teacher in cooperative learning is far away from controlling and dominating the activities of the whole class.

I.9.2. Learner's role in Cooperative Learning

To create a suitable learning atmosphere that makes a positive form of groups, it is important to identify a role to each member from the group where after teaching the other colleagues, the learner acquires a good experience (Inaba& Mizoguchi, 2004).

According to what has been said before, the following table describes various roles of learners in cooperative learning. (kagan, as cited in Woolfolk, 2004, p.496).

Role	Description
Encourager	Encourage shy students' participation
Supporter	Appreciate other's contribution and recognizes improvements
Time keeper	Keeps group on time
Trainer	Makes sure that all team members understand concepts, helps with academic content
Questioner	Involves all students by making sure that all questions are asked and answers
Recorder	Write down, plan and decisions
Reflector	Keeps group back of progress
Quiet captain	Monitors noise level
Materials monitor	Picks up and returns materials

I.10. Learning Styles

According to the theory of multiple of Howard Gardner, Everyone has its own type of learning style which helps him to comprehend new information.

We have 8 learning styles in total, which are:

"Visual learning, linguistic learning, logical learning, auditory learning, social learning, solitary learning, kinaesthetic learning and naturalistic learning"

I.10.1. Visual Learning

Is a learning style that needs visual helps, for example: using images, diagrams or graphs,also including photos during the presentations in order to help the audience retain information and guide the learning process.

Visual learners prefer to learn through imagery which is play an important role for them.

I.10.2. Linguistic Learning

Here, learners need to learn information through reading, writing, listening and speaking as using handouts, writing their ideas and discussing the lesson.

I.10.3. Logical Learning

Here, learners learn through classifying information, they prefer to categorize it into groups and look at it that way. So, the teacher has to put your information into groups to help them understand the content.

I.10.4. Auditory Learning

Here, learners prefer to learn through sound, music and rhythm to help retain information. They enjoy when listening to music during study or while working. Also they sometimes need to drum their fingers to understand complex subjects.

I.10.5. Social Learning

Here, learners prefer to work in groups and relate to others. So they interact easily with others, they have the ability of reading emotions and facial expressions.

It means they feel comfortable when they are working with people.

I.10.6. Solitary Learning

Here, learners prefer to work on their own, they don't like to learn with group people or with others. They are independent and prefer to be lonely without even a supervision or goodness.

I.10.7. Kinaesthetic Learning

Here, learners need to be active through learning, they like moving, doing and touching during learning process in order to understand and retain information.

I.10.8. Naturalistic Learning

Here, learners prefer to learn out of doors, to be in nature, observing how things work there.

I.11. Advantages and Disadvantages of Cooperative Learning

According to sego (1991), the advantages and disadvantages to cooperative learning are:

I.11.1. Advantages

1-enhanced attendance: students in cooperative classrooms obtain a better presence, because of their commitment to others in their group.

2-higher score: students' understanding of lessons is increased because of participation in class.

3-they become more active: because of participation and contributing to the group.

4-teacher becomes facilitator instead of a lecture.

I.11.2. Disadvantages

1-not all of them participate in the group work.

2-it creates noisy in the class and disturbance for teacher.

3-not all lectures is suitable for group work.

I.12. some cooperative Learning Techniques

There are various techniques that can be used to implement cooperative learning in the classroom. Each method has its applicability to different curriculum areas (Johnson & Johnson, 1999).

In any foreign language classrooms, teachers have to use the suitable technique in order to get advantages from cooperative learning (slavin, 1995).

So, here, we highlight on some famous cooperative learning's techniques names that are useful by teachers:

" jigsaw, three-step interview, round table, round robin brain storming, taking chips, group investigation, student teams-achievement division (STAD), team member teaching and **Think-Pair-Share Technique** which we are going to deal with on the following chapter.

I.13.Conclusion

To conclude, cooperative learning is a technique which differ from others techniques; its history refer that it is not a new idea but it is an old one, its theoretical background refer to different theories. Cooperative learning has many advantages, disadvantages and benefits. CL play an important role in improving students' interaction and skills, increases their motivation, enhance their self-confidence, reduces their anxiety, and created an effective and suitable atmosphere of learning.

As conclusion, we can say that teachers and learners are in a state of interactions in the classroom, improve their understanding and perspectives, and communicate to each other in social context. Also, if teachers do not incorporate the cooperative learning with its major elements and its different methods, they could not obtain CL benefits.

Chapter Two

II:

Description of TPS Technique

II.1.Introduction

It is known that English is very important as an international language and it's one of the most spoken language in modern life .English is also used in many activities either orally or in spoken form.

Writing is one of the major English skills besides listening, speaking and reading. Good writing skill allows you to communicate with clarity and easy for larger audience than through face to face or telephone conversation. In this case Anne Marrow Lindbergh said "I think best with a pencil in my hand"

In learning and teaching writing, there are many approaches and methods that are used .cooperative learning (CL) is one of them; by the way cooperative learning involves many techniques that could be applied in the classroom to enhance the quality of learning .think pair share (TPS) is one of these techniques which have benefits in the classroom and enhancing students writing skill.

In this chapter which contains two sections ; the first section is about think pair share technique in all its aspects , the second one deals with students writing skill in the classroom ,and how TPS cooperative technique help students to improve their writing skill.

II.2. Section One: Think Pair Share Technique

II.2.1.Definitions of TPS Technique

It is a teaching technique that is developed through three parts; time for thinking individually, time for pair and discuss ideas and knowledge with a partner and time to share back to the larger group. This strategy provides students with the opportunity to think about the task or the question , discuss it with the partner , then share it to the whole group or classmates ,and correct errors with putting their answer as one and clear idea. It is considered as one of the strategies that are used to activate learners back ground, so that they can learn better when they are engaged in working together.

According to Bell (1998) as a general definition of TPS technique, he argues that "it is a technique that the teacher uses in the classroom in the aim of interacting and communicating". It was first developed at Maryland University by Frank Lyman in 1981. It introduces to cooperative learning which is an effective factor in improving students' answers to questions. It is a simple technique designed to provide students' with given topics enabling them to formulate individual ideas and share ideas with another student. It's one of the strategies that encourage students to think and participate actively in the classroom. This strategy does not only encourage students to think, but also to exchange ideas to other students.

In this definition, Bell (1998) explains the history of TPS method that is one of cooperative learning methods which help students to participate actively, be engaged in interactive activities and exchange ideas to each other.

According to Lyman (1992) TPS is a cooperative learning strategy that is useful for all kind of classroom activities and suitable for all ages and abilities.

According to Robertson (2006) TPS is a technique used by the teacher by asking questions and the students find the response , so that they are enable to formulate their individual ideas and share them to each other , this technique associates the teacher to encourage students classroom participation and keep them on task .

II.2.2.Steps of Think Pair Share

EFL teachers use different steps when using TPS technique in the classroom.

According to Jones (2006) "TPS is a cooperative discussion strategy developed by Frank Lyman and his colleague in Maryland in 1981. It gets its name from three stages of studentsgroup work (thinking, pairing and sharing), which assert on what students are to be doing at each of those stages"

-TPS cooperative technique went through three steps according to students activities:

- ✓ **Think:** students think individually about the question that has been posed and forming ideas on their own style.

- ✓ **Pair:** students are grouped in pair to discuss their ideas; this step allows students to organize their ideas and discuss those of others.

- ✓ **Share:** students share their ideas with the whole class; often students are more comfortable when presenting ideas with the support of a partner.

According to Arends (2008) TPS technique goes through three steps:

- • **Thinking**: the teacher gives students a question or a task about a specific topic, and he gives them time about five minute to think about it, and searching for the appropriate responses individually; this is important for students to work in quiet environment, so that they may write some thoughts in response to the question.

- • **Pairing:** students work together to create a convince answer.

- • **Sharing:** in this step, the teacher asks students to share their work and ideas to the whole class and discuss the randomly.

II.2.3.Advantages of Think Pair Share

"Different tasks can be assigned to a different group or pair .this may lead to a cohesive whole class environment if these tasks can be fitted together, perhaps in a final discussion. Alternatively a teacher working with a missed proficiency group may have the flexibility to allocate activities according to learners' level". MC Donough and Shaw (2000, p.203)

-using TPS strategy gives students the opportunity to be active and work in pair , so that they are more motivated , less stressed and create a positive effect classroom climates ; as a result the use of this strategy reduces the teacher dominance in the classroom and makes him and the students working together which is very important.

- TPS technique gives the students the opportunity to be active, positive and effective in learning process.
- It gives students enough time for thinking "wait time" about the question and search for the appropriate answer.
- It gives a chance for all students to present their selves and their work with each other; because the cognitive structure starts with a discussion.
- It helps each student to express his idea individually to a specific task, and gives the opportunity for the teacher to know more about his students, understanding and evaluating them.
- It develops high level of thinking and building knowledge through pair group discussion.
- It helps students to work in a vital atmosphere and discover new social communication.
- It provides the students with the opportunity to share their ideas and thoughts and create a high level of interaction.
- Students are self-confidence and more comfortable when using TPS strategy.
- Teachers concentrate when asking question and students' reaction will be observed and listened by the teacher.
- It makes a rich conversation between the teacher and students.
- TPS strategy break reduce of the formality between the teacher and students.

II.2.4.Disadvantages of Think Pair Share

TPS can be good for learners; however it provides noise and luck of time .Lyman (1992)

- It is successful because of learner's variation in pairing with others.
- The teacher concentrates on a specific group and ignores others.
- Assigning the member of the group so that all students have to share their ideas one by one.
- Limited information when students pairing with others.

- Domination of certain students means that most of the time the teacher gives the chance to the excellent students and ignores the others whom need the chance to show their capacities, besides to their opportunity to express their ideas and thoughts.

II.2.5.The Importance of Think Pair Share Strategy

Think Pair Share provides students with the opportunity to a carefully thinking and discuss all what they have learned before. It takes a minimal part of the teacher and gives a chance to the students to participate even the lazy ones. In addition this strategy makes a high involvement and interaction from students .Prezler (2002, p.12).

Group work during class helps to associate good outcomes with certain student behaviour (Leamnsons, 2020, P80)

By the use of TPS strategy student often find their answer; even thought they are stupid and by the discussion and the pair work with the partner they elaborate on their answer and think of new ideas to share the whole class (Leamnson, 2020, P80)

TPS strategy helps student maintain interest on the topic discussed. This strategy provides an excellent opportunity for the instructor to assess student Knowledge about the given topic. While students group are working on the question, the teacher can determine the level of understanding of individual and the whole group, as well as the instructor can provide feedback to individual students (Karger et al, 2011, p.368)

II.2.6.Purposes of Think Pair Share

According to Murtniyati (2010), the purpose of think pair share in classroom; some of them are summarized in the following points:

- TPS technique encourages students to think carefully about a question and discussing their understanding with their classmates.

- It help students to correct errors and exchanging ideas each one of them in class discussion.

- It gives students enough space and time to discuss their ideas and comparing them with the precedent knowledge.

- It gives students the ability of thinking critically and being creative when the questions are giving to them.

II.2.7.The Role of Teachers and Students in TPS Technique

Fisher (2005) and Prezler (2006) introduce the role of both teacher and students when using think pair share cooperative technique:

II.2.7.1.Teacher's Role in TPS

In teaching and learning processes, teachers are the center because they have a big role to give a new knowledge to their students; their role is summarized in the following points.

- ➢ Forming groups about four students in each group and from different levels.

- ➢ Create a comfortable environment.

- ➢ Distributing worksheets to the learners.

- ➢ Explain lessons and giving examples.

- ➢ Control the group work and listening to the pair work' discussion.

- ➢ Provide students with a positive and negative feedback to encourage them and determine their weaknesses.

- ➢ Evaluate and assess each activity that is done during the lesson.

- ➢ Teacher tells his students their score and provides the appropriate reinforcement for them.

II.2.7.2.Student's Role in TPS

Fisher (2005) declare that think pair chair strategy provides students with different experiences. The student read the task independently and then shares his/her ideas with the partner so that he feels confident once they have apprenticed it when sharing with a peer and may volunteer to share with the whole class.

-every student think individually about the problem posed by the teacher and they are obliged to select the information and ideas ,which is related to the problem ,then compare their previous experiences with the new ones.

-student pair his/her work with colleagues to discuss it and exchange ideas and opinions to solve the problem, and work to find evidences and proofs on validity of their solution.

-interaction between students, also it builds a positive relationship between colleagues.

-this strategy is based on students; it's the biggest burden lien on the students for seeking information, with the help of the teacher as a guide and monitor.

-the student pair his work with a partner to discuss their ideas and contrast opinion, and help the others have difficulties when sharing in a large group.

-students are more comfortable in presenting answers to a group with the support of a partner.

Each group choose a student to present their ideas to the whole class.

-the student writes a paragraph on his own, then he contributes it with the paragraph written by all, after that the teacher gives mark to each group.

-students should be ready to speak, this help to build a positive social skill.

-students should learnt by using think pair chair technique and not directly because cooperative work is more useful for them, this strategy is the most based strategy on students, it is the biggest burden lien on the students for seeking information with the help of the teacher as a guide and monitor, so that students pair his work with a partner to discuss their ideas

And contrast opinions and help the other who has difficulties when sharing in a large group (karge et.al, 2011, p.368).

Students are divided into two groups and they are giving time to think about questions, then they pair their work with colleagues to discuss and exchange ideas and opinions to solve the problem because they work to find evidences and proof on validity of their solution, as a result it will be a reaction between students, so they build a good and positive relationship between each other and determine accuracy of their work. (Karger, 2011, p386)

II.3. Section Two: Think Pair Share and Developing Students Writing Skill

II.3.1. Writing

In any language there are different art components, such as in English there are four skills, writing is one of them.

II.3.1.1. Definition of Writing

Language art components are four. They are listening, speaking, reading and writing none of these components stand alone; each one work with another.

When teaching writing skill it is important to remember that it is a mean of communication, as listening, speaking and reading, but writing is not a naturally acquired skill that makes it different from speaking.

According to Raimes (1983), writing is a skill in which we express ideas and thought which are arranged in words .sentences and paragraphs using eyes, brain and hands .Moreover, writing are a complex process involving the ability to construct a text in order to express the idea effectively.

Sometimes, it's quite hard for the students to express their ideas , thoughts ,words , sentences , paragraphs and composition in written form .Therefore, a lot of exercises are applied to acquire writing skill to produce a good essay .the appropriate teaching and learning method is very important to help students to be skilful in writing .

According to Bell and Burnaby as cited in Nunan (1998) , writing is a process of expressing the idea , feelings and thoughts into a meaning full words .in writing there are several aspects that must be dealt with and it could be reference to assess the students' work in writing activity . In this research we will discuss the use of think pair share cooperative technique to improve students' writing skill.

II.3.1.2. Writing as a Process

According to Lynch (1996), teaching writing has been shifted in 1970, at that period there has been a great interest in the process of writing. The focus was on the fidelity of mechanics of writing spelling, grammar, vocabulary and punctuation marks.

Harmer (2004) suggest four elements to produce a piece of writing, first, planning, the writer has to think about three main points (purpose, audience and the content structure). Then, Drafting, is the first version of a piece of writing .After that editing, consist with reflecting and revision, and finally, the final version.

Harris (2003) states that the teacher asked students to write a piece of writing, they should write from their own experiences and the teacher should give them time to draft and revise their writing at the same time differing experience and knowledge .Then teachers tried to work with students in small groups so they don't worry about spelling or grammatical mistakes, so that student have the opportunities to teach which they needed to learn at a time when they were ready to learn it.

According to oshima and Hogue (1999) they state that there are some stages to produce effective writing, they are:

> ➢ Prewriting: in this stage the writer starts to choose and establish the topic, so that he tries to gather and brainstorm information from different sources to develop ideas to support the topic.
> ➢ Planning: after collecting information, the writer alight them orderly and here the writing is planned.
> ➢ Drafting: here the writer should concentrate on organizing her ideas in to an introduction body and conclusion, so he should follow the outline and

maintain unity as well as coherence without forgetting the two important things to consider namely the topic sentence and supporting details.

➢ Revising: at this stage the writer changes, adds or eliminates ideas and sentences in his writing, so that it will be a coherent, understandable and effective text.

➢ Final editing: this stage considered as the last phase in which the writer checks punctuation, spelling capitalization and grammar.

II.3.1.3. Steps of Successful Writing

Successful writing is the job of knowing how to structure information using both beeline and backbone to achieve and design to achieve an intended purpose for a clearly defined audience. Alread et al (2003) states that there are five steps to successful writing they are: preparation, research, organization, writing and revision.

✓ Preparation: writing is a most professional task that needs a good preparation, because it is so important that the writer prepare a draft by establishing his primary purpose, assess his audience or reader, then determine the scope of his coverage, finally selects the appropriate medium.

✓ Research: to write about a complex subject, the writer must conduct a research by asking questions and searching through library and internet websites; besides a carful note taking and jotting down the most important points that he needs in his writing.

✓ Organization : without organization , the information gathered during the research will be incoherent and complex to your reader , so that the writer must organizes his work by choosing the primary subject or the main idea ; after that , giving the supporting details to the main idea in the development and finally closes his writing by the concluding sentence or the reformulation (restating of the topic sentence) ; means chooses the method that best suits your subject , your reader needs and your purpose .

✓ Writing: when finishing your purpose, you will be well prepared to write the first draft into paragraphs without worrying about grammar or punctuation; because you are writing to explain your subject to the reader from your point of view.

✓ Revision: when finishing your writing, it is so important to revise your work during revision, be eager to find and correct faults and be honest. Be hard on yourself for the benefits of your reader, you have to read and evaluate the draft as if you were a reader seeing it for the first time. Do not revise everything at ones read your draft several time, each time looking for and correcting a different set of errors. Concentrate on coherence, spelling and punctuation for latter reviews, save mechanical correction and see also ethics in writing. so that the teacher should be cared about giving sufficient lessons to help students to practice and improve their writing and create an active classroom , by using pair or group system .

II.3.1.4. Writing Paragraph

Null (1999) states that a paragraph is a piece of writing with a beginning, a middle and an end; it should tell the reader about one idea, if have many ideas you have to write a lots of paragraphs with just one main idea .Also it is defining by Gadd (2000) that a paragraph is a group of sentences which all are about one topic, one idea or one subject; all the sentences discuss only one thing or one subject from the beginning to the end.

II.3.2. the Role of Teacher in Writing Lessons

According to Harmer (2004, pp.41-42), he discussed five steps that the teacher do during the writing lesson, they are:

-Demonstration: teachers should demonstrate students and teach them to be aware from writing conventions and genre constricts in specific kids of writing.

-Motivation and provoking: teachers give different tasks to students in order to motivate and provoke them to get new ideas, at the same time economize the appropriate environment to persuade them what fun it can be.

-Supporting: teachers need to be more supportive in writing lessons in order to help students to overpass the problems and the difficulties that students face in writing.

-Responding: teachers should react to the content and the construction of a piece of writing supportively and make suggestions for its improvement.

-Evaluating: teachers should evaluate students writing in order to indicate the positive points, mistakes that the students made and discover the new ideas done by the students.

According to him, he believes that teachers develop the habits of thinking for students and help them to focus on the different qualities of a good writing, at the same time support students as they grow in their abilities in writing .Teachers encourage cooperation among students to work together in groups to enhance their understanding of the topic, supporting, concluding and the right punctuation of a good writing.

So that it's the role of teachers to establish trust, encourage risk taking, and address student's mistakes as learning opportunities.

II.3.3. Writing-Related Problems of EFL Learners

In Algeria, English is considered as a foreign language with the study of its four aspects, one of them is writing which is a complex skill as a result students face different challenges and problems they are:

For Khan (2012) the most known problems that EFL learners faces in writing a paragraph are related to the sentence structure , spelling, capitalization, punctuation and language use .these problems are the result of an original weakness in the mastery of Arabic writing skill, students lack of proficiency and insufficient motivation to write .

Bennui (2008) claims that the problems encounter EFL learners in writing related to vocabulary choice of using phrases, clauses and sentences structure ,and their interference of the first language ;because most of students translate directly from their mother language to the foreign language .

According to Heaton (1998), he classifies five elements in writing; they are content, organization, vocabulary, grammar and mechanics; because students face many problems in writing when trying to follow the five elements listed above:

-Students find difficulties to find ideas to write about.

-The luck of vocabulary.

-They could not organize their ideas properly due to the luck of comprehension of the ways to compose a text.

-Students could not either use or choose proper grammar.

-They misspelled work and wrong articulation.

Blanchard and Root (1998) confirms that learning to write in a new language is not easy, if students are learning to speak and read in a new language; they will be ready to begin writing too. Students will feel that writing in English when they find comfort environment.

According to Byrne (1995), there are three factors that influence writing process:

-Psychology problem: the teacher writes his /her own opinion and style without pay attention to the interaction or the feedback; that makes the act of writing difficulties.

-Linguistics problem: is to find difficulties in the study of linguistics competency and performance.

-Cognitive problem: the teacher has to master the written form of the language and to learn certain structure which is important for effective communication in writing.

II.3.4. Solutions of Problems Chancing EFL Learners

Khan (2012) suggests that course designers can design efficient exercises and activities which could be helpful in solving the writing problems of the Arab learners. So that teaching methodologies used by teacher, or the teacher of English language himself should use communicative technique such as computer assigned language learn (CAAL).

In the same way, Benni (2008) states that teacher of English should teach the correct way of the use of languages (Arabic and English) and they should use English-English dictionaries in order to help students to understand work choices and their meaning for appropriate contexts. Furthermore, the teachers should use the processes approach to teach writing that

consists pre, while, and post writing stages that help students to discover their errors individually and improve their way of writing.

EFL writing instructors should not forget that the most known problem in writing for English foreign Language students is the Arabic mentality; because they translate from Arabic to English. So, teachers should pay attention when they correct learners 'written texts, besides to teach them to write in English mentality without using translation from their mother tongue.

II.3.4. Think Pair Share and Developing Students Writing Skill

II.3.4.1. Think Pair Share in teaching Writing

Think pair share is the technique that can apply for all subjects and in levels class. It can be concluded that think pair share technique can be applied in teaching writing skill. The most important thing in this process is that make the students more active in the teaching, learning process by discussing with their classmates. Besides, teaching and learning process will be more attractive there will be more fun. So, it will give positive influence to students in understanding the tasks giving by the teacher when applying think pair chare during teaching learning time to students to think, posing the task or question, organizing students into groups, asking students to discuss with their partner and share thinking and calling on a few students to share their ideas with the rest of the class. Jeremy Harmer, How to teach writing, (Esses: Pearson Education Limited, 2004), p.31

In fact, In Algeria, many students from the middle school student until university students, still feel that English is the most difficult as boring lesson. Those factors make the student's difficulties and problems to master English very well and listening. by using think pair share the students try to solve the problem themselves that are giving by the teacher them pairs with the partners and allow time for each student to explain their response to other pairs, in this case students are going to understand the problem that will be present, the teacher helps them how to pronounce and spell the word truly, how to write truly and they are finally to do it. After that and by the use of think pair share, the students are asked to write English according to the discussing text or problems that are giving by the teacher. Hopefully this technique can solve the student problem and also gives them the ability to write a coherent English text.

According to Barkey (2005), teaching writing skill by using think pair share goes through three steps:

First, the teacher asks the question and he gives few minutes to think about the question individually, and they make brief notes about their thought .Moreover, teacher asks students to pair responses and ideas to each other .The pair work will then discuss by students, using their notes to remind them the points they need.

II.3.4.2. Think Pair Share can Improve Students Writing Skill

Aseptiana(2013) states that think pair share cooperative technique was more effective than the traditional methods of teaching and learning writing skill.

Laini (2014) states that students positive responses were also gained from the subjects when using think pair share in the teaching and learning of writing skill.

According to Jones and Carrasquillo (1998) found that students who were taught using cooperative learning approaches and think pair share technique show positive outcomes, because when they worked together using brain storming techniques and collaborative reading and writing tasks the result is the improvement of students writing skill .

Harmar (2006) believes that writing in groups is more effective in all its sorts .because students find this activity motivating when they starts their work, research, discussed on the topic and achieved the group goals .

Spener (1983) states that foreign language students should be responsible in their writing and they should work in groups then share their work with others and discuss the errors together to engage in writing activities.

According to Lyman (1981), he stated that the problems of writing a descriptive paragraph is solving by applying TPS technique; with the application of this technique, it's expected to enhance students' skills in writing descriptive paragraph properly and in accordance with the existing of the important elements in the descriptive paragraph.

According to him (Lyman), teaching writing by using think pair share technique is very important and interesting activity to use, as a cooperative technique it has many advantages

that could be used in an active and interactive process in teaching writing. Thanks to the organized steps and stages of think pair share technique that gives a chance to the students to be able to improve their academic performance in writing a recount paragraph.

- From the previous studies conducted on the combination of think pair share cooperative technique in learning writing, showed that TPS technique is an effective educational approach to improve the student's achievement in writing.

Science writing is a complex process and English foreign languages students find so many difficulties and problems to accurate writing skill; such as in Algeria, because of the use of their mother tongue and the direct translation from Arabic to English, students are weak and poor in writing skill.

Therefore, they are enabling to transfer ideas into their notes. So that many researchers suggest think pair share cooperative technique as detach to improve students writing skill (write an appropriate topic sentence, supporting details and a concluding sentence), with the use of capitalization at the beginning of each paragraph and the use of punctuation marks correctly.

Both teachers and students are responsible and have a big role when using think pair share technique to improve writing skill, because this technique contain many advantages in the provocation of students' motivation for achievement, taking into account individual differences (students' different needs), improving their achievement level , finally ; saving and gaining efforts and time for both teachers and students .

Going over the previous studies has help the researcher and provided him with different aspects regarding teaching paragraph writing skill using think pair share cooperative technique. The researcher carefully examined the previous studies and benefited from several things mentioned, the most important one is that there are an overwhelming agreement on the need for developing students writing skills and their Academic , critical and creative thinking to improve their level of writing ,and cooperative work.

II.4. Conclusion

In this chapter; we have recognized the theoretical evidence of the existing literature about think pair share and writing skill.

Think pair share is a cooperative technique that helps English foreign language students to improve all aspects of writing, including language use aspect, by following the three steps of think pair share technique, students are able to consider their failure in writing, correct their errors and exchange ideas and knowledge with each other.

Due to the steps of think pair share cooperative technique ; thanks to the time giving to students before starting their writing draft, they could ask each other and discuss ideas before sharing them ; this will help them to write better and make them more confident in writing activities .

Chapter Three

III:

Data Collection and Analyses

III.1. Introduction

This chapter represents the practical side, it is a study based on two research instruments: students' questionnaire and teachers' interview, all the data collected were analyzed in details. The questionnaire was interpreted in tables and figures for each result. It was analyzed by presenting the responses by percentages and expressing them under various figures. The same procedure was followed to analyze the teachers' interview. Then we move to the results' interpretation. For more credibility, both instruments have been conducted among third year foreign languages pupils from different secondary schools through social media because of the current situation of the country at Bordj Bounaama, Tissemsilet.

III.2.Participants

To investigate the implementation of Think-Pair-Share Technique Cooperative learning on enhancing students' writing skill among learners in EFL classes,12 teachers have been selected to answer the teachers' interview(7 females and 5 males).And thirty pupils have been selected to respond to the pupil's questionnaire. The study was conducted at different schools, Bordj Bounaama, Tissemsilet, during the academic year (2019-2020).Within the questionnaire context, 30 pupils participated in this study. They were 23 females and 6 males, their age ranging between seventeen and nineteen years. They had four hour a week English classes during the academic year.

III.3. Objectives

This study demonstrated to be a chance for students to give their opinion about the issue of Think-Pair-Share Technique and his effects on their writing skill.

The main objectives of this investigation are:

-know if the TPS Technique enhance students' writing skill or not?

-Discover the main problems teachers and students' face while working on TPS Technique

-To what extent is the TPS Technique used by those teachers?

-Discover the way teachers use this technique

II.4. the Analyses of the Questionnaire

II.4.1. Section One: General Information of the Participants
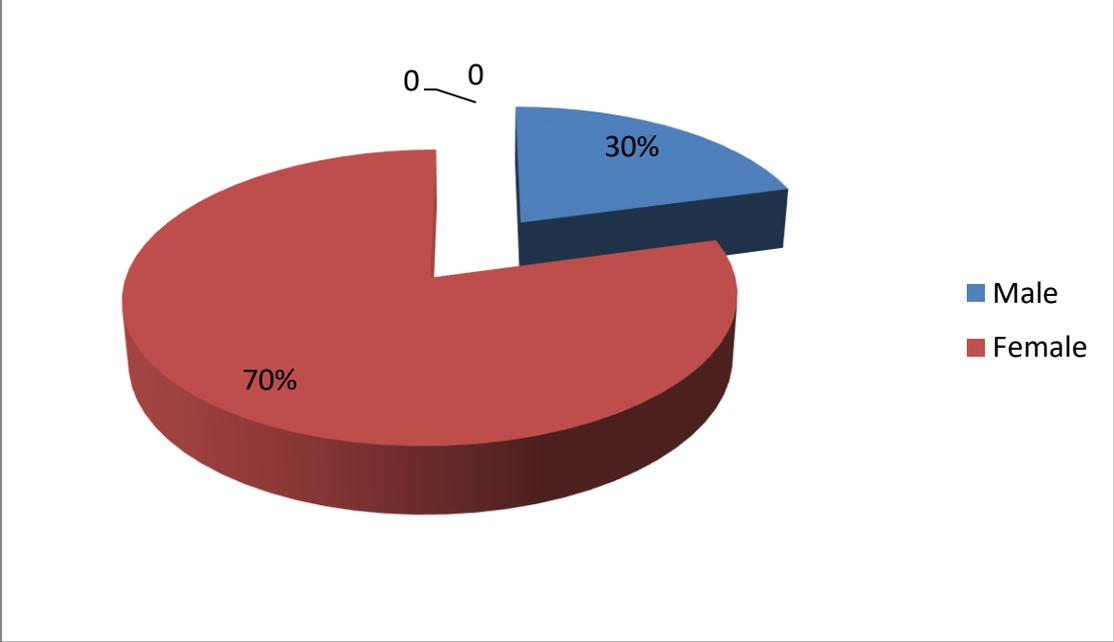
Gender

Figure 1: Students' Gender

From figure one; we noticed that the participants were 70% females (23 females) and 30 % males (6 males).

Age

option	17 years	18 years	19 years
Number of students	4	22	3
percentage	13,7 %	75,7 %	10,2 %

Table 1: Students' Age

From this table, we noticed that the students of third year foreign languages secondary school pupils mixed between seventeen, eighteen and nineteen (more than half of the participants are 18 years old).

II.4.2. Section Two: Pupils' Attitude to Think-Pair-Share Technique

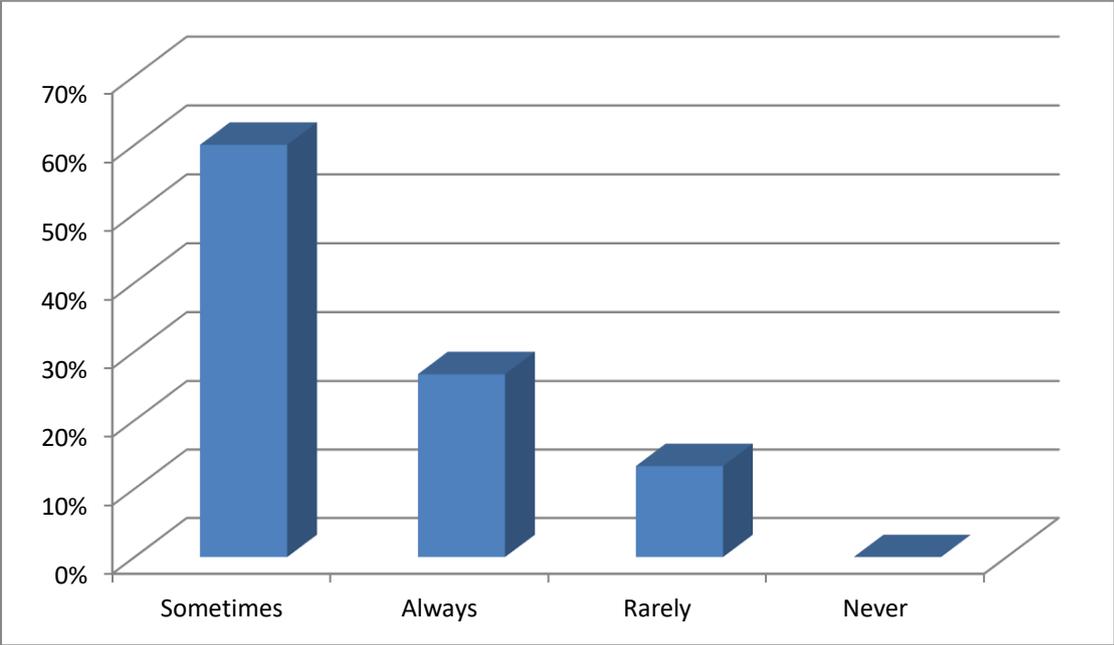**Q1:** How often does the teacher ask you to work in pairs?

Figure 2 :Students'Amout of Working in Pairs in Classroom

From this figure, we noticed that 60 % of students (18 students) are sometimes working in pairs or small groups in the classroom. Similarly 26, 7% (8 students) are Always work on this technique, while the minority 13, 3 % of students (4 students) are rarely using it.

Q2: For you, what are the principles that determine the pair group setting?
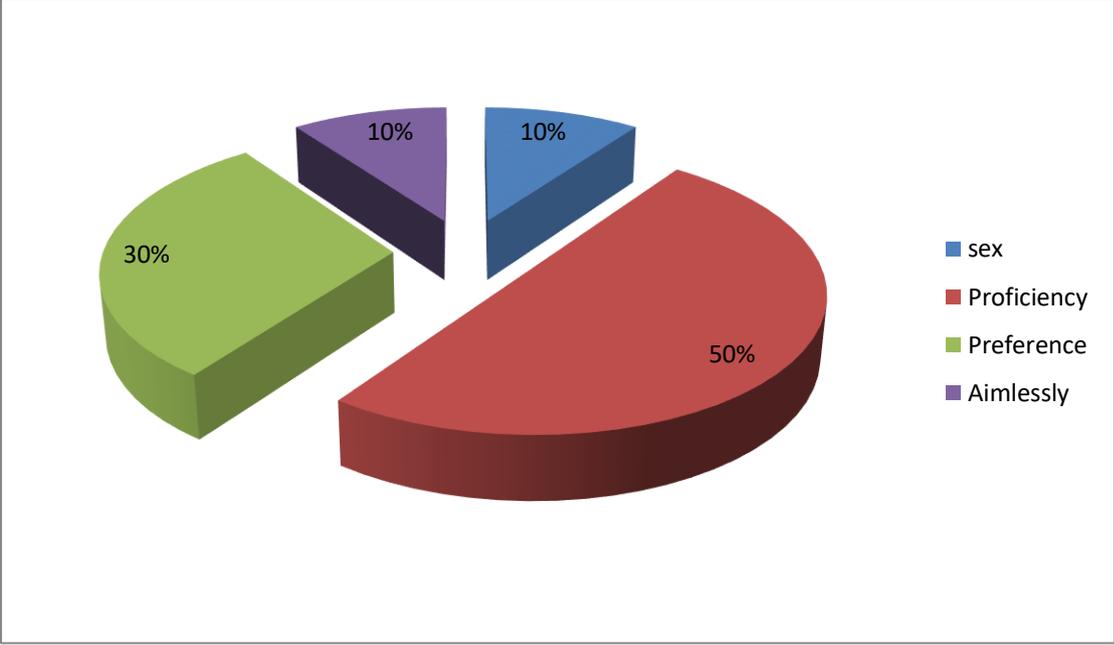
From this figure, we note that 50 % of students (15) think that proficiency is the principle that determines the pair group setting. Whereas, 30 % (9 students) think that it is preference. However, 10 % (3 students) answered by aimlessely.10 % (3 students) guess that it is sex.

Q3: Do you face problems while working together?
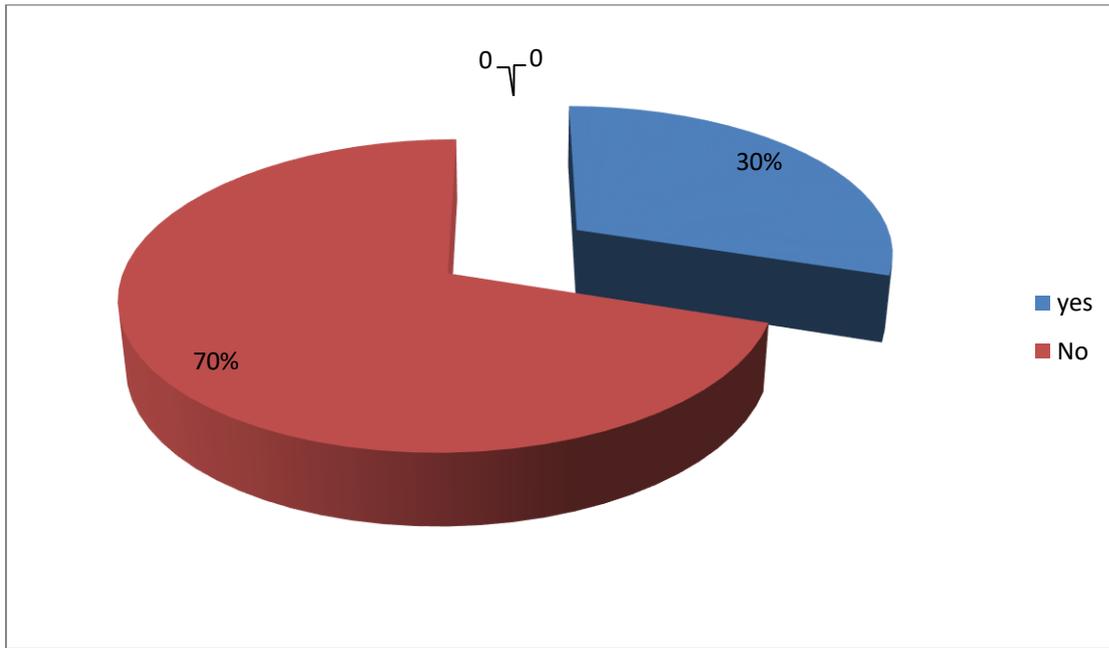
Figure 4: Facing Problems while Working Together

From this figure, we notice that the majority of students 70 % (21) do not face problems while working together. But 30% of students face problems.

6 Students from 9 who responded by "yes" did not provided us with a justification. The remaining 3 students justified and illustrated their response as the following:

-I can't concentrate while working with others.

-I prefer to be alone.

-I like working on my own way.

Q4: How do you feel while working together?

Figure 5: Students' Feeling while Working Together

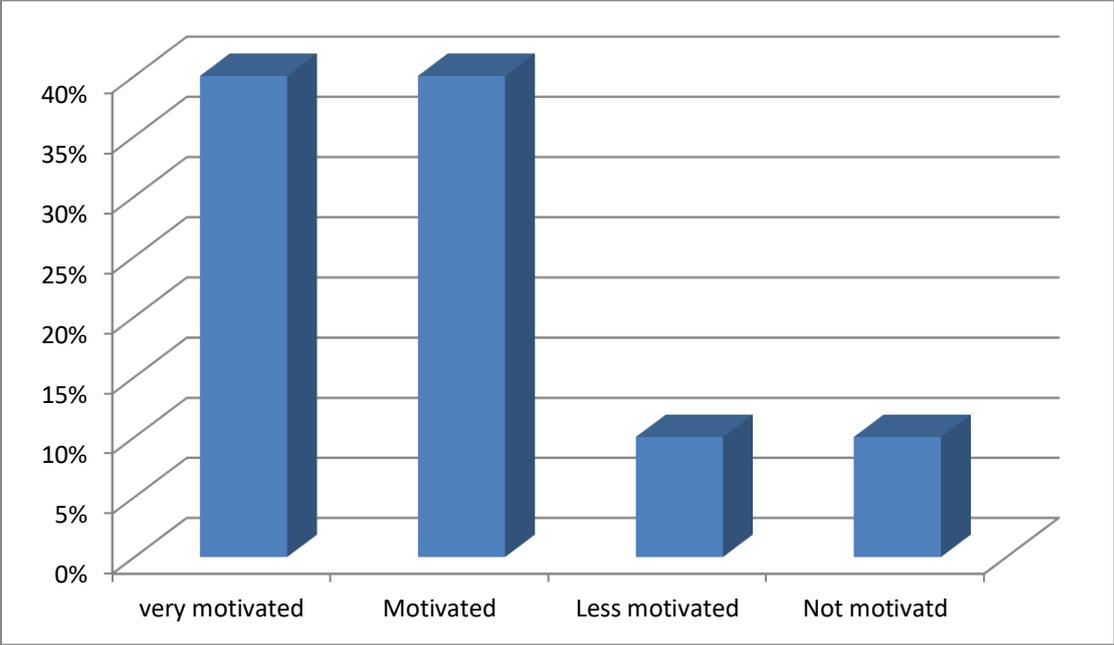From this figure, we notice that 40 % (12 students) feel that they are very motivated when working together.And, 40 % (12 students) feel that they are just motivated.Yet, 20 % (6 students) feel between less motivated and not motivated.

Q 5: do you feel responsible during the group work?
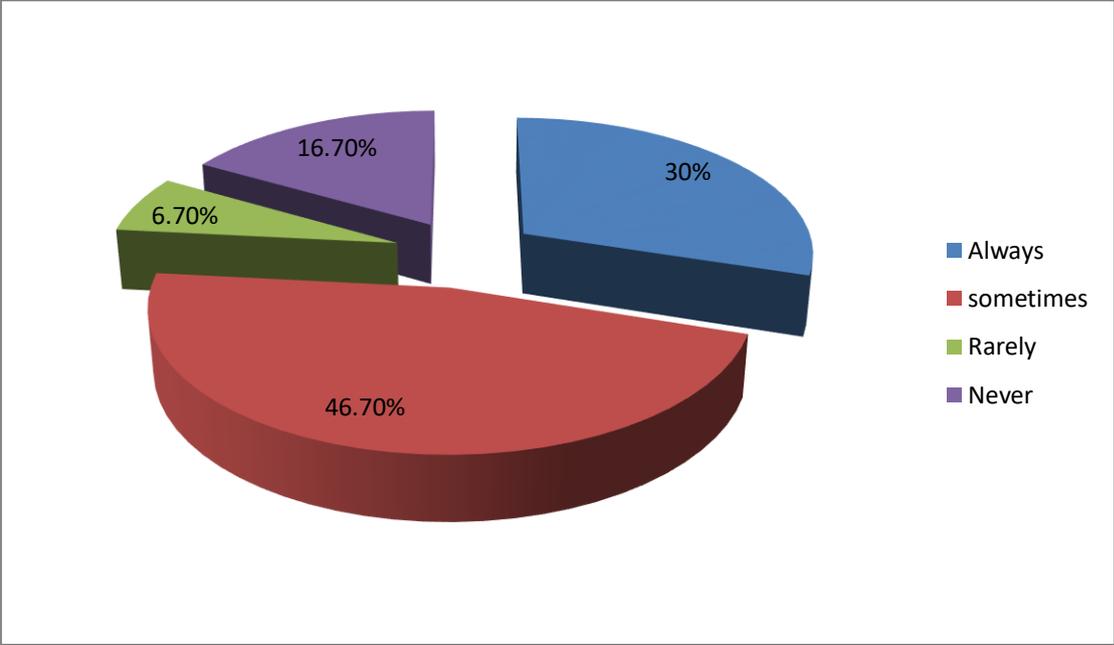
Figure 6: Students' Amount of Feeling Responsible during the Group Work

Concerning this figure, we noticed that 46,7 % (14 students) sometimes feel responsible during the group work. But 16,7 % (5 students) and 6,7 % (2 students) are between rarely and never feel responsible during this way of working, and other high percentage 30 % (9 students) are always feel responsible.

Q 6: after the group work, you and your partner discuss the way you have been working together?
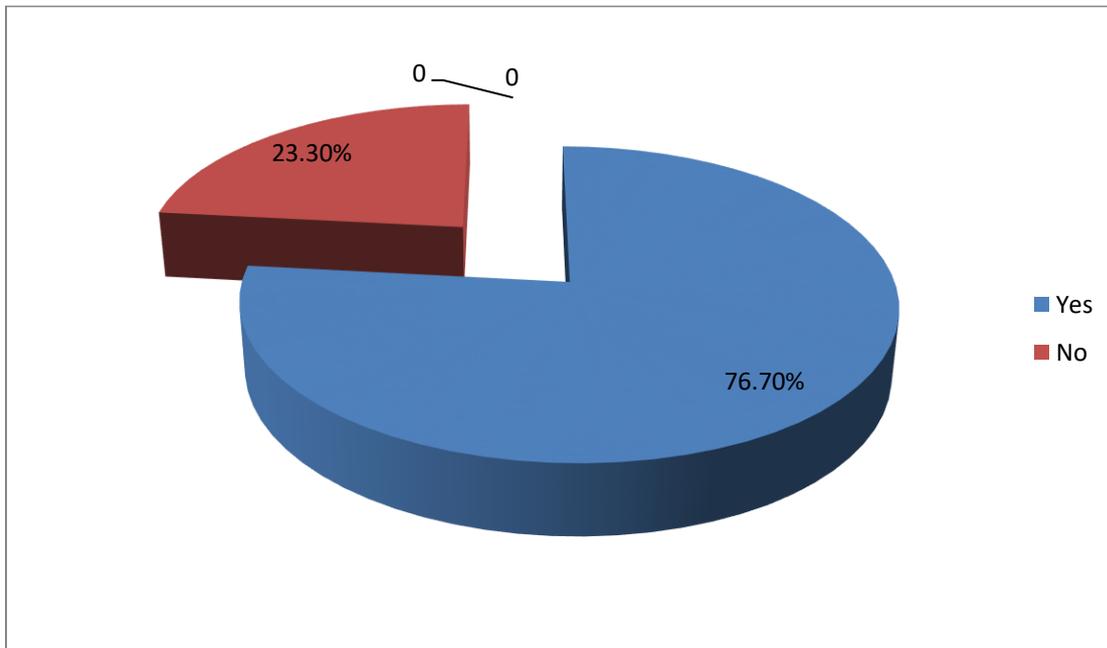
Figure 7: The Extent to which the Students Discuss the Way they have been Working Together

This figure shows a high percentage 76,7 % (23 students) discuss the way they have been working together. While 23,3 % (7 students) do not.

Q 7: your goal during the small or pair group work is to succeed as:
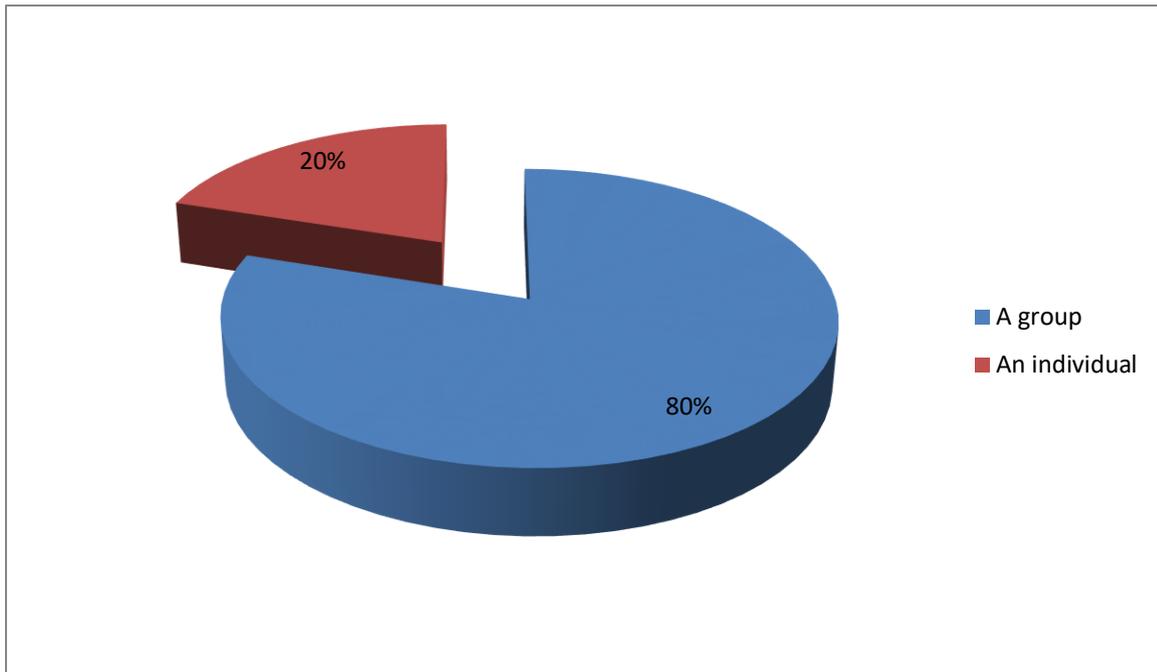
Figure 8:Students'Goal of Succeed during the Group Work

Of all the thirty respondents, a high percentage 80 % (24 students) their goal during the small or the pair group is to succeed as a group. 20 % (6 students) want to succeed individually.

Q 8: do you feel bored during the group work?
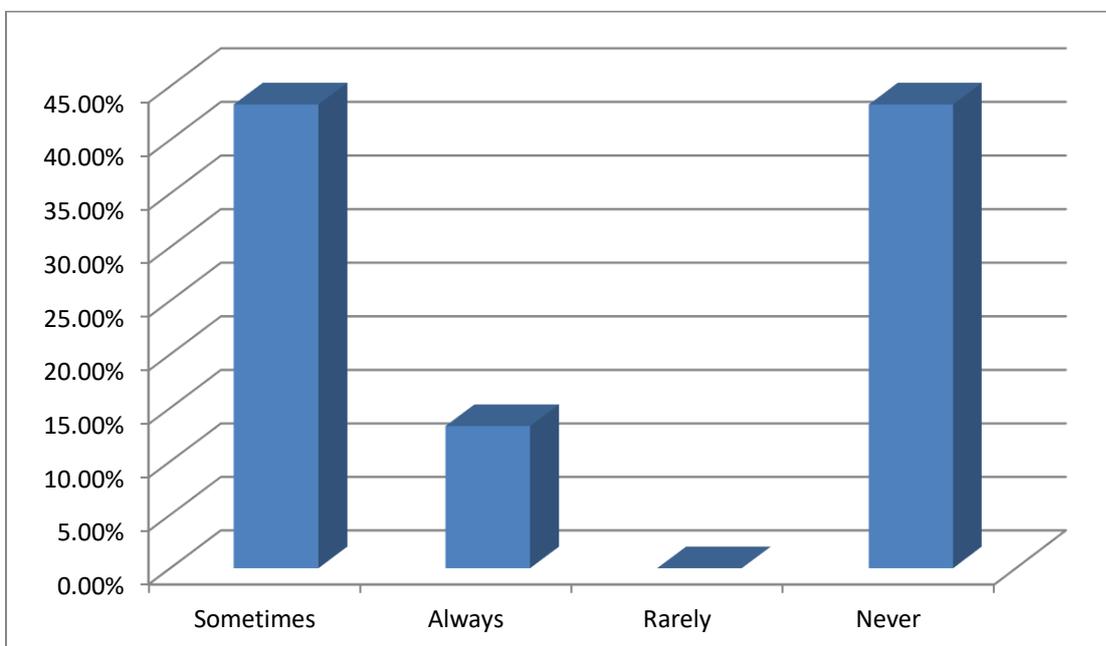
Figure 9: Students' Amount of Feeling Bored during the Group Work

In this statement, we noticed that 43, 3 % (13 students) sometimes feel bored during the group work. And the same percentage 43, 3 % (13 students) never feel it.However just only 13, 3 % (4 students) are always feel bored during that work.

Q 9: are all the students shared their ideas to achieve the right answer?
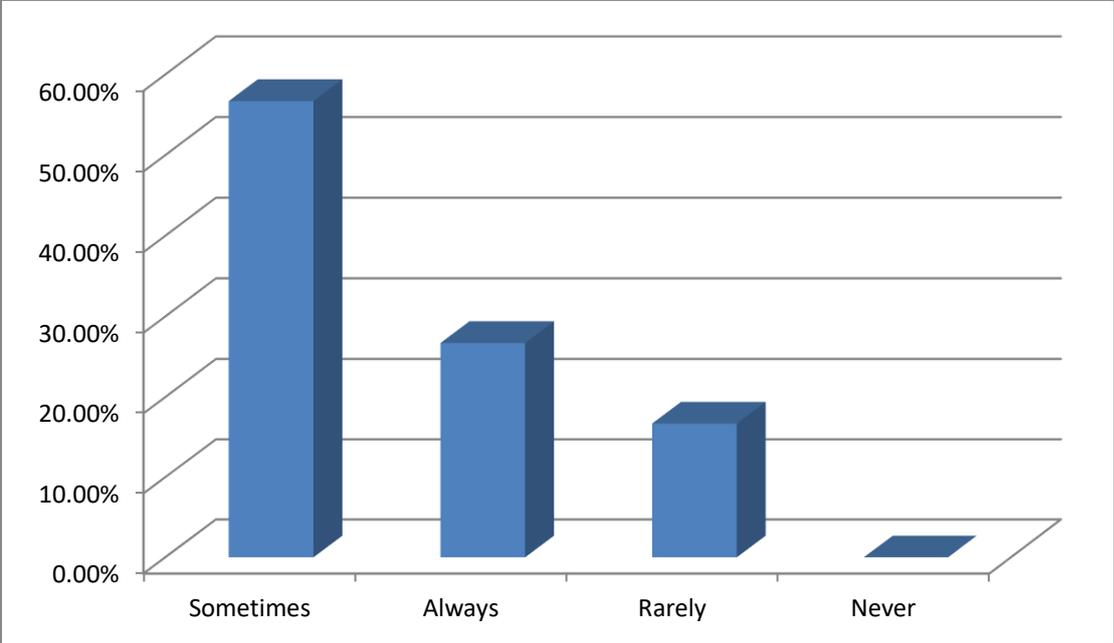
Figure 10: Students' Amount of Sharing Ideas to achieve the Right Answer

This table indicates a proportion of students 56, 7 % (17 students) sometimes share their ideas to achieve the right answer. However, 26, 7 % (8 students) always do. And the minority 16, 7 (5 students) rarely share their ideas.

II.4.3. Section Three: Pupils' Perception of the Writing Skill

Q 10: Does writing in English interest you?
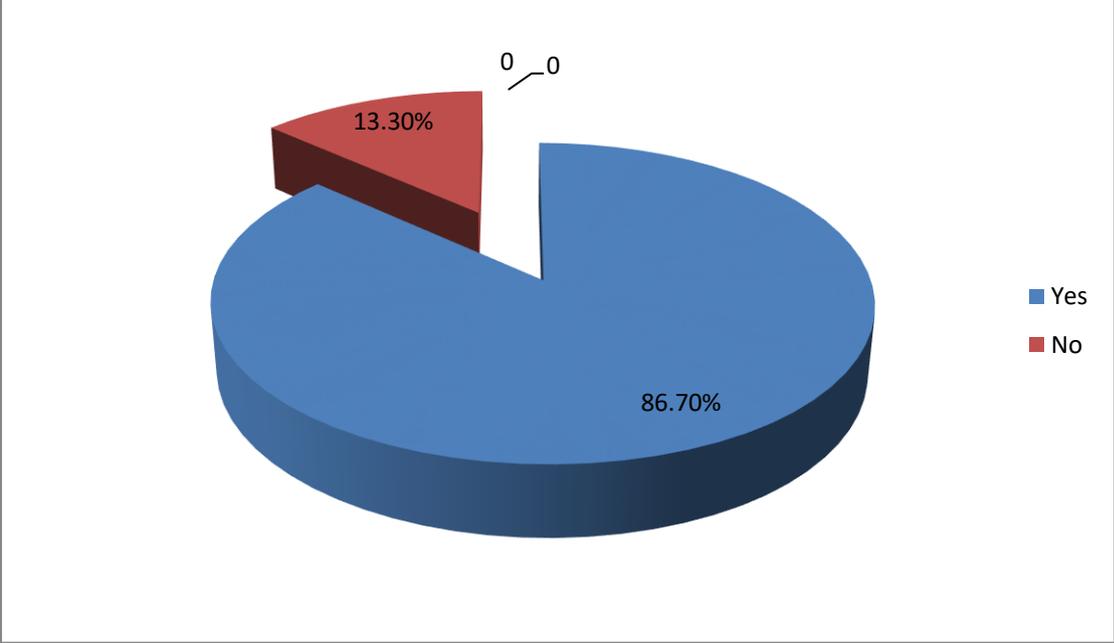
Figure 11: The Extent to which Writing Interest Students

This statement shows that 86, 7 % (26 students) are interesting on writing in English.And just only 13, 3 % (4 students) are not interesting.
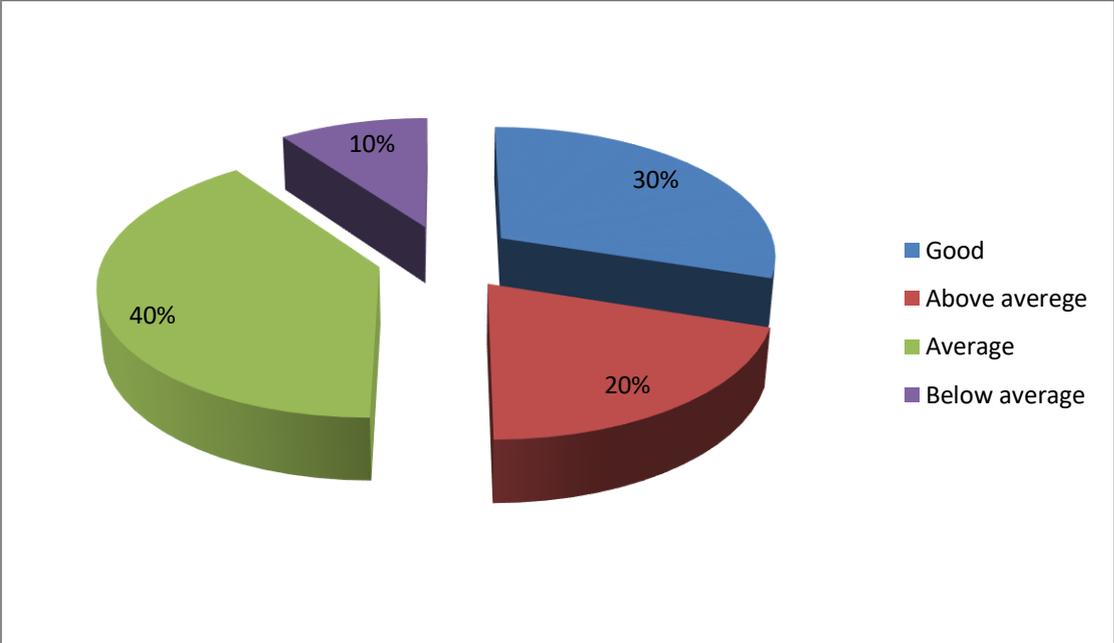
Q 11: how would you evaluate your level in writing?

In this item, 40 % (12 students) evaluate their levels in writing by average.However 30 % (9 students) answered that they have a good level. 20 % (6 students) are above average.And only a minority 10 % (3 students) are below average.

Q 12: do you feel afraid to write?
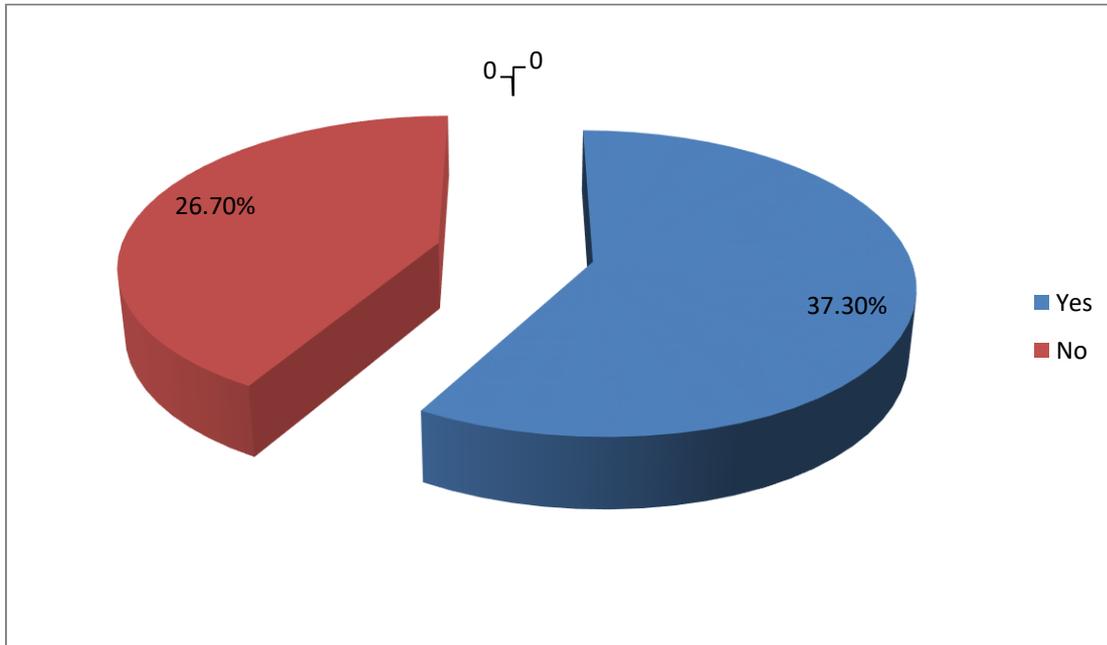
Figure 13: Students' Feeling of Fear to Write

This table shows that a high percentage 37, 3 % (22 students) feel fear to write. However, 26, 7 %(8 students) do not feel that.

22 students who responded "yes" justified and illustrated their responses as the following (they had the ability to choose more than one answer):

42
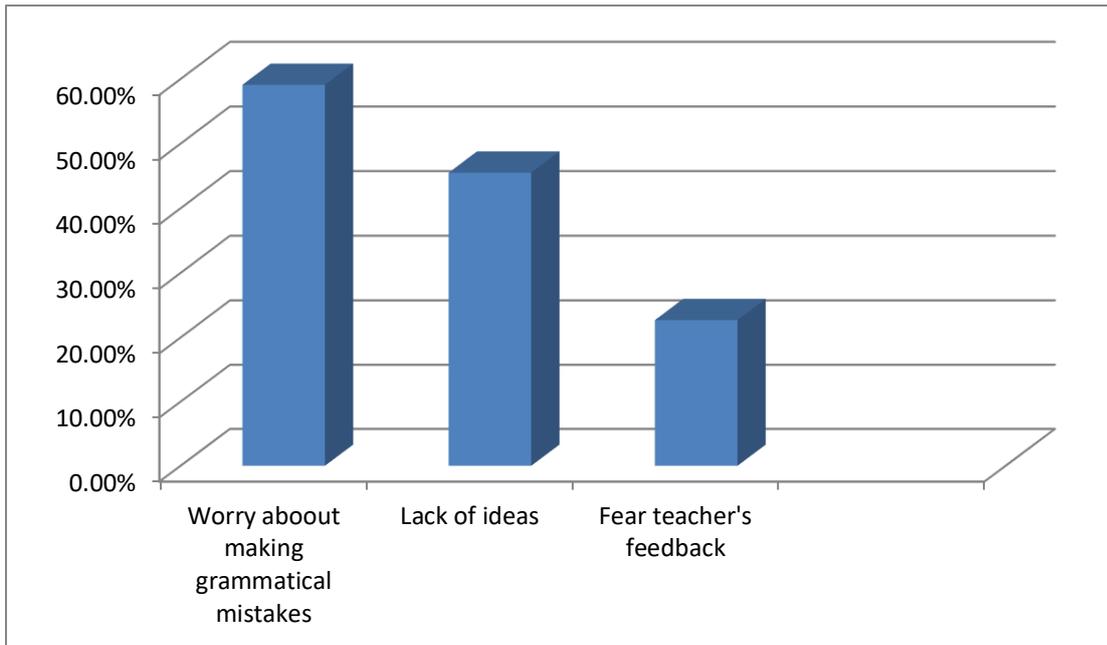
Figure 14: Students' Reasons of Fear to Write

In this figure, we noticed that majority of students 59, 1 % (13 students) worry about making grammatical mistakes.45, 5 % (10 students) having a lack of ideas. While the minority 22, 7 % (5 students) fear teacher's feedback.

Q 13: In the writing session, do you prefer working…….
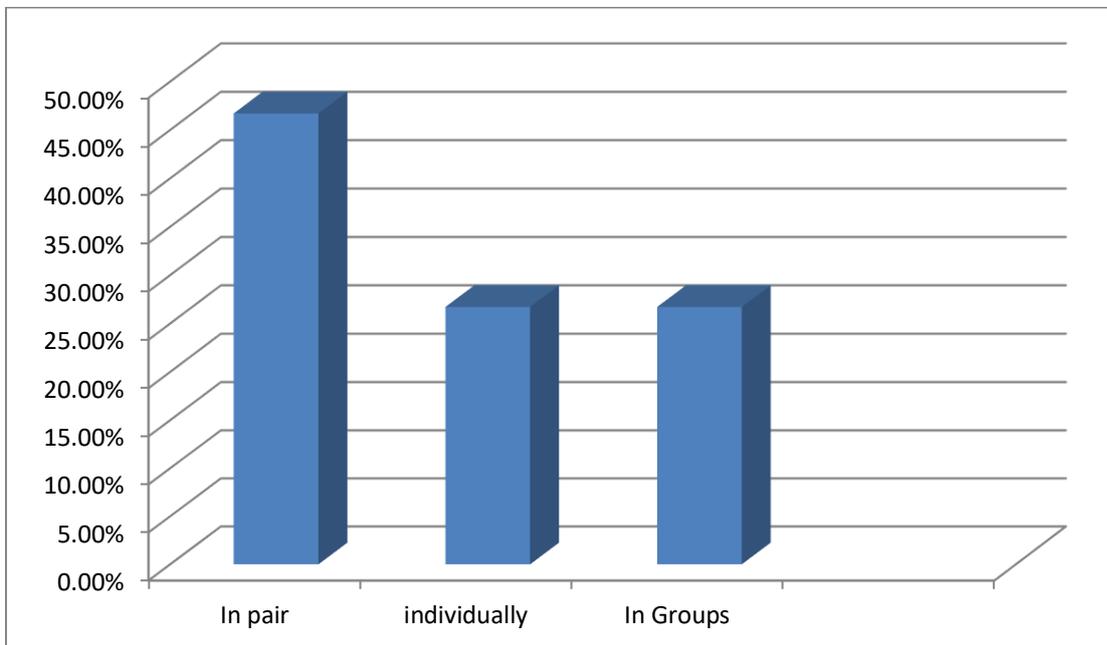
Figure 15: Students' Preference of Working

Concerning this graph, we noticed that 46, 7 % (14 students) prefer to work in pairs. However, 26, 7 % (8 students) prefer to work individually. Whereas 26, 7 % (8 students) prefer to work in groups.

7 students from 30 did not provided us with an explanation. The remaining 22 students justified and illustrated their response as the following:

1-students who choose that they prefer to work in pairs and in groups said that:

-it makes me feel motivated more than individually

- I think that I learn more when I work in group

-to exchange thoughts

-because it is the right way to discuss and discover new ideas

- I enjoy it

-exchanging ideas

-to know my mistakes and correct it

-to express my thought and improve my writing

-because my partner can correct my mistakes that makes our writing more organized and well constructed

-to improve myself

-to learn new words from my partner

-to help each other

-to do not need of help

-in order to facilitate our work

-to construct a coherent and a perfect paragraph

-each one contributes to write a good paragraph

2-students who choose that they prefer to work individually:

-I just prefer to be alone

-because I want to organize my ideas with myself without any disruption

-I can't concentrate while working in group or in pairs

-when I work individually I feel better and my information stay organize

-to know my real level, and on what points i have to improve myself also to discover my weaknesses

-to do what I want

-I feel comfortable and I can write on my own words

Q 14: when you are working, do you correct mistakes to each other?
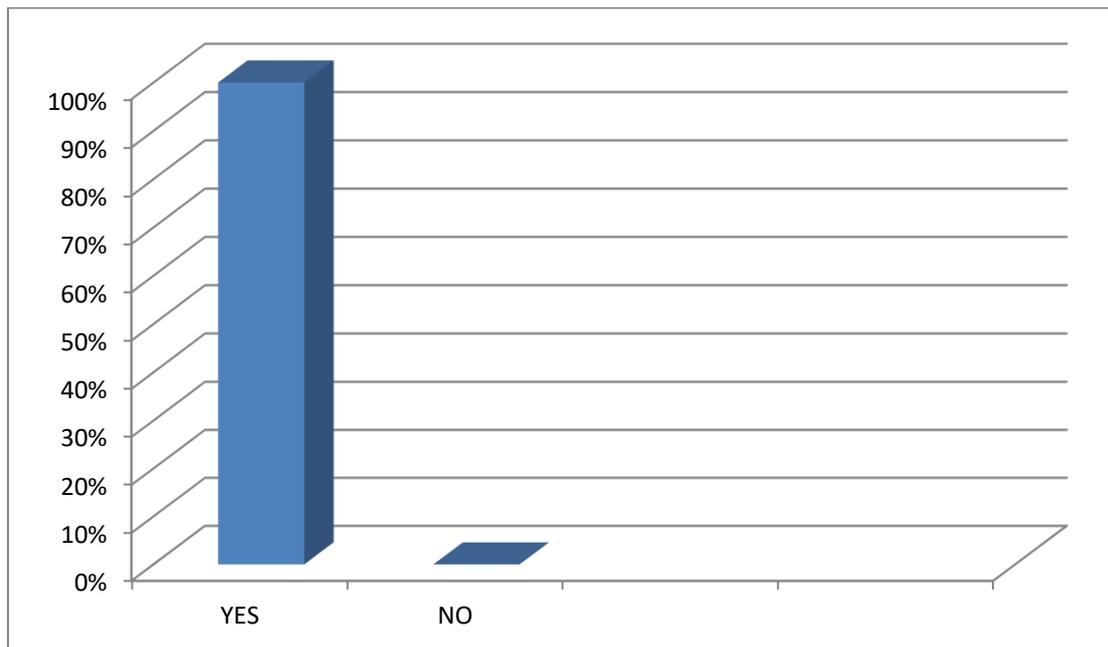
Figure 16: Students' Amount of Correcting Mistakes to Each Others

In this statement, we noticed that all the participants 100 % (30 students) correct mistakes to each other when they are working together.

Q 15: How comfortable are you when writing cooperative (with your peers)?
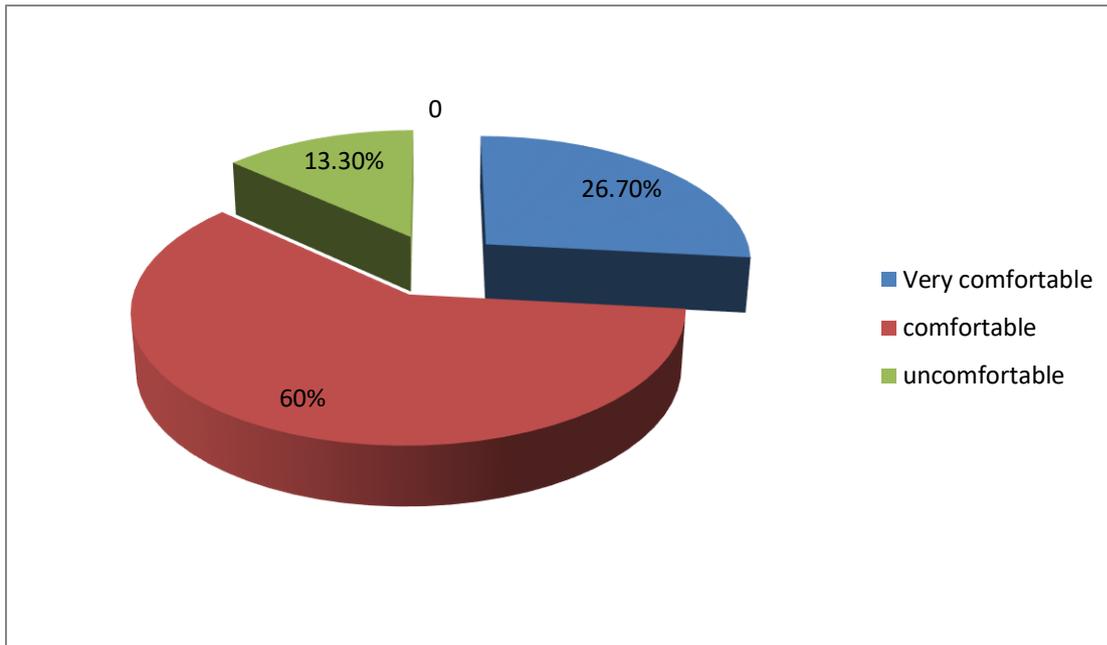
Figure 17: The Extent to which the Students feel comfortable when writing with Peers

Concerning this statement, 60 % (18 students) feel comfortable when they write cooperatively. Whereas 26, 7 % (8 students) feel very comfortable. And just a minority (4 students) feel uncomfortable.

Q 16: do you think that teacher's feedback on pairs writing is more helpful than on individual writing (justify why?)?
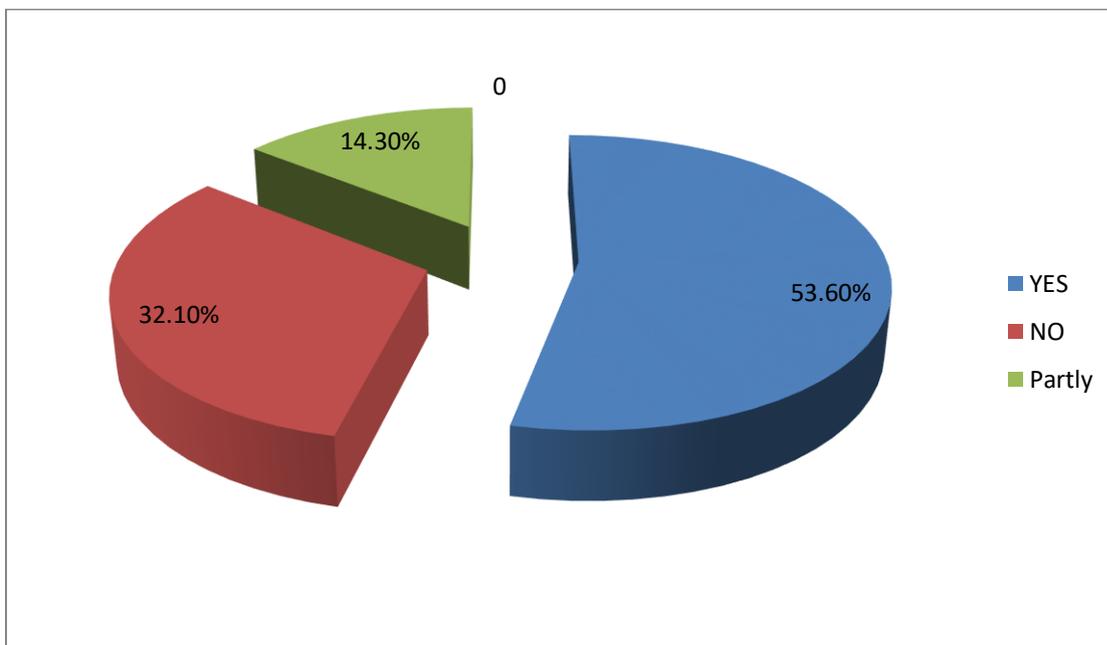
Figure 18: Students' Opinions about Teacher's Feedback

Concerning this figure, we noticed that 53, 6 % (15students) think that teachers' feedback on pairs writing is more helpful than on individual writing. Whereas 32, 10 % (9 students) do not think that. And a minority 14, 30 of students (4 students) think that it is partly helpful.

We understand that the majority of students 53, 6% found that teachers' feedback on pairs writing is more helpful than on individual writing. To justify their answers different opinions are stated as follows:

-feedback on pairs writing gives us the chance to discover more than our mistakes

-Feedback on pairs writingis better to improve our writing quickly

-Feedback on pairs writing helps us to learn from others mistakes

-Feedback on pairs writing is better because it is somehow motivated also to do not be shy

- Feedback on pairs writing is better because it create a communication learning language

However, the 32,10 % of students, who answered that feedback on individual writing is better, justified their choice as follows:

-I prefer individual feedback to know my negative points to enhance it

-individual one is better to know at what level I am

-I think individual's feedback is better to know what I have to solve or correct

-I prefer individual feedback to know what my own weaknesses are and try to enhance it

While 14, 30 % of students, who answered "partly", did not provide us with a justification.

Q 17: Do you feel that working in pairs enhance your writing?
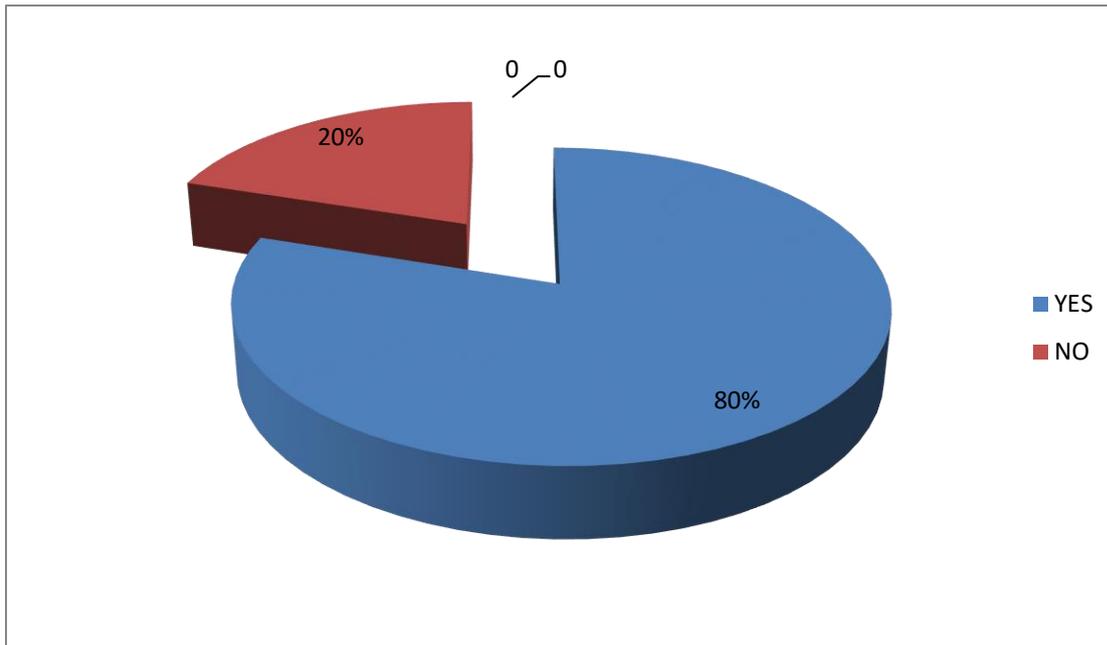
Figure 19: Students' Feeling of their Writing Enhancement during Working in Pairs

This figure shows that a high percentage 80 % (24 students) feel that working in pairs enhance their writing. However 20 % (6 students) do not think that.

Q 18: When you work in pairs, is this way help you to construct a coherent paragraph?
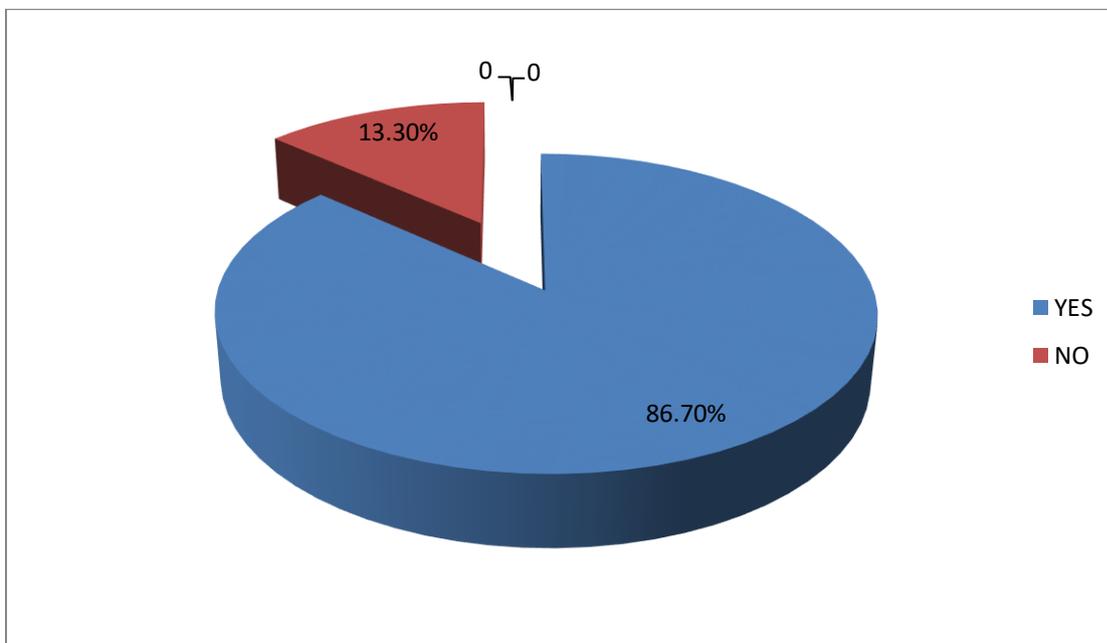
Figure20: The Extent to which This Way Help Students to Construct a Coherent Paragraph

This item shows that a majority 86, 7 % (26 students) demonstrate that working in pairs help them to construct a coherent paragraph. Whereas 13, 3 % (4 students) are disagree.

To conclude, Think pair share technique is an advantageous way and effective one for pupils because it helps them to construct coherent paragraphs also, they feel that it enhance their writing and practice their English.

II.5. the Analyses of the Teachers' Interview

The interview includes 8 questions which can be grouped into four (04) rubrics:

1. The use of TPS Technique (Q 1, 2, 3&4)

2. Teachers' perceptions of students' writing (Q 5)

3. The relationship between TPS use and students' writing (Q 6, 7)

4. Teachers' problems while using TPS technique (Q 8)

In the following sections, we will analyse the answers of the interview using topic classifications, and discuss them to attain a final results about our investigation.

II.5.1. the Use of TPS Technique in EFL Classes

This rubric collects the questions (Q 1, 2, 3&4), to explore the extent and the quality of TPS use. The results revealed that all the interviewees use this technique in their classrooms; some of them said that they use it just in the writing session, while the others said that it depends on the needs of students. Teachers use TPS technique usually in the classrooms by following three stages (Thinking, pairing, sharing). Firstly, teachers provide students with pre-writing, it means they brain storm together after that, they give them time to think silently and individually then (Thinking), students write a draft each two together with exchange ideas and correct their mistakes(pairing) finally, they share their answers and thoughts to the whole class and write the final work together(sharing).

II.5.2. Teachers' Perceptions of Students' Writing

This rubric is concerned just one question (Q 5), to discover teachers' evaluation of students' writing in class. The results showed that the majority of teachers are not satisfied with their students' writing because of their grammatical and spelling mistakes, also they could not express their ideas that's make teachers feel that.

The other two teachers who are satisfied with the writing of their students because of their writing style which is good or average and they make just a few mistakes which is suitable with their level.

II.5.3. the Relationship between TPS Use and Students' Writing

This rubric gathers two questions (Q 6&7), to determine the relationship between TPS use and EFL students' writing.

All teachers confirmed that this technique without doubt increase and enhance students' writing skill specially in remedying their spelling and grammar mistakes, enhancing their vocabulary by acquiring new words, enriching their thoughts, improving their writing style and help them to construct a coherent paragraphs.

Here TPS technique makes them help each other in the writing process, when students correct other's mistakes they can learn more from it also, when exchanging ideas, they obtain knowledge about the subject they work on, that makes them enhanced and improved in a different points of writing skill.

II.5.4. Teachers' Problems while Using TPS Technique

This rubric is concerned with one question (Q 8), it aims at determining the problems teachers face while using TPS technique.

The results showed that all teachers have problems while using it, most of them said that this technique give rise to noisy and disturbance, while others said that it is spending much time and efforts, students talk to each other instead of working, maybe just one student work alone and the others do not participate with their partner, so here we cannot rich the objective of improvement.

. We notice that the results of teachers' interview confirmed the findings of the students' questionnaire.

Teachers used the pair work in their classes, especially in writing session by following the three steps of that technique, thinking, pairing and sharing. They argued that it is beneficial and advantageous for students' writing skill. In addition, this technique helps them create terms, exchange ideas and thought and communicate in the classroom, which means it is very helpful for them with avoiding its few problems that teachers said before.

II.6. Conclusion

This chapter was devoted to the quantitative and qualitative analyses of data which gathered through two instruments. Student's questionnaire and teachers' interview show that third year secondary school students use the TPS technique usually through its steps and taking their time of working, indeed, this technique enhanced and improved their writing style and help them to construct a coherent paragraphs. The analyses of the results has been realized through statistical figures, graphs and one table, it were discussed jointly in relation to each research question.

-

Recommendations and Suggestions

Recommendations for Further Research

Based on the finding of our research, we suggest these following recommendations for English teachers and future researchers:

Suggestions for Teachers

. Teachers should create better learning atmosphere and make students enjoy learning instead of feel boring and stressful.

.TPS technique should be applied to give students chance in developing their skills.

. Implement this technique in other modules such as speaking to get more effective results.

. Teachers should guide learners to be active rather than passive.

. Teachers should use new cooperative activities rather than traditional methods.

. Teachers should organize the group works according to specific standards that helps students in their enhancements.

. Increase pair activities.

. Teachers must be colleagues for their learners in order to improve teaching and learning.

. Provide learners with advices and recommendations during the pair work.

Suggestions for Future Researchers

Here, we suggest the following subjects for the further researchers:

. Conduct the impact of TPS technique on students' thinking.

. Conduct a comparison between the effect of individual work and group work on students' language use.

. Conduct a research to investigate the implementation of TPS technique on developing students' listening and speaking.

. Conduct the difficulties that students face while using TPS technique.

General conclusion

General conclusion

The focus of this study was the effects of Think-Pair-Share cooperative learning technique in improving students' writing skill of third year secondary school pupils of tissemsilet. It based on the hypothesis that creating pair group will help them on enhancing their style of writing. It aims at finding out how this technique affects positively their writing. To collect data teachers' interview and students' questionnaire were used. The gathered data was analyzed on the basis of the following objectives:

➢ Exploring the effect of TPS technique in improving students' writing.
➢ Exploring the use of TPS in the classroom.

After the data collection, the data analysis showed that all of teachers use TPS usually especially in the writing sessions with giving them a time to think before answering the questions. The learners were found that writing in pair group is better than alone. In fact, the learners' writing style was found to improve in grammatical and spelling mistakes and enriching their vocabulary through exchanging thought and ideas that gives them the ability to construct coherent paragraphs. The findings also showed that the secondary school students and their teachers face some problems while using TPS technique in the classroom as noisy and disturbance.

Besides, Students learn from each other, implementing this technique also motivate students to solve problems or answer questions because TPS provides them with chances to exchange ideas and some solutions to attained their joining goal. From the analysis, we found that TPS technique remedial their problems in writing.

Indeed, we have gathered some important conclusions that confirmed the hypotheses emitted in the introductory chapter. So we state the main conclusions we have come to in the research as following:

.The use of TPS Technique motivates students and makes them more comfortable to solve problems or answer to questions in the classroom.

. The use of TPS technique enhances students' writing style and helps them to construct coherent paragraphs.

.All teachers use this technique in their classrooms usually especially in the writing sessions.

. Teachers and students face some problems while using the TPS technique.

. TPS technique has more advantages than disadvantages.

Appendices

Dear students, you are kindly invited to help us for gathering information about this questionnaire entitled "*The implementation of Think-Pair-Share Technique cooperative learning to improve students' writing skill»*. So we would like you to answer these questions honestly.

NB: please use a cross (x) to indicate your chosen option, and justify your answer when needed.

Thank you in advance.

Part One: General Information

1)-Male ☐

2)-Female ☐

Age: ……………………

Part Two: Pupils' Attitude to Think-Pair-Share Technique

1)-How often does the teacher ask you to work in pairs or small group?

Never ☐

Rarely ☐

Sometimes ☐

Often ☐

Always ☐

2)-For you, what are the principles that determine the pair group setting?

Sex ☐

Proficiency ☐

Preference ☐

Aimlessly ☐

3)-Do you face problem while working together?

If yes, what kind of problems? ....

56

....

4)-How do you feel while working together?

Very motivated [   ]

Motivated [   ]

Less motivated [   ]

Not motivated [   ]

If you are not motivated, why? ....

....

…………………………………….

5)-do you feel responsible during the group work?

Always [   ]

Sometimes [   ]

Rarely [   ]

Never [   ]

6)-after the group work, you and your partner discuss the way you have been working together?

Yes [   ]

No [   ]

7)-your goal during the small or the pair's group work is to succeed as:

A pairs [   ]

An individual [   ]

8)-do you feel bored during the group work?

Never [   ]

Rarely [   ]

Sometimes [   ]

Always [   ]

9)-are all the students share their ideas to achieve the write answer?

Never ☐

Rarely ☐

Sometimes ☐

Always ☐

Part Three: Pupils' Perception of the Writing Skill

10)-Does writing in English interest you?

Yes ☐

No ☐

11)-how would you evaluate your level in writing?

Good ☐

Above average ☐

Average ☐

Below average ☐

12)-do you feel afraid to write?

Yes ☐

No ☐

If yes, it is because you…………

Worry about making the grammatical mistakes

Lack of ideas ☐

Fear teacher's negative feedback ☐

13)-In the writing session, do you prefer working…….

Individually ☐

In pairs ☐

In group ☐

Why? Please explain………

14)-when you are working, do you correct mistakes to each other?

Yes ☐

No ☐

15)-how comfortable are you when writing cooperative (with your peers)

Very comfortable ☐

Comfortable ☐

Uncomfortable ☐

16)-do you think that teacher's feedback on cooperative writing is more helpful than on individual writing (justify why?)

Yes ☐   no ☐   partly ☐

17)-does cooperative learning has any benefit in writing class?..

………

………

18)-Do you feel that working in pairs enhances your writing?

Yes ☐

No ☐

19)-When you work in pairs, is this way help you to construct a coherent paragraph?

Yes ☐

No ☐

Thank you so much.

Teachers' Interview

Dear teachers, in this research work, we are interested in investigating the effects of implementing Think-Pair-Share (TPS) Technique on enhancing students' writing skill. So we would like you to answer these questions honestly and justify your response in needed. Your help is a contribution to this work.

1)-Do you use Think-Pair-Share Technique in your class?

………

………

2)-How often do you use this technique?

………

………

3)-How do you use it?

………

………

………

………………………………………………………………………………

4)-Do you give your students time to think after asking them a question or no?

………

……

5)-Are you satisfied with your learners' writing?

………

…………………………………………………………………………………………………

6)-Do you think that this technique encourage and enhance students' writing skill?

………

………

………………………………………………………………

60

7)-In which way does TPS Technique influence the development of your students' writing?

………
………
……………………………………………………………

8)-do you face some problems while you are using this techniques? If yes, what kind of problems please?

………
………
……..…………

Thank You So Much

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