The Effect of Using Think- Pair- Share Technique on EFL Students'
Achievement in the Course of General English ....
Muntaha Sabbar Jebur , Habar Hussien Jasim, Hiba Rasheed Jaboori

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Abstract

Think Pair Share is a cooperative learning technique which involves the learners in three steps task. During the first one individuals think silently about a question or a task posed by the instructor. In the second step, individuals pair up and exchange thoughts. In the last one the pairs share their responses with the whole class.

This research is an attempt to investigate the effect of Think Pair Share on EFL students' achievement in the course of General English . To fulfill the aim of the research , a null hypothesis has been adopted which indicates that there is no statistically significant difference between students' achievement who practice Think Pair Share and that of the students who do not practice it. A whole course experiment was conducted using control group, posttest design only.

By implementing the t-test for two independent samples to analyze the data, it was found out that there is a statistical significant difference between the two groups in their achievement in favour of the experimental group because the calculated t value is 2.863 which is greater than the tabulated t value (1.684) at 0.05 level . The results indicated that the experimental group, who has practiced Think Pair Share was better in achievement than the control group, who has not practiced it . So, the null hypothesis is rejected. Finally, some recommendations and suggestions are put forward in the light of the study findings.

List of Abbreviations:

EFL	English Foreign Language
GE	General English
TPS	Think Pair Share

1-Introduction

1.1 Problem of the Study and its Significance:

General English (henceforth GE)as a subject matter represents practical real life needs. It covers the basic language skills which are speaking, listening, reading and writing. From the researchers' experience in EFL teaching at college level, they notice that many students have different difficulties and

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problems in mastering these skills. They make different mistakes in English grammar, pronunciation, orthography and vocabulary usage and they are not engaged actively in the learning process.

McLaughlin et al. (1983:144) state that to develop any complex or difficult skill, teachers must employ a set of good automatic procedures. Ledlow (2001: online)believes that there are problems with the way that questions are usually posed within a lecture. One of these problems is that when a question is posed to the class as a whole, usually some students, and sometimes no student, volunteer to answer the question. Another problem is that usually after asking a question, the instructor waits less than one second before calling on a student. Meanwhile the first student is called to answer, other students stop processing their answers.

In fact, there is a need to investigate new techniques to ease the language learning process inside the classroom, create many opportunities for the students to talk in a rich linguistic environment and develop their abilities in GE. One of these techniques is Think-Pair-Share (henceforth TPS). It is a cooperative learning technique that encourages individual participation. As Widdowson(1990:109) declares, to communicate and master a language students need to cooperate. Richards and Renandya (2002:52)believe that cooperative learning encourages students' mutual assistance in their groups and the active participation of all members. According to Krause et al.(2009:online) cooperative learning "do not promote learning outcomes; however, group performance in the learning phase was superior to individual performance".

Saskatoon Public School(2009:online) defines TPS as "strategy designed to provide students with "food for thoughts" on given topics enabling them to formulate individual ideas and share these ideas with another student". And it is also used to increase student involvement, improve quality and length of responses and make verbal interaction and comprehension. On their part, Millis and Cottel (1998:online) believe that the use of TPS provides all students with opportunities to discuss their thoughts and ideas; i.e. they start to construct their knowledge in these discussions and also to discover what they do and do not know. This active process is not normally available to them during the traditional lecture.

In general, TPS creates positive interdependence, individual accountability, equal participation and high degrees of interaction; i.e. at any one moment all of the students will be actively engaged in purposeful speaking and listening in comparison with the usual practice of teacher questioning where only one or two students would be actively engaged.

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1.2 Aim

This study aims at experimentally investigating the effect of using the TPS as a new technique on college students' achievement in the course of GE.

1.3 Hypothesis

There is no statistically significant difference between the achievement mean score of the students who practice TPS technique and that of the students who do not practice TPS in the course of GE.

1.4 Limits

This study is limited to first grade students at the department of English in the College of Basic Education/ Al-Mustansiriyah University for the academic year 2011-2012.

1.5 Definition of Basic Terms

1.5.1 Effect

Good(1973:195) defines effect as "the influence of the experimental factor under controlled conditions on the control variable". It is something accomplished, caused or produced; a result, consequence correlative with cause (Simpson and Weiner,1989: 78).

The researchers define the term "effect" as the change in the control variable as a consequence of applying the experimental variable under controlled conditions.

1.5.2 Think-Pair- Share

TPS is a cooperative learning strategy which requires students working together to solve a problem or answer a question about a given topic(WETA,2011: online).

It is a cognitive rehearsal structure that can be used to help students in recalling events, making a summary, stimulating thinking and sharing responses, feelings and ideas(Saskatoon Public School,2009:online).

The operational definition of TPS is a cooperative teaching strategy 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.

1.5.3 Technique

The term 'technique' is seen by Good (1973:591) as "a process manipulation, or procedure required in any art, study, activity, or production, or it is an instructional procedure designed to relate to the learner the material being presented in order to facilitate learning".

The operational definition of the expression 'technique' is the instructional tool which is used in the learning environment to ease and support the teaching method specially, and learning process generally.

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1.5.4 Achievement

In general, achievement is "the accomplishment or proficiency of performance in a given skill or body of knowledge"(Good,1973: 7), or the learning that takes place during a definable course of instruction (Dawyer, 1982: 12).

Achievement in language learning refers to how much of a language someone of study or programme has learned with reference to a particular course of instruction (Richards and Schmidt, 2002: 7).

Achievement is the individual progress towards the instructional objectives of a specific study (Darwesh &Jarah,1997:124).

The operational definition of 'achievement' is the mastery of language skills that students gain in the experiment period measured by an achievement test.

1.5.5 General English

GE is a course in the department of English at college of Basic Education. It covers many important areas of the language like grammar, phonology, and vocabulary, and some crucial skills like writing and reading. It is designed for first year EFL students to supply them with basics of English language and at the same time it represents a prerequisite step to go in deep in learning the language.

2. Literature Review

2.1 Theoretical Background of TPS

Jones (2006: online) states that "TPS is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland in 1981. It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages".

Millis and Cottel (1998: online) describe TPS as a relatively low-risk and short cooperative learning technique that is ideally appropriate for instructors and students who are new to cooperative learning in one way or another.

Saskatoon Public school (2009:online) declares that TPS is a learning strategy used to increase students' participations rather than using a basic recitation method in which an instructor asks a question and one student offers a response.

Office of Human Resources(2010,online) shows that in the implementation of TPS, students have to turn to someone near them to summarize what they learned , to answer a question raised during the discussion, or to understand how ,why and when they might apply a concept to their own situations. The objectives of TPS are to engage students with the material on an individual level, in pairs, and finally as a large group.

Teacher Vision (2011: online) states that teachers can use TPS in a variety of contexts. However, students must consider a question or topic that could be a

complex one; for instance, "what do you think were the key issues that led to World War 1? " and it could be a straightforward demand, such as "create a pattern that could be described as 'a, b, a, b' ".

Jones (2006: online) regards TPS as a helpful technique because it raises a discussion among students in the class. He adds that "students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each must report to a partner, and then the partner must report to the class".

2.2 TPS Procedures

Schreyer Institute for Teaching Excellence (2007: online) declares that using TPS technique may require some practice because when using this technique for the first time, teachers may want to ask for volunteers to share their thoughts and wait until the class is more comfortable with the procedures and then calling on students to present before the group.

Kagan (1994: online)adds that during TPS, students will have time to think about a question related to the topic of study individually. Then, they will pair up with a partner to share their thoughts. Finally the pair will share their ideas with the entire class.

In fact, there are a number of variations of TPS but generally it works like this:

2.2.1. Think

Sidaway (2011: online) says that at the beginning students are given a problem or a series of questions and asked to do the task on their own. Williams (2011: online) emphasizes that the teacher must be sure that everyone in the class realize the question.

Sidaway(2011:online) clarifies that sometimes when students are immediately paired or grouped up, they tend to talk socially and they do not give enough consideration to the task. So, to overcome this problem, students are asked first to consider and attempt the task individually.

The 'think' step may require from the students just to be quiet for a few moments and bonder their thoughts about the questions. They may write some thoughts and ideas in response to the question (Teacher Vision, 2011: online).

2.2.2 Pair

Office of Human Resources(2010:online) writes that in this step students pair up with a partner next to them and share responses /thoughts verbally for two minutes, or they choose to work together to create a synthesis of ideas, come to a consensus or give a unique answer.

Sidaway(2011: online) states that by this stage, the students have already engaged with the task and are keen to find out how their responses compare with their class mates. In fact, the students exploit this time to actually discuss the

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task, rather than socially chat. The teacher can use this time to roam-around the room and see how students are progressing and offer the necessary assistance.

Some teachers believe it is helpful to set a time limit for the "think" and "pair" steps of this technique. If the teacher chooses to do this, he must be sure to give students an idea of how much time they will have and he should allow sufficient time during the "pair" step to allow both students to talk about their thoughts(Teacher Vision ,2011:online).

2.2.3 Share

Jones (2006: online) clarifies that after students talk in pairs for a few moments and share their thoughts with their partners, the teacher calls for pairs to share their thoughts with the whole class. "it is important for the teacher to make sure that pairs have equal participation and that constructive sharing takes place"(Schreyer Institute for Teaching Excellence, 2007: online).

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on graphic organizer for future discussion. Another variation is to stop after the pair step, and have students write their ideas. Then the teacher collects students' responses and assesses any problems in understanding(ibid).

2.3 TPS Benefits

In fact, TPS is a co-operative learning strategy therefore it has many benefits and advantages. McDonough and Shaw (2000: 203) believe that in the cooperative learning

"different tasks can be assigned to different groups or pairs.
This may lead to a cohesive- whole- class environment if these
tasks can be fitted together, perhaps in a final discussion.
Alternatively a teacher working with a mixed proficiency
group may have the flexibility to allocate activities according
to learners' level".

Using TPS strategy reduces the teachers' dominance in the classroom and makes students and teachers work together and this is very important. In addition, it can enhance student motivation , reduce student stress and create a positive effective classroom climate; i.e., it can result in a more dynamic classroom interaction that promotes and enhances more learning. It reduces the competition among students and ensures more participation from the students in the class (see Richards & Renandya ,2002: 49; Richards & Schmidt, 2002: 124; Richards and Rodgers, 2001:193).

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WETA(2011:online) cites that TPS can help students to think individually about a topic or answer to a question and then to share thoughts with partners and engage them in comprehending the material being taught. Freeman(2000:164) writes that in cooperative learning classes the teacher teaches his/her students social skills which enable them to work effectively.

In the TPS lesson the "discussion about the rights and responsibilities of speakers and listeners helps to clarify the shared understandings of the partner discussion. To help the students establish effective speaking and listening skills, teachers model and refer to behaviors that are expected when people speak and listen to each other" (Commonwealth of Australia, 2002: online)

On his part, Williams (2011: online) argues that TPS technique
"allows every students in the class the opportunity to think
something through and discuss their thoughts out loud.
It shields student who might be shy from having to speak up
in front of a room full of people, which creates a significant
amount of anxiety in many people". And Think-Pair-Share
can also help with the problem of a few student voices
always being the same ones heard in each class meeting ".

3. Procedures:

3.1 Population and Sample:

The population of the study is limited to First Year students at the Department of English, College of Basic Education , Al-Mustansiryah University for the academic year 2011-2012.The sample consists of 40 students randomly selected from the population which is 50.The sample represents 80% of the whole population, after excluding all the repeaters and primary English teachers from the study. Both experimental and control groups consist of 20 students.

3.2 Experimental Design of the study:

The experimental design followed in this study is called a nonequivalent groups posttest only. It is quasi- experimental design as outlined by Cook and Cambell (1979:49) and this design assumes that subjects cannot be randomly assigned to experimental and control groups .However, the classes themselves were randomly selected as being experimental and control groups(see Table 1).

Table 1 The Experimental Design of the Study

Groups	Independent Variable	Posttest	Dependent Variable
Experimental	TPS	Achievement Test	Achievement
Control	Traditional Method	Achievement Test	Achievement

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3.3 The Equivalence of the Sample:

To ensure the experimental validity of the experiment, the researchers have equalized the two groups (experimental and control) in some important variables which may influence the dependent variable (achievement) and these variables are; the age of the students, and the final marks in English in the sixth-year baccalaureate at the secondary schools.

3.4 The Instrument (The Achievement Test):

The instrument of the study is an achievement posttest which has been constructed by the researchers themselves to measure the first year students' achievement in GE. The test items have been constructed in the light of the behavioral objectives of the material. The first version of the test consisted of 85 items, most of them are objective questions like *fill   the blanks ,answer the questions, complete sentences, change statements, write words, choose, rewrite sentences, find and circle, and add* and just one of them is a subjective question which is *writing a biography* .

To ensure the validity and suitability of the test*, it has been exposed to a jury of experts in TEFL and linguistics. According to their notes some items are modified and others are omitted until the test has gained their agreement.

Also, the researchers chose 20 students from the evening studies as a pilot sample and exposed them to the test on the 5th of May 2012 to determine the required time to answer the questions, to identify the discrimination power and the difficulty level of the test items , and to find out the reliability of the test. It was found that the average time is approximately one hour and some items were discarded from the test because their difficulty levels were more than 0.80 and their discrimination power were less than 0.30; so the final version of the test consists of 71 items(see Appendix 1). The researchers used the Pearson correlation coefficient between the researchers' scoring and that of another rater in order to estimate the reliability of the test and it is 0.74 which indicates that the test is reliable.

[1]the jury members are:
1. Assistant Prof. Dr. A.J. Darwesh (College of Basic Education, Al-Mustansiriyah University).
2. Assistant Prof. Dr. Duha Attallah Hassan (College of Basic Education, Al-Mustansiriyah University).
3. Assistant Prof.Dr. Saad Salal(College of Basic Education, Al-Mustansiriyah University).
4. Assistant Prof. Shatha Al-Saadi (College of Education for Women, Baghdad University).
5. Instructor Dr. Ridha Ghanim (College of Basic Education, Al-Mustansiriyah University).
6. Instructor Afrah Munshed (College of Basic Education, Al-Mustansiriyah University).
7. Instructor Maysaa Rasheed (College of Education for Women, Baghdad University)

3.5 Instructional Period and Material:

The experiment lasted for three months during the second course of the academic year 2011-2012, in which students of both groups were taught the

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same syllable in GE . Both groups were taught by lecturing as a method of teaching, but the experimental group had an extra activity which was TPS*.
 Both groups were taught GE three lectures per week, each lecture lasted for 50 minutes.

The instructional materials for this study is taken from the prescribed text-books and they are:

1-adjectives

1.1- adjective position

1.2 kinds of adjectives

1.3 comparison of adjectives

2- adverbs

2.1 kinds of adverbs

2.2 adverbs that have the same form of their adjectives

2.3 position of adverbs

2.4 comparison of adverbs

2.5 exception of adverbs

3- consonants

4-wh-questions and statements with be

5-simple present ,present continuous

6-preposition

7- yes/no and wh-questions with" do"

8-would like +to+verb

9-past tense

10- articles

11- singular & plural

12-writing letters

13-writing composition

14- reading comprehension

Recommended textbooks :

 1-Rapid Review of English Grammar by Praninskas, J.

 2- English Phonetics and Phonology by Roach , P.

 3-New Interchange ,by Jack C. Richards with Jonathan Hull & Susan Proctor [Students' book& Work book]

4- English Grammar in Use, by Raymond Murphy

*Miss Habar Hussein(one of the researchers) taught the two groups

3.6 Lesson Plan:

The teacher puts in advance the behavioral objectives for the material intended to be taught, and then presents the materials. As for the experimental group, the following procedures are used according to the TPS technique :the teacher gives the students extra exercise or task and asks the students to think

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individually about the answer for few minutes then pair up with another student to exchange ideas. Finally, the pairs share their responses with the entire class. The control group taught by lecturing.

3.7 The Administration of the Post Achievement Test and Scoring:

At the end of the teaching period, the students of both groups were administered the post achievement test on 10th of May 2012 and it lasted for about an hour. The total score of the test is 100 scores distributed as shown in Appendix 1.

3.8. The Scoring Scheme:

The total score of the test is 100 scores distributed as follows:

1- Item that is assigned <u>five</u> scores only belongs to:

Q13/Writing a biography ,(2.5) scores for each grammar and meaning.

2-Items that are assigned <u>two</u> scores 30 items only, and they belong to:

Q1/Q3/Q4/Q7/Q10/Q11

3-Items that are assigned <u>one </u>score 30 items only, and they belong to:

Q2/Q5/Q6/Q8/Q9

4- Items that are assigned <u>half</u> score 10 items only, and they belong to:

Q12

4. Results, Conclusions, Recommendations, and Suggestions

4-1 Results:

4.1. 1 Comparison of the Experimental and Control Group in the Post-Test

The t-test for two independent samples was implemented here to compare the mean score of the experimental group and that of the control one in the post –test of achievement. The result shows that there is a statistical significant difference between the two groups in the post-test, because the calculated t value is 2.863 which is more than the tabulated t value which is 1 . 684 with the degree of freedom of (38) at P0.05 level of significance. So the null hypothesis is rejected and the alternative one is accepted , (see Table 2).

Table 2 The t-Test statistics for the achievement post test.

Groups	S	X Mean	No.	Df	T Value	
Experimental	178.88	66.95	20	38	Tabulated	Calculated
Control	205.20	54.4	20	38	1.684	2.863

4.1.2 Interpretation of the Results:

The results show that according to the post-test scores there is a clear superiority of the experimental group over the control group and the students of the experimental group gain more in GE than those of the control group. The experimental group shows a great progress in achievement as compared to the control group.

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The results prove that TPS is a successful technique in TEFL and this may be due to the following:

1-TPS encourages students' engagement in the class activities and keeps them on task.

2- It allows every student the opportunity to think and then to discuss thoughts out loud.

3-Students exchange ideas till they reach a concise understanding.

4-It organizes the prior knowledge of the students and integrates new information.

5-It creates a positive atmosphere for learning.

6-It enhances equal participation of the students.

7-It stimulates interaction and communication among students.

4.2 Conclusions:

The results confirmed that TPS is an effective technique of teaching as it has a positive effect on the students' achievement rather than those who did not practice it .The use of TPS integrates the cognitive and social aspects of learning as well as promotes thinking and the construction of knowledge. Thus, students show enthusiasm towards TPS as it increases the personal communications which are important for them to understand, organize, and retain ideas as well as students learn from each other. Students show good progress in achievement as TPS provides them with opportunities to answer questions, discuss their thoughts, and do tasks and inserts them in the learning process.

4.3 Recommendations:

The researchers recommend the following:

1-the enrichment of learner's dominance in the classrooms.

2-the adoption of the TPS technique in teaching EFL college students.

3-the use of cooperative learning techniques in teaching rather than the traditional methods as they engage students in the learning process and ensure active participation of the all learners.

4-the focus on the interaction and communication among students .

5-the in-service training of EFL instructors to use modern techniques such as TPS in language classroom.

4.4 Suggestions:

The researchers suggest the following as projects for future research:

1-The use of TPS in teaching grammar .

2-The effect of TPS on reading comprehension .

3-The use of other cooperative learning techniques in teaching different subjects.

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Appendix 1
The Achievement Test

Q1) Read the following passage carefully then answer the following questions below :

Advertising has become a very specialized activity in a modern times. In the business world of today, supply is usually greater than demand. There is great competition between different manufacturers of the

same kind of product persuade customers to buy their own particular brand. They always have to remind the consumer of the name and the qualities of their product. They do this by advertising. The manufacturer advertises in the newspapers and on posters. He sometimes pays for songs about his product in commercial radio programmes. He employs attractive sales-girls to distribute samples of it. He organizes competitions, with prizes for the winners. He often advertises on the screens of local cinemas. Most important of all, in countries that have television he has advertisements put into programmes that will accept them. Manufacturers often spend large sums of money on advertisements. We buy a particular product because we think that it is the best. We usually think so because of the advertisements that say so. Some people never pause to ask themselves if the advertisements are telling the truth.

1-How many kinds of advertisements are mentioned in the passage? What are they?

2-Why do manufactures spend so much money on advertising?

3-What do sales-girls do?

4- Which do you think more effective, giving out samples or paying for television advertisements? Say why?

5-Do you think that we buy goods because they are advertised? Why do you think so (or not) ? (10 marks)

Q2) Put in{ at , on , in} where necessary. Leave an empty space (-) if no preposition is necessary.

1. We always work in the garden -------- spring.
2. The cars first appeared in sales -------the 19th century.

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3. I will come to visit you again --------- next week.
4. We usually visit our grandmother -------------- Easter.
5. She will go to the cinema with us --------- Thursday evening .
(5 marks)

Q3) Use the words in parentheses to complete the sentences below with the appropriate tenses (Simple Present / Present Continuous)
1. Every Monday, Sally (drive) her kids to football practice.
2. Usually, I (work) as a secretary at ABT, but this summer I (study) French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep) .
4. Don't forget to take your umbrella. It (rain) .
5. I hate living in Seattle because it (rain, always) . (10 marks)

Q4) Change the statements into questions using the question word in parenthesis.
1. She wants to learn English because she wants a better job. (Why)
2. She speaks French very well. (What)
3. He gets up at seven every morning. (When)
4. They live in Brooklyn . (Where)
5. We travel by car.(How) (10 marks)

Q5) Write the plurals of these words : . (5 marks)
Safe – lady – sheep – knife – toothbrush .

Q6) Choose the correct phrases to complete these conversations.
1. Robin: ------------ gospel music , Kate ?(Do you like, Would you like)
   Kate : Yes, I do . ------- it a lot . (I like , I'd like)
   Robin: There's concert on Friday. ------- to go with me? (Do you like, Would you like)
   Kate: Yes,--------- . Thanks.(I love to, I'd love to)
2. Carlos:------- to go to a French film at 11:00 tonight.(Do you like, Would you like)
   Phil: ---------- , but I have to study tonight . (I like to , I'd like to)
   Carlos: Well ,-------- Brazilian films ? (do you like, would you like)
   Pill :Yes, I ------ . I love them!(do , would)
   Carlos: there's a great Brazilian movie on TV tomorrow.------------ to watch it with me ? (Do you like, Would you like)
   Pill: ---------. Thanks. (I like to, I'd love to) (10 marks)

Q7) Rewrite these sentences . Find another way to write each sentence using the words given .
1. Do you like jazz ? (think of)
2. Carlos doesn't like classical music . (can't stand)
3. Joseph is Maria's uncle. (niece)
4. Liz is married to Peter. (husband)
5. Michael does not have a job right now. (look for) (10 marks)

Q8) Choose the most suitable adverb in bold to fill each blank:
(angrily, enough, never, outside, yesterday)
1. She left _____ for the university where she is doing a degree course.
2. We are standing _____ his house waiting for him.
3. He told us _____ not to walk on the grass.
4. I am not strong _____ to help him carry that box.
5. She will _____ be happy in that job. (5 marks)

Q9) Write the number of the sentence and the correct letter.
1- The letter (n) is pronounced /n/ in ,
a- autumn , b – moon , c– column , d – solemn .
2- The sound /j/ is not pronounced in,
a- refuse , b- pure , c- queen , d- music
3-The letter (w) is pronounced /w/ in ,
a- away , b- sword , c- steward , d- playwright
4- The letter (p) is pronounced /P/ in
a- receipt , b – shepherd , c– pneumonia , d – cupboard .
5-The sound /s/ is not pronounced in ,
a-deficiency , b- space , c- appreciate , d- conscience .　　　　(5 marks)

Q10) Complete the sentences using a comparative or superlative adjective or adverb.
1- I visit my parents (often) than my brothers do.
2- David did (bad) than he thought he would do on his test.
3- Out of all the students, Frank studied (little), but got the best grade.
4- The two guys who enjoyed the game (more) were Tom and Robert.
5- We stayed at (cheap) hotel in the town .　　　　(10 marks)

Q11) Find and circle the adverbs in the following sentences , then write their kind:
　1.　Giraffes are very tall and have extremely long tongues.
　2.　They are fed daily and like fruits and vegetables.
　3.　They eat mostly Acacia leaves, munching them quickly because they really like them.
　4.　They walk slowly and lazily, stretching their necks up to the trees.
　5.　I can't wait to go to the zoo tomorrow and see the giraffes.　　　(10 marks)

Q12) Put in[*a / an* or *the*] in these sentences where necessary .
　1-　His house is very nice. Has it got --------- garden ?
　2-　I like living in this house but it's a pity that------ garden is so small.
　3-　We had dinner in ------- most expensive restaurant in town .
　4-　Christmas comes once ____ year.
　5-　It's a beautiful day . Let's sit in ----------- garden .
　6-　Jane went to the shop to buy ____ bread.
　7-　"When I was at the zoo, I saw ------ elephant!
　8-　Pandas and _____ tigers are both endangered animals.
　9-　Magda is wearing _____ blue dress with red shoes
　10- Bornholm is _____ island in the Baltic Sea.　　　　(5 marks)

13) write a biography about yourself .　　　　(5 marks)

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اثر استخدام فكر –زاوج –شارك على تحصيل الطلبة دارسي اللغة الانكليزية لغة أجنبية في مقرر الانكليزية العامة

المستخلص

تعد (فكر –زاوج –شارك) تقنية من تقنيات التعلم التعاوني والتي تتطلب زج الطالب في مهمــــة ذات ثلاث خطوات. في الأولى يفكر الطالب بالسؤال أو المهمة التي يطرحها المدرس بمفرده و بدون صوت.في الخطوة الثانية، يزدوج الطالب بأخر و يتبادلان الأفكار. وفي الخطوة الثالثة يشارك الأزواج الأفكار مع باقي الطلبة في الصف.

يهدف هذا البحث إلى استكشاف اثر (فكر –زاوج –شارك) في تحصيل الطلبة دارســـي اللغـــة الانكليزية لغة أجنبية في كورس الانكليزية العامة.لتحقيق هدف البحث، صيغت الفرضية الصفرية التي تشير بأنه لا يوجد فرق ذو دلالة إحصائية بين تحصيل الطلبة الذين مارسوا(فكـــر –زاوج –شــــارك) وأولئك الذين لم يمارسوا هذه التقنية في مادة الانكليزية العامة.

ومن اجل تحقيق هدف البحث،أجريت التجربة لمدة كورس باستخدام التصميم التجريبـــي ذي الاختبار ألبعدي– مجموعة ضابطة. و باستخدام الاختبار التائي لعينتين مستقلتين وجد بان هناك فرق إحصائي بين المجموعتين في التحصيل. وأظهرت النتائج تقدم المجموعة التجريبية لان القيمة التائيـــة المحسوبة هي(2.863)والتي هي اكبر من الجدولية(1.684)عند مستوى دلالة 0.05.تشير النتائج بان المجموعة التجريبية التي مارست (فكر –زاوج –شارك) كانت أفضل من المجموعة الضابطة فـي التحصيل ولذلك رفضت الفرضية الصفرية.وفي ضـــوء النتـــائج، وضـــعت بعـــض المقترحـــات و التوصيات.