The Impact of Implementing Think Pair Share Strategy on Developing Iraqi EFL Students Writing Skills

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Abstract;

The aim of this research is to measure the effects of Think Pair Share Strategy on EFL student's writing skills. Think Pair Share is a cooperative teaching strategy that includes three components; time for thinking, time for sharing with a partner and time for each pair to share back to a larger group. This study is conducted by using classroom action research. The subject of this research is second intermediate students at Zarqaa Al-Yamamah School, Wasit Directorate of Education . The sample of study consisted of 50 students. The instruments for collecting data used writing test for quantitative data. The mean of the test shows the impact and the improvement of the students' score from the first test to the third test.

Key Terms; Think Pair Share Strategy . EFL Students. Writing Skills.

أثر تطبيق استراتيجية التفكير الزوجي المشترك على تطوير مهارات الكتابة لدى طلبة اللغة الانكليزية لغة أجنبية العراقيين

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جامعة واسط

ملخص:

تهدف هذه الدراسة إلى قياس اثر استراتيجية التفكير الزوجي المشترك على تطوير مهارات الكتابة لدى طلبة اللغة الانكليزية لغة أجنبية العراقيين. استراتيجية التفكير الزوجي المشترك هي استراتيجية تدريسية تعاونية تتضمن ثلاث مراحل : الاولى هي اعطاء وقت للتفكير والثانية اعطاء وقت للمشاركة مع الشريك والثالثة هي اعطاء وقت لكل من الشريكين للمشاركة مع المجموعة الكبيرة . انجزت هذه الدراسة من خلال البحث الصفي الميداني . شارك في هذه الدراسة 50 طالبة من متوسطة زرقاء اليمامة للبنات / المرحلة الثانية في محافظة واسط . تم استخدام أدوات البحث لجمع البيانات وباستخدام اختبار الكتابة للبيانات الاحصائية وقد تبين من خلال المعطيات الاحصائية ان هنالك تأثير واضح لهذه الاستراتيجية على تطوير مهارة الكتابة لدى الطلبة وتحسين درجاتهم من الامتحان الاول الى الثالث.

مفاتيح المصطلحات: التفكير الزوجي المشترك. مهارة الكتابة. اللغة الانكليزية كلغة اجنبية.

Introduction;

Think pair share strategy is a pedagogical tool to develop description skills, and help to build efficient language skills. It usually involves preparing students to deal with the intercultural experience, and then interactively work . with the description, interpretation, and evaluation of this experience. Think pair share strategy can also be seen as a more general heuristic for the (interpretative) social and cultural sciences and for enhancing the level of students' proficiency in any educational field (Beckman &Klinghammer 2006:38).

Section One: Introduction

Statement of the Problem

Language is an important tool for communication . It is used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for a communication but also for culture transfer. English is an International language has been taught to the student of Iraq, primary school, Junior high school, Senior High School and also to the students of University.

In English there are four skills that must be learned in studying English, they are Listening, Speaking, Reading and writing. One of the skills becomes the focus of this research, in practice is writing, particularly writing is not easy. It takes study and practice to develop this skill. For both native and new learners of English, it is important to note that writing is a process, not a "product" (Chastian, Kenneth 1988:3).

Learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, writing is a very important skill it's one of the powerful communication tools to express or share ideas on thought in the rest of our life. These imply that writing as a tool and skill of writers to communicate information or ideas to reader in written form. Even though, writing is important, but it is not easy as people think. (Carrol, et.al, 2001:3).

Writing is one way making meaning from experience for us and others. It is process of transforming thoughts and ideas into written form. There are many types genre of writing such as recount, narrative, procedure, descriptive, and news item in the context daily life also people like it the most because information can be conveyed in some ways like posting letters, business letters and important information in a company's product(Sharples 1999:8). As writing needs practice because it's the hardest part of the four language skills is listening, speaking, reading and writing. To make us able to speak, we have to listen. And the same thing in writing, to make us able to write, we have to able read and think much (Nunan, 1999:104).

Learning English for students is intended to master the four language skills, unfortunately, the English writing skill of Iraqi students is low. The students are not able to write English well because their knowledge vocabulary still limited and they do not use grammar in writing.

Most of second intermediate students of Zarqaa Al-Yamamah said that it was so difficult and bored in writing session. The students usually complained, when they were asked to write something. It was difficult for them to find out, generate, and translate

the ideas in their brain into written language. Based on these issues and others above which can be considered as problems faced by EFL Students in writing skill. The teacher should use the methods, approaches, techniques and strategies during teaching and learning process to influence student's writing skill to be improved gradually. One of the strategies that can be applied is think-pair-share strategy.

Think-pair-share is a strategy in teaching and learning at the same time in which students "Think" individually about the question posed by the teacher, "Pair" up with a neighboring student and discuss their ideas together then "Share" the ideas discussed in pairs with the entire class. This is a great way to motivate students and promote higher-level thinking. By using Think-pair-share strategy, students are able to write the text well. In other words, think-pair-share strategy is one of cooperative learning, which gives a chance for students to write as implementation. Thus, the problem of the study is best expressed through the following research question : "does the application of think-pair-share strategy significantly influence student's writing skill?" (Chastian, Kenneth 1988:3).

To the best knowledge of the researcher , no study that answers the question raised above has so far been conducted in Iraq . Such question needs to be answered empirically .Therefore , carrying out such a study is expected to contribute to a full understanding of the role the Think Pair Share strategy on writing skills and consequently on in improving Iraqi EFL teachers and students and thus ,helps to fill the gaps of information in this area.

Aims

The study aims at finding out the effect of using Think Pair Share Strategy on Iraqi EFL students' writing skills.

Hypothesis

It is hypothesized that there is no statistically significant difference between the mean score of the experimental group which is taught writing skills according to Think Pair Share Strategy and that of the control one which is taught according to the conventional method in their achievement on the writing test.

Limits

The study is limited to EFL students at the Zarqaa Al-Yamamah / Wasit Directorate of Education during the academic year 2015-2016.

Values of the Study

The findings of the study are expected to be useful for:

1.English teachers to maximize the students' achievements in writing.

2.Students to improve their ability in writing through the use of Think Pair Share Strategy.

3.Other researchers who are interested in conducting further study related to the impact of think pair share strategy on EFL students writing skill.

Procedures

To achieve the aims of the study, the following procedures are adopted:

1. Selecting a representative sample.

2. Constructing pre and post-tests of writing skills.

3. Designing teaching plan of writing skills according to the Think Pair Share Strategy.

4. Assigning the sample into experimental and control groups.

5. Teaching the experimental group according to the designed teaching plans.

6. Administrating the post test of writing skills and statistically manipulating the results.

Section Two: Review of Literature

Writing

Writing is textual means in which humans can use it to communicate by introduce the language that involving their feelings and emotions through the use of signs and symbols in other words it's a means to transport our ideas, information's, and feelings in organized neat way to deliver the aim and present them on a piece of paper, as well as knowledge is the guide which is also means of knowledge. We might wondering about the ways in which a student can acquire and develop such a skill before other skills but in fact a student cannot learn not the skill of writing only after he has learned the skill of each listening, speaking, and reading https://en.wikipedia.org/wiki/Writing. Writing is one of the language skills which is superior in our daily life through writing we can informs others, express our ideas and messages. Writing is such an important traditional way to communicate with others whether by writing to them by using paper and pencil or by using technological electronic ways such as E-mails which is very popular way nowadays. It's obvious that writing a process of transmission ideas that used to happen between writer and the reader(Burns etal , 2000:207).

On the other hand, researchers have pointed out that writing is a mean of communication and sure communicates all the time (Reinking Hart and Osten, 1993:188). Then have discussed that writing is complete brain activity which means that uses both right brain side (emotion) and left brain side (logic) in writing however right brain side has a huge position because it is the place, which appears new ideas and emotion.(Day, R.R., & J. Bamford ,2002:179)

From this we conclude that writing is a whole or complete brain activity where ideas are organized in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

Writing in EFL Classroom.

Writing for EFL students is limited or kind of less sundry than for the ESL students in addition for that writing have to be different and alter lean on the level of L2 and the causes that push them to that start off learning English language ,that influences the course of teaching is approached .EFL students going to write clients aboard will need to acquire information about the use of common language that's used in business letters and emails also in additional the levels of the formality used when writing most of EFL learners likely to chat on line to gain friends and sometimes they likely prefer conversations or informal writing practice(Brown, 2001:46).

There are two things about writing for EFL learners, firstly "writing for learning" which comprises pre – writing, drafting, revision and editing, and "writing for display" such as examination writing.

In writing display, one of the steps to success is by perceiving the implications of the requirements of the question. This aptitude is excellent practiced working with others, however the seclude nature and time

restriction of tests means one thing that EFL student must be able to endure the planning rapidly and by oneself as well, mastering "The formulaic written language " is very important and crucial .the students who are able to use natural language as its used by native speakers are tend to use that language better than those linguistic resources are translations from their L1, but cooperative work adopted by the student helps them to make the formulaic language adjust to meet the requirement of a particular question is probably to be met with more success than just copying input in its entirety (Chafe, L. W. 1970:273).

Problems in Writing

Writing is a skill just like reading listening and other skills that must be taught in L1 schools and, presenting coherent written lecture is an effort for many English mother tongue speakers. (Nuttall, Christine .2000: 271) states that "for second language learners the challenges are enormous and "proficiency in language does not, in itself, make writing easier". (Long, Michael & Richards, J. 1987:3) add that" people writing in their native language, though they may have a more extensive stock of language resources to call upon m frequently confront exactly the same kinds of writing a foreign or second language ."thus , writing is coherently and manifestly is a skill native speakers find some difficulties , some of L2 users , who are not able to control on English and it's conversations of register and collocations in a complete way will probably inevitably find it chore that's requires more time and considerable effort. The same issues that make the second language generally difficult to learn by students are also apply to learning to learning to write in foreign language.

"It is clear from learning theory that a person will use whatever previous experience he or she has had with language learning process. The native language is an obvious set of prior experiences .Sometimes the language is negatively transferred, and we say then that negative interference has occurred"(Brown, 1994:82). The difficulties of overgeneralization which "occurs as the target language , generalizing a particular rule or item in the second language irrespective of the native language beyond legitimate bounds" this also regarded as manifest evident in written work as these overgeneralizations are part of the student's inter language , and that's perfectly true.(Brown ,2001 : 82). There is always that question trolling in our minds which is why so many students have difficulties with writing skill and what are the solutions for this problems ?

First of all most of the difficulties or problems faced by EFL learners to some degree linguistic and also due to a lack of skill to write. Last mentioned arise because a lot of EFL students do not write in their first language so decrease the confidence level as well the experience required in writing in L2; therefore EFL students in my opinion avoid writing, compounding the problem and also early learning experience plays an important role in EFL student's view of what they can or cannot do(ibid). Think pair share strategy is considered as one of the best techniques that has been used in teaching the students and enhance them to be more active in learning and how they can overcome from the difficulties that mentioned above and also from the problems that they might probably face in learning writing skill for instance or any other skill in general, it considered as a way in which by it the

student can gain new information about how they can progress their ideas, skills and abilities(ibid).

Cooperative Language Learning.

Over the last several decades, educators have implemented cooperative learning strategies in an attempt to raise student achievement and increase student literacy. Cooperative Language Learning (CLL) is an approach currently used in language classes for the purpose of creating a more learner-centered atmosphere in which students' learning pace is supported by the student's themselves. Cooperative learning Techniques have been researched for over 50 years and have been connected positively to student performance. Back to its meaning, it's not any kind of assignment that's giving to a group of students to do a particular task inside the class room area; it's not letting students to sit side by side around a table and talk with each other as they do their assignment individually as well, and it's not letting students do a particular task with instructions that the ones who finish first are going to help the slower students .On the contrary, cooperative learning is a teaching technique in which group of students from different levels of ability cooperate with each other in achieving a task or an assignment that is given by the teacher to them .Each member of a group is responsible not only learning what is taught ,but also helping other members to learn. Students work out in groups until all group members successfully understand the assignment completely. (Brown, 1994:81)

Cooperative learning is "instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content"(Smith, N. and Deirdre Wilson 1979: 344).Cooperative learning characterized by five common elements which are first, positive interdependence interaction which depends on the efforts of all individual group members .Second, Face-to-face interaction in which students will explain to each other the topics and its requirements. Third, Individual Accountability interaction in which each member is responsible not only for his own success but also for the success of all group members. Fourth, Group processing in which each member attempts to reflect group processes by evaluating their learning, and whether each member has improved their functioning in group activities or not. Finally, collaborative skills in which students learn the topic as well as interpersonal abilities and how to function in groups. During the first stages of CLL sessions, students are taught aptitudes of "communication, leadership, and conflict management".http://study.com/academy/lesson/what-is-cooperative-learning-definition-lesson-methods.html.

In addition, Researchers has founded that cooperative language learning (CLL) regards one of the most effective activities or methods that encourages creativity and enhances student's integrate skills as well, also they have noticed that the implementation of cooperative relies on instructors' and learners' attitudes towards cooperative learning activities, as they are the ones who will have dynamic parts in their utilization for these kind of activities. It has demonstrated that instructors and learners had positive attitudes towards cooperative learning. Teachers using cooperative learning "value collaboration and encourage cooperation among the students within their classroom" (Miller, S. and K. Lairds 1972: 165). There

are many techniques which are related to the cooperative learning one of them is Think Pair Share Strategy that motivates student's participation and it's applicable across all grade, levels, and class sizes. Think Pair Share Strategy. Think Pair Share Strategy is one of the "cooperative learning" strategies that seems to have attacked a lot of attention and became popular during the past years .This strategy created by Frank Lyman at the university of Maryland 1981 that taught by the teacher which propose three stages in learning that each student must think about an answer of the question that has already raised in the class individually then pair each student with another student in order to discuss their own thoughts together after that each pair will share their thoughts with the whole class Ur, Penny .1996:199). The issue is inside the group instead of one individual student at once imparting to the class. There will be eight times concerning a great deal of cooperation. Further, a good relationship is made between learners as people trust others and have a right solution for impart at whatever point stand out understudy at once is to be called upon, there is a high likelihood from claiming negative relationship on each learner knows that if another learner gives a full right answer, it diminish the possibilities of their own chance to be known (Kappler, B., &Nokken, K. 1999: 3). Think Pair Share technique is intended to separate guideline by giving students' time and structure to thinking on a given point, empowering them to work on the task and have different opinions to reach a conclusion then share these ideas or opinions with others inside the classroom. This strategy enhances student's activity involvement inside the classroom area by inspiring "a high degree of pupil response" instead of delivering

them a formal speech by adopting a kind of method in which the teacher raises a question and one student gives an answer for it (Kim, Ae-Hwa. 2002:66). This strategy gives the students a chance to share their ideas and opinions on a particular point with others inside the classroom, and as a result intensify their activity involvement inside the classroom learning. Think Pair Share is the good technique to built-in or giving students much more time to think response and help each other and encouraging individual participation and is applicable across all grade level and class size (ibid).

Think-Pair-Share strategy is "a type of cooperative learning strategies which has a low-risk strategy to get many students actively involved in classes of any size. Think-Pair-Share learning has a simple structure, as a basic of the development „cooperative class" which can help the students do the learning process actively" (Ledlow, 2001:1). Think Pair Share strategy can give learners opportunities to make a story or content relying on pictures or other educating helps. (Harries, D. P. 1969: 122) the implementation of Think Pair Share strategy on Writing Process is very effective on Students writing skill because it helps them to develop their abilities in writing and encourages to participate in writing statements with competence and confidence in all class interaction. Learners who are not used to handle – writing lessons are going to require to be urged to consider what they have composed, concentrate how to make first drafts as first endeavors and not as conclusive drafts" One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's ideas (in terms of both

language and content), making suggestions for changes, and so contributing to the success of the finished product"(Huffstetter, Mary 2005:12) .Means in the procedures of writing, the teacher might apply "a collaborative writing" to bolster learners in creating a very much framed content. In other words the teacher divides the class into some groups. Each group can consist of two students. The teacher requests the students to think after viewing the pictures and then allows students each group to share the ideas with the whole class. After sharing the ideas, the students do the steps of writing (planning, drafting, editing, and finishing final draft) individually(ibid).

Benefits of Think Pair Share

Since Think Pair Share is a cooperating learning strategy therefore it has many benefits and advantages as well. In the cooperative learning "different tasks can be assigned to different groups or pairs. 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 mixed proficiency group may have the flexibility to allocate activities according to learners' level." (McDonough and Shaw, 2000:203).

Using Think Pair Share strategy diminishes the instructors' dominance in the classroom and it pushes the instructors and the students to work together and this is very important. Furthermore, it can improve the student's motivation, decrease students stress and make a positive compelling classroom atmosphere; i.e., it can bring about a more dynamic classroom communication that advances and upgrades all the more learning. It diminishes the opposition among the students and ensures more participation from the

students in the class (Beckman. Leslie - Opp& Klinghammer . J. Sarah. 2006:49). Teachers discovered that they can have an arrangement change throughout the lesson that just takes a little amount of class time; Planning is overall simple and takes a short time. The individual communication propels learners to who may not for the most part be keen on the order; also you can solicit various types and levels of inquiries. It draws in the whole class and permits calm learners to answer questions without standing out from their school mates. You can evaluate student's listening so as understanding in on a few gatherings amid the activity, and by gathering reactions toward the end. The atmosphere of group development makes this procedure extremely successful and famous for use by educators of huge classes. Full class talk is mostly more productive after a think-pair-share and during the semester as the successive utilization of such interaction for the most part enhances students solace levels and eagerness to join in during a class period(ibid) .

Section Three: Methodology

Method

A pre-posttests experimental - control group design has been used as the experimental design. In this design , the experimental and the control groups are selected randomly and the independent variable (Think Pair Share Strategy)is administered only to experimental group .Both groups are measured by pre-post tests on the dependent variable(writing tests).

Population and Sample

The population of the current study is the second intermediate stage EFL students at Zarqaa Al-

Yamamah / Wasit Directorate of Education. The total number of students ' population at second stage is (134) students distributed into three classes. Two classes out of three were randomly selected from the population to be the sample of this study.The total number of the sample subjects was (91) , (25) students of the sample have been chosen randomly as an experimental group while (25) students have been selected as a control group, repeaters have been excluded. Their average age is fourteen years old.

The Pre-post Tests.

In order to achieve the aim of the study, a pretest is conducted to ensure the equalization of the two groups and post-test to evaluate the effectiveness of Think Pair Share Strategy on students writing skill. Thus, a writing tests have been constructed. Both groups are exposed to the same pre and posttests.

Validity.

Since the researcher's main concern in this study is to measure the effect of using Think Pair Share Strategy on students writing skill, the items are carefully constructed so as not to give space to other aspects to be tested other than Think Pair Share Strategy. Brown (1996: 231) indicates that validity is "the degree to which a test measures what it claims, or purports, to be measuring." Face validity and content validity are very important types of validity which are considered standards to measure test validity. According to Harris (1969: 7), face validity is "the way the test looks to the examinees, test administrations, educators, and the like." Therefore, the test has been exposed to the jury members.

Face validity are most often determined on the basis of expert judgment (Burns, 2000: 352), therefore, the tests have been submitted to a jury of experts. The jurors have shown their approval of the tests as being valid to measure the purposes for which they are designed. The jurors have given some suggestions which have been taken into consideration by replacing some sentences and modifying some items.

Pilot Administration.

A pilot administration of the test has been carried out in order to ensure the clarity of the test , to estimate the time allotted for responding and to compete the reliability coefficient of the test. Therefore , the test has been given to (30) students from Zarqaa Al-Yamamah school. Consequently, no ambiguity is found concerning the items of the test. As for the time required for answering the test , it has been found that the students need (60)minutes to answer the test.

Reliability.

One of the characteristics of a good test is reliability. It is defined by Brown (1996: 192) as "the extent to which the results can be considered consistent or stable." To ensure that, a definite scoring scheme has been used. Furthermore, the instructions of the test have been clearly explained to the subjects.

There are different methods for estimating the reliability of a test, as Burns (2000:340-344) says, such as: test-retest, two equivalent forms, split-half, and Kurder-Richardson method.

Kurder-Richardson is the method adopted to estimate the reliability of the present test and the computation of this formula has yielded that the reliability

coefficient of the present test is (0.96) which is a highly positive correlation (ibid:235).

Equalization of the Sample Subjects

To increase the sensitivity of the experiment , and thereby increase the probability of detecting the effect that actually occurs , both groups have been equated on some of the variables which may affect the findings of the experiment. These variables are : age , level of fathers education , level of mothers education and the

Table (1)

subjects pre –test score . Relevant information is taken from the students themselves .

Using the t-test for two independent samples , it is found out that the subjects of the experimental and control groups are matched in all the above mentioned variables since there are no statistically significant differences between the two groups at 0.05 level of significance and under 58 degree of freedom . Table (1) summarizes the results.

T-test Statistics for the Variables of Age , Level of Parents Education Pre –test scores

Variables	Groups	No	Mean	Standard Deviation	t-value Computed	table
Age in months	Experimental Group	30	195.5	5.668	0.644	2.000
	Control Group	30	194.7	3.194		
Level of fathers education	Experimental Group	30	5.533	1.008	1.246	2.000
	Control Group	30	5.133	1.432		
Level of mothers education	Experimental Group	30	5.133	1.196	1.127	2.000
	Control Group	30	4.733	1.530		
Pre –test scores	Experimental Group	30	7.33	2.040	1.339	2.000
	Control Group	30	8.10	2.383		

Experiment Application

The instruction has started on the 1st of October , 2017, in order to control the teacher variable , the two groups have been taught by the researcher himself . The teaching lessons are arranged to both groups on Monday each week. The control group has been taught

by the conventional way (teacher-centered method), while the experimental group has been taught by using Think Pair Share Strategy.

Scoring Scheme

Each correct answered item of the written test is allotted a suitable mark. The scoring scheme of written test is illustrated below :

1. Question One – is given 10 scores , it is assigned for the grammar Domain . One mark is allotted to each correct choice.

2. Question Two – is given 10 scores, it is assigned for the Vocabulary Domain . One mark is allotted to each correct choice .

3. Question Three – is given 10 scores , it is assigned for the Function

　　　Domain.

4. Question Four – is given 10 scores , it is assigned for the Reading Comprehension Domain . two mark is given to each correct choice .

5. Question Five .A – is given 4 scores, it is assigned for the Literature Spot Domain . One mark is allotted to each correct choice.

6. Question Five .B – is given 6 scores , it is assigned for the Literature Spot Domain . One mark is allotted to each correct choice.

7. Question Six – is given 10 scores , it is assigned for the Written items

　　　Domain.

Concerning the questions (3 and 6) the researcher has adapted the scale proposed by Brown ,(2004:244,245) which is used with the writing composition. The scale consists of a set of qualities to be rated and a series of ratings which have numerical values. The researcher has modified the arrangement of the qualities and the numerical values of ratings to make them more suitable for the nature of the study .However , the researcher has allocated (10) marks for each component. Thus ,the highest mark the student could get is (50) . While the lowest mark is (2) ,since , the mark has been assigned for each question is (10). The marks obtained by each student have been divided by five to suit the mark allotted to each question which is (10) marks (see Table 2).

Table (2)

Distribution of Marks for Written Test of Second Intermediate (Iraqi Opportunities)

Items	Area	Marks Allotted
1	Reading Comprehension	10
2	Literature spot	10
3	Grammar	10
4	Functions	10
5	Vocabulary	10
6	Written items (composition and punctuation)	10

Items	Area	Marks Allotted
Total		60

Final Administration

On the twelfth of January during the academic year (2018-2019), the final version of the post-test has been conducted on (50) of the second intermediate stage EFL students at Zarqaa Al-Yamamah / Wasit Directorate of Education. The subjects have taken one hour for responding to the items, which is the time allotted for the test. According to Carroll (1980: 16), a good test is expected to "provide as much information as is required with the minimum expenditure of time, effort and resources."

The researcher taught the experimental group the passages selected according to Think Pair Share strategy, while the control group has been taught the same passages by the researcher according to the traditional method then he distributed the test papers. Any question, the subjects have asked, the researcher answered. The subjects have been assured that the test was purely for research purposes and did nothing with their marks by informing them not to write their names on the test sheets.

Moreover, the subjects are asked to give their responses on the test papers so as not to waste time

The results, as shown in Table (4) indicate that there is a significant difference between the two groups in their achievement on the reading comprehension test . The mean score of the experimental group is found to be higher than the mean score of the control group. The computed t-test value is found to be higher than

and effort. Brown (1996: 205) remarks that " a good test should be economic both in time and stationary."

After collecting the test sheets, the researcher himself has scored those papers.

Section Four

Results and Conclusions

In order to determine whether there is any statistical significant difference between the mean scores of the experimental and the control groups in their achievement on the writing test , t –test formula for two independent samples has been used . See Table (4)

Table (4)

Mean , Standard Deviation , and t-test values of the subjects achievement on the reading comprehension test

Group	No.	Mean	Standard Deviation	t-test values	
				Computed	Table
Experimental	30	14.63	3.146	7.171	2.000
Control	30	8.80	3.156		

the table t- value under 58 degree of freedom and at 0.05 level of significance. This finding reveals that the experimental group achieves better than the control group on the reading comprehension test .Thus, the study hypothesis is accepted.

This finding proved that the incorporation of Think Pair Share Strategy in teaching writing skills produced significantly positive outcome. This could be due to the fact that Think Pair Share Strategy provides a platform for students to analyze and synthesize ideas which could lead to a higher level of thinking and understanding. Think Pair Share Strategy had helped students in terms of describing, interpreting and evaluating any material.

Conclusions

This study shows that Think Pair Share Strategy enhances students writing skill. Their scores indicate that the incorporation of Think Pair Share Strategy provides the mechanism in improving the students writing skills. Thus , the benefits of the incorporation of Think Pair Share Strategy are of twofold. Not only on the students achievement but also enhancing their critical thinking which is also important in language learning in general .

The finding of this study would be useful for teachers in adopting this strategy as an available alternative in teaching writing.

The use of Think Pair Share Strategy has been proven to culminate positive outcome in terms of students writing achievement.

Recommendations

On the basis of the results of the study, the following recommendations are proposed:

1. Teachers should be acquainted with modern trends in teaching in general and in foreign language teaching in particular and they should be advised to be aware of new trends in language.

2. In –service training programmes should last for a long period rather than four or five days that such programmes should cover the most important new trends and offer more time to teachers' training.

3. Departments of training in General Directorates of Education should make use of the techniques used in writing skill for training teachers to adopt these technologies .

4. Syllabus designers have to include activities or exercises in textbooks to supply teachers with activities and tasks used in developing writing skill.

5. Departments of English should teach ELT students how to use modern techniques especially Think Pair Share Strategy.

6. Evaluating the in-service training programmes for teachers ,Planning for the training courses well and Making EFL teachers to attend them once every year or once every two years.

7.Departments of English in Iraqi colleges of education are invited to use modern techniques in teaching in order to increase Iraqi EFL teachers' abilities in English teaching . They are also required to involve teachers in various intensive courses in respect to acquiring good teaching skills and to teach Think Pair Share Strategy.

8. It is hoped that this research study encourages teachers to investigate the phenomenon of Think Pair Share Strategy in foreign language adult learners and to develop more teaching techniques to achieve a better foreign language learning.

Suggestions for Further Studies

In connection with this work , a number of studies can be suggested:

1. A study using the same procedures can be conducted in another colleges.

2. A similar study can be conducted in other directorates of education, stages, and other academic subjects .

3. Designing programmes for evaluating students' progress in acquiring language .

4. Measuring students achievement in Think Pair Share Strategy at another academic stage.

5. A comparative study can be conducted in assessing the awareness and practice of EFL teachers of university in the another techniques used to develop another skills .

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