Lecturer. (Dr.) Najwa Yaseen Ismail

Department of English Language.
College of Education for Humanities/ Tikrit University

E-Mail: alyasiennajwa@gmail.com

Using Think-Pair Share Cooperative Learning strategy to Improve EFL University Students' Achievement

ABSTRACT

This study aims at finding whether Think-Pair Share Cooperative Learning strategy can improve EFL University Students' Achievement. The sample of this study is chosen from the first year students in the Department of English Language in The College of Education for Humanities at Tikrit University in the Academic year (2017/ 2018) and it consists of (80) students in which (40) students are experimental group and the others (40) students are control group .The two groups are equalized according to certain variables. This study adopted experimental design and the results are collected through pre-post achievement test. The students in the experimental group are taught according to Think-Pair Share cooperative learning strategy, while those in the control group are taught according to traditional method. Statistical formula is used to analyze the results. The results showed that there are statistically significant differences between experimental and control groups in the results of post-test in favor of experimental group. This indicated that the EFL students' achievement is improved by using Think-Pair Share strategy.
© 2019 JTUH, College of Education for Human Sciences, Tikrit University

استخدام إستراتيجية التعلم التعاوني فكر بمفردك– فكر مع أخر شارك آخرين في تحسين تحصيل طلبةالجامعات في اللغة الانجليزية

م.م.د. نجوى ياسين إسماعيل/جامعة تكريت/ كلية التربية للعلوم الانسانية

الخلاصة:

تهدف الدراسة الحالية إلى معرفة تأثير إستراتيجية التعلم التعاوني فكر بمفردك– فكر مع آخر شارك آخرين على تحصيل طلبة الجامعات في تعلم اللغة الانجليزية وتكونت عينة الدراسة من (80)طالباً من طلبة المرحلة الأولى في كلية التربية للعلوم الإنسانية في قسم اللغة الانجليزية. (40)طالبا في المجموعة التجريبية و(40)في المجموعة الضابطة.استخدم الاختبار ألتحصيلي كأداة للدراسة وبينت النتائج وجود فرق دال إحصائي بين المجموعة التجريبية و المجموعة الضابطة لصالح المجموعة التجريبية التي درست

بالاعتماد على إستراتيجية التعلم التعاوني فكر بمفردك – فكر مع آخر شارك آخرين مما يثبت فاعلية هذه الإستراتيجية في تحسين تحصيل طلبة الجامعات في اللغة الانجليزية.

1. Introduction

1.1 Statement of the Problem

Students' achievement is the main goal of any teaching and learning process. EFL students face many difficulties in learning English language and the students usually show a low level of achievement. The researcher believes that most of EFL students have limited level in their abilities that prevent them from developing their academic learning achievement because cooperative learning strategies are usually neglected in EFL classes or in language learning in general.

Cooperative learning is one of the active learning strategies which comes as a reaction of traditional learning system and it can be used with different groups of students(Zaitoun, 2013:42). This type of learning focuses on teacher- student interaction as well as students-student interaction and affects the behavior and learning styles. Through using cooperative learning strategy, the students are given an opportunity to share ideas with each other and it allows the students to work together in different cooperative groups(Nasr, 2016:213).

The educational system in Iraq is still dependent on the traditional methods and the students are mainly depending on memorization rather than understanding in learning contexts. There is a neglecting in using of effective teaching methods and strategies and it is noticed that there is a real need for Iraqi EFL students to develop their academic abilities and learning achievement. Hence, it is important to carry out such a study in order to develop EFL students' achievement.

1.2 Aims of the Study

This study aims at:

1. Developing cooperative learning processes and encouraging team work among students in the class.

2. Finding out the improvement of the students' achievement after being taught by using Think-Pair Share strategy.

3. Giving students the motivation for learning by using interesting strategy in teaching and learning.

4. Increasing the teachers' awareness toward using different and active strategies in the class.

5. Finding out if there are any statistically significant differences between the experimental and control group after using Think-Pair Share cooperative learning strategy.

1.3 Hypotheses of The Study

The following hypotheses have formulated in order to be tested:

1 . There are no statistically significant differences between the mean scores of the experimental group and that of the control group due to the results of the pre-test.

2. There are no statistically significant differences between the mean scores of the experimental group and that of the control group due to the results of the post-test.

3. There are no statistically significant differences between the mean scores of the experimental group due to the results of the pre-test and post-test.

2. Theoretical Background

2.1 The Concept of Achievement

Achievement is a work that can be done by students' hard work and by using learning ability (Collins,2003:7). The goal of any teaching and learning processes is to arrive to a high level of achievement. The term (achievement) is derived from the verb (achieve) which means gaining the succeed when trying to reach a certain objective by doing an effort in a certain learning area (Herrell and Jordan,2012:132).

Learning achievement is the students' personality level that can show accepting, rejecting and assessing the obtained knowledge according to teaching and learning processes(Hamdu,2011:244). From Mawarsih's (2013: 122) point of view, learning achievement is the learning outcomes which can achieve by students at the end of learning process. These outcomes can be expressed by numbers or by scores according to certain institutional system.

Students' achievement is influenced by many factors. Some of these factors come from the students themselves such as the motivation to learn and these factors can be called (internal factors), while other factors come from outside the students such as the suitable model of learning and those can be called (external factors) (Farida and Sari, 2017:126).

Teachers need to search and investigate for a good way to reach goals of teaching and learning objectives. According to Bastian (2018: 3), a better way is that one which gives the students' the motivation to cooperate and exchange information with teacher from one side and with students from the other side.

2.2 The Concept of Cooperative Learning

Cooperative learning refers to the ways and means of active learning that can serve a variety of strategies used to increase learning effectiveness and providing students with the needed skills for cooperating, collaborative, sharing and socializing (Zaitoun,2013:   ). It can be defined as any learning situation in the classes where the students of all levels and performance can work together in an ordered groups for achieving learning objectives.

Dyson et al (2010:3) defines cooperative learning as " a dynamic instructional model that can teach diverse content to students at different grade levels". The students work together in small, structured groups to engage in a specific learning problem.

Cooperative Learning shows how the students can work together in pairs or in groups and how they can share information as one team. The cooperative learning team has a group of players who must work together in order to achieve the learning goals successfully (Brown, 1994:9).

Working together with other students, trying to solve the problem together, and talking through the time of the lesson together have a benefits points as Khalifa (2016:29) says: When the students participate, the teacher encourages, the students interact with other students and then solve the problem and master the subject matter a positive environment is created and improve learning outcomes.

2 .2.1 The Elements of Cooperative Learning

The elements that make learning cooperative are defined as follows by Johnson and Johnson (1994:37):

1. Clearly perceived positive interdependence.

2. Considerable primitive (face-to-face) interaction.

3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals.

4. Frequent use of the relevant interpersonal and small-group skills.

5. Frequent and regular group processing of current functioning to improve the group's future effectiveness.

2.2.2 The Advantages of Cooperative Learning

Khalifa (2016: 31) presents some advantages in using cooperative learning strategies, some of them can be summarized as follows:

1. Improved Attendance: students tend to have better attendance when they interact with others in their group.
2. Higher Grades: students increase understanding and self-esteem of the content due to their active participation in the class.
3. Increased Participation: students become more active when they are contributing to the group.
4 . The teacher becomes a facilitator instead of a lecture.
5 . The active students may help the non-active one to learn better.
6. Cooperative learning increases the competition among students to share information.

2.2.3 The Disadvantages of Cooperative Learning

Some disadvantages in adopting cooperative learning strategies can be presented as:
1. Not all students are suitable for working in groups.
2. Cooperative learning groups create a noise inside the class and the teacher may not feel comfortable with that noise.
3. If the number of students is too big it will be difficult for teacher to divide them in groups (Allen,1997:33).

4. The teacher may need much time to organize the groups in which he/ she must be awareness to combine the students who have different levels of intelligences.

2.3 Think-Pair Share Strategy

Many methods, techniques and strategies can be used to help EFL students to achieve better learning achievement. These processes can enhance the students ability to organize their thoughts or ideas to be active in class and can share knowledge with the other students in the class . One of these strategies is Think-Pair Share strategy which presented by Frank Lyman (1987). Kaddoura (2015: 383) states that this strategy is an active strategy that can be used as one of cooperative learning strategies that are used to improve students' ability for learning English.

Think-Pair Share can be presented with three steps: thinking, pairing and sharing. This strategy can give the students opportunity to discuss their thoughts with other students, so they expect to be able to cooperate together. Millis (2012:4) summaries the steps in using Think-Pair Share strategy; when the teachers' analysis, evaluation, and giving the students about 30 seconds or more to think and they may ask to write their thoughts as responses on papers. After the waiting time, the students turn to partners in order to share their responses. This step gives enough time for rehearsal and feedback on pairs' thoughts. The next step is the last one when the students' responses are shared with the other team member or with groups in a certain class discussion.

The steps of using this strategy can be summarized in a clear strategic way as follows:

1 . The first step (The Thinking Step): the teacher presents a question or a specific problem related to topic of the lesson and asks the students to thin alone for an answer or solution. Then the teacher specifies the time of thinking according to the students' specific knowledge, the nature of question and the level of difficulty (Susun,2011: 82).

2 . The second step(The Pairing Step): the teacher asks the students to turn to pairs and discuss thoughts and share ideas with the student sitting next to him/ her and trying to make specific points of view for each one and exchange points of view in order to reach to a suitable answer(Christine,2011:211).

3 . The third step (The Sharing Step): the teacher asks the students to share their answers with another pairs of students and think together in order to save efforts and time for teacher to discuss with all students in the class and he/ she may discuss (10) pairs or groups at the same time (Saleh and Ibrahim,2015: 12).

2.4 The Importance of Using Think-Pair Share Strategy

Some points can be drown here that show the importance of using Think-Pair Share Strategy

1. It provides an opportunity for students to be effective in the class.

2 . It gives students enough time to think in the first step "think" and reach to the suitable answer of the question.

3. It gives all the students a chance to discuss their thoughts and ideas together.

4. It provides an opportunity to develop different academic skills such as thinking, writing, speaking and so on(Farida and Sari,2017:128).

5. It creates an interesting environment between the teacher and students as well as among students themselves and breaking the route (Saleh and Ibrahim, 2015:16).

6. It gives each student a chance to express him/ her ideas individually and with group.

7. It provides the academic and learning achievement.

2.5 The Related Studies

Some related studies can be summarized as follows:

2.5 .1 Ifamuyiwa and Onakoya(2013):

This study aims at investigating the impact of Think-Pair-Share Instructional strategy on students' achievement in Mathematics. The research sample consisted of (120) Junior secondary (JSS3) students drawn from four co-educational schools in Odogbolu Local Government Area of Ogun State, using purposive and simple random sampling technique. The results showed that there was significant main impact of treatment (Think-Pair-Share) on the students'

achievement in Mathematics in favor of the students exposed to Think-Pair-Share instructional strategy.

2.5.2 Kaddoura, Mahmoud(2015):

This study aims at investigating the change in critical thinking (CT) skills of baccalaureate nursing students who were educated using a Think-Pair Share. Critical thinking has been an essential outcome of nursing students to prepare them to provide effective and safe quality care for patients. A sample of (91) students participated in this study. (46) (50%) of the participants were included in the control group and the other (45), (50%) were included in the experimental group. The participants were sophomore-level generic accelerated baccalaureate nursing students enrolled in the same Health Assessment nursing course. The HESI critical thinking test was the tool used before (Pretest) and after (posttest) the course to collect data about student's CT skills. The study used a quasi experimental design. The independent sample t- test and Mann-Whitney test were used to analyze the data. Findings revealed a significant increase in CT over time, throughout the 17-week course, with the use of Think-Pair Share teaching/learning strategy. The results suggest that Think-Pair Share is an effective strategy to foster CT of nursing students and could be used by educators to foster learners' CT in their courses.

2.5.3 Hamdan, Ribhi (2017):

This study aims at finding" The Effect of (Think – Pair – Share) Strategy on the Achievement of Third Grade Student in Sciences in the Educational District of Irbid" . Semi experimental design is used in this study. The sample of this study consisted of (120) students of third grade student in the educational district of Irbid, They were distributed into two groups: the control group which consisted of (30) male students and (30) female students; and the experimental group which consisted of (30) male students and (30) female students, the results of the study show that there are statistically differences in grades of students due to group variable at the significance level (0.05), and the differences were in favor of the experimental group and there are statistically differences due to gender at the significance level (0.05) in favor of females. The study recommended to entry (Think – Pair – Share) strategy within the teaching strategies used by students during the teaching and the involvement of teachers in training courses on (Think – Pair – Share) strategy.

3. Procedures

3.1 The Experimental Design

One of the most important step in presenting any study or any work is the selection of an appropriate design (Van Dalen, 1979: 232). Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables" (Best and Khan, 2006:77).

Design is a term refers to the attempt of getting a response to the questions of a given research. This study has built on the pretest-posttest equivalent groups design. The experimental group of the students is taught by using Think-Pair Share strategy while the control group is taught by the traditional strategy.

3.2 Population and Sampling

Population refers to the testers or examiners of a given study and it refers to each subject under the statistical observation (Hatch, 1982 :28). We can say that population contains all the subjects under a particular study (Bluman,2007:797).

The population of the current study includes (408) university students in the Department of English at the College of Education for Humanities / Morning Studies at Tikrit University during the academic year (2017/ 2018).

The sample of the current study is taken from the population and the students are chosen randomly. It consists of (80) first year university students majoring in EFL. They are divided into two equal groups, experimental group and control group. The experimental group is taught by using Think-Pair Share strategy while the control group is taught by using traditional strategy. Table (1) shows the population and the sample of the current study clearly.

Table (1) The Population and The Sample of The Study

The Population	Group	No. of Students	The Strategy
408	Experimental	40	Think-Pair Share
	Control	40	Traditional

3.3 Instructional Material

EFL Students' Achievement has been chosen to be improved by using Think-Pair Share cooperative learning strategy.

The material is taken from the book entitled "Select Reading: Teacher-approved reading for today's students" which is written by Lee and Gundersen (2011) and taught to students in first year. The experiment of this study has been done in the first semester of the academic year (2017/ 2018). Both groups of students began their instruction on the fourteenth of November / 2017 and ended on the thirteenth of February / 2018. It continued for about fourteen weeks. The experimental group is taught by using Think- Pair Share strategy while the control group is taught by using traditional method.

3.4 Construction of The Achievement Test

In any teaching context or any language testing construction there should be a test after the process of teaching to choose the suitable learning skills for students concerning their oral or written performance and also listening and reading ability and then judge what students can and cannot do in a given language context (Elian,2008: 184).

According to Kautz and Heckman(2014:3), an achievement test is a tool that can be used to measure the students' level of knowledge or the students' acquired skill in a given context at school or college to show the learning progress they have made over a period of time.

In the current study two achievement tests have been used: pre-test and post-test. An achievement pre- test of five questions has constructed based on general materials and toke place at the beginning of the study. It was carried out in the first meeting on the first day of experimental application and it was applied on both groups the experimental group and the control group to be the first step at the beginning of this study. The aim of the pre-test was to equalize the students according to two parameters: (1) their level in English, and (2) their age.

3.5 Equivalent of The Two Groups

After choosing the sample of the two groups and before implementing the experimental, an equivalent has been done depending upon certain information provided by the students and other resources. This equivalent includes the level in English of the elicit students and their ages.

The equivalent has been estimated by applying pre-test. The results of the pre- test are treated by using independent sample t-test and show that there is no statistically significant difference between the two groups in the mean scores concerning their learning level in English. Table (2) shows this results clearly.

Table(2): Equivalent in Level of English Between Experimental and Control Groups

Group	No. of Students	Mean Scores	Variance	Calculated t-value	Tabulated t-value
Experimental	40	66.83	16.45	0.724	2.02
Control	40	67.23	16.65		

In the pre-test the students are given an instruction to write their age on the answer sheet. The obtained results show that the students' ages range between (19) and (24) years. Table (3) shows these results clearly.

Table(3): Equivalent in Students' Ages Between Experimental and Control Groups

Experimental Group	Age	No. of Students	Perc.	Control Group	Age	No. of Students	Perc.
	19	27	56%		19	23	51%
	20	8	23%		20	9	24%
	21	2	9%		21	4	17%
	22	0	0%		22	0	0%
	23	3	12%		23	3	5%
	24	0	0%		24	1	3%
Average Age		20.75		**Average Age**		21.4	

3.6 Construction of The Post Test

An achievement post-test has constructed to be the tool of measuring the students' achievement at the end of classroom work in order to achieve the aims of the current study. The post-test consisted of five questions that based on teaching materials, and each question is given (20) marks in which the total mark of the whole test is (100) mark(see Appendix).

3. 7 Validity and Reliability of The Post Test

Validity is one of the characteristics of a good test and a valid test is that one which proved to measure what it is supposed to measure (Harmer, 200: 322). It refers to "the truth of the test when it measures the components that the

examinee intended to measure" (Bynom,2001:13) . Macky and Gass(2005,211) state that validity is the extent in which it can be possible to make suitable generalization based on the obtained results from a particular measure.

The final form of the test is exposed to a jury of (10) experts and specialists for obtaining its face validity. The jurors have approved the suitability of the items of the test and gave some notes that have been considered.

Reliability refers to consistency of the results when the same test has been given to the same group of students on two different occasions(Brown,2004:20).

Alpha Cronbah's formula is used for estimating reliability of the test and the test is considered reliable because the calculated coefficient is(0.92).

3.8 Test Items Analysis

Items analysis refers to the "checking responses built by all students for each item included in the test"(Olivia,1988:15).

The test papers have scored and the students' scores have been ordered from the highest to the lowest to select the highest 27% scores and put them in one group (the upper group) while the lowest 27% scores are considered (the lower group). One of the important step analyze the items of the test is the estimating difficulty level and discrimination power.

3.9 Difficulty Level and Discrimination Power of The Items of The Test

The difficulty level refers to the students' correct responses of the items of the test and expressed as a percentage to estimate the difficulty level of each items in the test(Backhoff, et al, 2000:6). The items that got coefficients of difficulty less than (0.02) are considered easy and acceptable while those which got over (0.08) are considered difficult and must be changed (Abdulrahman,2011:198).

Discrimination power is a tool for knowing whether individual items are containing information according to abilities of students and goes with the other items of the test (McNamara,2000:60). According to Wilson(2005:92) , estimating discrimination power of an item can be done by comparing the students who have done very well with the others who have done poorly. Ebel (1972:399) says that for the items to be discriminated and accepted ,they must take a power above than(0.30) because the power less than (0.30) is considered weak and must be changed.

Each item in the test has proved to be acceptable according to difficulty level and discrimination power. Some items of the test have been changed in order to be satisfactory.

3.10 Statistical Means

A quantitative data analysis methods have been used in the current study. The data analysis estimating by using (SPSS 24) and the study used the following means:

1 . T-Test for two independent samples formula is used to find out the significant differences between Experimental group and control group in the equalization of age and for finding the significance differences between the two groups in the post –test.

2 . T-Test for Paired sample is used to find out the significant differences between Experimental group performance in the pre -test and the post-test.

2 . Chi^2 formula is used to find out if there is a significant differences between the experimental group and control group in their level of learning achievement.

3 . Cronbach's Alpha for calculating Reliability of test.

4 . Difficulty Level formula is used to calculate the difficulty level of items of the test.

5 . Discrimination Power formula is used to calculate the discrimination power of the items of the test.

4. Analysis of Results

The collected results have been statistically analyzed after the administration of the per test and post test and the obtained results show the following:

4.1 Comparison Between The Performance of The Experimental Group and The Control Group in The Pre-Test.

The calculated mean scores of the Experimental group is (28.20) and that of the control group is (29.93).

The computed t-value is found to be (0.052) which is lower than the tabulated t-value which is (2.02) at (40) degree of freedom and (0.05) level of

significance and this result proves that there is no statistically significant differences between the two groups of the study due to results of pre-test.

Thus, the first hypothesis which states that " there are no statistically significant differences between the mean scores of the experimental group and that of the control group due to the results of the pre-test" ,is accepted. This result is considered a normal one since the two groups are related to same cultural background and nearly the same ages. Table(4) shows that clearly:

Table(4) The Results of The Experimental Group and The Control Group in The Pre-Test

Group	No. of Students	Mean Scores	SD	DF	Computed T. Value	Tabulated T. Value	Level of Significant
Experimental	40	28.20	8.5	40	0.052	2.02	0.05
Control	40	29.93	8.47				

4.2 Comparison Between The Performance of The Experimental Group and That of The Control Group in The Post-Test.

The calculated mean scores of the Experimental group is (72.5) and that of the control group is (52.02).

The computed t-value is found to be (5.43) which is upper than the tabulated t-value which is (2.02) at (40) degree of freedom and (0.05) level of significance and this result proves that there is statistically significant differences between the two groups of the study due to results of the post-test in favor of experimental group.

Thus, the second hypothesis which states that " there are no statistically significant differences between the mean scores of the experimental group and that of the control group due to the results of the post-test" ,is rejected. This result proves that the students' achievement is improved by the using of Think-Pair Share cooperative learning strategy. Table(5) shows these results clearly:

Table(5) The Results of The Experimental Group and The Control Group in The Post-Test

Group	No. of Students	Mean Scores	SD	DF	Computed T. Value	Tabulated T. Value	Level of Significant
Experimental	40	72.5	18.65	40	5.43	2.02	0.05
Control	40	52.02	15.94				

4.3 Comparison Between The Performance of The Experimental Group in The Pre- Test and The Post-Test.

The calculated mean scores of the Experimental group in the pre test is (28.20) and that of the post-test is (72.5).

The computed t-value is found to be (3.75) which is upper than the tabulated t-value which is (2.02) at (40) degree of freedom and (0.05) level of significance and this result proves that there is statistically significant differences between the pre-test and post-test scores of experimental group due to results of the pre-test and the results of the post-test in favor of the post test.

Thus, the third hypothesis which states that " there are no statistically significant differences between the mean scores of the experimental group due to the results of the pre-test and post-test." ,is rejected. This result proves that the students' achievement is improved by the using of Think-Pair Share cooperative learning strategy and their abilities and skills are developed. Table(6) shows these results clearly:

Table(6) The Results of The Experimental in The Pre-Test and The Post-Test

Test	No. of Students	Mean Scores	SD	DF	Computed T. Value	Tabulated T. Value	Level of Significant
Pre-Test	40	28.20	8.5	40	3.75	2.02	0.05
Post-Test	40	72.5	18.65				

5. Conclusions

In the light of the obtained results, the following conclusions can be listed:

1 . Think-Pair Share strategy is a modern cooperative learning and teaching strategy that aims to stimulate the students' energies and abilities and develop their thinking

2 . Think-Pair Share strategy Can be used with all levels of students and with all ages.

3 . Think-Pair Share strategy is a suitable strategy for teachers who used cooperative learning strategies for the first time.

4. Think-Pair-Share is a cooperative discussion strategy that gives the students the adequate time to think in order to increase their quality of responses. Students become actively involved in thinking about the concepts presented in their discussion.

5 . The success of any team or group is mainly depended on the members and their ability to complete their tasks successfully. So, by applying this strategy the students improve their ability for implementing in a certain group.

6 . The students are highly developed when they making comments and complete each other answers.

7 . Think-Pair Share Strategy increased the number of students who participates in the class.

8 . Think-Pair Share Strategy increased students to be independent rather than direct instruction.

9 . Think-Pair Share Strategy encourages the shy and low level students to be more motivated toward participation and interaction in the class.

6. Recommendations:

The current study can be recommended that:

1 . Think-Pair-Share Cooperative Learning Strategy can be applied with different language skills and different students' ages.

2 . Organizing a training courses for teachers concerning the importance of using modern cooperative strategies.

3 . Think-Pair-Share Cooperative Learning Strategy can be applied with different teaching and learning materials.

References

-Allen, E. D. and Meyer, R.(1997). Classroom Technique: Foreign Language and English as a Second Language. Atlanta: Hardcort Brace Jovanich, Inc.

-Backhoff, Escudero; Reyna, Norma and Morales;Rosan(2000).   "The Level of Difficulty And Discrimination Power of The Basic Knowledge and Skills Examination". California, Mexico.

- Best, J.W. and Khan , J.N.(2006). Research in Education.(10th ed). New Jersy.

-Bluman, A.(2007). Elementary Statistics: A Step by Step Approach. Boston: McGraw. Hill.

-Brown, H. (1994). "Principles of Language Learning and   Teaching", 5th edition, Englewood Cliffs, New Jersey: Prentice -Hall.

-Bynom, A.(2001). Going the Information Given. New York: Norton Press.

-Collins, H.(2003). Pocket Dictionary and Thesaurus. Glasgow G64 2QT. Great Britain.

Christine, K. (2011). "Developing Second Language Skills: Theory To Practice," Chicago: Rand MC Nally College Publishing Company.

-Dyson, A., S. Goldrick, L. Jones, and K. Kerr. (2010). "Equity in Education: Creating a fairer education system, Manchester", Centre for Equity in Education", University of Manchester.

-Ebel, R. L. (1972). Essentials of Education Measurment. New Jersy: Prentice Hall.

-Eliane, Kolker, Howist.(2008). Becoming a Language Teacher: A Practice Guide to Second Language Learning and Teaching. The University of Texas at Austin.

- Farida, Ida and Sari, Y. Priatna. (2017). Think Pair Share(TPS) to Improve Student's Learning Motivation and Learning Achievement. Hetika DOI: 10.15294/dp.v12i2.13561 Accounting Study Program, Politeknik Harapan Bersama, Indonesia.

-Hamdu, G., & Agustina, L. (2011). Pengaruh motivasi belajar siswa terhadap prestasi belajar IPA di sekolah dasar. Jurnal penelitian pendidikan, 12(1), 90-96.

-Harmer, J.(2006). "The Practice of English Language Teaching", 4th edition, England: Pearson Education Limited.

-Hatch, E and Farhady, H. (1982). Research Design and Statistic for Applied Linguistics. Massachusetts: Newbury House Publisher.

-Herrell, Aderienne and Jordan, Michael.(2012). 50 Strategies for Teaching English Languege Learners.(4th ed.): Pearson Education. Boston, USA.

- Ifamuyiwa, Adebola S. and Onakoya, Sunday K. (2013). "Impact of Think-PairShare. Instructional Strategy on Students' Achievement in Secondary School Mathematics." An Unpublished MA thesis. OlabisiOnabanjo University: Faculty of Education.

-Johnson, R.T. and Johnson, D. W.(1994). "An Overview of Cooperative Learning". In J.S Thousand, R.A. villa and A. I. Nevin (eds), Creativity and Collaborative Learning, pp.31-44.

-Kautz. Tim Humphries and Heckman, James.(2014).. The Myth of Achievement Test: The GED and the Role of Character in American Life. Chicago University Press.

- Khalifa,R. Mohammed(2016).The Effectiveness of Using Think- Pair - Share Strategy on Developing Eleventh Graders' Writing Skills in Rafah Governmental Schools Thesis. Al-Azhar University – Gaza.

- Mackey, A. and Gass, S. (2005). Second Language Research.

-Mawarsih, S. E., & Hamidi, N. (2013). Pengaruh Perhatian Orang Tua dan Motivasi Belajar terhadap Prestasi Belajar Siswa SMA Negeri Jumapolo. Jupe-Jurnal Pendidikan Ekonomi, 1(3).

-McNamara, Tim.(2000). Language Testing. Oxford University Press.

- Millis , Barbara J. (2012) . "Active Learning Strategies in Face-to-Face courses" , IDEA paper 53 . Manhattan , KS : IDEA Center. The University of Texas, San Antonio.Retrieved :2015from http://IDEAedu.org/sites/default/files/paperidea.

- Nasr, Mahmoud. (2016). The impact of (think, pair, share) strategy with the help of computer architecture and environmental engineering materials in the teaching fourth grade primary on Achievement and retention of trend Mutual, the third scientific conference, the Egyptian Association for Mathematics Educations.

-Olivia, P.(1988). Developing The Curriculum. 2nd .ed. New York: Scott, Foresmand Education.

- -Saleh, Hossam Yusuf and Ibrahim, Hadeel Sajid. (2015). The Effect of (think, pair, share) strategy on the students of Biology achievement in Algas and their attitude toward it. Diyala Journal of Human Research, 66.1- 19.

-

- -Susan, L.(2011),using think-pair-share in collage classroom, center for learning and teaching excellence, Arizona state university.

-Van Delan, Deaboled B.(1997). Understanding Educational Research.(4th .ed.)Mc Grew.Hill,I nc.

- Wilson, Mark.(2005).Constructing Measures: An Item Response Modeling Approach. Lawrance ER/BAUM Associates, Inc. Mahwah. New Jersey.

-Zaitoun, Ayesh Mahmoud. (2013). Constructivist theory and strategies for teaching science, Dar alshrouq for Publishing and Distribution, first (ed.), Amman-Jordan.

Appendix

The Post- Test

Note: Answer **(ALL)** questions.

Q1: Give a word or a phrase to replace the following.   **(20_ Marks).**

Spot, repaired, calculate, with raising, fragments, storey, earning, privilege, journalist, a reply.

Q2 : Fill in the following blanks with the suitable words: **(20_ Marks).**
1 . Ali has not made a _____ (guilty, guilt, guiltier).
2 . The puma will not attack a human being unless it is _____ (corner, cornered, cornering).
3 . This cat is _____ (wildly, wild, wilder).
4 . The clock tower should be _____ (fixes, fixing, fixed).
5 . She/ hers/ we/ _____ .
6 . A storey is _____ (something built, something eaten, something written).
7 . Embarrassed means (felt victorious, felt shy, felt happy).
8 . Reply is a verb, and a step is _____ .
9 . A phrase is _____.
10 . Yesterday, I _____ my uncle.

Q3: What are the main types of English sentences as far as the form is concerned?   **(20_ Marks).**

Q4: Rearrange the following words to have meaningful sentences: **(20_Marks).**
1 . She, a , has, letter, just, written.
2 . Train, the, into, station, came, the.
3 . Longer, wished, they, stayed, had, they, their.
4 . Every, they, catch, lobster, fish, day.
5 . Intended, she, dress, to, up ,ghost, as, a.

Q5 : A/ Show whether the following words are (verbs, nouns, adverbs, adjectives).

(10_ Marks).

Manage, afraid, promontory, corporate, impatient, reluctantly, speed, crazily, fame, happily.

B/ Change the following verbs in to **(past)** and **(past participle). (10_ Marks).**

Join,   ask,   receive,   smash,   sleep,   arrest,   sing,   sink,   make,   seek