People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University Abderrahmane Mira of Bejaia

Faculty of Arts and Languages

Department of English

Investigating the Impact of Using Think-Pair-Share Co-operative Learning Technique on Students' Interaction in an EFL Classroom

Case Study: Second Year LMD Students of English at Bejaia University

Thesis submitted as a partial fulfillment for the requirements of a Master's degree in Language Sciences and Didactics

Submitted by:

Silya LASNAMI

Board of Examiners

Supervisor: Mr. Belkacem OUTEMZABET

Chairman: Mrs. Fadhila KACI

Examiner: Mr. Sofiane MAMMERI

Academic year: 2014-2015

Dedication

I praise God for giving me health and strength to achieve and accomplish my work.

My tremendous thanks go to my parents "Boubkeur, Louisa ", my brother ' Mahmoud" , my sisters "Sihem, Fatiha", and my grandmather" HAWA"

I also dedicate this modest work to Adel.

I address thanks to my friends "Samia maafa , Samia abbas , Mima , Nesrin , Lydia " for their support and help all along this work.

Special thanks to whoever helped me.

Acknowledgment

Abstract

The present study attempts to discuss some issues related to the use of Think-Pair-Share and its impact on developing students' interaction among second year LMD students of English enrolled at the University of Bejaia. The basic hypothesis adopted in this study sets out that using this technique in the classroom contributes on providing learners with a high level of interaction. To collect data, an observation was implemented in oral expression sessions with thirty-six first students of English in the classroom, using an observation checklist in order to collect more data about students interaction in the classroom . Within the observation, two research instruments were used for both qualitative and quantitative data collection. These instruments were the questionnaire and teachers' interview. The questionnaire is designed to gather teachers' opinions and attitudes toward our research study. Whereas, the interview served to gain data in more explicit way. The results revealed that the students are engaged when using TPS significantly better than those who worked alone. In addition, the student found that TPS, as a teaching technique, provided them with more chances to talk and interact. Hence, these findings validated our hypothesis.

Key words:

Think-Pair Share, students' interaction, impact, cooperative learning, technique.

List of abbreviations

CL: Cooperative Learning

CBA: Competency Based Approach

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorate

SLL: Second Language Learning

TT: Teacher Talk

TPS: Think Pair Share

Definition of terms

Cooperative learning: is a teaching method in which students learn in pairs or small groups in order to finish a work or any project while the teacher works as a facilitator or a guide. (Slavin, 1992)

Impact: is a powerful influence that something, especially something new, has a situation or a person.

Think-Pair-Share: a teaching technique that includes three elements: time for thinking, time for sharing ideas and knowledge with a partner and time for each pair to share back to a larger group.

Technique: this term was seen by Good(1973) as" a process of manipulation and procedures required in any art, study , activity of production , or it is an instructional procedure designed to relate to the learner the material being presented in order to facilitate learning"

(Good 1973, p.591)

Students' interaction: communication between student and another student, students with teacher or students', with content in a class for a specific purpose.

Interaction: an exchange between two persons or more in which two or more actions impact or influence one another.

(Wagner 1994,p.20)

List of tables

List of graphs

Table of figures

Table of Contents

General Introduction

Chapter One: Theoretical background and Review of Literature

Part one: Theoretical Background

Section 1: Think Pair Share Technique

Section Two: Students' interaction in EFL classroom

Part Two: Literature Review

Chapter Two: Methodology, Results Discussion

Section one: Research Methodology

x

Section Two: Analysis OF Results and discussion of the results

Chapter three: conclusions, suggestions and implications

General Introduction

Introduction

Cooperative learning (henceforth CL) is a method of teaching in which students work together in a cooperative not a competitive way to complete an activity or a project (Felder & Brent, 2001). This method of teaching makes students feel challenged and not bored in the classroom. In addition, cooperative leaning focuses on group learning in order to reach students' goals. By implementing cooperative learning in the classroom, students share ideas and learn in pairs or groups but they are assessed individually (Crandall, 1999).

Cooperative learning is a classroom teaching approach; it is one of the successful methods which provide learners with extensive oral production and communication (Caelho, 1992).The concept of cooperation plays a significant role in the process of Foreign Language Learning (henceforth FLL). It constitutes an important factor because it creates opportunities for the learners to develop their knowledge and skills.

In foreign language teaching, several CL methods and techniques are implemented. From them we stateThink-Pair-Share (TPS) as one of the cooperative learning techniques which involve students in three steps. In the first one, individuals think silently about a topic or a task posed by the teacher. In the second step, individuals exchange thoughts and in the last one, the pairs share their responses with the whole class (Ledlow, 2001). This technique teaches students to share ideas with classmates and builds oral communication skills and it focuses attention and engages them in comprehending the material being taught. We expect that TPS technique is an effective technique for increasing students' language use and classroom interaction which in turn influences positively on their participation.

1. Statement of the problem

Cooperative language learning is an approach commonly used in classrooms for the purpose of creating a more learner-centered atmosphere in which students' learning is supported by the students themselves (Richards & Rodgers, 2001). As a result, it promotes communicative interaction in the classroom. Yet, CL provides students with opportunities to work with their classmates and share responsibility for a task or an activity. In fact, there is a need to investigate the use of new technique and its impact on language learning process

inside the classroom, one of these techniques is TPS that encourages students' participation and creates high degrees of interaction.

Because of the students' complexity in the classroom, their increased anxiety, their lack of motivation and self-confidence, their interaction in the classroom is very low. As a consequence , the use of new technique in the classroom could help the students to communicate with high level of confidence and high level of motivation.

Accordingly, in the current study, we are interested in exploring the impact of using the TPS technique on students' interaction in EFL classroom. In other words, we attempt to find out how TPS technique can impact the development of students' interaction in EFL classroom.

2. Purpose of the study

The aim of this study is to investigate the impact of using TPStechnique on students' interaction in EFL classes. In others words, it attempts to find out whether there is a correlation between TPS and students' interaction.

3. Research Questions

In order to fully discover the impact of TPS on students' interaction, educators need to take time to examine this technique and evaluate whether it is successful in improving students' interaction or not. To gather data, the study will address the following questions:

1. To what extent is the TPS technique used by the teachers of the English department?

A-Do teachers use the TPS technique?

b-How is this technique applied by the teachers?

2. Does the application of TPS technique motivate students to interact?

3. Does the use of TPS technique enhance the students' interactional skills?

4. Hypothesis

Throughout our studies, we have noticed that the students face difficulties in interacting in the classroom. Therefore, with the aim of enhancing the learners' interaction, we hypothesize that there is a correlation between TPS and students' interaction.that is to say, giving students time to think and assigning pair works and group works and will help them to be prepared to interact freely and be involved in class discussion.

Design and Method

4.1. Design and Method

The present study follows a descriptive research design; it describes the present situation of the impact of using TPS technique on students' interaction. In addition, the most relevant method to explore the present study is Case Study method.

4.2. Population and sample

This research is conducted at the University of Bejaia,the population includes one group of 2nd year LMD (Licence, Master, Doctorate) students of English. The number of the whole population is 283 students consisting of 8 groups. But, our research is conducted only with one group (group 4) which consisted of 36 students. Mixing students with different abilities, different gender and various ages and cultural background will form our designed sample.

Also, our population includes a number of teachers of English at the University of Bejaia, the whole population is 60 teachers, but only 16 of them are taken as a sample in our research; they are taken randomly   mixing of different ages, gender. The teachers are teaching different modules, oral expression, written expression, morpho-syntax. Since, it is neither possible to study the entire population.

4.3. Data Collection and Analysis

Data is collected through teachers' questionnaire. It is intended for 16 teachers of the whole population at the Department of English at University of Bejaia to find out whether they give importance for this technique (TPS) and if they apply this technique in EFL classroom. The second instrument is classroom observation in which we verify the teachers' use of the technique and learners feedback . Finally, we employed an interview as the last

instrument to collect qualitative data in order to explain the work investigated in more explicit way.

5. Organization of the work

The present work is composed of three main chapters, the first chapter deals with "Theoretical background and Literature Review" which is divided in two parts. The first part deals with "Theoretical background" which is consisted of two mains sections. Section one, "Think- Pair-Share technique" which deals with some definitions, its procedures or steps , advantages or benefits, purpose and how to use this technique to improve students' interaction in the classroom. The second one is about "students' interaction in EFL classroom", that deals with some descriptions, students' approach to learning, modes of interaction and the different factors that influence students' interaction and the classroom. The second part deals with "Literature Review".

The second chapter deals with "Methodology, results ad discussion". This chapter is consisted of two main sections, section one deals with "Methodology and Data Analysis" providing a detailed description of the questionnaire, interview and observation. The second section deals with "Discussion of Results" in which we discuss the results.And the last chapter deals with conclusions suggestions and implications. Finally, we deal with general Conclusion.

6. Limitations of this study

The present study attempted to find out whether the TPS technique is an effective technique to use in the classroom to develop students' interaction. Particularly, this research focuses on the impact of how TPS helps students' interaction. However, some limitations might be emphasized. Due to time constraints, our observation is conducted in few weeks. In addition to this is the difficulty to conduct an experimental study. Last and not least, the interview is conducted with only four teachers.

Chapter one:

Theoretical Background and Literature Review

Introduction

In language learning and teaching, many approaches and methods are adopted to teach different aspects. Cooperative learning (CL)is one of these methods that are used for learning and teaching. Cooperative learning involves many techniques that could be applied in the classroom to enhance the quality of leaning. Think Pair Share (TPS) is one of these techniques which in turn have benefits in learning in the classroom and increasing interaction between students in the classroom.

This first chapter, which is entitled theoretical background and literature review, is divided into two parts. Part one deals with theoretical background and part two deals with literature review. The theoretical background part is consisted of twosections.Section one deals with Think Pair Share (TPS) technique and section two deals with Students' interaction in the classroom.

Part One: Theoretical Background

Section one: Think Pair Share Technique

Introduction

The first section is devoted to the discussion of the use of Think Pair Share (TPS) by introducing the different definitions of TPS, its steps, its benefits, its weaknesses and its relation to students' interaction. All these elements are necessary in implementing this technique in English as a Foreign Language (EFL) classes.

1. Definitions of Think Pair Share

One general definition of Think Pair Share (TPS) is the one provided by (Bell, 1998). He puts that:

> *"Is a technique that the teachers use in the classroom in the aim of interacting and communicating.It is 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 is one of the strategies that encourage students to think and*
> *participate actively in the class, whereas this strategy does not*
> *only encourage students to think but also to exchange ideas to*
> *others students.*"

In this definition, Bell (1998) provided the information about the history of TPS method. One interesting point which can be extracted is the fact that TPS is one of the cooperative learning methods which actively engages learners in interactive activities.

As claimed by Lyman (2009), TPS is a three-step technique. In the first step, students work individually, in the second step, students take turns to tell or describe with their partner and in the last step students discuss in the class and share what they have learned with the group members. All in all, TPS method incorporates individual work, pair work, and whole class discussions.

Kagan et al (2005) added that this strategy is designed to encourage students' interaction. They illustrated this through four steps. First, the students listen to the teachers' question. They think about the answer. After that, they pair up with their classmates and discuss their answers. Finally, they are asked to share their responses randomly in the classroom.

"Think Pair Share is a strategy which provides students "food for thoughts", that means, enabling students to formulate ideas and share them with others" (Ledlow, 2001). It is a strategy that encourages student classroom interaction, it encourages a high degree of pupil responses and can help keep student on task.

2. Steps of Think Pair Share

EFL teachers follow some steps when they use TPS technique in the classroom, to make students be active. According to Arends (2008), TPS goes through steps:

- **Thinking.** In which the teacher asks a question to the students which is related to the topic or lesson; he explains the purpose of learning and poses a question that relate the material being conveyed. Then, the teacher gives the students time, one minute or more to think about their responses individually and write out the answer. This is important for students just to be quiet for a few moments and store their thoughts

about the questions. They may write some thoughts and ideas in response to the question.

▪ **Pairing.**In which the students team up with their classmates and share their answers for two or three minutes, or they work together to create a convince answer.

▪ **Sharing.**In that one, the teacher asks students to share their answers or ideas to all students in the class; it is powerful if each pair go around the class from one pair to another pairs. And sharing is made randomly in the classroom.

(Arends, 2008, p. 15)

The steps are best illustrated in (Figure 01)
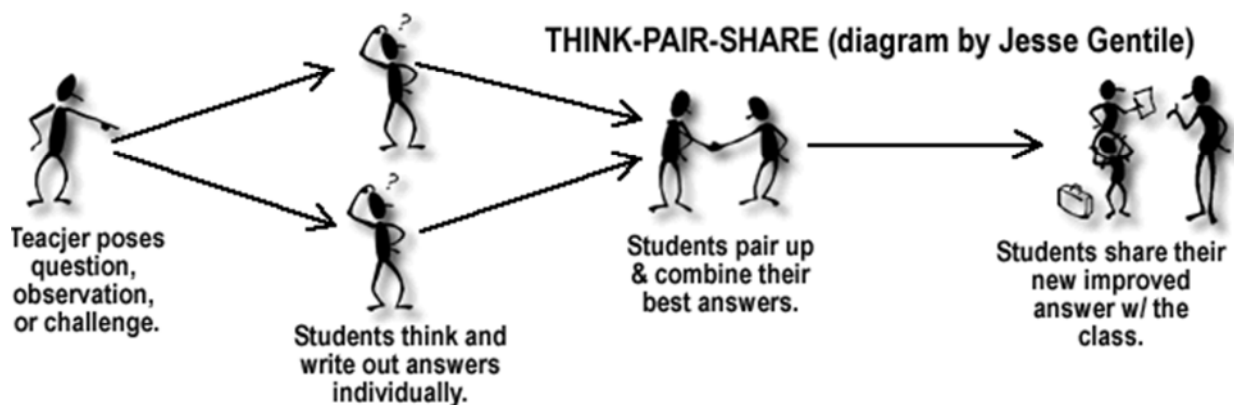
Figure1.1:_stepsof Think Pair Share_(Jesse Gentile, 2008)

Similarly, Murniyati (2010) puts that TPS is a cooperative teaching strategy that includes threecomponents. These components are summarized as follows;

• **Time for thinking.**In which the purpose is to build a correct and constructive answer because any issue cannot be answered spontaneously, it needs a critical thinking.

• **Time for pairing**.In which the students pair with their friend to check each other's answers and to exchange ideas between them.

• **Time for sharing.** With a partner and time for each pair to share back to a larger group, they should share their answer to the whole class, exchange their ideas, give and receive information from their friend in the classand comment each others answers

(Murniyati, 2010, p.31)

3.   Advantages of Using Think Pair Share

In fact, Think Pair Share (TPS) has many benefits. Kenney (2005) stressed this one benefit by the fact that whenthe student has appropriate "think time", the quality of his responses improves, and more of critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic. The result of this according to Kenney (2005) is that the student will be actively engaged in thinking. He added that many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group where they can build on the ideas of others is an important skill for students to learn. To add, this technique gives more time to think and all students' will be involved in classroom discussion (Rowe, 1972).

According to Professor Frank Lyman (1992), TPS technique has advantages for both students and teachers, they are summarized as follow:

3.1. Advantage for students. Lyman (1992) cited a number of advantages of TPS method for the students. He stated that this method provides the students with time to think before answering any question posed. Hence, they are actively engaged and continuously building their self-confidence. Furthermore, it reduces stress and creates positive classroom climate that encourages the students to be interactive and active. TPS method, according to Lyman (1992), provides the learners with the opportunity to share their ideas and thoughts and creates high degree of interaction.

3.2. Advantages for teachers. As Professor Lyman cited the advantages for students, he also cited some advantages for teachers. He claimed that this method facilitates for the teacher many tasks. Teachers can concentrate on asking questions and students' reaction will be observed and listened better by teachers. Moreover, teachers have the opportunity to hear ideas from many students, so a rich conversation will be achieved. Cooper & Robinson (2000) added that this technique is very useful for teachers because teachers can monitor learners.

4. Weaknesses of Think Pair Share

As many other teaching methods, TPS has many advantages, however it has many drawbacks. Lyman (1992) stated some of these drawbacks. He argued that TPS needs maximal service of teacher because there are many groups or pairs in one class. Thus, the teacher must give attention to all groups that have formed in discussion. Then, the

successfulness of this learning technique depends on student variation in pairing with others; there is no mediator if there is dispute in discussion, and more the most important is time pressure and this can be noisy.

There are other disadvantages, students may resort to the use of L1, in other words overwhelming majority of them to share the maternal language. In addition, teachers does not have control over what is said and divided between the pairs.

Therefore, TPS can be good for learners, however disadvantageous in the classroom because of noise and time.(Lyman, 1992)

4. Purposes of Think Pair Share

The purpose of using TPS in the classroom is focused on many concepts. Murniyati (2010) discussed some of these purposes; they are summarized in the following points:

- It provides a space and time for the students to discuss and relate their ideas with their existing knowledge.
- This technique enables students' to correct errors in their memory and engage each one of them in classroom discussion.
- TPS encourages students to think about a question and discussing their understanding with their classmates.
- Besides, students' thinking becomes more critical and creative when the question is open.

Thisstrategy increases students' interaction by allowing students to think about any instruction in order to formulate their ideas and share those ideas.

5. Using Think Pair ShareTechnique to Improve Students' Interaction

In Algeria, English is taught as a foreign language. The reason why learning and teaching process do not run well, is the lack of students' involvement in classroom discussion in order to create a successful teaching and learning process, students' interaction is needed.

According to McTighe& Lyman(1992) TPS is a branch in cooperative learning which encourages student to interact and participate which can be applied to all levels and all grades, because it helps students to participate actively in the classroom by answering to the question posed by the teacher ,after pairing and sharing. They added that this strategy is an effective one in making students' thinking more active, creative and critical. They are involved not only in thinking but also interacting and sharing their answers with the class as well as communicating well. McTighe& Lyman (1992) argued that this method builds self-confidence and encourages students' participation in the classroom.

Consequently, TPS is a technique for teaching and learning that encourages learners to participate. TPS fosters interaction since it involves learners in cooperative activities in which learners are encouraged to share and discuss their ideas and opinions.

Conclusion

Overall, TPS is a teaching technique which is used to encourage cooperative learning and enhance learners' participation. It involves learners in active reflective participative activities. It is an effective technique of teaching that encourages students to be creative in their thinking and participate actively in the classroom.

Section Two: Students' Interaction (peer interaction) in EFL Classroom

Introduction

This second section provides the reader with the necessary knowledge about peer interaction by defining it, presenting its types, its theoretical references, forms of interaction, interactional resources, oral interaction and its development, problems when trying to increase interaction and the development of oral interaction in Algeria

1. Definitions
1.1.   Interaction defined.

Many scholars have defined the term "interaction" in different ways; some of these definitions are presented subsequently:

Celce- Murcia (1989) gives one broad definition of interaction; interaction is a process in which two or more peoples are involved in a discussion. Interaction is an action which facilitate the exchange of information (Ellis, 1990)

Robinson (1994, p.7) defines interaction differently. According to him, "*Interaction is a process referring to face to face action which can be either verbal on non-verbal*". In other words, interaction in a process which persons are communicating face to face either verbal which can be channeled through written or spoken words, or non-verbal which can be channeled through touch, eye contact and gesturing. Similarly, to Vygotsky's view about interaction who says that interaction describe face-to-face communication between students. (Vygotsky, 1987)

Brown (2001, p. 165) says that "*Interaction is, in fact, the heart of communication; it is what communication is all about*". We understand from this citation that interaction and communication are interrelated, because when students' are interacting, they are communicating at the same time. Interaction is important to communicate.

1.2. Peer interaction defined.

Rebecca Adams et al(2013, p.3) state that "*peer interaction is any communicative activity carried out between learners, where there is minimal or no participation from the teacher.*" In other words, it is learner-learner between which carried out only between students and the teacher does not participate. However, Student-student interaction is a type of interaction that carried out between learners and not teachers (Long& Porter 1985)

According to Oliver &McLoughin (1997), Some EFL teachers believe that interaction between students is fundamental of the learning process. They illustrated by giving student-student interaction is desirable in teaching speaking:

- **Participation**: students should engage in the language being taught in order to learn it better. The most important aspect for learning is participation.
- **Maximizing practice time**: successful interaction is through pair working or group working, maximizing time is needed for learners to practice.
- **Collaboration**: collaborative learning requires working together on different activities. It is used to develop a language since learners use that language to interact.
- **Socialization**: related to the concept of collaborative is that socialization. Learners learn from the environment that is why interaction promotes language development but the development of social skills.

- **Motivation**: it is a fundamental aspect of successful learning. Interaction gives learners the opportunity to use language successfully and to measure their progress that in turn should lead to increase in motivation.

(Oliver &McLoughin, 1997, p. 38)

Some researchers state the importance of students' interaction, Garrison (1990) and Oliver &McLoughin (1997) say that it has been found that students were more motivated and had better learning experiences. Moreover, Englander (2002) says that emphasized interaction among the students can enhance them to use the language. It is a good way to develop students' speaking as far as interaction.

2. Forms of Interaction

From the different readings about interaction, we synthesize that interaction has two main forms. These two forms of interactions are considered the most effective principle in teaching (Angelo, 1993). However, these two models present more opportunities for discussion (Van Lier, 1996) which can be summarized as follow:

Teacher $\longleftrightarrow$ learner
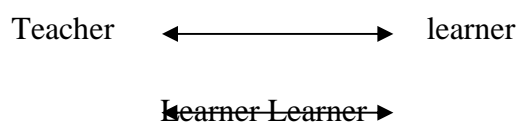
~~learner Learner~~ ►

Figure 1.2: *Forms of Interaction*

2.1. Teacher-learner interaction.

In the classroom, teachers ask questions and students answer to these questions or vice versa; this form of interaction is called teacher- learner interaction (Van Lier, 1996). He adds that this type of interaction is based on teacher talk in the classroom. He is a leader in the classroom who decides the type of the activity

2.2. Learner-learner interaction.

Van Lier (1996) clarified that this type of interaction is between learners and it involves no participation from teachers; the teacher plays a role of a monitor and learners are the participants. This function is often used to evaluate the individual students. He added that this could also be used for an informal conversation at the beginning of the lesson of for leading students into a less guided activity.

3. Oral Interaction and its Development

The main aim of learning a language is to communication verbally or non-verbally. According to Long (1983) and Vygotsky (1987), the second language learning can happen in class interaction and oral communication. They put that oral interaction is developed under three main theories of language teaching: Long's theory of interaction hypothesis, Vygotsky's theory of socio-cultural, and Krashen's theory of input hypothesis.These theories are going to be discussed in a particular way below.

3.1. Long's interaction hypothesis theory.

Mickeal Long developed The theory of interaction in 1983(Long, 1983, 2). He based on comprehensible input that is necessary but not sufficient for acquisition; he argued that learners perceive the input and the output in order to become intake. Long (1983) argued that interaction facilitates acquisition because it connects with input, internal learner capacity and output in productive ways. However, it is considered as the best way to achieve a higher level of comprehension of new outcomes in the field of communication. Long introduced his theory about the role of interaction in the second language learning, this theory states that the interactional input can lead to more comprehension and less difficulties in linguistic forms for the learners. This theory is justified by Long in making a study to observe a collaborative work between a native and non-native speakers. He added that interaction hypothesis theory maintains that the native and non-native   interlocutors working in collaboration to adopt new input to their level of competence gave the chance to develop their comprehension. (Long 1983; 1997; 2006), (Ellis 1995; 1997; 1998; 1999) and (Gass, 1997)

3.2. Vygotsky's socio-cultural theory.

Vygotsky (1987) presented this theory of socio-cultural. He stated that language is considered not only a tool of communication but also as a psychological one that mediates meaning between individuals and their linguistic competences and the development of their cognitive process. Vygotsky's theory maintains that classroom interaction increases the learning opportunities in Second Language Learning (SLL) environment. He also argued that humans invented tools that allow them communicate in order to achieve their social goal, those tools serve to mediate between human social and cognitive activity and therefore reflect the social and cultural background of the learners. (Vygotsky, 1987)

3.3. Krashen'sinput hypothesis theory.

Krashen (1985) in his theory of input hypothesis stated that, acquisition is considered as an explicit and implicit process in the second language learning. The explicit process involves learners' attending consciously to language in order to understand and memorize the rules. By contrast, implicit one takes place when the learner is used for communication. He added that acquisition takes place when the learners focus on the expression of meaning. In addition to this, language acquisition refers to the process of both communicative and linguistic competence that is acquired by the learners. Two-way interaction is a particular way for providing the learners the comprehensible input which plays an important role in language learning, he adds that the language used by the teacher affects the one produced by the learners (Krashen, 1985). Learning only takes place when the learner's acquire a comprehensible input and will take place when unknown items are only just beyond the learner's level (Krashen, 1982). This view is explained in detail in the figure below.
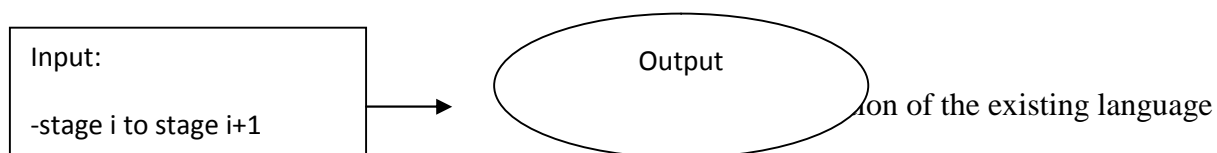
Figure1.3: *The input theory also has two corollaries (Krashen, 1985, p.2)*

3.4. Gass& Torrens (2005).

Gass& Torrens (2005) puts that negotiation is the first step of learning and it is part of interaction. According to him, interaction is important in order to acquire a language because if modifies speeches and the patterns of interaction to help learners participate in a conversation, interaction occurs when learners and their interlocutors anticipate and perceive difficulties in comprehending a message. In addition, interaction results in comprehensible input that influences learning enhances fluency to produce target language (Gass& Torrens, 2005).

4. Interactional Resources

There are some mechanisms that learners use during verbal interaction, these mechanisms are introduced by the sociologist Hall Sacks (1995); they are called "interactional resources". (Hall, 1995)

These three mechanism include turn taking, repairing and alignment, which we are going to discuss below.

4.1 Turn-taking. Turn-taking is the organization of talk when interacting or when someone finishes and opens a conversation. turn taking is not at all unique for conversation , but also interviews, debates, meeting , ceremonies, seminars trials…etc in which talk is organized and of course different from one to anotherThe organization of turn taking controls the understanding of utterances i.e. how talk is understood (H.Sacks, E. Schegloff and G. Jefferson, 1974).

In turn taking, the speaker alternates in his control of the turn which may vary in length from single words, to phrase, clauses or complete sentence; turn allocation techniques are used the transitions of talk can be continuous or discontinuous which most of them contains either a brief gap or a brief overlap, repairing is used for dealing with turn-taking errors violations. The duration of conversation is not fixed and the content is not prearranged (Sacks et al, 1974).

Schegloff (1996) puts that the fundamental element of this model is called Turn Constructional Unit (TCU), which means a meaningful unit of interaction, in addition to this one of the key properties of TCU is that the sequential organization which means that each turn fits into the sequence of talk in temporal terms, i.e. turns are bounded at each other.

4.2. Repairing. Repairing is dealing with the action of speakers to deal with the problems of productions and the understanding the language (Schegloff, 1977). The sociologists (Schegloff, Jefferson, and Sacks, 1977) in their article proposed a model for repair's organization in ordinary conversation, this model depends on different factors such as repair initiator, repairer, position of repairer, and outcomes of the repairer. They added that according to this model repair can be completely by the current speaker (self-initiate) or by the interlocutor (other initiate) after that can be completely by the current speaker (self-repair or the interlocutor (other repair). The repair model in conversation ends with one of two possible outcomes that are success or failure.

4.3. Alignment. Du Bois (2004) puts that this model deals with the participants' emotions and thoughts during a conversation. He defined the term alignment as a procedure used by the speakers to show their position with respect to their interlocutor's message. Alignment provides participants not only with conversational tools regarding turn-taking, but also with a

way to demonstrate their interpretations of other's utterances, therefore, alignment is considered as an interactional achievement that provides a powerful evidence of inter-subjectivity (Du Bois ,2004).

4. Strategies for Helping Students' Interaction in the Classroom:

There are many ways that help learners to interact in the classroom; teachers' help is one strategy which provides a high degree of interactions. Dargarin (2002) proposed some ways of teacher's help:

- **Asking questions.**It is easier for students to answer questions than starting a conversation. This form of help is much guided and does not really lead to freedom of expression. Body language is another way, in whichstudents can obtain much information from teachers' gesture and mime. The teacher can help students to express themselves with body language.
- **Topic.**Is important in increasing interaction;teachers can stimulate students' interaction by choosing appropriate topics because when the topic is familiar to the background knowledge of learners, they interact better. Young students prefer talking about sport, computers, music, dinosaurs, spaceships…etc. students can say a lot a more about a topic of their interest than something don't really know well.

<div align="right">Dargarin (2002)</div>

There are many other ways that might help student to participate, using familiar words, immediate repetition, paraphrase, slower , clearer talk, simple tasks …etc. (Johnstone, 1989,p.9)

Tarone et al (1983) suggested another strategy which is providing support, as well as providing language for tasks, where appropriate students try to provide ideas too. These can be brainstormed before the activity and put on the board so that the learners have enough things to talk about. Finally, giving preparation time in which students have often found that interaction breaks down because the learners have not had time to think about what they want to say and how to say it. Tarone et al (1983) added thatteachers plan to give some thinking time before starting a task during which the students can ask each other or me for support.

5. Problems Students Face when Trying to Increase Interaction

When learners try to take part in interaction, they face many problems. Waller (1932) suggested some of them are summarized as follows:

- Students' resistance is real problem is educational system, some learners are not enthusiastic when working in groups because students' think that they learn mistakes from their partners.
- Large classes are another problem that learners face; when there is a large class, there should be a large possibility for interaction and it not a good case of practice. When there are more students in the class, it will be difficult to develop interaction since it is crowded.

Sasson (2015) argued that lack of motivation is major problem; this due to many reasons such as weak desire, shyness or it can be due to lack of self-esteem. He added that some learners think about failure, they think about what others might say, being stress and nervous, all these reasons push students to become unmotivated.

7. Development of oral interaction in the Algerian context

Traditionally speaking, there is an old method which is used in language teaching, this method is knows as teacher-centered. Today some opinions of educationalists have shifted from teacher-centered to learners-centered (Richards & Rodgers, 2001). In learner-centered, students' are able to improve their skills when interacting with other students (Nunan, 1992). And Cooperative Learning is one way that creates learner-centeredness.(Crandall, 1999).

Algeria has adopted a new educational system called' Educational Reform' characterized by using the Competency Based Approach (CBA); it aims to teach language by taking into account social context that means , prepare learners able to relate what they study at school to their real life. The CBA is not seen as a transmission of knowledge from teachers to learners. Rather, it is seen a participation of learners and create and build knowledge through other learners' interaction. CBA has been brought to the Algerian schools since 2002 as a new part of reform. This approach in a problem solving approach that places learners to overcome the problem, its aim is for students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and

pragmatically challenging situations both in and out of class. The learners, also, are encouraged to seek information relying on their reasoning.

The CBA to teaching English is similar to communicative teaching. In some ways you could consider it as 'very good' communicative teaching that goes one step further by making sure that the learners can apply what they learn in class to real-life situations outside the classroom. In the CBA, learners study English within situations and contexts that are varied and relevant. In the other words, the language is introduced and practiced in different situations that are similar to situations that could occur in real-life. The aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in school that are similar and out of school. Therefore, learners will see learning English as useful to their student life and future and their oral communication particularly oral interaction.

In the CBA to teaching English, the competencies are linked to learner's needs in and out of school. They learn to speak, read, listen and write, and to re-use language in new situations. Teachers teach these skills in an integrated way, not separately, since that is how they are used outside the classroom. It is important that teachers help learners to practise English in varied contexts or situations if they are going to be to be able to remember and use what they have learned when they need it. It takes a lot of practice using English in different contexts for learners to be able to use English in real-life situations. (Cheli, 2010)

To sum up competency-based approach enhances critical thinking in EFL classes because it decreases teacher centeredness and encourages the autonomy of learners in student and student-teacher interaction.

Conclusion

In this chapter, we have explored the theoretical evidence of the existing literature about TPS and peer interaction. The first independent variable which is TPS includes its definition , benefits, its relation to student's interaction…etc. the second one is about students' interaction exploring different definitions, types of interaction, talking about interaction in Algerian context…etc and we finished by interactional resources.

Part Two: Literature Review

Introduction

In this second part, we are supposed to present the different researches and various works done by others. This part deals with literature review related to the two important variables, the Think Pair Share Technique, and Students' Interaction in EFL classroom.

1- Think Pair Share

Think pair share is a technique which has been studied by many researchers; some of these researches are summarized below:

One middle school teacher, Steven C. Reinhart , conducted his own study of his classes over a number of years trying to improve his teaching by using a problem-based , student-centered approach and incorporating more cooperative learning techniques(2000). He did this because he noticed many of his students did not understand concepts. He thought they had taught well with direct instruction. He decided to do what he could to allow students the opportunity to process information and explain their ideas. He found that in his classroom, TPS helped to improve class discussions.

Another study conducted by Ronald N.Cortright, Heidi L.Collins and Stephen E. DiCarlo used a technique similar to TPS which they called Peer Instruction (2005). They divided an undergraduate exercise class into two heterogeneous groups, group A and B. Each of the classes consisted of three presentations and after each, the students were given a short quiz about the presentation; students in group A could discuss the question with 2 to 3 others students. And students in group B completed the quiz on their own. The students of group A enjoyed in peer instruction and peer instruction helped to develop positive relationship and faculty and among students

A research done by Sofiatun (2009) at Muhammadiyah Surakarta University, Indonesia, is entitled Teaching English Using TPS to Improve the Students' Speaking Competence (an action research at the fifth year of SD Negeri 2 Kemiri, tulung). The general objective of this research was improving the students' speaking competence, the description, the implementation of teaching speaking using TPS and the improvement of the students' speaking competence especially in producing oral passage of English.In analyzing the data, the researcher used both quantitative and quantitative data taken from observation, document,

and interview. There were two cycles in this action research in which each cycle is conducted in two meetings. . The result of both pre-test and post-test indicated that the students had a significant improvement in speaking competence. In addition, the students also showed a positive response. They looked enthusiastic, energetic, braver and more confident to speak. Besides, they became active to produce the correct pronunciation. Moreover, both of the result of the students' responses and the students' test before and after the treatments indicated that the students had improvement in achieving the English speaking competence. In addition, the students mastered the correct pronunciation, although the students could not speak English well. Thus, it could be said that the teaching speaking competence by Think Pair Share (TPS) for young learners in SD N 2 Kemiri, Tulung was successful.

Another research is entitled Teaching Speaking Using Think-Pair-Share to the Seventh Grade of Students of SMPN 1 Kuta Utara in the academic year 2012/ 2013(Indonesia). The researcher limited the study in teaching speaking skill about procedure text. In this thesis, the researcher stated that the findings of this research were that TPS could effectively improve and increase the low ability in speaking skill of the seventh grade students of SMPN 1 Kuta Utara. In addition, Jumiati (2013) stated in her research which is entitled Teaching Speaking Skill through TPS Strategy to the Tenth Grade Students of SMAN 8 Denpasar in academic year 2012/2013, that the established mean figure from session 1 to session 4 was significantly getting higher and higher. It was positively increased both in term of score and ability in speaking English.

However, the researcher found some differences between the present research and the previous researches. In the previous researches,Murtika Jaya limited his study in Teaching Procedure Text. Moreover, Jumiata limited her study in Teaching Daily Expressions. Furthermore, because it took different place in conducting the study between the previous researches where the present research was conducting in SMPN 2 Ubud.The study also showed different results based on the subject under the study.

Improving Speaking Skill through Think Pair Share of the Eighth Grade Students of SMPN 2 Ubud was another research, whichis done by the researcher Sang AyuNym Sri Wahyuniin the academic Year 2013/2014. The main aim of this research was to find whether or not speaking skills could be improved through Think Pair Share. After the different instruments used in order to answer to their research questions, this study could clearly answered that the speaking skill was developed through think Pair Share. This work can be compared to the

work done in Kuta Utara and the work of Jumiata which had the same result that speaking skill can be improved through the use of TPS.

Another work led by M.Afen et al is entitled the Effect of TPS Technique on the English Reading Achievement at the University of Pendidikan Ganesha, Singaraja, Indonesia in 2013. From the result of the analysis, it can be concluded that students who were taught by using TPS Technique were more motivated than those who were taught with conventional teaching technique. Moreover, there was a correlation between the teaching technique and achievement motivation toward the English reading achievement between the group of students who had high achievement motivation taught with TPS cooperative technique and those who were taught with conventional teaching technique. Finally, there was no significant difference in English reading achievement between the group and students' who had low achievement motivation taught with TPS Technique and those were taught with conventional teaching technique.

TaurichaAstiyandha et al have done the same research about The Effectiveness of TPS to teach Reading Comprehension viewed from student' motivation in 2012 at University of Pascasarjana. This research was intended to know whether TPS was more effective than Direct Instruction Method (DIM) to teach reading comprehension of MAN 2 Metro in the academic year of 2012/2013. Moreover, the results were the same as Afens' results.

A recent work done by Nguyen Thi Thu Thuy which is entitled, Effectiveness of Jigsaw and TPS and Numbered heads together on students' participation in speaking skill at Hanoi University, Vietnam in 2013. The results showed that one of the main causes of students' poor interaction was the teaching techniques which did not really get actively in speaking activities.

In 2013, another research conducted by Utama, I M. et al at Ganesha University, Indonesia. This research entitled The Effect of Think Pair Share Teaching Strategy to Student's Self Confidence and Speaking Competency Of The second Grade students of SMPN 6 Singaraja. The result showed that TPS had higher self-confidence significantly than students did who studied by conventional teaching strategy. Therefore educators should use TPS in learning speaking to improve the students' self-confidence. In addition, students who used this technique had higher speaking competency than conventional teaching strategy.

In addition to these works, a work done by Indo EsseSriwahyuni, Jos EngelbertusOhoiwutun, ,Wahyudin in 2014, is entitled " Developing Reading Comprehension Of the Eleventh Grade Students' Through Think Pair Share" at Tadulako university, Palu. Indonesia. The aim of this research was to find that the use of Think Pair Share could develop reading comprehension. In addition, the result of this research showed that Think Pair Share can improve the students' reading skill, they based on recount text and the result was improved students' ability. It means that this technique was effective to develop the students' reading comprehension, not only in teaching narrative text but also in the other text. In addition, the result of this work could be compared to the work of Diah about Reading comprehension in which their results are similar.

A work led by MuntahaSabbarJebur, Habar Hussein Jasim and Hiba Rasheed Jaboori about the Effect of Using TPS Technique on EFL Students' Achievement in the course of GE,this work was done at Mustansiriyah University, Iraq in 2009. They found that TPS encourages students' engagement on the class activities and keeps them on task. It creates a positive atmosphere for learning and enhances equal participation of the students.

Ariana Sampsel had worked about finding the effects of TPS on students' confidence and participation in 2013 at Bowling Green State University. This research study addressed the TPS cooperative learning technique and its effects on students' confidence. The study found that students participation increased, the number of long explanations given by students' increases, and students comfort when contributing to class discussion also increased.

2- Students' interaction in the classroom

By increasing students' participation in class discussion and by increasing students' long explanations, students are communicating their thinking to more students. This has benefits including providing the opportunity for students to learn from each other.

In recent years, a number of studies have been conducted to investigate the merits of learner-learner interaction in various aspects of language teaching (swain,2002 , Brooks &Tocalli-beller, 2002). There are a number of studies which have investigated the effect of pair work on grammar tasks. Storch (1999) found that pair work had a positive effect on overall grammatical accuracy when ESL students completed a series of grammar-focused exercises.

Mateja Dargarin at Ljubljana University, Slovania worked about Classroom Interaction and communication Strategies in Learning English as a Foreign Language on 2004. They focused on the development of interaction in a foreign language classroom, teachers can help students to help develop their interaction skills and students themselves can apply various strategies to become effective communicators in a FL. The result was that teachers can take a variety of roles, not always performing the role of an instructor, but also that of a consultant or a co-communicator. Classroom organization can also be adapted more for one to one group work arrangement to encourage peer interaction.

This research done by Runmei Yu at Qingdao University of Science and Technology entitled Interaction in EFL Classes in 2008. The result revealed that the learners' classroom environment should be viewed as an integral part of a broader socio-cultural and institutional context. It provided a context for drawing the learner's attention to different discursive practices. Furthermore, it reflected the social reality that existed outside the classroom. The role of classroom interaction was mainly cooperative negotiation and co-constructive work learners to their language development and self-development. The cooperative work among students; teachers and researchers to explore the significance of classroom interaction will benefit SLA

In 2009, AndriDefrioka conducted a research about; Improving Students' Interaction in Speaking Class through Information Gap Activities at Padang University, Indonesia. Moreover, the result of this research indicated that the implementation of information gap activities can better improve the students' interaction in speaking class. Student-centered class included pair work and group work also contributed to improve outcomes. Besides, students were active to interact with their teacher and other students. The students' participated at all activities. Finally, the classroom action research process itself helped students and teacher reflects on their successes and failure in teaching and learning process.

A research which is done by Razika Boucheche is entitled "The Role of Peer Interaction in Developing Communicative Competence ". This research was done at Mentouri University , Constantine (2010). The main aim was to shed the light on the importance of classroom interaction in developing learners' communicative competence. And the results found from the research showed that the teacher should be a facilitator in order to know how to teach them communication, an interaction was a crucial factor in developing communicative

competence and providing students' with group activities that create a good atmosphere in the classroom was essential for communication.

Another work in 2010 by LuuTrong Tuan is entitled Theoretical Review on Oral Interaction in EFL Classrooms at Ho Chi Minh University, Vietnam. This work seeks to revisit the two forms of oral interaction in EFL classrooms encompassing teacher-learner interaction and learner-learner interaction involving pair work and group work. In addition to this researches, another work is entitled Supporting Peer Interaction in Online Learning Environment which was done on 2010. It was studied by Ard W. Lazonder at Twente University, Netherlands. The results showed that students are hardly used sentence openers because these sentences may not be the best way to support students' online interaction.

An Empirical Study on 2013 based on Interaction in EFL Classrooms in Middle Schools in Western Areas of China was one more work conducted by Wei Jing, Jiang Yu-hong at Southern University, Chongqing, China. The focus was on whether teacher-talk facilitates teacher-students interactions and student-student interaction are balanced and whether teacher talk facilitates interaction in EFL classrooms. They found that TT dominates EFL classrooms and it does not facilitate interaction. The questions asked by teachers do not lead to more extended students responded and the kind of feedbacks that teachers give don't help create an interactive environment. The results of this study had implications for both EFL teaching and teacher development. To promote language learning, EFL should cut down the amount of TT to provide opportunities for interaction.

Moreover, our study is entitled "Investigating the Impact of Using Think Pair Share on Students' Interaction in EFL Classroom"; our aim is to find out the real relation between this technique and students' interaction in the classroom. This work took place at Bejaia University on 2015.

We can conclude from the various views about students' interaction that being able to interact in a language is essential. Therefore, English teacher should provide learners with opportunities for meaningful communicative behavior about relevant topic by using student-student-student interaction and using TPS Technique in order to communicate. Teachers should design the activity with the modified interaction, so that the learners can naturally acquire language through the conversational interaction.

Conclusion

In this part, we have described the previous studies connecting with Think Pair Share and Peer interaction by giving a specific description to each study with their results.

Chapter Two:

Methodology, Results and Discussions

Introduction

In the previous chapter, we have explored the existing literature about our two variables which are Think Pair Share (TPS) and students' interaction (Peer interaction). The following chapter which is practical is divided on two main sections. The first section is entitled research methodology and data procedures which is concerned with describing population and sample, data procedures as well as a detailed description of the research tools used in which arequestionnaire, observation and teachers' interview. The second section is entitled Data Analysis and Discussion of the results which deals with the analysisand an interpretation of the results.

Section one: Research Methodology

In this first section, a description of the study isprovided. It gives further details concerning the adopted method, the research subjects as well as the chosen instruments for data collection and the procedures of the research.

1- Research Variables

This study is based on two research variables. The first variable is the independent variable which is Think Pair Share Technique. The second variable is the dependent variable which is students' interaction in EFL classroom. Our aim is to find a cause and effect relationship between the two variables.

2. Population and Sample

Our research population is Second Year LMD students of English enrolled at the Department of English at the University of Bejaia. The size of the whole population is 283 students consisting of eight(8) groups for the academic year of 2014/2015

However, for the limitation in time and resources, only a subset of this population is chosen to the sample for our investigation. Specifically, 36 students (12 % of the whole population) are chosen to be participants in our research. The sample chosen consisted of females and males. Their age average is twenty-one years old (21).

Our decision to take Second year LMD students (group 4) of English as a sample is due to some factors. One of them is lack of motivation and students' reticence. Our focus in the research is to identify the effectiveness of applying the TPS technique in the classroom to

increase students' interaction, therefore, second year students are the most appropriate choice to take as a sample for this research.

Our research was conducted also with a group of 16 teachers representing 45 % of the whole population. The sample chosen consisted of females, males, and different ages.

3. Research Design and Method

Case study is the relevant method adopted in this study. This method is a type of study which studies a particular phenomenon in real life situations. And the combination of Qualitative and Quantitative is well established in case studies (Yin, 1984). In others words we have combined both qualitative and quantitative;we have used the questionnaire as a quantitative method, whereas we have used the interview and the observation as a qualitative method. In one hand, the quantitative method is based on explaining phenomenon by collecting numerical data and analyzed them statistically, whereas qualitative method is a set of techniques on which data are obtained from relatively small group of respondents. Its most common technique is narrative (Lehmann, 2006)

The present study follows a descriptive research design. Descriptive research is the most widely used is researches, it is mainly used to obtain information concerning the current status of phenomenon to describe the existence of the variables or conditions in a situation (Gay, 1976). In descriptive research, the researcher describes and interprets the what, it is concerned with conditions or relationships that exists, opinions that are held, processes going on, or the trends that are developing (Singh, 2008). Descriptive research aims at describing the nature of a situation as it exists at the time of study and explores the causes of a particular phenomenon, in other words, it tells the "what exists" and "what is" of a phenomenon.(Travers,1987).

The subjects we are dealing with; that is, exploring the impact of using Think Pair Share technique on students' interaction requires a descriptive work where the independent variable (TPS technique) altered to determine its influence on the dependent variable (interaction).

4. Data Collection Procedures

The current study examines the use of Think Pair Share technique to enhance students' interaction in the classroom among second year students by checking their ability to interact. It has also explored teachers' perceptions and views about implementing this technique in their sessions. Accordingly, the following research procedures and instruments will be used for qualitative and quantitative data collection in order to achieve our aim.

1. The Questionnaire

1.1. Aim of the Questionnaire

For more effective, evidence and realistic research work and objectives, a questionnaire was designed for English teachers at the department of English at Bejaia University. The questionnaire aims to explore teachers' attitudes about Think Pair Share technique as well as their views about the implementation of TPS.

A questionnaire permits to gather quantitative data to make statistical relationships and comparisons (Angers, 1997). Questionnaires also allow the researcher to collect true answers from the participants (Allwright& Bailey , 1991). Additionally, questionnaires are an effective research tool for collecting data in Foreign language (Brown, 1988; Bygate, 1987)

1.2. Description of the Questionnaire

A questionnaire is a list of questions that respondents answer to gather data about the studied research. It is the most widely tool used to collect data, it is more effective, real and convenient (Adams &Schvaneveldt, 1991). Questionnaires are tools that are used to measure the variables, the questions may be either open, where respondents are required to answer in their own words, or close, here respondents are required to select one or more answers from those provided (Malhotra ,2006)

The Questionnaire addressed is a semi-open one since it combines open and closed questions and many questions are structured but the responses are not (Craft, 2000). The questionnaire is made up of Three (03) parts. The first one is about general information. The second one consists of (04) close questions and one (01) open question. And the last part contains four (04) close questions.

After designing a questionnaire, 16 teachers were handed the questionnaire by the end of April. Somme questionnaires were returned back the same day whereas the majority was returned back some days later. Only sixteen (64 %) were returned.

Number of Returned Back Questionnaires
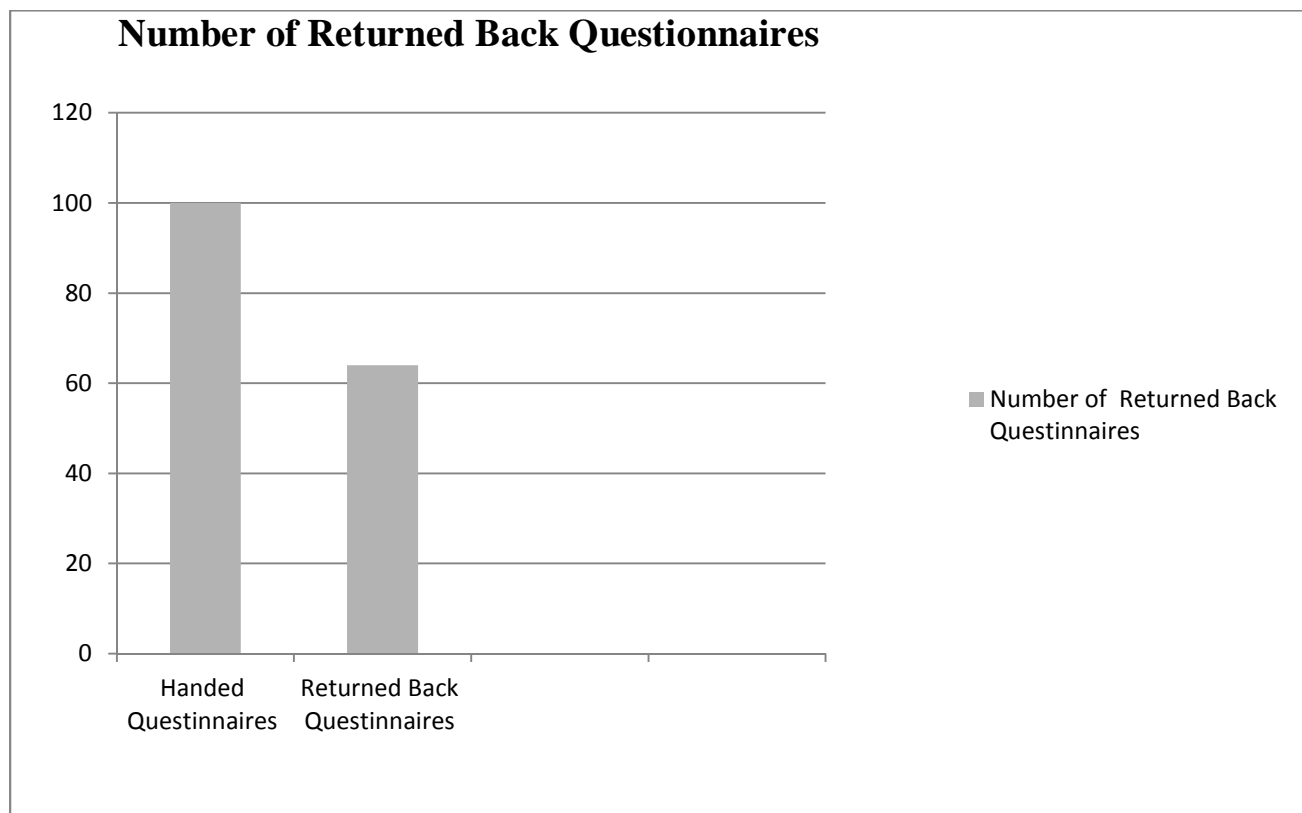
Graph 3.1: Number of Returned Questionnaires

2. Classroom observation

2.1. Aim of the observation

A classroom observation was adopted to examine learners' interaction through doing tasks and activities. It also aims at examining the relationship between TPS use and the development of students' oral interaction in the EFL classroom. Observation allows making careful and accurate measurement in scientific investigations (Marczyk, Dematteo, Festinger, 2005). This kind of observation helps to collect qualitative data on the learners' behaviors (Angers, 1997).

2.2 Description of the Observation

In our observation, a checklist has been used to examine each learner's level of interaction. Using a checklist serves to systemize and facilitate the recording of observations to allow the

researcher to consider the important aspects of what has been observed (Best & Kahn, 1993). Five observation sessions have been realized. First time observation form was used on April, 12th. The second time observation form was conducted on April 19[th,] , the third session was on April, 26th with group 5. And the two last sessions have been conducted on May 20th and 21st, 2015 with the same group but with another teacher.

3- Teachers' interview

3-1 Aim of the Interview

For more accurate data about teachers' use of Think Pair share in the classroom and its efficiency in developing students' classroom interaction, a semi structured interview with four teachers with different ability and level. One of the benefits of the interview is that it enables the researcher to gather deep and detailed evidence likely to explain phenomena and issues in a more explicit way. Moreover, the interviewer can ask for clarification whenever there is a misunderstanding of the question and this is an advantageous for the researcher (Best & Kahn, 1993).

3-2 Description of the Interview

The interview is conducted with four teachers in the end of the observation period; it consisted of nine questions on TPS use in the classroom and their views about this technique. Our interview is categorized into four (4) rubrics, which can be named as follows: 1) the use of TPS in EFL classes. 2) Teachers opinions about TPS use. 3) teachers' perceptions of students' interaction. 4) the relationship between TPS use and students' Interaction In addition, the questions were also about TPS and its relation to students' interaction. Hence these questions allowed us to attest the use of this technique and to assess students' interaction in the classroom.

Conclusion

To sum up, three data collections instruments are used in this research work: a questionnaire, classroom observation and an interview.The questionnaires are used to collect large amount of data about the technique and students' interaction. Similarly, the observation also permitted to check the teachers' use of the TPS technique and students' interaction. However, the observation aimed at checking the teachers' use of this technique and the learners' behavior and interaction in the classroom. in addition, the interview is used to gain more evidence from

teachers, that is to say confirming the results from teachers who are best qualified to judge the effectiveness of TPS technique on students' interaction inEFL classroom. the reason behind the use of many methods and tools is that the combination of research tools allows the researcher to overcome weaknesses of each tool (Dowson, 2002)

Section Two: Analysis of the Results

Introduction

In this section, all the data collected through the research instruments were analyzed in details. Results were represented in tables and graphs in addition to an interpretation of each result. The questionnaire was analyzed by expressing the responses by percentages and representing them under tables and graphs. The same procedure was followed to analyze the observation form. After the analysis of the data collected via the different tools, we move to the interpretation of the results. This is realized by presenting the obtained results and highlighted them. .

1. Analysis of the Questionnaire

The questionnaire allowed the participants to report their learners' oral interaction using think pair share (TPS) technique in various classroom settings choosing from different options: "Yes or No"**.** The teachers' answers to each item are calculated, converted into percentages and presented in tables, and graphs followed by a discussion of the results.

1.1. General Information of the Participants

1.1.1. Age

Table 1. *Teachers' Age*

Options	25 to 30 years	30 to 40 years	More than 40 years
Number of Teachers	7	6	3
Percentage (%)	43	37	19

From table 1, we noticed that the teachers at the University of Bejaiaare mixed between younger and older.

1.1.2.Grade.

Table 2. *Teachers' Grade*

Options	Master 2	Assistant Lecturer A	Assistant Lecturer B	Magister in Literature and civilization
Number of teachers	**5**	1	9	**1**
Percentage (%)	32	6	56	6

From table 2, it is clear that more than half of the participants are Assistant lecturers; we mean that they have a Magister degree (56%), (32%) have a Master 2 degree, and we can remark that all teachers have a high level of education.

1.1.3. Number of Years Teaching English

Table3. Teachers' teaching experience

Options	3 to 10 years	10 to 20 years	More than 20 years
Numbers of teachers	10	4	2
Percentage (%)	62.5	25	12.5

Results presented in table 3 show that the majority (63%) of teachers of English at the University of Bejaia have teaching experience of less 10 years. and others are more than 10 years, this means that the majority are new in teaching English.

(37, 5 %) of the teachers have more than 10 years teaching experience. As far as teaching experience is concerned, this shows that they are familiar with different methods and techniques used in teaching, and they are able to talk about the different techniques to develop their interaction.

2. Using TPS in EFL classroom 2.1. Do you use TPS technique in EFL classroom?

Table 4. *Teachers' Use of TPS*

Options	Yes	NO
Number of teachers	12	4
Percentage (%)	75	25

We notice from table 4 that (25%) of the teachers expressed that they do not use TPS method in their classrooms. the majority of teachers (75%) use this technique and each

teacher explains how he uses this technique in the classroom. Two teachers clarified that they use it in oral expression. The remaining ten teachers preferred to illustrate and explain the different steps applied and followed when using TPS in the classroom. They all agreed on the following steps:

- Choose an interesting topic for discussion.
- Give time for the students to think and build personal ideas about the topic.
- Formulate pairs (small groups) and let them discuss the ideas together.
- Open an area for discussion in which all the students express their ideas and opinions.

All in all, the teachers provide an activity or activities to students in a form of a specific topic; they formulate individual ideas and share them with a peer since it creates a warm atmosphere and this provides an opportunity to all students to participate and share their ideas with the whole class.

Most of teachers use the Think Pair Share Technique in the classroom, by giving students a topic or a question to think about it. They give them time to think about this instruction, then students pair up with their peers. Finally, students share their ideas with the whole class. (Item 1 and 2). Here, we answered to research questions number 1 and 2, that teachers use the TPS technique in the classroom. This is similar Lyman's implementation model.

2.2. Do you think that TPS is successful technique?

Table 5. *TPS is a Successful Technique*

Options	Yes	No
Number of teachers	15	1
Percentages (%)	94	6

From the table 5, we understand that all teachers, except one think that this technique (TPS) is very successful for students' interactions in EFL classroom.

2.3. Do you give students' time to think after asking a question?

Table 6. Thinking Time

Options	YES	NO
Numbers of teachers	16	0
Percentage (%)	100	0

From table 6, we note that all learners prefer to give time to their students to think before doing any task. They all consider this as crucial and necessary; some of them justified this as the following:

- It gives the learner time to organize their ideas and answer in correct way.
- It raises the possibility to receive coherent and cohesive answers, and reduced the possibility to make mistakes.
- To make the students concentrate.
- It raises the students' self confidence.
- To help the students reflect on their answers.

The results revealed that all teachers (English teachers at Bejaia University)gave time for their learners to think, because thinking can create a very good and positive atmosphere around learners. When they think, success becomes easier and it is not as tough and difficult, as many people think. In addition, thinking increases the quantity of good and positive thoughts, stress will gradually leave their life, until they will not hear about it any more. We can not forget that negativity blinds minds. When they turn their thoughts from negative ones into positive, they can start to notice solutions and will understand that every problem is actually an opportunity to grow. Besides, when they have time to think, they think independently about concepts they are learning, gives them room to make deep connections. This is what Kenney (2005) refer to by saying that the student will be actively engaged in thinking.

2.4. Do you think that this technique encourages students to interact in EFL classroom?

Table 7. TPS Encourages Students' to Interact

Options	Yes	No
Number of teachers	15	1
Percentages (%)	94	6

From table 7, we notice that the majority of teachers (94 %) think that this technique encourages students interact and work effectively when they use it in EFL classroom. 06 teachers from 16 (between them the one who responded "no") did not provide us with a justification. The remaining 10 teachers justified and illustrated their response as the following:

- TPS makes the students active and easily integrated people into the society.
- TPS engages the students in hard reflective work and thinking; hence, they are encouraged to share and discuss their personal knowledge to give and take.
- TPS reduces anxiety and raises students' self-confidence.
- TPS encourages the learners to think and rely on themselves.
- It gives chances even to silent students to speak; moreover, it allows shy learners to think and interact freely.

2.5. Do you think that TPS promotes Students motivation?

Table 8. Students' Motivation

Options	Yes	No
Number of teachers	15	1
Percentages (%)	94	6

We notice from table 8 that represents table 9 that 94% of teachers agree with the idea that TPS technique promotes students' interaction.

All participants agreed that this technique promotes students' classroom motivation to and increases student self-esteem that is our aim of researching. This result confirms the Permadi's findings according to which TPS had higher self confidence than students who studied with conventional teaching strategy. Therefore educators should use TPS in learning speaking to improve the students' self confidence. In addition, students had higher speaking competency than conventional teaching strategy.

2.6. Do you think that this technique can promote communicative interaction among students?

Table 9. *TPS promotes Genuine Communicative interaction.*

Options	Yes	No
Number of teachers	16	0
Percentage (%)	100	0

From table 9 we notice that 100 % of teachers think that TPS technique promotes a genuine communicative interaction among students and this is true. Which means here is that students promote original interaction

All participants agreed on the fact that the TPS technique is an effective way to encourage students' interaction, express themselves freely, and share information in the classroom. According to oral teachers, this technique allows students to learn from each other in a non-competitive environment to work together towards a common goal and to practice tolerance. Then, it increases self-esteem and participation. students' comfort and confidence is increased when contributing to class discussion could compare our result to Ariana's results in which students' participation increased the number of long explanations given. Besides, teachers also adopt this technique to increase participation and discussion in the classroom, this confirms the view of Steven (2002) that TPS technique helped to improve class discussion more than any other technique the teacher incorporated in his teaching. Moreover, students are reflected positively by using this technique in the classroom. Some of teachers think that this technique gives chance even to silent students to contribute in their learning and help students to reduce mistakes when thinking. It helps students to build self-confidence, so their interaction will be based on self-confidence and this is positive to them.

One of the teachers who is opposed to this idea justifies by saying that students may use mother tongue and this is a real disadvantage.

3.Students' Interaction in EFL classroom?

3.1. Do all your students participate in classroom?

Table 10.: students' Participation

Options	Yes	No
Number of teachers	8	8
Percentage (%)	50	50

From Table 10 and, half of teachers (50%) responded that all the students participate in classroom discussions, and (50 %) of other teachers responded that they do not participate in classroom discussion.

Half of the teachers confirmed that all their learners participated during classroom especially when the topic is familiar and known. Other teachers, on the hand, say that not all their learners participate in their classrooms discussions and they do not interact because of hesitation, stress and anxiety (Item 8). Other teachers affirmed that some learners did not participate nor they did they interact with others. This is due to hesitation, stress and anxiety.

3.2. Do your students work, individually, in Pairs or in Groups?

Table 11. Students working style

Options	Individually	In pairs	In groups
Number of teachers	9	5	2
Percentage (%)	57	33	10

From table 11 we notice that 57% of students prefer working individually and 33% like working in pairs and some others (10%) like working in groups.

Half of the participants responded that most of students preferred working individually (53 %) because they don't like to share their ideas with others, they prefer to keep their thoughts for themselves, and, they like to study alone because they need a quiet environment to concentrate on their studying. Some of students prefer learning in groups (10 %) because it help them learn social skills . They will learn to give help of each other without bothering themselves. They learn to respect to others and think about other ideas. This way can boost up knowledge. For instance, when they studied for the exam of, they decided to study in a group with their friends. They discussed with each other about different theories that caused their

grade improved. From that experience, they learned that they must hear to other ideas and point of view carefully.

3.4. How do you find their working in pairs?

Table 12. *Students' Working in Pairs*

Options	Beneficial	Not beneficial
Number of teachers	14	2
Percentage (%)	87,5	12,5

We understand from table 12 that almost of teachers (87, 5%) found the pair working of students is beneficial. To justify their answers, different advantages of TPS are stated as follows:

- It encourages students to interact, communicate and share their ideas.
- It allows creating an area of exchanging ideas and sharing knowledge.
- It promotes students' motivation and efficacy and raises their self-esteem.
- It has a positive influence on the students' affective side. It reduces anxiety and makes the students less shy and timid.

However, the 12 % of teachers, who answered that the peer working is not beneficial, justified their choice as follows:

- Working in groups (pairs) makes the students shift from the focus (they speak about topics out of the intended one)
- TPS cannot be applied in our school because of the large number of the students in the classroom and because of the lack of the material.

All participants answered that working in pairs is very beneficial because students participate in the lesson much more actively because they are involved in talking to their friends, exchanging opinions, practicing new structures more than listening to their teacher talking. According to the respondents, working in pairs can give the learners opportunity to use really the language to communicate with each other's.

To conclude, TPS is viewed as an effective and useful way to teach and learn better. Thus, it contributes to help learners improve their interaction by providing them with opportunities to communicate in the classroom in real situations and practice their English.

2- Analysis of the classroom observation

The following table illustrates the mean scores of ten statements on TPS ad Students' interaction through three sessions. The observation form was used for each student, but the table shows the results in terms of the mean scores of the whole group. The table below represents the results of the first group

Statement	Session One		Session Two		Session Three		Session Four		Session Five	
	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	No
S1	✓		✓			✓	✓			✓
S2		✓	✓		✓		✓		✓	
S3		✓				✓	✓			✓
S4		✓	✓	✓	✓			✓	✓	
S5		✓				✓	✓			✓
S6		✓				✓	✓			✓
S7	✓		✓		✓			✓	✓	
S8		✓				✓	✓			✓
S9		✓				✓	✓			✓
S10		✓				✓	✓			✓
MS	1,40		1,60		1,80		1,90		1,70	
SD	0,51		0,51		0,42		0,31		0,40	

Table 13. *Comparison between the Means Scores of the five sessions*
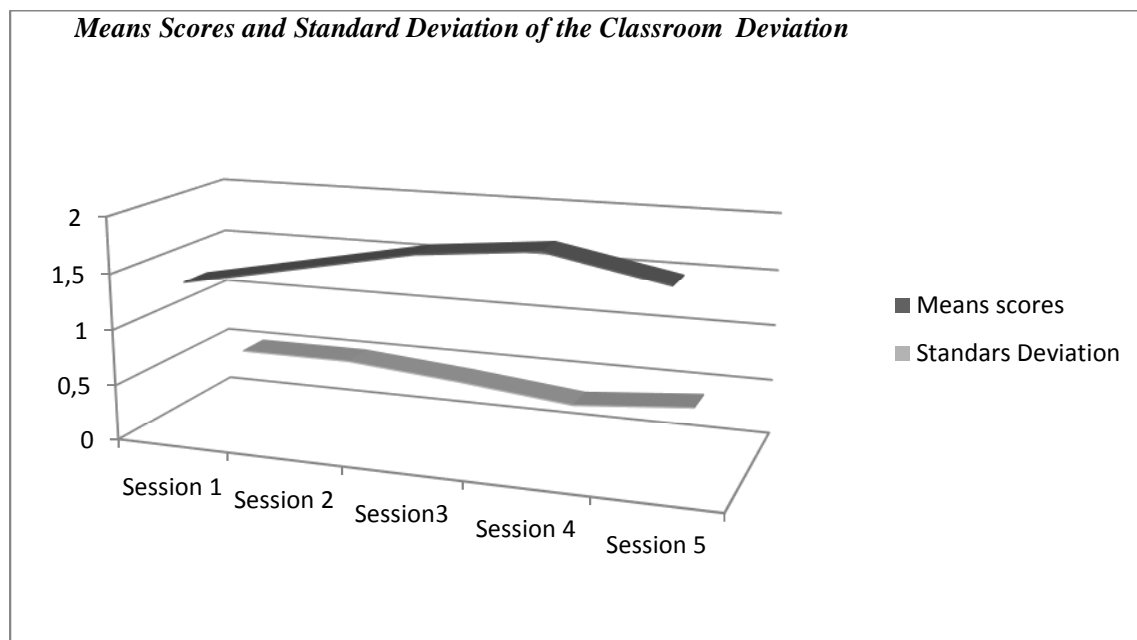
Graph 3.2: *Means Scores of Classroom Observation*

From the table 13, we notice that, students' interaction changes in each session we observe. The most noticeable improvements were in items 7 and 8 which increased from one section to another.

The means are changed from the first session to the third session, in other words, they are increased from M= 1, 40 to M = 1, 80 which they represent SD=0,51 to SD=0,42.This means that 0,42 is the most significant in these three sessions. These results mean that learners become able to communicate in English by expressing ideas freely, exchanging information, maintaining talk, interacting in the classroom, using communication strategies and being able to reflect on one's errors and mistakes.These results are positive to the students when using this technique in the classroom.

In the three sessions of our observation, the teacher uses the Think Pair Share Technique in the classroom because it is useful for learners when they identify and relate what they already know to others. Time keeps them prepared and helps them get more involved in class discussion. In addition, this technique is a great way for all students in the class to get involved and learn to work together and feel comfortable when sharing ideas. It can also help teachers to observe learners if they understand being discussed. (Statement 1)

In the first session, learners did not participate in classroom (Statement 2) because the topic of that day was not familiar to their knowledge and it is very difficult to them to answer to the questions. Students were unable to bring themselves participate actively in the class; they were very passive and quiet. Their participation is very low because of the lack of opportunities to practice the target language. The two other sessions, learners were very active because the topic was very interesting and familiar to them.

In the two first sessions, learners answer with hesitation in the classroom, because of the lack of vocabulary because they have not time to think about the questions posed by the teacher and they have few opportunities to speak louder. In addition, what we noticed that many students are silent, so they prefer to write their ideas not speak. However, in the two last sessions, learners answer to teachers' questions without hesitating, because the teacher gave time to think, then they have the opportunity to build their thoughts as well as the opportunity to participate.

(Statement 3)

In what relates students' opinions in the two first sessions, they did not share their opinions because most of them do not like to share their ideas and opinions with others. They preferred to keep their ideas for themselves. In the last observation session, learners share their ideas .In fact, most of them participated in order to gain scores. (Statement 4)

The holistic observation of all session made it possible to notice that students lacked classroom motivation. This was due to the lack of enthusiasm and to the lack of cooperation and collaboration between learners. In fact, students preferred to learn in pairs, which could therefore promotes their learning and motivate them. (Statement 5)

Learners cannot give turns in conversation in other words they cannot open and close a conversation. We remarked in all sessions, that learners do not know how to open a conversation; they are not interesting to know how to open and close a conversation. (Statement 6)

We noted from all the three sessions that students interact in the classroom (statement 7) and communicate freely because of time given to students' to think. This time is very beneficial to learners since it allows them to prepare what to say, then, interact between themselves and teachers. They can communicate freely in the classroom without hesitation, as well. (Statement 8)

As far as the interactional skills are concerned, their development seems to be problematic since they are not increased. In fact, students seem not to how open and close a conversation. Moreover, the last statement, the learners are sometimes involved in the interaction, as we said before; it depends on the topic they are talking about or the activity they are doing. (Statement 9 and 10)

The means of the fourth to the fifth one (last one) has changed; we mean here that they have decreased from M=1, 90 to M=1, 40. These results mean that learners are not able to communicate in the classroom, they can not express their ideas and thoughts and they hesitate when they answer. All these results are caused by the misuse of the technique, in other words, the teachers did not use the technique in the classroom.

In the fourthsession, the mean is M=1,90 which represent SD=0,31 , this result is significant , it is very positive for learners because they were very active in classroom discussion . By the contrast, in the last session (fifth one), it is it not significant. It represents M=1, 70; SD=0,40 this means that the teacher did not use the technique, because he wanted to

finish his lesson as soon as possible and he gave direct questions. Students did not participate actively in the classroom because the teachers harried up in explaining things and they have not the chance to participate in the fifth session, these is due to the misuse of the technique and the students were disturbed.

Learners answered with hesitation, because they have not time to think about the answer and they could not construct a correct answer, they were not motivated, they were very lazy in the classroom. They do not interact in the classroom, they do not communicate freely. They are talkative in others subjects but not the lesson, they were noisy

To sum up, learners display improvement in all the ten elements through this technique. Their level of interaction has noticeably improved during the intervention period.

3. Analysis of the interview

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

I- The use of TPS in EFL classes (Q 1,2&3)

II- Teachers' opinions about TPS use (Q 4&7)

III- Teachers' perceptions of students' interaction (Q 5 & 6)

IV- The relationship between TPS use and students' interaction (Q 7,8&9)

It is intended in the following sections to analyze the results of the interview using topic categories, and to discuss them in the light of corresponding literature.

1. The use of TPS in EFL classes: this rubric gathers three questions (Q 1, 2&3). It aims at exploring the extent and quality of TPS use. The results showed that all teachers use the technique in the classroom by following its three steps (T1, T2, T3& T4). During the first step, teachers provide their students with the material being discussed; this can be a quote, question or a text. They give them time to think silently and individually. Finally, after thinking and grouping them into groups depending on their preferences and the number of students, they share their answers and thoughts to the whole class. All the interviewees use this technique in the classroom, and its use depends on the lecture, on the activity or the task. The use of this technique depends on the content being studied and it depends on the needs of students.

2. Teachers' opinions about TPS use:this category gathers two questions (Q 4&7). It aims at studying teachers' opinions of TPS use. The results of the research revealed thatTPS technique gives students a golden chance to speak to each other. Nowadays, teachers implement Learner-centered approach, so TPS may serve the purpose of creating interaction inside the classroom (T3). Besides, in the classroom, to answer a question or share ideas one needs to interact with others. Thus, TPS is useful in engaging all students in class discussion and promoting their interaction. It is necessary to create a suitable environment for students to interact and this is ensured by the TPS technique. In addition, this technique makes learners socialized and motivated. It helps them develop their critical, intellectual skills and avoids anxiety. (T4).

Indeed, this technique is very helpful for the students, because it influences the development of their interaction, in many ways; itencourages them to show themselves as individuals as well as part of a group (society) bymaking them well involved in the classroom. In other words, if they are involved, then, there will be interaction(T1). TPS technique has a positive effect on the development of students' interaction. The more students are engaged in class discussion the more they interact. With time, the interaction of students will be increased. (T2).

3. Teachers' perceptions of students' interaction: this rubric gathers two questions (Q 5 & 6). It aims at discovering teachers' personal evaluation of students' interaction in class. The results of the interview made us find out that some teachers are not satisfied with their students' interaction becauseof the lack of confidence, vocabulary and pronunciation, and TPS is a technique that remedies those problems (T1). Besides, there are some students who are very shy, thus they don't share.(T2)

There other teachers who are satisfied with the interaction of their students because during the sessions, all students without exception are involved in the class discussion. All of them do what they asked them to do. They feel comfortable to answer questions and share ideas with partners by interacting with the material, peers and the teacher. However, sometimes teachers notice a decrease in learners' interaction (T3). As they have noticed this is not because of the technique used or learners' readiness to take part in discussions but it's due to a lack of both background knowledge about the topic and language mastery. Finally, students' interaction gives us a clear picture about the understanding of a given point of a

language. If the students interact with their teacher or classmates, this means that they are motivated, interested and merged in the activity (T4).

4. The relationship between TPS use and students' interaction: this rubric gathers three questions (Q 7, 8&9). It aims at determining the relationship between TPS use and EFL students' classroom interaction

All interviewed teachers confirmed that this technique is very advantageous to learners specially in increasing their classroom interaction (T1, T2, T3 and T4). In fact the students are found to because they feel confident, they like to show that they know in a group, they share and criticize information together (T1). In more explicit way,the first step which is THINK, allows students to prepare what to say, this minimizes their anxiety as they know there are less errors and mistakes in their speech. The second step *PAIR* allows them to practice what they prepared with a close person whom they think won't make laugh of him or her (T2). So this way, other mistakes and errors are going to reduced due to the peer assessment and encouragement. Finally, after building a little or more self confidence*SHARE* as the third step becomes easier, and learners feel capable to interact with a large number of other students and with the teacher too

However, the fact that this technique permits the teacher to get all learners participate in class discussion gives them the opportunity to hear answers from all their learners on whether they are extrovert, introvert, shy or quiet (T3). It happened that the teacher gets some unexpected excellent answers from learners who are very shy. Moreover, this technique provides equity for all learners by preventing the most effective learners from dominating class discussion. This equity leads to increasing learners' interaction and motivation to interact. (T4).

The interview result confirmed the findings of the questionnaire and classroom observation. The teachers were found to use the group works in the classroom by following the three steps of TPS technique, thinking, pairing and sharing. This technique is used by the teachers is workshop sessions. They also argued that this technique is very beneficial for the students since it makes them socialized and motivated. In fact, the TPS technique helps learners create teams, share ideas and communicate in the classroom; it is very helpful to make the classroom very interactive. This is similar to what Rowe (1972) referred to when he argued that this technique gives more time to think and all students' get involved in classroom discussion.

The teachers added that this strategy influenced the development of students' interaction in the classroom by showing themselves as part in the society and making them tem more involved in the classroom. Otherwise, their interaction will be increased.

Conclusion

In this chapter, we have analyzed the results collected through the questionnaire, classroom observation and teachers' interview. The analysis of the results has been realized by the use of statistical tables and some graphs under the SPSS software and Excel and these results were analyzed and discussed jointly in relation to each research question.

Chapter Three:
Conclusions, Suggestions and Implications

Section one: Conclusions

Through the analysis of the results, it has been possible to draw a number of conclusions and to check the hypotheses emitted in the introductory chapter are confirmed or infirmed. What follows is a set of the main conclusions we have come to in the research:

1- The use of TPS motivates students in the classroom, but it is used when necessary. When the pair working is used the classroom, learners are motivated to develop their oral skills.

2- The use of TPS does not always enhance the development of classroom interaction and interactional skills. In fact, the lack of use of this technique seems to reduce the progress rate.

3-TPS technique is important for socializing students and creating teams.

The use of pair working in the classroom developed the classroom interaction.This can be helpful for the learners to be active and take opportunities to develop their interactional skills and resources. According to (Runmei Yu,2008)," *classroom interaction take the role of collaborative learning, which means that interactional skills development on the different classroom activities*".

Section two: Suggestions

Further future studies on student participation in EFL classes onTPS implementation in EFL classroom are suggested to generate in order to generate. .

In our study, only one module is observed, future researches in the area of TPS are suggested to implement this technique in many modules in order to get more effective results. Besides, the present study, light is shed on the advantages of the TPS technique, we suggest other research works be conducted to explore the difficulties of this technique for teachers and learners. Furthermore, we assume that it is important for further studies to make the class situation atmosphere interesting rather than boring and stressful atmosphere. Moreover, teachers should implement the cooperative teaching technique to teach the other skills, reading , writing… this technique can be used for low achievement motivation student asa way to improve those students motivation in learning.

In fact, Think Pair Share Strategy (TPS) need to be applied in order to make students enjoy learning.

 For further researches, it is suggested to conduct a research related to Think Pair Share Strategy in learning effect to other variables such as the ability of thinking. Also, it is suggested to make longer periods of time in order to gain more meaningful and representative results.

For further studies, it is suggested to conduct an experimental research by using Think Pair Share, it is better to carry out related students' ability of cooperating or discussing with others.

Last but not least, in order to sustain TPS, teachers must also be learners who can work with colleagues to improve teaching and learning. Teachers can discuss the understanding of cooperative learning techniques, share the burden of developing lesson materials , and provide advice for each other to when implementing them. Cooperation of teachers' efforts for planning cooperative lessons can often create constructive results.

Section Three: Pedagogical implications of the Study

This study found that Think Pair Share technique is beneficial and useful in helping learners to improve their interaction. Language teachers may benefit from the use of TPS technique in the teaching of English. The results showed that TPS Technique permits learners to participate in class discussion, increase the number of long explanations students gave, and increase their comfort when sharing their thoughts and ideas. By giving time, they may enrich their thoughts without much hesitation.

Additionally, the results also showed that TPS technique was very useful in helping learners motivate and encourage the use of target language in the classroom by taking part in discussions and communication. Teachers can adopt this technique to create a good learning environment; in which learners feel self-confident to speak and very motivated to improve their level.

Moreover, teachers can adopt this technique to help students reflect on their own speaking. This is due to the preparationof the activities as well as their perform in front of the class. The implementation of this technique guarantees that learners participate sufficiently in speaking.

Finally, when implementing TPS technique, teachers take into consideration the learners needs and interests. The activities should be about topics of interest for learners in order to attract their attention. In case learners find the topics boring and not interesting, they lose their motivation and become unwilling to do the tasks. Teachers also should implement tasks on which learners have a certain prior knowledge.

General conclusion

General conclusion

The present study investigates the effect of TPS technique on students' interaction in EFL classroom at Bejaia University, taking the case of second year students. It starts from the hypothesis that creating pair work and giving time to think about the question will help them be prepared to interact freely and be involved in the class.

The purpose behind conducting this study was implementing Think Pair Share technique to enhance students' interaction among second year students' of English at the University of Bejaia. It also aims at finding out how this technique promotes positively learners oral production. To collect data, teacher's questionnaire, teachers' interview and classroom observation were used. The obtained data was analyzed on the basis of the following aims:

1- Exploring the impact of TPS technique on students' interaction.

2- Exploring the use of TPS to enhance student's motivation.

3- Exploring the use of TPS in the classroom.

The first chapter included two parts which presented, the theoretical background and literature review about our topic, dealing with the different definitions and characteristic of each variable, and the various studies of these two variables. And the second part presents the different studies and researches related to Think Pair Share and classroom interaction

The methodological part is the second part which represents the description of the different instruments, then analyzing the results collected from these instruments. Finally, we have discussed the different results related to the theoretical part.

After the collection of data, it has been proceeded to the analysis of the results. The data analysis showed that most of teachers gave students time to think before answering the question. The learners were found prefer to prepare themselves better when time for thinking is allowed. In fact, the learners' interaction was found to improve both qualitatively and quantitatively. The findings also showed that the interaction of the second year students was significantly enhanced when the teachers use TPS technique in the classroom. In addition, using the TPS technique in the classroom increases students' personal communication which is important for them to understand, organize and retain ideas. Besides, students learn from each other, implementing this technique also encourages students' to participate in classroom

discussions because TPS provides them with opportunities to answer questions, discuss their thoughts and do tasks and inserts them in the learning process. On the other hand, the sessions in which the teacher did not use, provided us with entirely different picture of classroom motivation and interaction. in fact,there is time to think, the results were clear, high degree of interaction and motivation.

From the analysis, we found that TPS gives chance to silent students to contribute in their learning and it helps them reduces mistakes. Hence, it helps them buildstheir self confidence and self-esteem; as well it decreases their motivation.

Also, TPS improves the quality and appropriateness of students' answers, develops their critical thinking and allows them to cooperatively share their ideas and gives the floor to engage actively in classroom discussion.

When having time to think and pairing, students assure more intimacy and their negative effect of fear to speak in front of a group is reduced. But when there is no time, there is no motivation, no interaction and no communication.

Finally, discussion and sharing of answers with peers and the whole class is a proof that students are interacting with the material, peers as well as the teacher in case of ambiguity. Thus, this technique has a positive effect on students' interaction which increases over time.

When carrying out the research, some limitations of the study were encountered. Some of them are cited below:

The first limitation was the difficulty to conduct an experimental study because of the strike at the beginning of the year. So, further researches to do an experiment and to compare between the groups. Due to time constraints, the period of observation was too short to fully investigate its effects. It is highly recommended that further research be conducted with a longer time for observation in order to get more accurate and appropriate results.   The sample was limited to only one group of second year students of English.

References

References

Adams, G.R. &Schvanevelde, J.D. (1991). *Understanding Research Methods*. (2nd Ed). New York: Longman

Arends, R.(2008). Learning to teach. (9th Ed). Columbus: McGraw-Hill Education

Afen, M,A.A.I.N.Marhaneni, N.Dantes. (2013). *The Effects of TPS Technique on the English Reading Achievemet*. PendidikanGanesha .(*Unpublished Master Thesis*)University of Singaraja, PendidikanGanesha , Indonesia.

Allwright, D &Baily ,M. K. (1991). Focus on the Language Classroom : *an Introduction to Classroom Research for language/ teachers* . Cambridge : Cambridge UniversityPress.

Angers, M. (1997*). Initiation Pratique a la Methodologie des siences Humaines*. Casbah University. Alger.

Angelo, T.A.(1993).A teachers' Dozen. *Fourteen General Research Based Principles for Improving Higher Learning in our Classrooms*. AAHE Balletim 45 (8): 3-7

Bell, J. (1998). *Improving Students Learning and College Teaching*. Howard: Howard Community College.

Brown, J.D. (1988). *Understanding research in Second Langauage Learning*. Cambridge: Cambridge University Press

Best, J.W &Kahn,J.V. (1993). *Research in Education:* New Delhi: Prentice Hall of India Private Limited.

Brown, D.H, (2001). Teaching by Principles*. An Interactive Approach to Language Pedagogy*. Write Plains, NY: Pearson Education.

Bygates, M. (1987). *Speaking*. Oxford: Oxford University Press.

Caelho, E. (1992). Cooperative Learning: Foundations for Communicative Curriculum. In C. Kessler (Ed), *Cooperative Language Learning* (pp.31-50). Englewood Chiffs, NJ: Prentice Hall.

Cooper, J.L.&Robinson,P.(2000). Getting stareted*: Informal small group strategies in large classes*. New directions for teaching and learning.(81)17.

Craft, A(2000) continuing professional development*. Practical guide for teachers and schools* (2nd Ed). London, United States & Canada: Routledge.

Cohen, L; Manion, L &Marrison(2000). *Qualitative Methods in Education Research*. (5th Ed). London RoutledgeFalmer.

Celce-Murcia.M. (1989). *On the Need for Discourse Analusis in Curriculum Development*.Tesol Convention. San Antonio, Texas.

Cheli, S. (2010). *Competency Tasks Based Approach in Algeria. A necessity in the Era of Globalization (Unpublished Master Thesis).*KhidharMohhamed University. Biskra

Crandall, J.J. (1999). *Cooperative Learning and EffectiveFacors* . In, J. Arnold (Ed). Affect in Language Learning (pp. 226) . Cambridge: Cambridge University Press.

Davidson, N., &Worsham, T. (Eds.) (1992*). Enhancing thinking through cooperative learning*. New York: Teachers College Press.

Defrioka.A. (2009). *Improving Students' Interaction in Speaking Class through Information Gap Activities*. vol .3 No.2 33-45

Du Bois, J. W. (2004). *Stance and inter subjectivity: Paper Read at the Stance Taking in Discourse*: Subjectivity in interaction symposium at Rice University, Houston, TX. April 3.

Duff, A. Maley, A. (1990). *Literature: Resources Books for Teachers*: Oxford: Oxford University Press.

Dowson, C. (2002). *Practical Research Methods: A User-Friendly Guide to Mastering Research*. United Kingdom: How to books Ltd.

Dicarlo, S. Collins, H/L. &Cortright, R.N.(2005) Peer Instruction enhanced Meaningful learning. Ability to solve novel problem advances in Physiology Education. 29(2) 107-111

Diah. K, Tarjana.S.S, Atiyandha T.(2012). *The effectiveness of TPS Method to teach Reading Comprehension viewed from Students' Motivation (Unpublished Master Thesis).* University of Pascasarjana, Indonesia. 109-120.

Dargarin ,M. (2004). *Classroom Interaction and communication strategies in Learning English as a Foreign. English Language.(Unpublished Master Thesis)*Overseas Perspectives and Enquiries, University of Ljubljana, faculty of Arts. Slovenia

Englander, K. 2002. Real life problem solving: *A collaborative learning activity*. English Teaching Forum 40, 1: 8- 11.

Ellis, R. (1990). *instructedSecondLanguageAcquisition: learning in the classroom*. Oxford: Basil Blackwell Ltd.

Ellis, R. (1995)). *The Study of Second Language Acquisition*. (3rd Ed) Oxford: Oxford University Press.

Ellis, R.(1997). *SLAResearch and Language Teaching*. Oxford: Oxford University Press.

Ellis, R. (1998). *Second Language Acquisition*. (2nd Ed). Oxford: Oxford University Press.

Ellis, R. (1999)). Learning *Second Language through Interaction*. Amesterdam: John Benjamin

Felder, R. M; Brent, R. (2001). *Effective Strategies for Cooperative Learning. Cooperation and Collaboration in College* Teaching. 10(2), 69-75.

Gass, S. (1997). Input Interaction and the Second Language Learner. Mahwah, N.J.: Lawrence Erlbaum Associates

Gass, S. M, & Torrens, M. (2005). Attention When? *An Investigation of the Ordering Effect of Input and Interaction*. SLA , 27, 1- 31.

Gay, L.R. (1967). Educational Research: *Competences for Analysis and Applications*. New York.

Garrison, D.R.& Shale, D.(1990*). A new framework and perspectives*. In D.R. Garrison & D. Shale (Eds.*), Education at a distance: From Issues to Practice*. Malabar, FL: Kreiger.

Goodwin, M. W. (1999). *Cooperative learning and social skills: What skills to teach and how to teach them*. Interventions in School & Clinic, 35, 29-34.

Good, C. (1973*) Dictionary of Education* 2nd edition. New York: McGraw-hall

Harmer, J.(2001). *Mistakes and feedback: The practice of English Language Teaching*. Essex, UK: Pearson Education Limited.

Hall, S.(1995). (Re) *creating our worlds with words. A socio-historical perspective of face to face interaction. Applied linguistics*, 16(2), 206 – 232.

Jaya, M. (2013). *Teaching Speaking Using Think Pair Share to the Eighth Grade Students OF SMPN 1 Kuta Utara in Academic Year 2012/2013 (Unpublished Master Thesis)*. MahasaraswatiDenpasar.

Jebur.S.M, Jasim. H.H, Jaboori.R.H(2010). *The Effects of Using TPS TechniqueOn EFL Students Achievement in the Course of General English (Unpublished Master Thesis)*. Mustansiriyah University. Iraq.

Jumita, K.(2013)*Teaching Daily Expressions (Unpublished Master Thesis)*. Indonesia University.

Kenney, J. et al (2005). *Literacy Strategies for ImrovingMathemathics Instruction, Association for Supervision and Curriculem Development* (ASCD)

Karnes, M. & Collins, D. (1997). *Using cooperative learning strategies to improve literacy skills in social studies*. Reading & Writing Quarterly, 13, 37-52.

Krashen,S.D.(1982) *principles and Practice in second language acquisition*. Oxford: Pergamon Press.

Krashen, S.D. (1985). *The input hypothesis: Issues and implications*. New York: Longman. Inc.

Lazonder, A.W. (2012). *Supporting Peer Interaction in Online Learning Environment*/ TwenteUniversity .Natherlands.

Ledlow, S. (2001). *Using Think-Pair-Share in the college classroom.* Arizana State University.

Lehmann, D.(2006). Evaluating measurement properties of collage research. Germany : GRIN Verlag.

Long, M.H.(1983*). Native Speaker/ Non-native Speaker Conversation and the Negotiation of Comprehensible Input.* Applied linguistics 4, 126-141.

Long,M.H. & Porter, P.A.(1985)Group Work, *Interlanguage talk and second Language Acquisition* TESOL Quaterly 19(2), 207-226.

Long, M.H. (1997). Authenticity and learning potential in L2 classroom discourse. In G.M.Jacobs (Ed.), Language classrooms of tomorrow: Issues and responses (pp. 148-169). Singapore: SEAMEO Regional Language Centre.

Luu,T.T.(2010). Theoretical review on Oral Interactions in EFL Classrooms. Ho Chi Ming City University : Vietnam 29-48.

Lyman, F.T.(1992). Think- Pair-Share, Thinktrix, Thinklinks, and Weird Facts, and interactive system for cooperative thinking. In D. David & T. Wirsham (Eds), *Enhancing thinking through Cooperative learning* (pp.169-181) New York: Teachers College Press.

Markewitz,L. (2007). *Student- Student Interaction in a online Continuing Professional Development Course* .Athabasca University

Marczyk, G. et al (2005). *Essentials of Research Design and Methodology.* New Jersey. John Willey & Sons.

Malhotra , N.K.(2006). *Marketing Research*: an applied Orientation (6th Ed). New Delhi: Prentice Hall

.McTighe,J&Lyman J.R,F.T.(1992). *Cueing thinking in the classroom*: the promise theory embbedded tools. Educational Leadership.45(71), 18-24.

Murtniyati (2010). *Students' English Learning Participation in Think Pair Share Strategy at SMAN 2 RambahHilir (Unpublished Master Thesis).* Islamic University of Riau.

Nunan, D.(1992). *Collabartion Learning and Teaching* (PP1-10) Cambridge: Cambridge University Press.

Oliver,R&McLoughin. (1997) .*Interactions in Audio Graphics Teaching and Learning Environment.* The American Journal of Distance Education, 11,1:34.54.

Richards , J.C & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. (2nd Ed). Cambridge. Cambridge University Press.

Rowe,M.(1972). *Wait time and rewards as instructional variables*: their influence on language, logic, and fate control.LOGIC, AND FATE CONTROL. Paper presented at the National Association for Research in Science Teaching, Chicago, IL, 1972. ED 061 103.

Rebbecca,A et al.(2013). *Peer Interaction and second Language Learning*. New York :Routledge.

Reinhart,S.C.(2002*). Never say anything a kid can say*! Mathematics teaching in the middle school, 5(8), 478.

Robinson, H.A. (1994). *The Ethnography of Empowerment-* The Transformative Power of Classroom Interaction. (2nd Ed.). *Sage Publications*. Newbury Park: U.S.A.

Runmie Yu (2008), *interaction in EFL classes, school of Foreign Languages*, Qingdao University of Science and Technology Qingdao 266061, vol 4.

Rika, J. (2013*). Teaching Speaking Skill Through Think Pair Share Strategy to the Eighth Grade Students of SMAN 8 Denpasar in Academic Year 2013/2014 (Unpublished Master Thesis)*. MahasaraswatiDenpasar University.

Razika, B. (2010). *The Role of Peer interaction in Developing communicative Competence*. Mantouri University *(Unpublished Master Thesis)*. Constantine.

Sasson, R.(2015) *Lack of Motivation* retrieved from www.sucessconsciousness.com/lack of motivation-enthusiasm.htm.

Sampsel, A.(2013). *Finding the Effects of TPS on Students' Confidence and Participation*. Bowling Green State University

Sacks, H., schegloff, E.A, & Jefferson, G.(1974*). A simplest systematic for the organization*

of turn taking for conversation language, 50, 696 -735

Schegloff, E.A.(1997) . whoseText?Whose Context? Discourse & Society 8: 165-87.

Slavin, R. E. (1992). *Achievement effects of the non-graded elementary school: A best-evidence synthesis*. Review of Educational Research, 62, 333-376

Sofiatun .(2009*). Improving the Students' Speaking Competence At the Fifth Year of SD Negeri 2 Kemeri*. Muhammadiah Surakarta University. Indonesia.

Singh, Y. K. &Batpai, R.B. (2008*). Research Methodology : Techniques and Trends* . New Delhi : APN Republishing.

Srrwahgni, J.E, Ohoiwutum& J. E. Wahyudin. (2014*). Developing Reading Comprehension of the Eleventh Grade Students through Think Pair Share*. Indonesia University.

Swain et al (2002) .Three functions of output in Second Language Learning. Practice in Aplied Linguistics: studies in honor of H.G Widdowson . Oxford: Oxford University Press.

Storch,N. (1999). Are two heads better than one? Pair work and grammatical accuracy. 27/3: 363- 74

Tarone , E.A, D. Cohen and G, Dumas. 1983. A closer look at someInterlanguage terminology: a Frame work for Communication Strategies. In Faerch& Kasper, sds, 4-15.

Thuy, T.T.N.(2012). *Effectiveness of Jigsaw and Numbered Heads together on Students Participation in Speaking Skill*. Hanoi University.

Travers, R.M.W. (1987). An Introduction to Educational Research. NewYork .

Utama,I.M, Permadi.M. (2013). *The effects of TPS on Students' Self Confidence and Speaking Competence of the Second Grade Students of SMPN 6*. Ganesha University. Indonesia.

Vygotsky, L.S. (1987). *Thinking and speech*. (N.Minick.Trans.)?new York: Plenum Press.

Van Lier, L.(1996). *Interaction in the language curriculum: awareness, autonomy, and authenticity*. London: Longman.

Waller, W. (1932). The sociology of Teaching. New York: Russel&Russel.

Wahyuni, S. A.N. S. (2014). *Improving Speaking Skill through TPS of the Eighth Grade Student of SMPN 2 UBUD(Unpublished Master Thesis)*.Mahasaraswati Denpasar University.

Wang, T. (2009). *ApplfyingSlavin's Cooperative Learning Technique to a College EFL Conversation Class*.Deparetment of Applied English, Hsing Wu College.

Wagner, E.D.(1994*). In Support of a Functional Definition of Interaction*. The American Journal of Distance Education, 8(2), 6-26.

Wikipedia, the free encyclopedia, interaction: http://wikipedia.edu

Widdowson, H.G(1990). *Aspects of language teaching*. Oxford: University press.

Yu-hong.J (2013). *Empirical Study on Interaction In EFL classrooms in Middle schools in Western Areas of China*. ChougqingUniversity . China

Yin, R.(1984). Case study Research: Design & Methods. London: New Delhi: Sage.

Appendices

APPENDIX 1:

University Abderrahmane Mira of Bejaia

Faculty of Arts and Languages

Department of English

Teachers' Questionnaire

Dear teachers,

In this research work, we are interested in investigating the effects of applying think-pair-share (TPS) method on encouraging classroom interaction. We would like you to answer these questions. Please, use a cross (×) to indicate your chosen option, and justify your answer when needed. Your help is a contribution to this work.

Thank you in advance.

Part One: General Information.

Please, provide us with this basic information:

1. Age:
   - 25 to 30 years ☐
   - 30 to 40 years ☐
   - More than to 40 years ☐

2. Grade:

3. Number of the years you are teaching English:
   - 03 to 10 years ☐
   - 10 to 20 years ☐
   - More than 20 years ☐

Part Two: Using TPS in EFL classroom

1. Do you use TPS technique in EFL classroom?
   - Yes ☐
   - No ☐

If yes, please specify how

…………………………………………………………………………………………………..

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

2. Do you think that TPS is successful technique?
   - Yes ☐
   - No ☐

3. Do you give your students time to think after asking a question?
   - Yes ☐
   - No ☐

Please, justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4. Do you think that this technique encourage students to interact in EFL classroom?
   - Yes ☐
   - No ☐

Please, justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

5. Do you think that TPS promote Students motivation?
   - Yes ☐
   - No ☐

6. Do you think that this technique cam promote genuine communicative interaction among students?

    - Yes ☐
    - No ☐

Part Three: Students' Interaction in EFL classroom

1. Do all your students participate in classroom?

    - Yes ☐
    - No ☐

2. Do your students work, individually, in Pairs or in Groups?

    - Yes ☐
    - No ☐

3. How do you find their working in pairs?

    - Benificial ☐
    - Not Benificial ☐

Please, justify your answer

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank you

University Abderrahmane Mira of Bejaia

Faculty of Arts and Languages

Department of English

Appendix 2 : Students' Classroom Interaction check-list

Statements	Yes	No
1. The teacher uses the TPS Technique in the classroom		
2. the learners participate in classroom discussions		
3.The learners answer without hesitation		
4.The learners gives personal ideas and opinions		
5. The learners are motivated		
6. The learner can give turns in conversations (the can open and close a conversation)		
7. The learners interact in EFL classroom		
8. The learners communicate freely		
9. The learners interactional skills are increased		
10. All learners involves in the interaction		

Appendix 3:**Teachers' interview**

1) Do you use Think Pair Share Technique during your class work?

………………………………………………………………………………………………..

2) How do you use it ?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

3) How often de you use this technique?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………….........

4) How important is this technique for students' interaction?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

5) Are you satisfied with your Leraners' Oral interaction ?

………………………………………………………………………………………………

6) Why?

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………….....................

7) In which way does TPS technique influence the development of your students' interaction?

………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………………………………………………….

8) Do you think that the interaction of your learners increases when using this technique?

……………………………………………………………………………………………….

9) How?

………………………………………………………………………………………………
……………………………………………………………………………………………   Thankyou

Résumé

La présente étude tente de discuter de certaines questions liées à l'utilisation de TPS méthode et son impact sur le développement de l'interaction des étudiants de la deuxième année LMD inscrits à l'université de Bejaia. L'hypothèse principale de cette étude expose que l'utilisation de cette technique dans la classe offre un haut niveau d'interaction des étudiants. Pour collecter des données, une observation a été utilisée dans les séances d'expression orale avec 36 étudiants , on utilisant une liste d'observation pour contrôler l'interaction des étudiants dans la classe. Dans l'observation, deux autres instruments ont été utilisé pur une collecte qualitative et quantitative. Ces instruments étaient le questionnaire et l'interview des enseignants   un questionnaire est conçu pour recueillir les opinions et les attitudes des enseignants. Le questionnaire est conçu pour recueillir des opinions et des attitudes des enseignants. Alors que, l'interview sert à avoir des informations plus explicites. Les résultats ont révélé que les étudiants engagés dans cette technique atteints significativement mieux que ceux qui travaillent seuls. En outre, les étudiants ont constatés que cette technique, comme une technique d'enseignement, leur a fourni plus de chances de parler et d'interagir. Par conséquent, ces résultats valident notre hypothèse.