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THE IMPROVEMENT OF STUDENTS' WRITING SKILL THROUGH THE
IMPLEMENTATION OF THINK-PAIR-SHARE AS A COOPERATIVE LEARNING
TECHNIQUE

Study Case of Third Year Secondary School at Hamza Ben Abdelmotalib

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD
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Declaration

We hereby declare that this submitted research considers our own work under the guidance of Mr. BOUZIANE RAHMANI. This research has not previously been submitted for any university or institution for a degree.

This work was conducted and completed at Djilali Bounaama University of Khemis Miliana, Algeria.

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Dedication

As first and always, thanks to Allah for granting us the patience and strength to

complete this study.

Full of tears and joy with immense gratefulness, we dedicate this work to:

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Abstract

Learning the four language skills has undoubtedly created positive impacts on our life in general and on education in particular. Among these four skills, writing which plays an important role in the learning process. This work attempts to discuss the issue of the improvement of learners' writing skill through the implementation of Think-Pair-Share as a cooperative learning technique among third year pupils at Hamza Ibn Abd El Motalib Secondary School in Khemis-Miliana (Ain Defla). This dissertation aims to help learners in enhancing their writing abilities. Another objective of this study is to highlight the positive effects of using TPS on improving the writing skill among teachers and learners. Through our aim, we suggest some hypothesis: first, learners should work in pairs to improve their writing level through exchanging ideas and thoughts because it helps them to minimize their weaknesses and difficulties. Then, TPS must achieve a high acceptance by teachers in order to make their learners more comfortable and motivated. Finally, we hypothesize that teachers face various problems while using TPS such as noise, disturbance and lack of time. This, we work on two questionnaires to examine both teachers and learners feedback. The research findings go hand in hand with our hypothesis which emphasize TPS as a vey essential cooperative learning technique to enhance learners' writing in English.

Keywords: cooperative learning, improvement, implementation, Think-Pair-Share, writing skill.

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Résumé

L'apprentissage des quatre compétences linguistiques a sans aucun doute créé des impacts positifs sur notre vie en général et sur l'éducation en particulier. Parmi ces quatre compétences, l'écriture qui joue un rôle important dans le processus d'apprentissage. Ce travail tente de discuter de la question de l'amélioration des compétences d'écriture des apprenants à travers la mise en œuvre de Think-Pair-Share comme technique d'apprentissage coopératif chez les élèves de troisième année du lycée Hamza Ibn Abd El Motalib à Khemis-Miliana (Ain Defla). Cette thèse vise à aider les apprenants à améliorer leurs capacités d'écriture. Un autre objectif de cette étude est de mettre en évidence les effets positifs de l'utilisation de TPS sur l'amélioration des compétences en écriture chez les enseignants et les apprenants. A travers notre objectif, nous suggérons quelques hypothèses : premièrement, les apprenants devraient travailler en binôme pour améliorer leur niveau d'écriture en échangeant des idées et des réflexions car cela les aide à minimiser leurs faiblesses et leurs difficultés. Ensuite, TPS doit obtenir une acceptation élevée par les enseignants afin de rendre leurs apprenants plus à l'aise et motivés. Enfin, nous émettons l'hypothèse que les enseignants sont confrontés à divers problèmes lors de l'utilisation de TPS tels que le bruit, les perturbations et le manque de temps. Ceci, nous travaillons sur deux questionnaires pour examiner à la fois les retours des enseignants et des apprenants. Les résultats de la recherche vont de pair avec notre hypothèse qui met l'accent sur le TPS comme une technique d'apprentissage coopératif essentielle pour améliorer l'écriture des apprenants en anglais.

Mots-clés: amélioration, apprentissage coopératif, compétence en écriture, mise en œuvre, Think-Pair-Share.

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List of Acronyms

CL: Cooperative Learning.

STAD: Student teams-achievement divisions.

TPS: Think-Pair-Share.

EFL: English Foreign Language.

ZPD: Zone Proximal Development.

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General Introduction

Actually, English is considered as the most influential medium in bridging the global communication. A huge number of learners in the world study English hard in order to communicate with other people. The syllabus of teaching the English language consists of four skills which are: listening, speaking, reading and writing. Among these four skills, writing occupies an important place in the EFL learning and teaching process.

However, we should keep in mind that learning to write English as a second foreign language is not easy as writing in a mother tongue because it demands a lot of abilities to be acquired by the majority of third year Secondary School pupils who encounter some difficulties in writing in a target language. Improving the writing skill in EFL classroom by implementing several techniques of cooperative learning among them: Think-Pair-Share technique which involves learners' writing level.

Our research discusses the improvement of learners' writing skill through the implementation of TPS as a cooperative learning technique to explore it's effects. This study is concerned with third year Secondary School pupils of Hamza Ibn Abd El Motalib in Khemis-Miliana (Ain Defla). The objective of this research is to investigate the effects of implementing the TPS technique on enhancing learners' writing skill. Additionally, the present research is based on the following questions:

- ➢ Does the implementation of Think-Pair-Share technique improves Learners'writing skill and develop their language use?
- ➢ To what extent is the TPS technique used by teachers of third year Secondary School?
- ➢ What are the main difficulties that face teachers during the use of TPS?

Hence, our study is supposed to test the following hypothesis: first, learners should work in pairs to improve their writing level through exchanging ideas and thoughts because it helps them to minimize their weaknesses and difficulties. Then, TPS must achieve a high acceptance and support by teachers in order to make their learners more comfortable and motivated. Finally, we hypothesize that teachers face various problems such as noise, disturbance and lack of time.

The research seeks to achieve a reliable and valid data. Concerning data collection, we have taken as a sample third year Secondary School pupils of Hamza Ibn Abd El Motalib in Khemis-Miliana (Ain Defla). Two questionnaires are opted for gathering information; the first one is for

teachers in which we collect data about the teachers' use of TPS. The second one is for learners, it deals with their opinions and attitudes toward the TPS technique.

This research study is divided into four chapters. The first chapter deals with the literature review and the description of cooperative learning strategy. The second one covers two sections; the first section consists of the description of the TPS technique while the second one is devoted to TPS in enhancing the writing skill. The third chapter is concerned with the functional framework of the study, description and analysis of data collection. The fourth one is devoted to some possible recommendations and suggestions regarding the writing skill improvement for teachers, learners and future researchers.

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Chapter one, Literature Review of Cooperative Learning

1. Introduction :

Cooperative learning is a technique that organize classroom activities into academic and social learning experiences. It has been described as structuring positive interdependence. In this technique, students must work in groups to complete tasks collectively toward academic goals.

In this chapter we are going to give an overview of cooperative learning,describe it by presenting its definition and its history, we will highlight the difference between cooperative and collaborative learning, giving its characteristics to understand this strategy, followed by its advantages and disadvantages. After that we will mention its theoritical background, than we will state its different types and its benefits.

Finally, we will highlight teachers and learners role, the eight learning styles and some of its techniques which are useful in an EFL classroom.

2. An Overview:

In cooperative learning, learners are commonly divided into small groups or pairs. In each group three to four learners sharing thoughts, working collectively and negotiating that capacity to improve shared knowledge, achieve certain aims or find solutions to specific educational problem instead of working alone. Austin (1993) mentioned that cooperative learning may play a fundamental function in growing interaction among members of each group and among the divided groups. Kagan (1994) also found that CL would encourage learners to have higher Achievement as it gives them opportunities that help them to involve their self-confidence and make them motivated. The same issue was discussed by John (1997) who claimed that learners want to work cooperatively on a subject and help each other in order to achieve common success. According to Budd (2004), the learners can make deep analysis of the topic they discuss through using cooperative learning activities. Therefore, Hurried (2006) called for cooperative learning techniques' exercises such as Think-Pair-Share and case study which help the learners to ameliorate their appreciation and enhance their attitudes.

Many researchs have encouraged the effectiveness of the use of cooperative learning in EFL classrooms. While some of these researchs indicates that this method could help learners to develop their English language skills (listening, speaking, reading and writing). Other studies focused on the effectiveness of using cooperative learning techniques such as Think-Pair-Share in improving learners writing skill in particular "Nadeem, M. A., & Nadeem, T. (2019), Rahmawati, O. I. (2017), MEFTAH, S. (2021) and Sahardin, R., Hanum, C. S., & Gani, S. A. (2017)". The results gathered from the previous studies help the researchers to build a strong theoretical background about the improvement of students writing skill through the

implementation of Think-Pair-Share as a cooperative learning technique. However, some of these previous researchs are still needed to show how the TPS technique effects positively the writing level of students and how could this cooperative learning technique be used to give positive effectiveness. Furthermore, this study focus on EFL writing within Third Year Secondary School pupils as English in Algeria is taught as a forgien language since the French language is considered as the second one due to the Algerian historical background.

The literature review revealed that CL could be used as a significant way in enhancing Learners'writing level . Atkinson (2003) declared that the improvement of EFL writing through CL is not only getting pen to paper, but it is based on the evolvement of facilitating personal communication among learners. Kim and Kim (2005) additionally claimed that CL is an important approach which help learners to generate, organize and share their ideas by taking care of the essential elements of the writing system such as: vocabulary, spelling, purpose, target audience and mechanics. All these elements must be taken into consideration when choosing the pairs or groups exercises inside the classroom. Third Year Secondary School students suffer from a lot of problems with regard to their writing skills especially in the five previously mentioned points. They need more active and interesting atmosphere in which they could enjoy more personal interaction to be able to write effectively. It is supposed that working together in small groups could be a motivating factor to share new and various ideas also get feedback in which learners could correct themselves and achieve their purpose of writing effectively.

3. Definition of Cooperative Learning :

Cooperative Learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. It is also an instructional strategy that enables small groups of students to work together on a common assignment, it means that it is student-centred rather than teacher-centred; the learner is responsible for all the group learning not just for himself. So, many reaserchers have made variable definitions about cooperative learning:

 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) point of view:

"*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).

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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 wants to say that learning cooperatively is a new pedagogical approach which is supported by different techniques and activities.

Furthermore,Casey et al, (2012,p.11) 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) stated that: "*Without the cooperation of it's members, society can not 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, athe 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.

4. 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 US 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,pp4_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.

5. The Difference between Cooperative Learning and Collaborative Learning:

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

5.1. Collaborative Learning:

It is an approach in which students discuss together answers to questionsor 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).

5.2. 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 memeber (Slavin,1995).

6. Characteristics of Cooperative Learning:

Cooperative learning has five elements which are:

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 not be cooperative if students do not work together to achieve joining goal. Positive interdependence exists when students believe that they belong together and they can not succeed unless their group mates do, and they should make the adjustment of their efforts with others' efforts in order to work functionally.

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 that: "*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 face to face interaction.

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

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 skills cooperative learning.

Tran (2014) declares that: "*To help students cooperate in the group effectively, social and interpersonal 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 is to lead students to accomplish their joining goal.

6.5. Group Processing:

Group members discuss how they are achieving their goal and reach effective working relationships, discuss waht is 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 and what are working for to accomplish the joining goals because what influence one student of a team influence all the others.

7. Advantages and Disadvantages of Cooperative Learning:

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

7.1. Advantages:

1. Enhanced attendance: students in cooperative classrooms abtain 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 become facilitator instead of a lecture.

7.2. 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.

8. Theoretical Background of Cooperative Learning:

There are several theories, which give us a helpful data in order to use cooperative learning effectively. So, we are going to mention the main four theories. Which are; behavioural learning theory, cognitive development theory, social interdependence theory and motivational theory.

8.1. Behavioral 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. As a result, it focuses 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).

8.2. Cognitive Development Theory:

It is concerned with how people think, understand and know, which means it focuses 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 to 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, 1987 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 Mc Cafferty et al), stated the following:

Piaget have been supported the creation of classroom environment 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 Mc Cafferty et al,2006,p 11).

8.3. 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).

This theory 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 the other individuals whom they are competitively linked fail to obtain their goals and, therefore, obstruct each other,s efforts to achieve the goals.

8.4. Motivational Theory:

It is concerned with the impact of group reinforcements and rewards on learning. The cooperative purpose structure 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 Mc Cafferty et al 2006).

9. Types of Cooperative Learning;

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

9.1. 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,p 310).

9.2. 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).

9.3. Cooperative Base Group:

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

The group team 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.

10. 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 approve thier academic achievements during the learning process.

According to Tuan (2010), there are many benefits of using classroom cooperative learning, which are "enhancing learners' cognitive growth, enhancing learners' motivation, enhancing learners' interaction and enhancing learners' achievement".

10.1. 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 then listening to the lessons of their teachers.

Also, working cooperatively gives to learners multiple chances for learning from their colleagues (Tuan, 2010).

10.2. Enhancing Learners' Motivation:

When students work cooperatively, they get more self-confidence across learning and knowledge. Moreover, when they are 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).

10.3. 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).

10.4. 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 thier competences in front of their colleagues and thier teachers to get a good result (Tuan, 2010).

11. Teachers' Role and Learners' Role in Cooperative Learning:

11.1. Teachers' Role:

Johnson & Johnson (2008) argue that: "Teachers are trained to take their existing lessons and restructure them to be cooperative" (p.26). It means that the basic role of teachers in cooperative learning classroom is making learners more interesting and motivating them to 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.

11.2. Learners' Role:

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	Encourages shy students' participation
Supporter	Appreciates other's contribution and recognizes improvements
Time keeper	Keeps group on time
Trainer	Makes sur that all group members understand concepts and 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 return materials

12. Learning Styles:

According to the theory of multiple of Howard Gardner, everyone has his/her own type of learning style which helps him/her to comprehend new information.

There is eight learning styles which are: "Visual learning, linguistic learning, logical learning, auditory learning, social learning, solitary learning, kinaesthetic Learning and naturalistic learning".

12.1. 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.

12.2. Linguistic Learning:

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

12.3. Logical Learning:

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

12.4. Auditory Learning:

Learners prefer to learn through sounds, music and rhythm to retain information. They enjoy listening to music when they are studying or working, and sometimes they need to drum thier fingers to understand complex subjects.

12.5. Social Learning:

Learners prefer to work in groups and relate to others. So, they interact easily and have the ability of reading emotions and facial expressions. It means that they feel comfortable when they are working with people.

12.6. Solitary Learning:

Learners prefer to work alone because they do not like to learn with others. They are independent and prefer to be lonely without even a supervision or a goodness.

12.7. Kinaesthetic Learning:

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

12.8. Naturalistic Learning:

Learners prefer to learn out of doors to be in nature to observe how things work.

13. 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 forgien language classroom, teachers have to use the suitable technique in order to get advantages from cooperative learning (Slavin, 1995).

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

"Jigsaw, three-step interview, round table, round robin brainstorming, taking chips, group investigation, student teams'acheivement division (STAD),team member teaching and Think-Pair-Share technique (TPS) which we are going to deal with in the following chapter".

14. Conclusion :

To conclude, cooperative learning is a technique which differ from other techniques; it's history refers that it is not a new idea but it is an old one, and it's theoritical background refers to different theories. CL has many advantages, disadvantages and benefits. It play an important role in improving students' interaction and skills, increases thier motivation, enhance their self-confidence, reduce their anxiety and create an effective and suitable atmosphere of learning.

To sum up, we can say that teachers and learners are in state of interactions in the classroom to improve their understanding and perspectives and to communicate with each others in social context. In addition, if teachers do not incorporate the cooperation learning with its major elements and with its different methods, they could not obtain CL benefits.

THE IMPROVEMENT OF STUDENTS WRITING SKILL THROUGH THE IMPLEMENTATION OF THINK PAIR SHARE AS A COOPERATIVE LEARNING TECHNIQUE

Chapter two, Description of TPS technique and the Writing Skill

1. Introduction:

It is known that English is a very important because it is an international language and it is one of the most spoken languages 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 skills, there are many approaches and methods that are usefull like cooperative learning (CL) which 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 enhances students writing skills.

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 skills in the classroom, and how TPS cooperative technique help students to improve their writing skills.

2. Section one: Think Pair Share Technique.

2.1. Definition 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 most interesting strategies that are used to activate learners background, so that they can learn better when they are engaged in working together.

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

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.

2.2. Advantages of Think Pair Share:

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.

"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. 20).

There are different advantages of using TPS which are:

> ➢ 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 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 helps students to work in a vital atmosphere and discover new social communication.
> ➢ 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 develop high level of thinking and building knowledge through pair group discussion. it provides the students with the opportunity to share their ideas and thought and create a high level of interaction.
> ➢ Teacher concentrate when asking question and students' reaction will be observed and listened by the teacher.
> ➢ Students are sel-confidence and more comfortable when using TPS strategy.
> ➢ TPS strategy break reduce of the formality between the teacher and students. It makes a rich conversation between the teacher and students.

2.3. Disadvantages of Think Pair Share:

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

> ➢ It is successful because of learner's variation in pairing with others.
> ➢ The teacher concentrates on a specific group and ignores others.
> ➢ Limited information when students pairing with others.
> ➢ Domination of certain students means that the most of the time the teacher gives the chance to the excellent students and ignores others whom need the chance to show their capacities, besides to their opportunity to express their ides and thoughts.
> ➢ Assigning the member of the group so that all students have to share their ideas one by one.

2.4. Steps of Think Pair Share:

EFL teachers use various steps when using TPS technique in the classroom. According to Jones (2006) "TPS is a cooperative discussion srategy developed by Frank Lyman and his colleague in Maryland in 1981.it gets its name from three stages of students group work (thinking, pairing and sharing), which asserts 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 and exchange their ideas; this step allows students to organize their ideas.
> ➢ 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 the teacher gives students a question or a task about a specific topic, and he gives them time about five to ten minutes to think about, and searching for the appropriate answer 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 and clear answer.

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

2.5. The Purpose of Think Pair Share:

According to Murtniyati (2010), the purpose of think pair share in classroom is summarized in the following points:

➢ It helps 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 their ideas and comparing them with the precedent knowledge.

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

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

2.6. The Importance of Think Pair Share Technique :

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 in order to participate even the lazy ones. Besides to that, this technique makes a high involvement and interaction from students (Prezler, 2002, p. 12).

By the use of TPS strategy student often find their answer, even though 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, 2000,p. 80)

TPS strategy helps helps students 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)

Group work during class helps to associate good outcomes with certain students behaviour (Leamnsons, 2000, p. 80).

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

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

2.7.1. Students' Role in TPS:

➢ Every student think individually about the problem posed by the teacher and they and they are obliged to select the information and ideas, which is reletaed to the problem, then compare their previous experiences with the whole class.
➢ Interaction between students, also it builds a positive relationship between colleagues.
➢ Students pair his/her work with colleagues to discuss it and exchange ideas and opinions in order to solve the problem and work to find evidence and proofs on validity of their solution.
➢ Fisher (2005) declare that think pair share strategy provides students with several experiences. The student read task independently and then shares his/her ideas with the partners so that he feels confident once they have apprenticed it when sharing with a peer and may volunteer to share with the whole class.

2.7.2. Teachers' 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:

➢ Create a comfortable environment.
➢ Explain lessons and giving examples.
➢ Provide students with a positive and negative feedback to encourage them and determine their weaknesses.
➢ Teacher tells his students their score and provides the appropriate reinforcement for them.
➢ Forming groups about four students in each group and from different levels.
➢ Distributing worksheets to the learners.
➢ Control the group work and listening to the pair work discussion.
➢ Evaluate and assess each activity that is done during the lesson.

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

3.1. Definition of Writing:

There are four components in language art which are; listening, speaking, reading and writing none of these components stand alone; each one work with other.

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When teaching writing skills 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.

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 is a complex process involving the ability to construct a text in order to express the idea effectively.

According to Belle and Burnaby as cited in Nunan (1998), writing is a process of expressing the idea, feelings and thoughts into a meaningful 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.

Sometimes, it is 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 is very important to help students to be skillful in writing.

3.2. Writing as a Process:

Harmer (2004) suggest four elements to produce a piece of writing, firs, 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, the teacher tried to work with students in small groups so they do not worry about spelling or grammatical mistakes. As a result, students have the opportunities to study what they needed to learn at a time when they were ready to learn it.

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.

According to Oshima and Hogue (1999) they state that there are some stages to pruduce effective writing, which are:

- ➢ Prewriting: in this stage the writer starts to choose and establish the topic, so that he tries to gatger 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 bodyand conclusion, so he should follow the outline and maintain unity as well as 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/her 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.

3.3. Writing Paragraph:

Null (1999) stated 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 there is many ideas you have to write a lot of paragraphs with just one main idea. Also, it is defining by Gadd (2000) that a paragraph is a groul of sentences which all are about one topic, one idea or one subject; all the sentences discuss only one subject from the beginning to the end.

3.4. Components of Writing:

Writing has some components and is very complex. As pointed out by Harries (1993, p.69), the five essential components in writing are (1) grammar, (2) content, (3) form, (4) mechanic and (5) style. The explanation of these components are explained below:

- ➢ Grammar: There are three different levels of grammatical usage in English (informal, general and formal English). It focuses on the syntactic pattern and grammatical form.
- ➢ Content: It relates to the expression of the main idea / unity.
- ➢ Form: It concerns with the coherence or the logical organization of the content.
- ➢ Mechanics: It is the use of graphic convention of the language.
- ➢ Style: It deals with the choice of the structure and lexical items.

3.5. Types of English Writing :

 Like most skills, the ability to write well comes only through practice (Deese and Deese, 1979, p. 78). Moreover the demand of writing is more than writing in a native language since students should take into grammatical rules before starting to write. Finnochiaro (1974, p. 86) divides English writing into two types:

3.5.1. Practical or Factual Writing:

This type of writing deals with facts. The writer can find this type in the form of letters, summaries, or description of how to do something and describing something.

3.5.2. Creative and Imaginative Writing :

This type of writing exists in literature. The examples are short stories, novels, romances... etc. In this type, students may choose the characters and events directly by giving reasons, examples, facts, statistics, and quotations. As usual, there is a concluding sentence at the end of the paragraph.

3.6. Steps of Successful Writing:

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

- ➢ Preparation: because writing is a most professional task that needs a good and effective preparation, the writer should 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: in order 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: because of the lack of organization, the information gathered During the research will be incoherent and complex to your reader. Fo that reason, 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); wich means that chooses the method that best suits your subject.
- ➢ 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 you subject to the reader from your point of view.
- ➢ Revision: when finishing your writing, it is important to revise your work during revision, so you should 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 once, 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 groups system.

3.7. The Role of Teacher in Writing Lessons:

According to Harmer, he believes that the teacher 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 cooperative among students to work together in groups to enhance their understanding of the topic, supporting, concluding and the right of a good writing.

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

➢ Demonstration: teachers should demonstrate students and teach them to be aware from writing conventions and genre constricts in specific kinds of writing.
➢ Motivation and provoking: in order to motivate and provoke students to get new ideas, teachers should gibe different tasks to students; 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: in order to indicate the positive points, mistakes that the students made ans discover the new ideas done by the students, teachers should evaluate their writing (students writing).

As a result, the role of teachers is to establish trust, encourage risk taking, and address student's mistakes as learning opportunities.

3.8. Writing Problems of EFL Learners :

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

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.

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 Arabic writing skill, students lack of proficiency and insufficient motivation to write.

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.
- ➢ Students could not organize their ideas properly due to the luck of compression of the ways to compose a text.
- ➢ They 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 being 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 intercation or the or the feedback; that makes the act of writing difficult.
- ➢ 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.
- ➢ Linguistic problem: is to find difficulties in the study of linguistics competency and performance.

3.9. Solutions of Problems Chancing EFL Learners:

Bennui (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 teacher should use the processes approach to teach writing which post writing stages that help students to discover their errors individually and improve their way of writing.

In the same way, 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 use communicative technique such as computer assigned language learn.

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

3.10. Think Pair Share in Improving Students Writing Skills:

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

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 Jones and Carrasquilo (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.

Harmer (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.

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

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

From the previous studies of think pair share cooperative technique in learning writing, showed that TPS technique is an effective educational approach to improve the students achievement in writing.

Writing is a complex process and English foreign language students find many different difficulties and problems to accurate writing skill; specially in Algeria because of the use of their mother tongue means that they translate directly from Arabic to English. Students are weak and poor in writing skill.

Moreover, students are enabling to transfer ideas into their notes. As a result, many researchers suggest think pair share cooperative technique to improve students writing skills means that, due to think pair share cooperative technique, students will be able to write an appropriate topic sentence, supporting details and concluding sentence; with the use of capitalization at the beginning of each paragraph and the use pof punctuation marks correctly.

Both teachers and students are responsible and play an important and big role when using think pair share technique to improve writing skills because this final contains many advantages in motivation students for achievement, taking into consideration individual differences which means each student has different needs, improving their achievement. Finally, saving and gaining efforts and time fo both teachers and students.

The researchers carefully examined the previous studies and benefited from several things mentioned, the most important one is that there is 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.

4. Conclusion:

In this chapter, we have mentioned 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 the TPS technique. Due to this technique, students are able to consider their failure in writing, correct their mistakes and exchange ideas, knowledge and thought with each other. Because of the steps of TPS 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 effectively and make them more confident in writing activities.

THE IMPROVEMENT OF STUDENTS WRITING SKILL THROUGH THE IMPLEMENTATION OF THINK PAIR SHARE AS A COOPERATIVE LEARNING TECHNIQUE

Chapter three, Methodology Design

1. Introduction:

The purpose of this research is to gather data in order to conduct our investigation, to answer the research questions and to check confirming our hypothesis. We have relied on data gathering tool which consist of research that includes questionnaire for teachers and another for students. And since the teachers and the students are the main part in providing data about this research, this chapter is designed to analyze the data obtained from the questionnaire administered at the High School of Hamza in Khemis Miliana-Ain Defla. This chapter deals foremost with the answers provided by the population we have investigated. The findings of the questionnaires are analyzed starting by giving the characteristics of the sample, the description of the questionnaires and analyzing the data.

2. Educational Setting:

In fact, It is very important to describe the place and the sample in which this research work takes place. This research was conducted in Khemis Miliana at the High School of Hamza to describe and explore the writing skills through the TPS technique in third year EFL classes.

3. The Samples:

5. Teachers:

The sample consists of five teachers of English. Each one of these teachers has been teaching English for at least three years. These ideas are the results of their experiences in teaching English for third year EFL classes.

6. Students:

The population we have investigated is a sample of third year high school students. We have chosen it because at this level students face difficulties of spelling, grammar and lack of vocabulary. The random sampling was followed to select the sample to conduct the research. The total population of the study consists of 20 students who were chosen as a sample to deal with this issue.

3. Methods and Materials:

This chapter aims to describe the tools which comprise the basic part of the research study. This study is based on the data collection that has been gathered through the principle research in the aim of achieving a reliable data which concerns this research study. It consists of two questionnaires for teachers and students. So, we have opted for one main gathering tool which is a questionnaire to highlight the different judgments and views of teachers and students about

teaching and learning writing using the TPS technique to enhance the writing skill among students.

4. Research Tools:

4. Description of Teachers' Questionnaire:

The teacher's questionnaire aims at collecting data about teaching the writing skill and to see its effectiveness on students' writing skill. So the main aim of dealing with EFL teachers is to give their points of views concerning teaching writing through TPS technique.

The questionnaire was given to five (5) teachers of English in Khemis Miliana High School. The questionnaire consists of eleven questions which are arranged in a logical way. They are either closed questions requiring from the teachers to choose "Yes"or "No" answers, or to check the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. The eleven questions which were asked for teachers are all concerned with teaching writing using TPS technique and its impact in enhancing the students' writing skill.

5. Description of Students' Questionnaire:

This questionnaire is conducted to assess learning writing through the TPS technique in Third Year English language class and aims to see to what extent this is beneficial for the students in improving their writing skill. The main objective of this questionnaire is to show the students' attitudes towards the impact of learning writing by using TPS in order to enhance their writing abilities.

The questionnaire consists of three parts: part one consist of two questions, part two consist of eleven questions and part three consist of eight questions. This questions are divided between "Yes" or "No" questions and open ones, or to check the appropriate answers from a number of choices. And of course, they are designed to meet our selected population represented in Third Year Secondary School students in Khemis Miliana.

5. Data collection:

In this analysis, each question has been analyzed separately and many procedures have been taken. The data analyzed quantitatively (by means of tables and graphs) and qualitatively (by means of description and explanation of results).

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5.2. Teachers' Responses:

Q1. How many years have you taught English?

Answers	24 years	20 years	18 years	3 years	Total
Teachers' number	2	1	1	1	5
Percentage	40%	20%	20%	20%	100%

Table 1. 1: **Teachers' period of teaching English.**
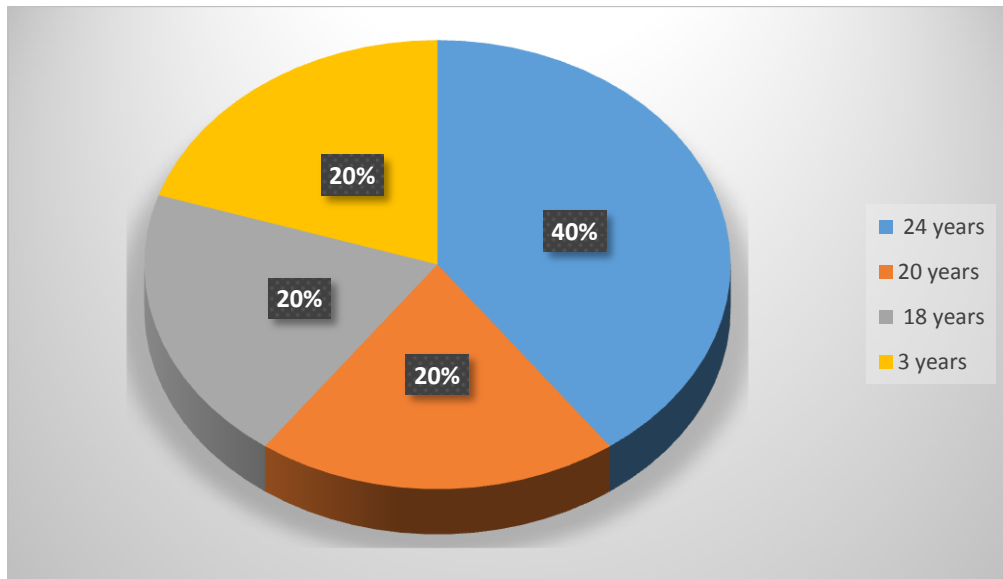
Figure 1. 1: **Teachers' period of teaching English.**

From the teachers' responses, we deduce that two teachers 40% English for twenty-four year. On the other hand, one teacher 20% taught this language for twenty years, another one 20% states that he taught English for eighteen years. Finally, the last teacher 20% said that he taught for three years. From the responses of our sample, we noticed that the majority of our teachers have the experience for more than eighteen years in teaching English.

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Q2. What is your method in choosing topic during writing?

Answers	Teacher choice	Students' reformulation	Both of them	Total
Teachers' number	4	0	1	5
Percentage	80%	0%	20%	100%

Table 1. 2: **The selection of the topic during writing.**
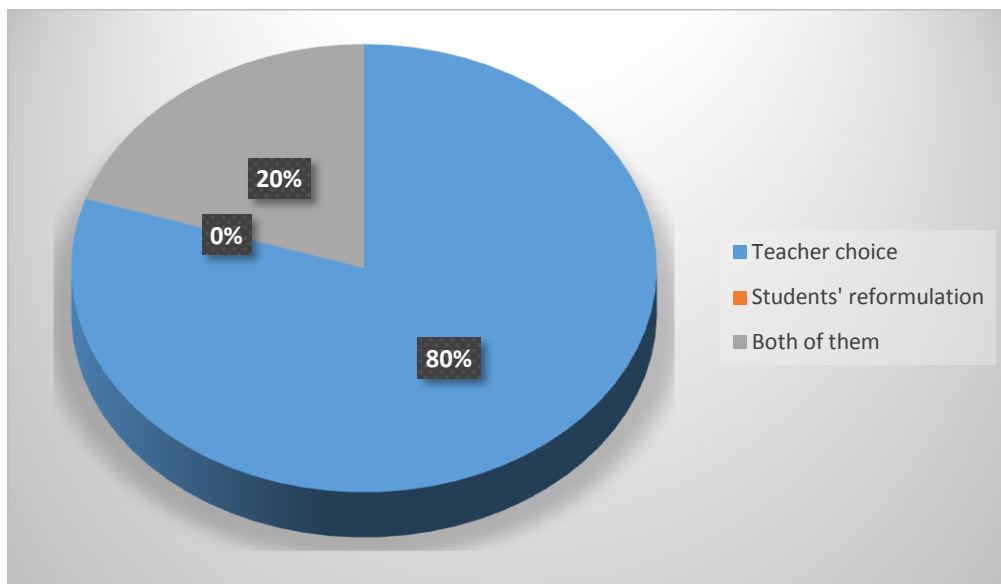
Figure 1. 2: **The selection of the topic during writing.**

The results obtained that four teachers 80% state that they give students a specific topic to write about. One teacher who represent 20% from the result stated that he give students a specific topic and he also ask them to formulate their own topics. However, no one claim that he gives his students a specific topic to write about. So, the table and the figure show that most of the teachers use the first method in choosing topic during the writing task.

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Q3. Are you satisfied with your learners' writing?

Answers	Yes	No	Total
Teachers' number	1	4	5
Percentage	20%	80%	100%

Table 1. 3: **Teachers satisfaction of their learners' writing.**
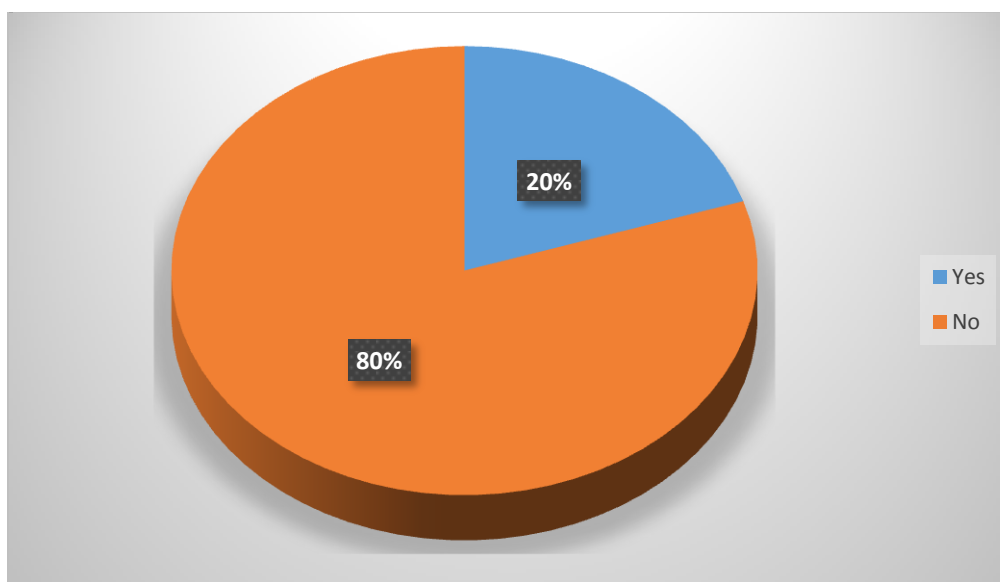
Figure 1. 3: **Teachers satisfaction of their learners' writing.**

From the results, we noticed that one teacher 20% is satisfied with his learners' writing; however, four teachers 80% claimed that they are not satisfied with their learners' writing because:

➢ Most of learners have no basis. So, they face difficulties in writing.
➢ Learners still have weaknesses as regards spelling, structure and punctuation...etc.
➢ Learners are unable to write a meaningful paragraph.
➢ The level of learners is not good at writing.

Q4. What are the most common problems your students came through?

Answers	Spelling and punctuation	Grammar	Vocabulary	Organizing ideas	Total
Teachers' number	1	2	2	0	5

Percentage	20%	40%	40%	0%	100%

Table 1. 4: **The common problems among students.**
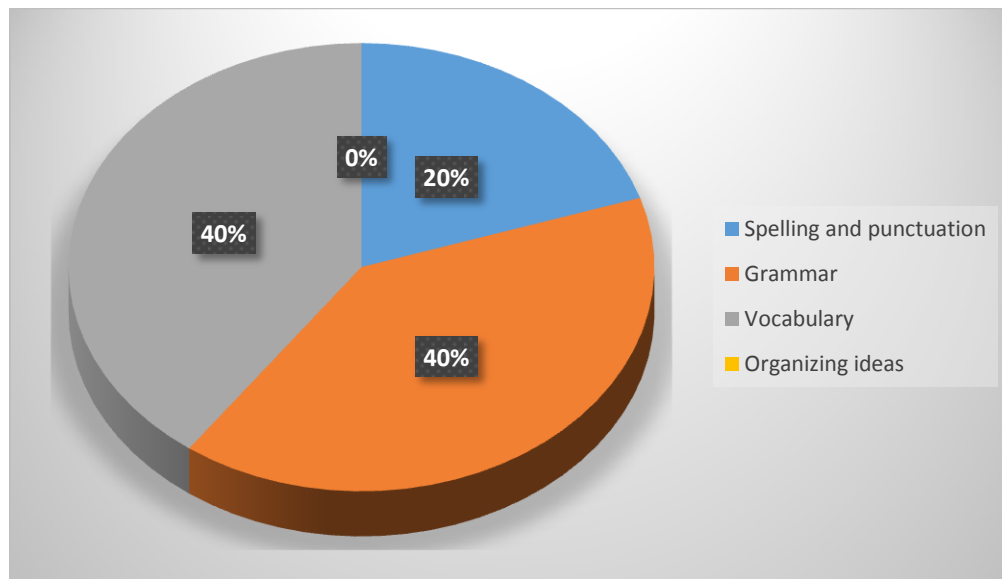
Figure 1. 4: **The common problems among students.**

According to teachers' responses, the common problems among students are grammar problems which represent 40% and vocabulary 40%; however, 20% represent the students who have spelling and punctuation problems. Finally, no teacher stated that his learners have difficulties with organizing ideas. From the results above, it is clearly apparent that students have a big difficulties in grammar and vocabulary.

Q5. In your opinion, how much time should the teacher give to his/her learners during writing? Why?

In our teachers opinion, the time that the teacher should give to his/her learners during writing is:

➢ Three hours or more in order to have more time to implement the writing techniques.
➢ At least two hours; the first hour is devoted to oral discussion, guidance and clarification; and the second hour is devoted to personal writing in order to get a well structured paragraph.
➢ One hour is enough because when students work cooperatively, they don't need too much time to write a paragraph.
➢ Teacher should give his/her learners as much time as they need to produce a meaningful and coherent paragraph.

Q6. Do you use Think-Pair-Share technique in your class?

Answers	Yes	No	Total
Teachers' number	3	2	5
Percentage	60%	40%	100%

Table 1. 5: **The use of Think-Pair-Share technique by teachers in their class.**
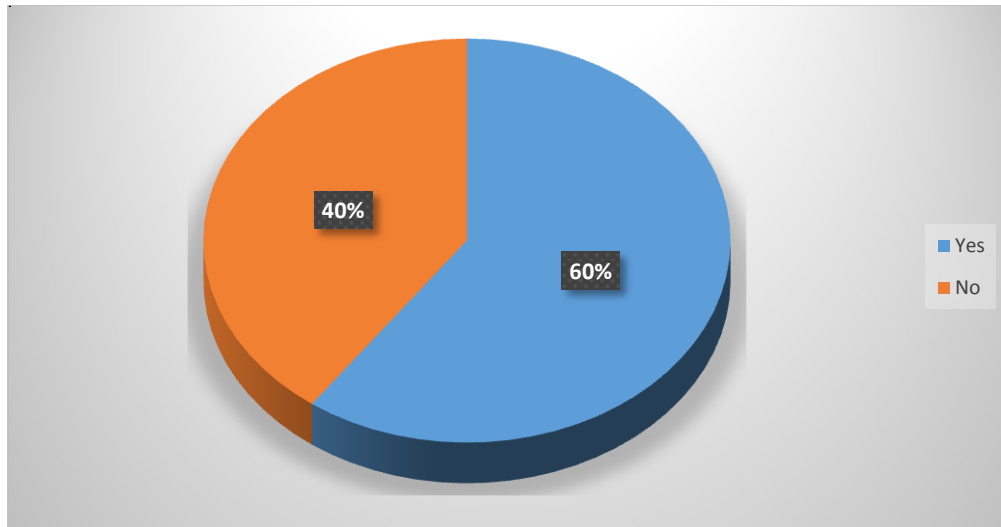

Figure 1. 5: **The use of Think-Pair-Share technique by teachers in their class.**

The results showed that three teachers 60% use the TPS technique in their class because it helps their students to get more information and ideas in relation to the topic. In the other hand, two teachers 20% stated that they don't use this technique because of lack of time.

Q7. How often do you use this technique?

Answers	Always	Sometimes	Never	Total
Teachers' number	1	3	1	5
Percentage	20%	60%	20%	100%

Table 1. 6: **Teachers' amount of the use of TPS technique.**
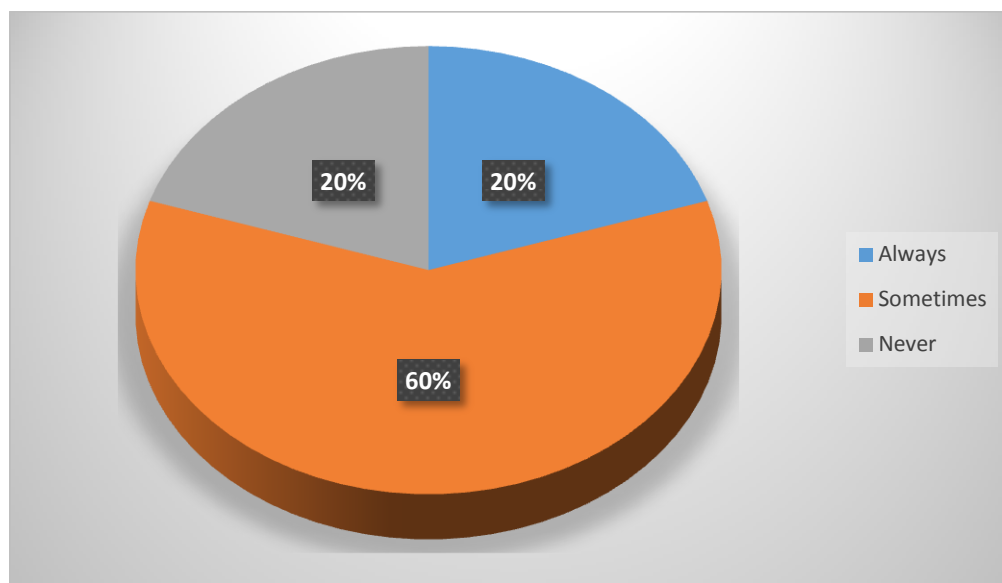
Figure 1. 6: **Teachers' amount of the use of TPS technique.**

Through the table, we noticed that three teachers 60% pointed that they sometimes use Think-Pair-Share technique, one teacher 20% claimed that he always use that technique and another one 20% stated that he never use the TPS technique.

Q8. How do you use it?

Teachers use this technique by :

➢ Asking students to work alone and brainstorming ideas, exchanging thoughts with their partners then sharing it with all the class.
➢ Setting a topic, showing the useful language, asking learners to work in pairs and sharing their drafts.
➢ Introducing the topic and let learners think about it, asking learners to pair with each others or to form small groups and then telling them to share their ideas.

Q9. Do you think that this technique encourages and enhances students' writing skill?

Answers	Yes	No	Total
Teachers' number	5	0	5
Percentage	100%	0%	100%

Table 1. 7: **TPS technique encourages and enhances students' writing skill.**
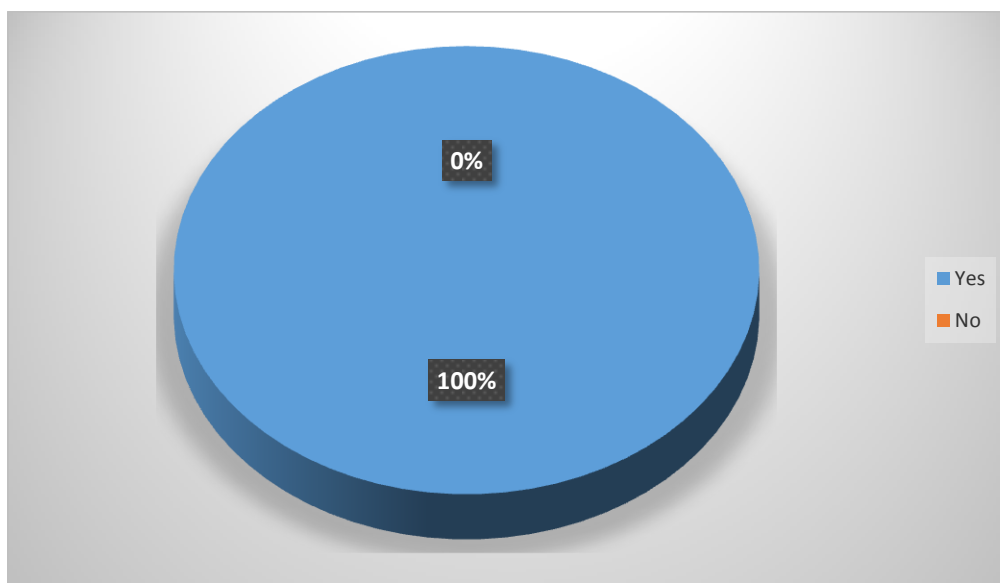
Figure 1. 7: **TPS technique encourages and enhances students' writing skill.**

Through the results obtained, we noticed that all teachers 100% think that the TPS technique encourages and enhances students' writing skill.

Q10. In which way does TPS technique influence the development of your Learners' writing?

Our teachers stated that the TPS technique influence the development of their Learners' writing in different ways:

➢ It motivates the learners and increases their self-confidence.
➢ It affects the social development of the learners as they can interact with their classmates.
➢ It permits learners to exchange and share variable ideas.
➢ It gives them the chance to learn from each other.

Q11. Do you face some problems while you are using this technique? If yes, what kind of problem?

Answers	Yes	No	Total
Teachers' number	5	0	5
Percentage	100%	0%	100%

Table 1. 8: **Teachers facing problems while using TPS technique.**

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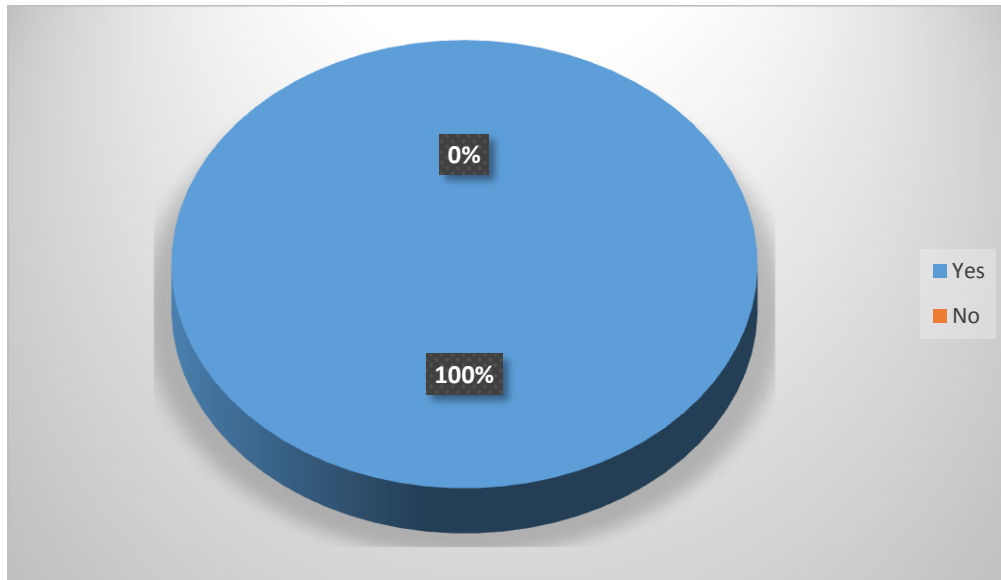
Figure 1. 8: **Teachers facing problems while using TPS technique.**

The table below shows that all teachers 100% are suffering from different problems while they are using Think-Pair-Share technique such as time limitation, noise because of the over crowded classes, language interference and the weak level of students.

5.3. Students' Responses:

5.3.1. Part One: General Information.

Q1. Specify your gender.

Answers	Male	Female	Total
Number of students	5	15	20
Percentage	25%	75%	100%

Table 2. 1: **Students' Gender.**

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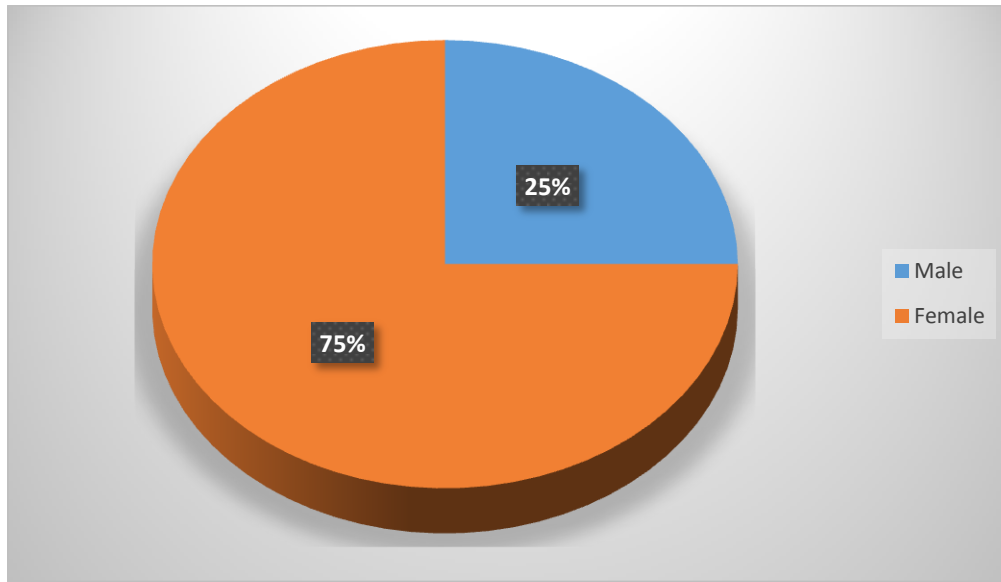

Figure 2. 1: **Students' Gender.**

The majority of students are females, which resembles 75% from the total and the rest that represent 25% are males. Based on what is stated in the table we conclude that girls are motivated in studying the foreign language more than boys.

Q2. How old are you?

Answers	16 years old	17 years old	18 years old	19 years old	20 years old	Total
Number of students	1	4	9	4	2	20
Percentage	5%	20%	45%	20%	10%	100%

Table 2. 2: **Students' Age.**
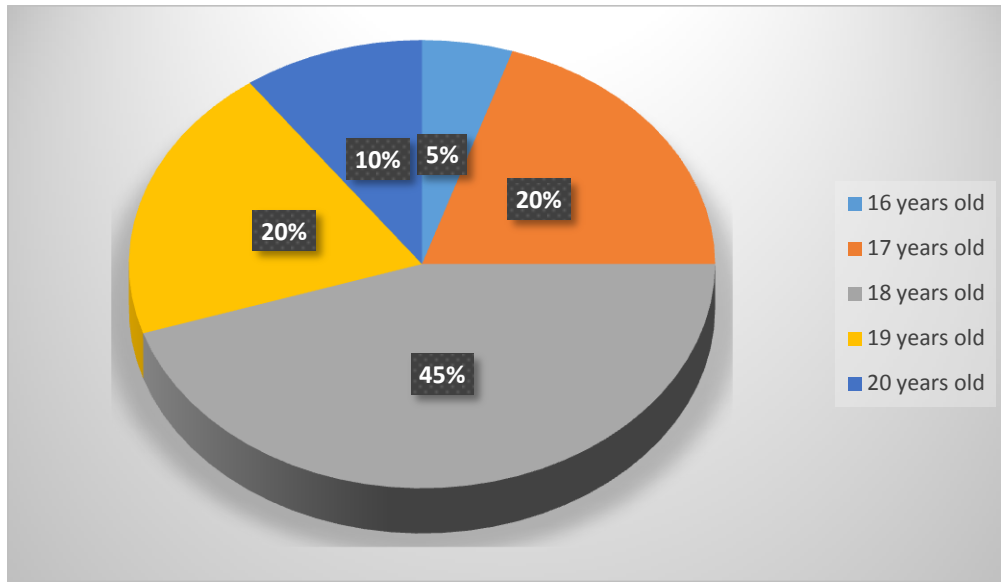
Figure 2. 2:: **Students' Age.**

From the table below, we noticed that the Students' age of third year EFL secondary school is mixed between sixteen 5%, seventeen 20%, eighteen 45%, nineteen 20% and twenty 10%.

5.3.2. Part Two: Students' Perception of the Writing Skill.

Q1. Do you have an idea about writing?

Answers	Yes	No	Total
Number of students	17	3	20
Percentage	85%	15%	100%

Table 2. 3: **Students' idea about writing.**
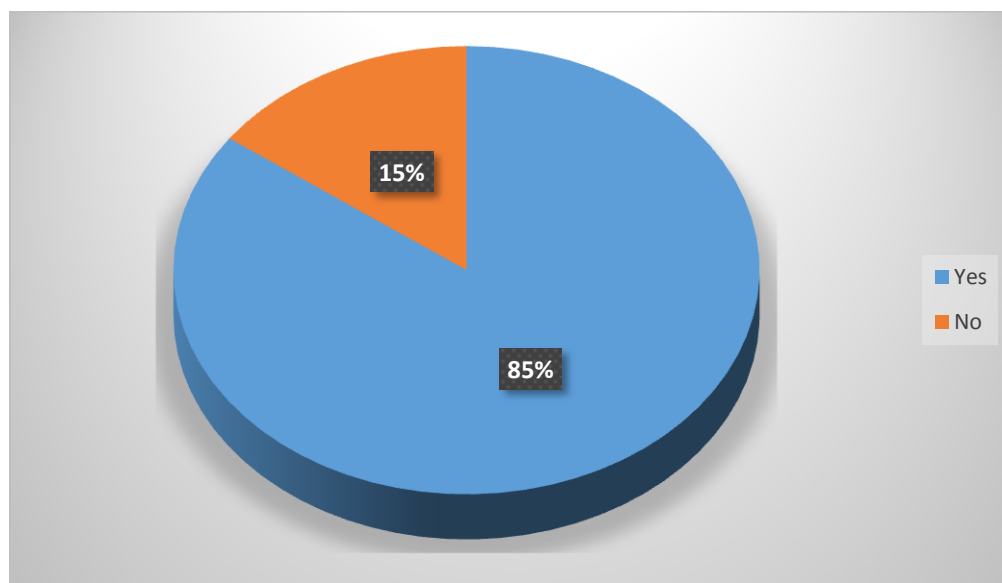
Figure 2. 3: **Students' idea about writing.**

 The majority of the participants have an idea about writing and this represent 85%, however, 15% of them have no idea about it. From this result, we noticed that they know what is writing.

Q2. Do you like writing in English?

Answers	Yes	No	Total
Number of students	15	5	20
Percentage	75%	25%	100%

Table 2. 4: **The extent to which writing in English interests students.**

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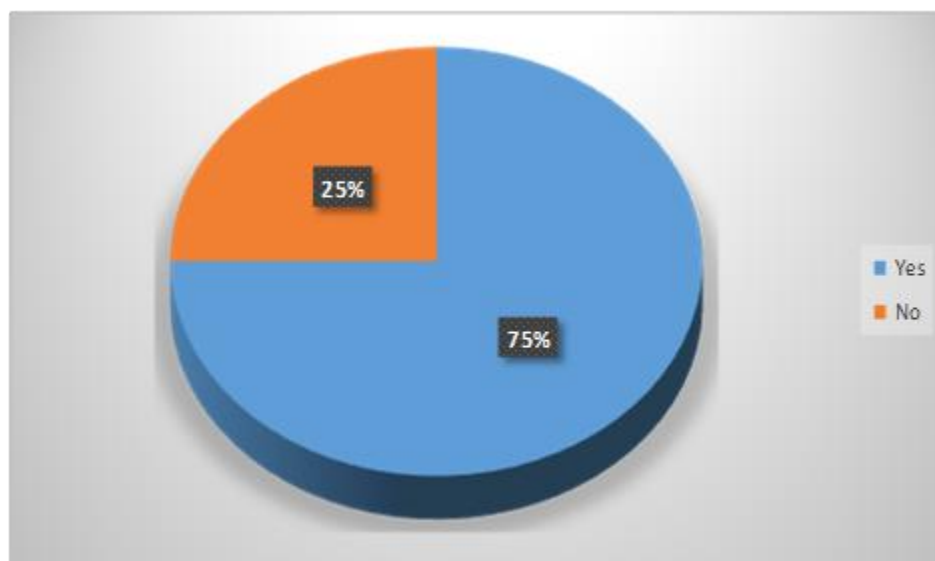
**Figure 2. 4**: **The extent to which writing in English interests students.**

The results shows that 15 students 75% are keen on writing in English and only 5 students 25% are not interesting.

Q3. In which level can you categorize your writing?

Answers	Good	Middle	Bad	Total
Number of students	0	15	5	20
Percentage	0%	75%	25%	100%

Table 2. 5: **Students' categorization of their writing level.**
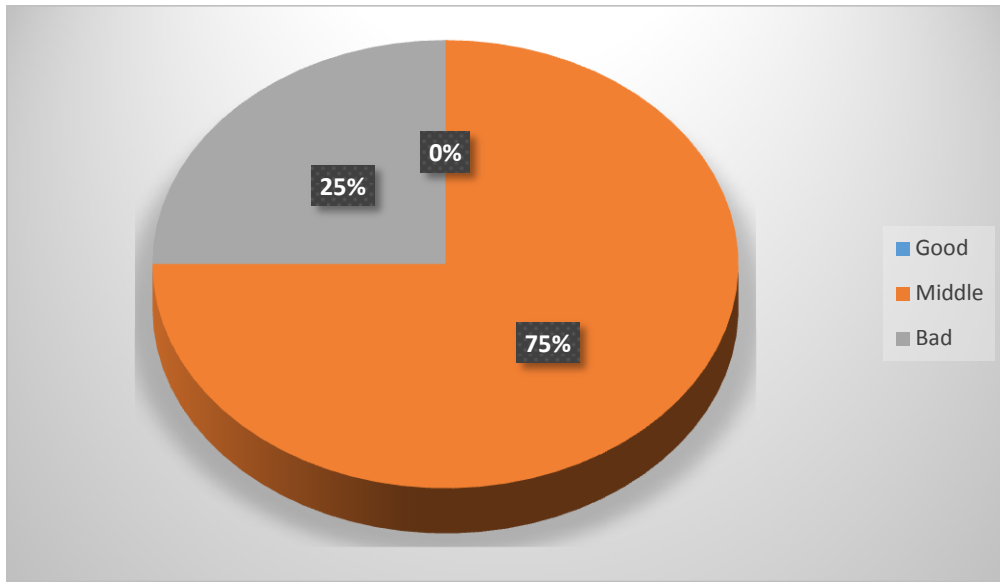
Figure 2. 5: **Students' categorization of their writing level.**

In this item, 15 students 75% stated that thier writing level is good; however, 5 students 25% pointed that they have a bad level in writing and no one have a good writing level.

Q4. Do you feel afraid during writing?

Answers	Grammatical mistakes	Lack of ideas	Negative feedback	Total
Number of students	10	9	1	20
Percentage	50%	45%	5%	100%

Table 2. 6: **Students' feeling of fear to write.**
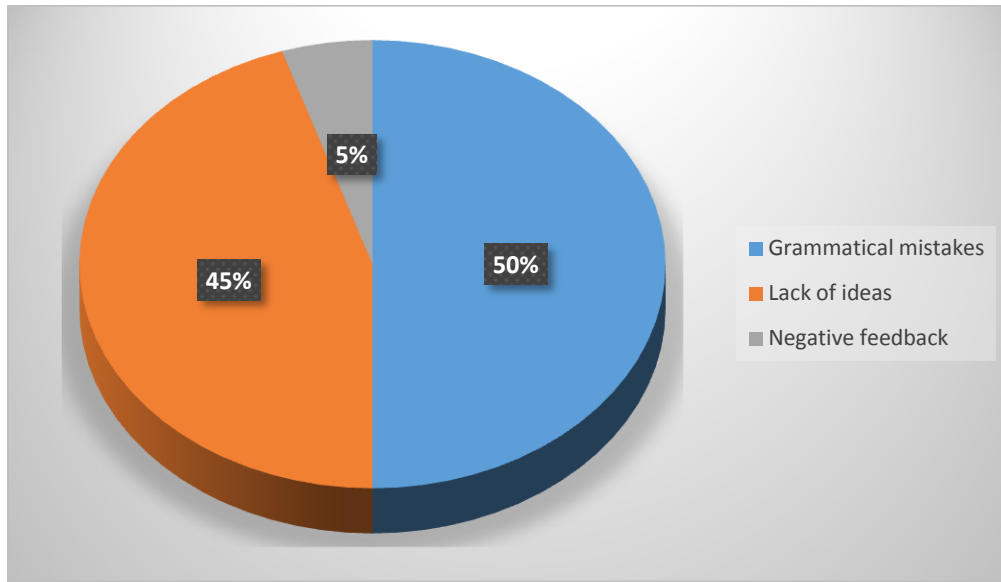
Figure 2. 6: **Students' feeling of fear to write.**

The results shows that ten students fear to write because of making grammatical mistakes which represent 50%, 9 students 45% fear because of lack of ideas, then 21.62% find difficulties in punctuation. Finally, one student 5% fear of teachers' negative feedback.

Q5. In which basic of writing do you have difficulties?

Answers	Grammar	Spelling	Handwriting	Punctuation	Total
Number of students	14	3	1	2	20
Percentage	70%	15%	5%	10%	100%

Table 2. 7: **The common difficulties in writing basics among students.**

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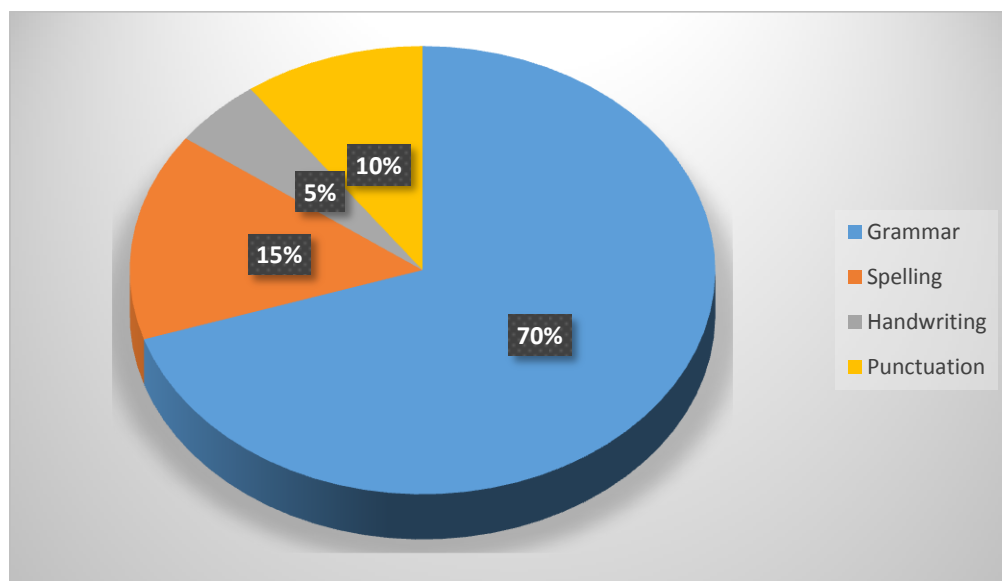
**Figure 2. 7**: **The common difficulties in writing basics among students.**

The most of students have difficulties in grammar which represent 70%, 15% have problems in spelling, then 10% find difficulties in punctuation. Finally, 5% have difficulties with handwriting. From the result above, we can deduce that grammar difficulties face students in learning English as a foreign language.

Q6. Do you prefer writing individually, in pairs or in groups?

Answers	Individually	In pairs	In groups	Total
Number of students	4	13	3	20
Percentage	20%	65%	15%	100%

Table 2. 8: **Students' preference of writing.**

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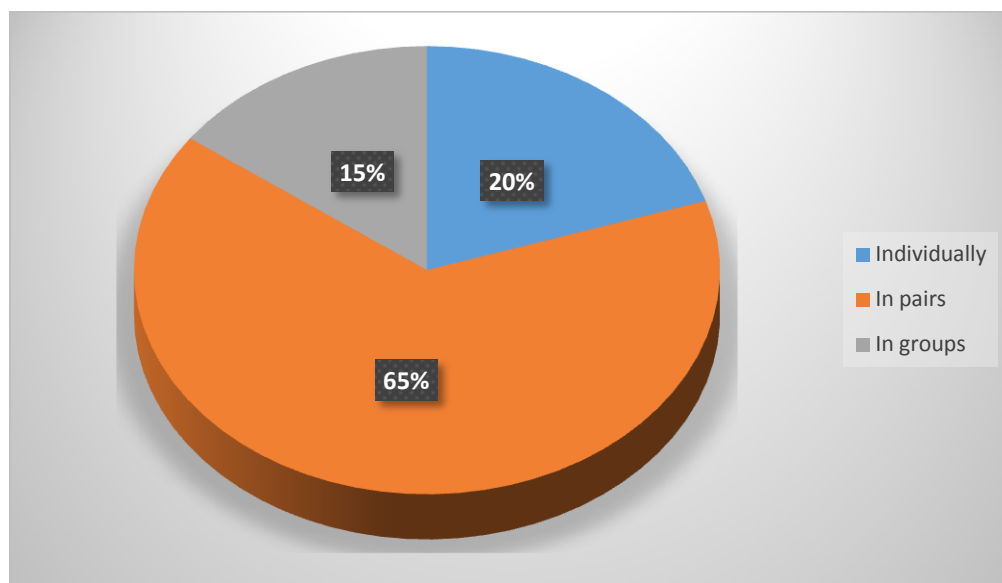
**Figure 2. 8**: **Students' preference of writing.**

We noticed that the majority of students 65% prefer to write in pairs. However, 20% of students prefer to write individually. Wheares 15% of students prefer to write in groups.

Students justified and illustrated their responses as following:

➢ **Students who choose that they prefer to write 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.
   ➢ 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 thoughts and improve my writing.
   ➢ My partner can correct my mistakes and that makes our writing more organized and well constructed.
   ➢ To improve myself.
   ➢ To learn new words from my partner.
   ➢ To help each other.
   ➢ To facilitate the work.
   ➢ To construct coherent and perfect paragraph.
   ➢ Each one contributes to write a good paragraph.
   ➢ I feel motivated and comfortable.

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➢ **Students who choose that they prefer to write individually said that:**
   ➢ I prefer to be alone to write with my own words.
   ➢ I can not concentrate while working in groups or in pairs.
   ➢ When I work individually I feel more comfortable and I know how to organize my work.
   ➢ To know my real level, discover my weaknesses and to improve my writing by myself.

Q7. When you are writing cooperatively do you feel?

Answers	Very comfortable	Comfortable	Less comfortable	Total
Number of students	15	3	2	20
Percentage	75%	15%	10%	100%

Table 2. 9: **The extent to which students feel comfortable when writing cooperatively.**
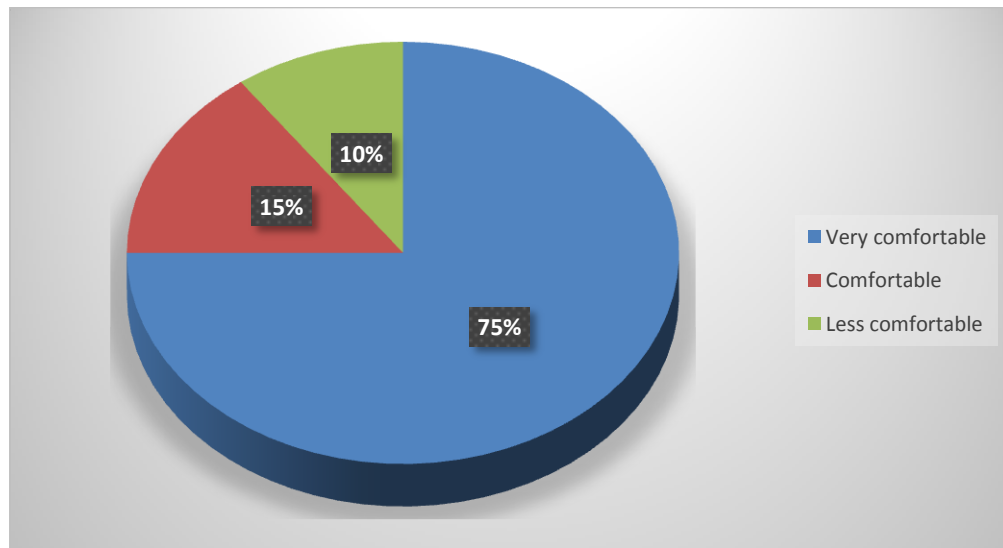
Figure 2. 9: **The extent to which students feel comfortable when writing cooperatively.**

From the table below, we noticed that 15 students 75% feel very comfortable while working together; however, 3 students 15% feel comfortable and finally, 2 students feel less comfortable.

Q8. Do you correct mistakes to each others?

Answers	Yes	No	Total
Number of students	18	2	20
Percentage	90%	10%	100%

Table 2. 10: **Students amount of correcting mistakes to each others.**
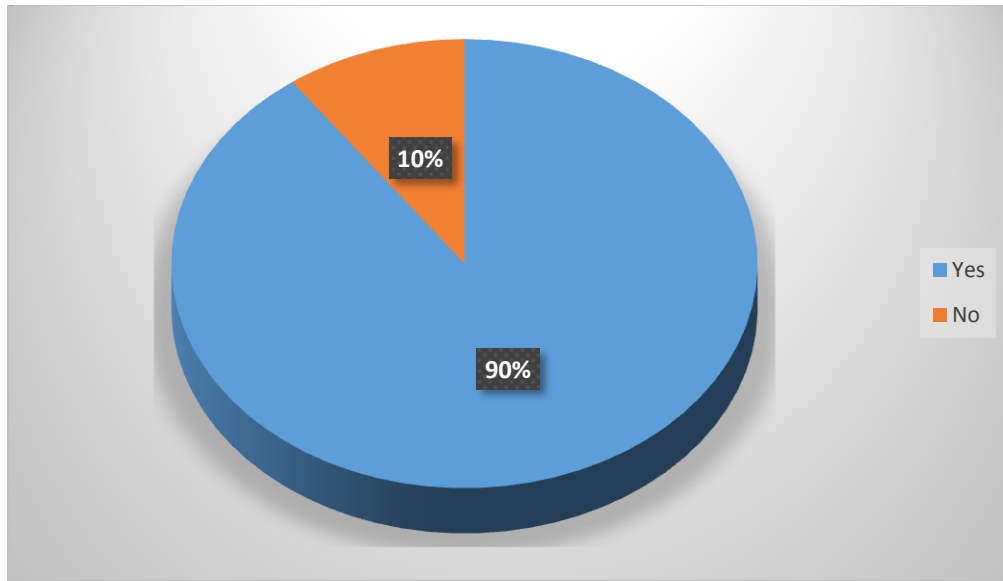
Figure 2. 10: **Students amount of correcting mistakes to each others.**

The results shows that the most of students 90% correct mistakes to each other when they are working together whereas 10% of students do not correct mistakes to each others.

Q9. Is this helps you to formulate coherent paragraph?

Answers	Yes	No	Total
Number of students	17	3	20
Percentage	85%	15%	100%

Table 2. 11: **The extent to which this way helps students to formulate coherent paragraph.**
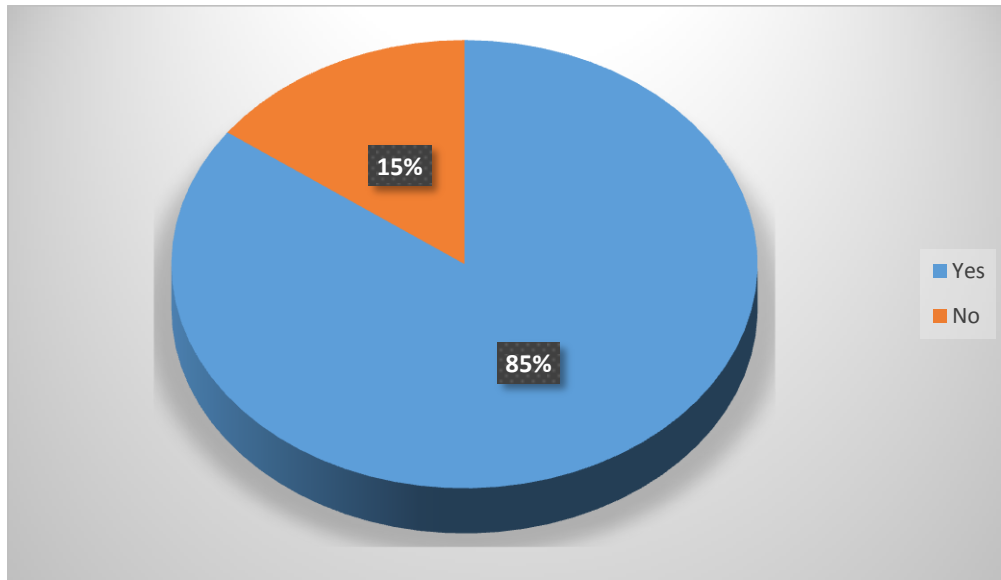
Figure 2. 11: **The extent to which this way helps students to formulate coherent paragraph**

We noticed that the majority of students 85% demonstrate that working in pairs help them to produce a well structured paragraph, but 15% of students are disagree with their classmates.

Q10. Do working in pairs enhances your writing?

Answers	Yes	No	Total
Number of students	18	2	20
Percentage	90%	10%	100%

Table 2. 12: **Students' feeling of their writing enhancement during working in pairs.**
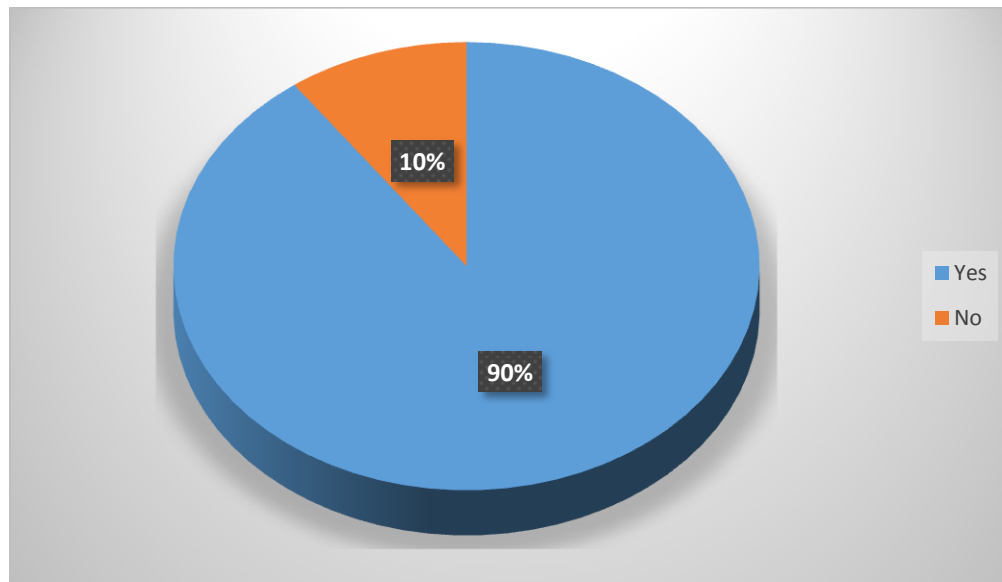
Figure 2. 12: **Students' feeling of their writing enhancement during working in pairs.**

The table shows that a high percentage 90% feel that working in pairs enhances their writing skill; however, 10% do not think like that.

Q11. Does cooperative learning has any benefit in writing class? What is it?

All the students agree that cooperative learning has many benefits in writing class such as:

- ➢ Give to learners team spirit.
- ➢ Help learners to produce good writings.
- ➢ Learners can gather many information and variable ideas.
- ➢ Learners can exchange their ideas and express their thoughts.
- ➢ Learners learn from the mistakes of each others.
- ➢ Learners feel very motivated and comfortable.
- ➢ Learners do not suffer from the lack of ideas.
- ➢ This way help learners to improve their communicative skills.

5.3.3. Part Three: Students' Attitude to Think-Pair-Share Technique.

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

Answers	Always	Sometimes	Never	Total
Number of students	1	19	0	20
Percentage	5%	95%	0%	100%

Table 2. 13: **Students' amount of working in pairs in classroom.**
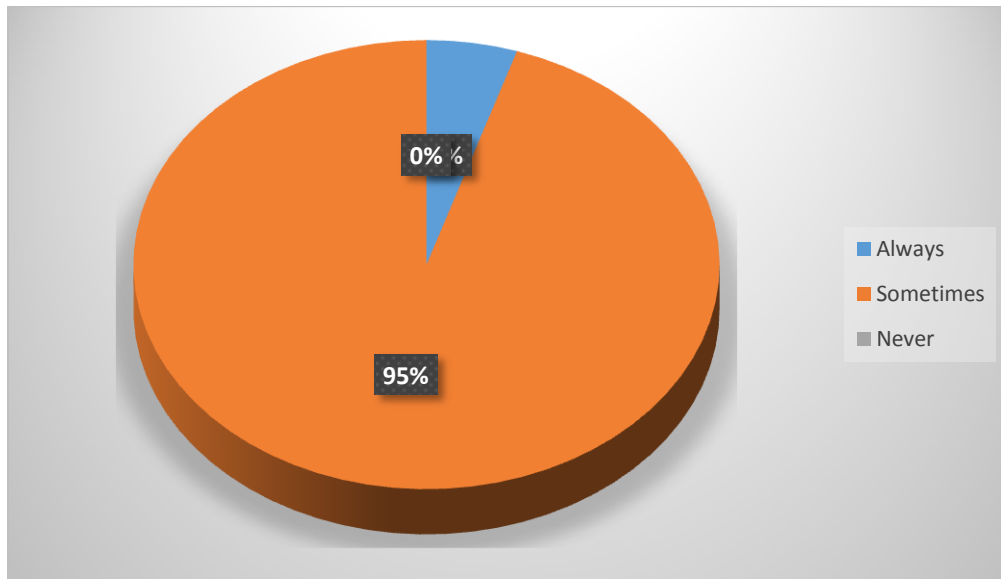
Figure 2. 13: **Students' amount of working in pairs in classroom.**

From this results, we can stated that the majority of students 95% are sometimes working together in pairs in the classroom; and just 5% of them are always using this technique.

Q2. In your opinion what are the principals that determine the pair group setting?

Answers	Sex	Proficiency	Preference	Aimlessly	Total
Number of students	6	2	3	9	20
Percentage	30%	10%	15%	45%	100%

Table 2. 14: **Students' opinions about the principals that determine the pair group setting.**
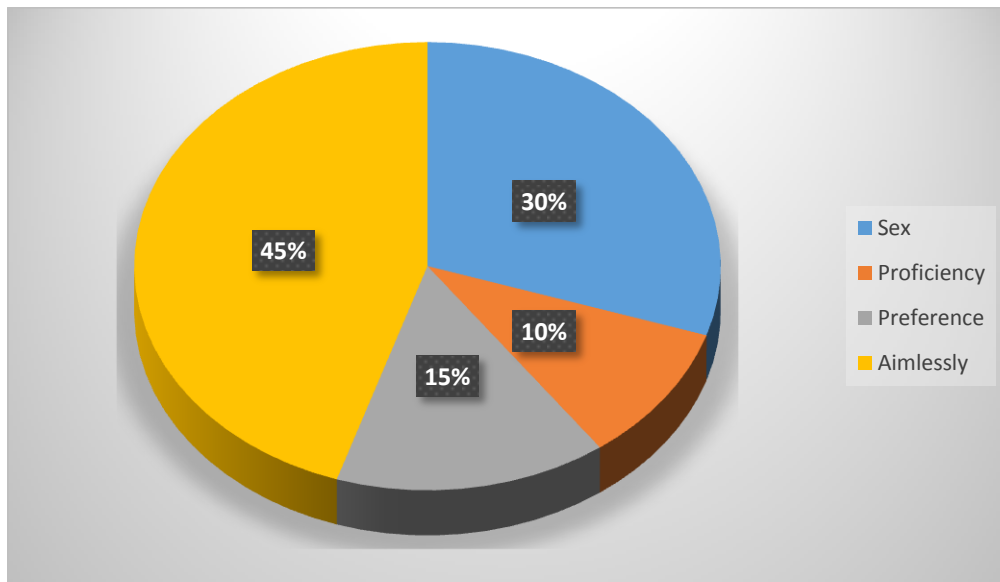
Figure 2. 14: **Students' opinions about the principals that determine the pair group setting.**

From this table, we noticed that 45% of students think that aimlessly is the main principal that determines the group setting. Wheares, 30% think that it is sex. However, 15% answered by preference. Finally, 10% guess that it is proficiency.

Q3. Do you face problems while working together?

Answers	Yes	No	Total
Number of students	4	16	20
Percentage	20%	80%	100%

Table 2. 15: **Students facing problems while working together.**

Figure 2. 15: **Students facing problems while working together.**

The results shows that the majority of students 80% do not face any problem while working
together. In the other hand, 20% of students face some problems and they justified their
responses as the following:

> ➤ I can not concentrate while working with others.
> ➤ I just want to work alone.
> ➤ I like working on my own style.
> ➤ I feel angry from those who prefer to write just their ideas and did not accept the ideas of
>   the group members.

Q4. How do you feel while working together?

Answers	Very motivated	Motivated	Not motivated	Total
Number of students	7	12	1	20
Percentage	35%	60%	5%	100%

Table 2. 16: **Students' feeling while working together.**

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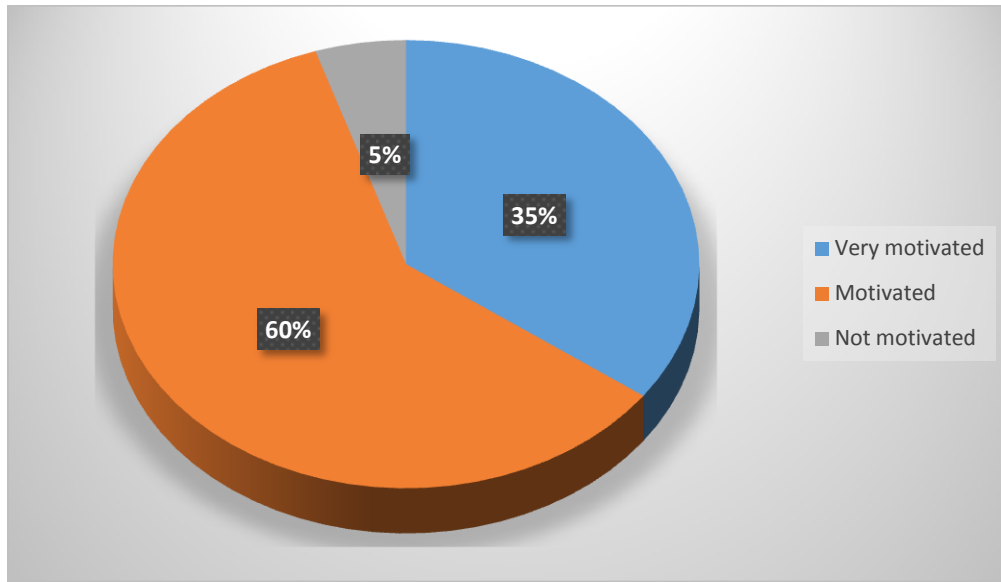
**Figure 2. 16**: **Students' feeling while working together.**

From this table, we noticed that 60% of students are very motivated when they are working together. However, 35% of them feel very motivated, but just 5% they are not motivated because they do not like to work cooperatively.

Q5. Do you feel responsible during the group work?

Answers	Yes	No	Total
Number of students	18	2	20
Percentage	90%	10%	100%

Table 2. 17: **Students' amount of feeling responsible during the group work.**
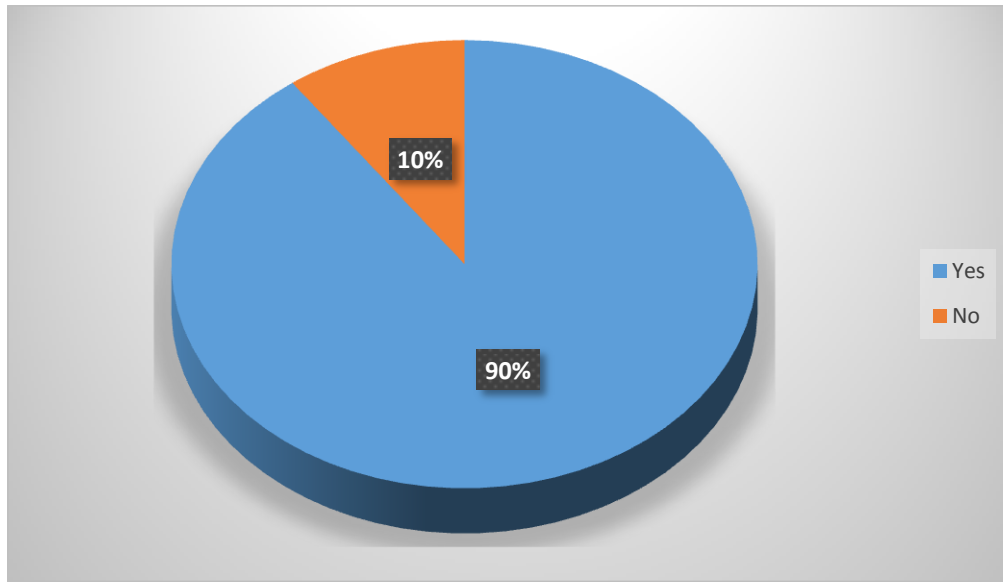
Figure 2. 17: **Students' amount of feeling responsible during the group work.**

Concerning this results, we stated that the majority of students 90% feel responsible during the group work; however, just 10% did not feel responsible.

No one of the participants provide us with the justification.

Q6. How often you feel bored during the group work?

Answers	Always	Sometimes	Never	Total
Number of students	3	6	11	20
Percentage	15%	30%	55%	100%

Table 2. 18: **Students' amount of feeling bored during the group work.**
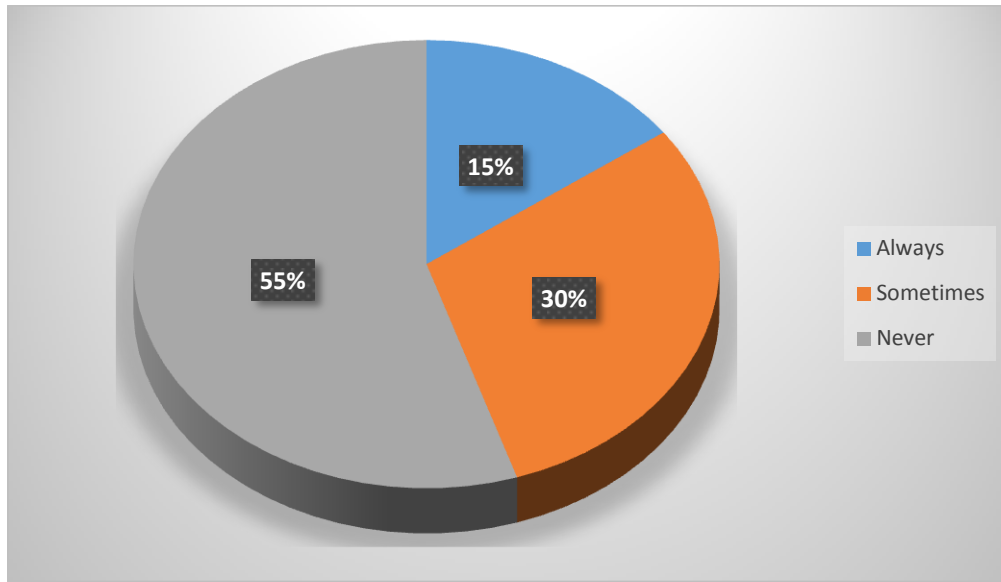
Figure 2. 18: **Students' amount of feeling bored during the group work.**

The results shows that the most of students 55% never feel bored during the group work;
however, 30% of them sometimes feel bored and 15% of students always feel bored.

Q7. During working in pairs or in groups, your goal is to succeed as:

Answers	An individual	A pair / A group	Total
Number of students	3	17	20
Percentage	15%	85%	100%

Table 2. 19: **Students' goal of succeed during the group work.**
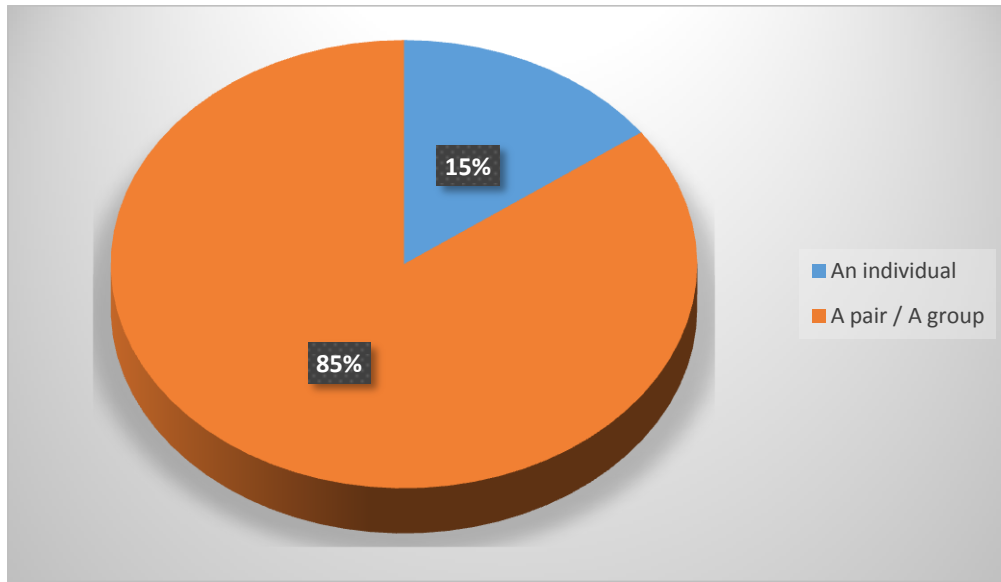
Figure 2. 19 Students' goal of succeed during the group work.

Of all the twenty participants, a high percentage of 85% their goal during the pair or group work is to succeed as a pair or a group; however, 15% of participants want to succeed individually.

Q8. Do all students share their ideas and participate to get coherent paragraph?

Answers	Yes	No	Total
Number of students	13	7	20
Percentage	65%	35%	100%

Table 2. 20: **Students' amount of sharing ideas and participating to get coherent paragraph.**

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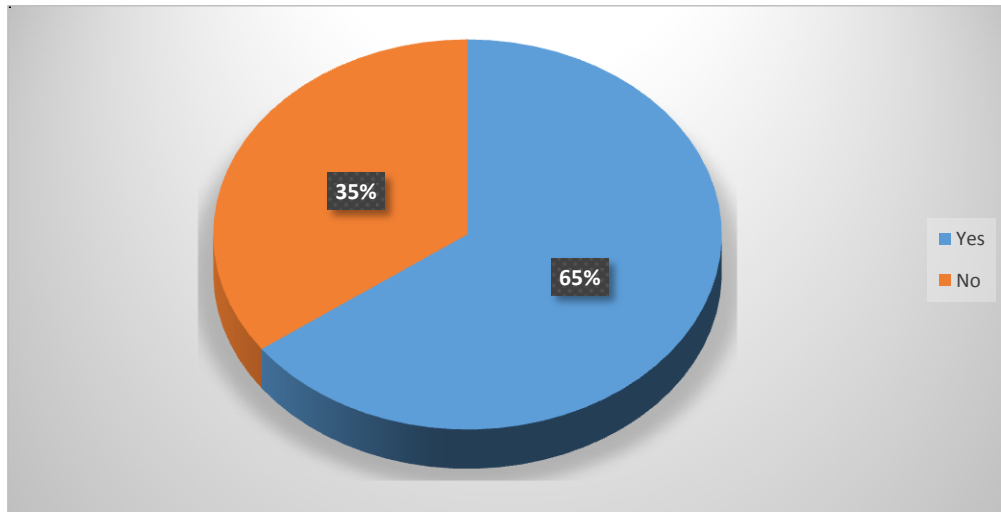

Figure 2. 20: **Students' amount of sharing ideas and participating to get coherent paragraph.**

The results indicates that 65% of students claimed that all students share their ideas and participate to get coherent paragraph, but 35% of them did not agree with their classmates.

6. Conclusion :

 In the current chapter, we have attempted to present, analyze and discuss the findings of the main data obtained through the data gathered from students and teachers' questionnaires were presented. As a conclusion, the collected results from this chapter show us that Improving students ' writing skill based on the use of Think-Pair-Share technique is more helpful. Thus, on a basis of the results obtained, the next chapter will be devoted to some suggestions and recommendations which are supposed to contributed to the improvement of students' writing skill through the implementation of Think-Pair-Share as a cooperative learning technique.

THE IMPROVEMENT OF STUDENTS WRITING SKILL THROUGH THE IMPLEMENTATION OF THINK PAIR SHARE AS A COOPERATIVE LEARNING TECHNIQUE
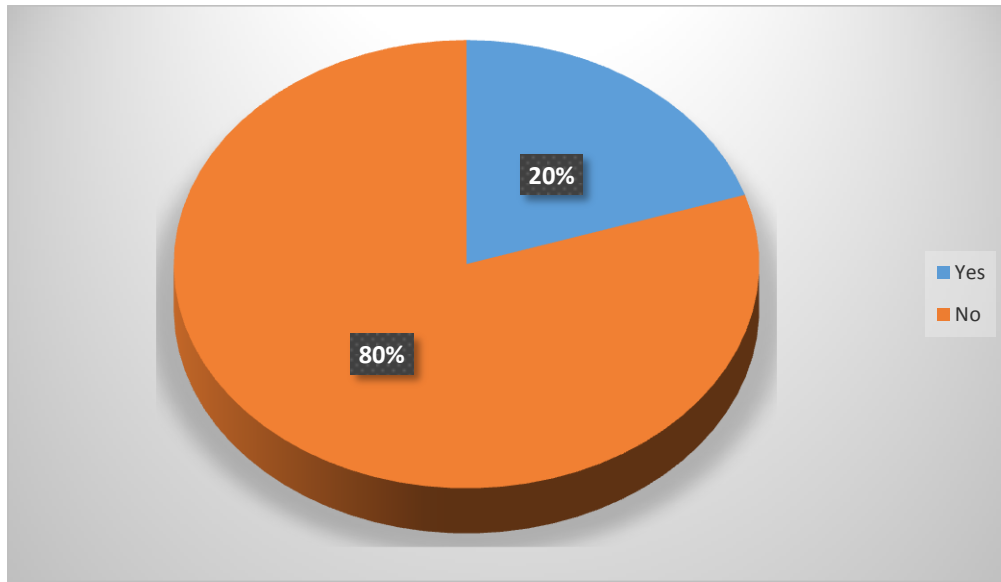
Chapter four, Discussion of Findings and Recommendations

1. Introduction :

Pupils face some difficulties to improve their writing skill, especially third year Secondary School pupils. Although pupils do not use writing frequently outside classroom, it plays a big rôle in learning language and communication. Teaching writing skill using the TPS technique has a benefit to enhance pupils writing skill.

In this chapter, we would like to present the main concluding elements of the study in order to discuss the results and findings then, suggest some appropriate methods and activities that might be related to our actual case study. In addition, some pedagogical implications and recommendations are included for teachers of EFL in Secondary School.

2. Discussion of the results and findings:

Our research mainly examined both teachers and third year pupils at Hamza Ibn Abd El Motalib Secondary School, towards teaching and learning writing through the implementation of Think-Pair-Share technique in EFL class which has a positive effect on motivating and improving pupils' writing and communicative skills. To examine those theoritical beliefs, we have conducted two questionnaires, one has been administrated to pupils and another to teachers of Secondary School.

According to the results of analyzing the two questionnaires, we confirm our hypothesis which emphasis that teaching writing with using TPS as a cooperative learning technique helps pupils to improve and develop their writing skill.

3. Discussion of teachers' and pupils' questionnaires:

The analysis of teachers' responses show that most of them are aware of using TPS as a cooperative learning technique to enhance their learners level in writing. Teachers stated that they prefer to ask their pupils to write about a specific topic in order to make the work clear and easy; and to help them in collecting information. Moreover, most of them claimed that they are not satisfied with their learners' writing since they have problem in grammar, vocabulary, organizing ideas, spelling and punctuation. In addition, we noticed that most of them think that the teacher should give more than one hour to his/her learners to produce a coherent paragraph. Furthermore, the majority of teacher's said that they use the TPS technique in their class as it helps their learners to get more information in relation to the topic and enhances their writing skill; however, the minority of them claimed that they do not use this technique because of lack

of time. Finally, all teachers said that TPS is a helpful technique that influence the development of their learners' writing as it motivates them and affects their social development.

Pupils of third year Secondary School are also aware of learning writing because they face various weaknesses and difficulties such as grammar, spelling, handwriting and punctuation. We noticed that, most of them are motivated and very comfortable when they are writing cooperatively because this technique helps them to formulate a coherent paragraph and to work hard without feeling bored. Pupils revealed through questionnaire, that cooperative learning has many benefits in writing activities which are:

➢ Learners can gather many information and variable ideas.
➢ Learners learn from the mistakes of each others; and they do not suffer from the lack of ideas.
➢ This way helps learners to improve their communicative skill.

Consequently, the analysis of teachers' and pupils' questionnaires shows us that improving the writing skill based on TPS as a cooperative learning technique is a helpful and an effective way for both teachers and pupils.

4. Recommendations and suggestions:

4.1. Recommendations:

After analyzing the answers of teachers and pupils, we found out that most of them are aware of Improving the writing skill because they face different difficulties and weaknesses. So, to achieve good results; EFL Secondary School teachers should ask their learners to work in pairs or in groups to help them in their writing process because this technique is very motivated and helpful for them.

We recommend that Think-Pair-Share should be used in teaching and learning writing skill in Secondary Schools as it is a useful cooperative learning technique to improve pupils' writing skill in EFL class with using some of its implications.

The aim of using this technique is to increase the writing level of pupils in order to have a huge base of the writing basics and this encourage teachers to incorporate it in their EFL classes.

4.2. Suggestions :

We can suggest for teachers and pupils to succeed in improving the writing skill since it is very important as reading, listening and speaking; also we can suggest some topics for the future researchers.

4.2.1. Suggestions for teachers:

We can suggest the next ideas for teachers to improve their learners' writing:

- ➢ Teachers should make learners enjoy learning instead of feel bored, stressful and less motivated through creating better environment like using the TPS technique.
- ➢ Teachers need to implement TPS technique in other skills such as speaking to increase pupils' social interactions.
- ➢ Teachers should increase pair activities to give their learners a chance to develop their four skills (listening, speaking, reading and writing).
- ➢ Teachers should use new cooperative activities rather than traditional methods to make their learners active and more motivated.

4.2.2. Suggestions for pupils:

We suggest the following ideas for pupils in order to help them to succeed in English writing:

- ➢ It is important to remember that many learners make mistakes and this is a part of becoming better in writing.
- ➢ Learners should exchange their work with their pairs in order to correct it and learn from each others mistakes.
- ➢ Learners should use dictionaries to improve their vocabulary and using words which are not used before because it is very essential to have a good vocabulary in writing in English.
- ➢ Learners must take the teachers' advices into consideration during the pair or the group work.

4.2.3. Suggestions for future researchers:

- ➢ We suggest these subjects for the future researchers:
- ➢ Conduct the impact of TPS technique on students' thinking.
- ➢ Conduct a comparaison between the effect of individual work and group work on students' language use.

Conduct a research to investigate the implementation of Think-Pair-Share technique on developing students' speaking skill.

Conduct the difficulties that students face while using TPS technique.

5. Conclusion :

The chapter presented is entirely devoted to some possible recommendations and suggestions regarding the writing skill improvement through TPS as a cooperative learning technique. In addition, EFL teachers need to assign their learners with encouraging them by asking them to work cooperatively because this iway is very motivated for them. Finally, we have supposed some suggestions for teachers and pupils that would help them in developing th writing skill; also we have suggested some topics for the future researchers in order to help them to find an interesting topic.

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General conclusion

Teaching writing in EFL classes requires using many strategies and techniques. The TPS technique which is the most famous cooperative learning technique is one of them. The main value of this research is to emphasize the effects of Think-Pair-Share as a cooperative learning technique in improving the writing skill of third year Secondary School pupils of Khemis-Miliana (Ain Defla). This dissertation has presented how can this technique effects positively the level of pupils in writing; and it is based on the hypothesis that creating pair groups will help pupils to enhance their writing skill.

The current research encloses four chapters, in the first chapter we generally deal with the literature review of the study; and the definition, history, difference, characteristics, advantages and disadvantages, theoritical background, types, benefits, teachers' and learners' role, learning styles and techniques of cooperative learning. The second chapter is divided into two sections; the first one is about Think-Pair-Share technique and the second one is about TPS and developing students' writing skill. The third chapter includes the analysis of data gathered from the two questionnaires. The fourth chapter is entirely devoted to some recommendations and suggestions regarding the improvement of the writing skill by using TPS.

After analyzing the two questionnaires results, it is found out that the use of Think-Pair-Share as a cooperative learning technique motivates and helps pupils in improving their writing level. In fact, the learners' writing level need to be improved especially in grammatical and spelling mistakes. Moreover, learners like to ameliorate their writing skill by using TPS because they can enrich their vocabulary through exchanging ideas and thoughts that give them the ability to produce well structured paragraphs.

The findings also showed that teachers face some problems while using TPS in the classroom such as noise, disturbance and lack of time. In the other hand, implementing this technique make learners feel very comfortable and helps them to solve their tasks since it provides them with chances to exchange new ideas and some solutions to achieve their goal.

To sum up, according to the analysis we found that the TPS technique reduces the weaknesses of learners in writing. So, to achieve good results, EFL Secondary School teachers have to apply this technique to encourage learners to create new thoughts. This study can be considered as an introduction to taping into teachers and learners the positive effects of Think-Pair-Share as a CL technique in improving the writing skill in EFL classrooms. Through this work, the researchers hope to give more ideas and suggestions for everyone interested in the subject matter.

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Appendix A

Student's Questionnaire

Dear students, this questionnaire is a part of a case study that is intitled"*The improvement of Student's Writing Skill through The Implementation of Think-Pair-Share as a Cooperative Learning Technique"*, and show how EFL students of third year Secondary School are dealing with this issue. You are kindly requested to tick (✓) the appropriate answers or put comment wherever required. Your honesty is important for our research, feel free to share your thoughts.

Part One: General Information.

1. Specify your gender:
   a. Male ☐
   b. Female ☐
2. How old are you?...

Part Two: Student's Perception of the Writing Skill.

1. Do you have an idea about Writing?
   a. Yes ☐
   b. No ☐
2. Do you like writing in English?
   a. Yes ☐
   b. No ☐
3. In which level can you categorize your writing?
   a. Good ☐
   b. Middle ☐
   c. Bad ☐
4. Do you feel afraid during writing because of:
   a. Making grammatical mistakes ☐
   b. Lack of ideas ☐
   c. Fear of teacher's negative feedback ☐
5. In which basic of writing do you have difficulties?
   a. Grammar ☐
   b. Spelling ☐
   c. Handwriting ☐
   d. Punctuation ☐
6. Do you prefer writing:
   a. Individually ☐
   b. In pairs ☐
   c. In groups ☐
   Why?...
   ....

7. When you are writing cooperatively do you feel:
   a. Very comfortable ☐
   b. Comfortable ☐
   c. Less comfortable ☐
8. Do you correct mistakes to each others?
   a. Yes ☐
   b. No ☐
9. Is this way help you to formulate coherent paragraph?
   a. Yes ☐
   b. No ☐
10. Do working in pairs enhances your writing?
    a. Yes ☐
    b. No ☐
11. Does cooperative learning has any benefit in writing class? What is it?
    ....

   Part Three: Student's Attitude to Think-Pair-Share Technique.
   1. How often does the teacher ask you to work in pairs or in groups?
      a. Always ☐
      b. Sometimes ☐
      c. Never ☐
   2. In your opinion, what are the principals that determine the pair group setting?
      a. Sex ☐
      b. Proficiency ☐
      c. Preference ☐
      d. Aimlessly ☐
   3. Do you face problem while working together?
      a. Yes ☐
      b. No ☐
      If yes, what kind of problem?
      ....
   4. How do you feel while working together?
      a. Very motivated ☐
      b. Motivated ☐
      c. Not motivated ☐
      If you are not motivated, why? ....
   5. Do you feel responsible during the group work?
      a. Yes ☐
      b. No ☐
      Justify your answer?
      ....

6. How often you feel bored during the group work?
   a. Always ☐
   b. Sometimes ☐
   c. Never ☐
7. During working in pairs or in groups, your goal is to succeed as:
   a. An individual ☐
   b. A pair/A group ☐
8. Do all students share their ideas and participate to get coherent paragraph?
   a. Yes ☐
   b. No ☐

Thank you for your participation

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Appendix B

Teacher's Questionnaire

Dear teachers, this questionnaire is a data collection tool on the topic of "*The Improvement of Student's Writing Skill through The Implementation of Think-Pair-Share as a Cooperative Learning Technique*", in order to prepare a master dissertation. It aims at taping into your experiences and ideas. Your contribution will be of great help to make the research work achieve it's objectives. We would be greatful if you could answer the following questions by ticking (✓) the appropriate answers, or making a full statement wherever needed.

Questions:

1. How many years have you taught English?
   ....

2. What is your method in choosing topic during writing?
   a. Giving students a specific topic ☐
   b. Asking students to formulate their own topic ☐
   c. Both of them ☐

3. Are you satisfied with your learner's writing?
   a. Yes ☐
   b. No ☐
   Why? ....

4. What are the most common problems your students came through?
   a. Spelling and punctuation ☐
   b. Grammar ☐
   c. Vocabulary ☐
   d. Organizing ideas ☐

5. In your opinion, how much time should the teacher give to his/her learners during writing? Why?
   ....
   ....

6. Do you use Think-Pair-Share technique in your class?
   a. Yes ☐
   b. No ☐
   Justify?
   ....
   ....

7. How often do you use this technique ?
   a. Always ☐
   b. Sometime ☐
   c. Never ☐

8. How do you use it?

   ....
   ....

9. Do you think that this technique encourages and enhances student's writing skill?
   a. Yes ☐
   b. No ☐

10. In which way does TPS technique influence the development of your learner's writing?

    ....
    ....

11. Do you face some problems while you are using this technique?
    a. Yes ☐
    b. No ☐

12. If yes, what kind of problems?

    ....
    ....

Thank you for your contribution