



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ADVANTAGES AND DISADVANTAGES OF THE THINK-
PAIR-SHARE TECHNIQUE TO ENHANCE SPEAKING SKILL”
RESEARCH PROJECT**

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“ADVANTAGES AND DISADVANTAGES OF THE THINK-PAIR-SHARE TECHNIQUE TO ENHANCE SPEAKING SKILL”** prepared by **Vera Figueroa Maria Emilia y Vera Maldonado Ana Paula** undergraduate students of the Pedagogy of National and Foreign Languages Major, at the School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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Acknowledgment I

I first thank you God for giving me strength, encouragement and to be able to strive every day, to put effort in this work and to my parents to be the main support during this process in my life, to my parents Maria Figueroa and Fernando Vera I thank them for supporting me unconditionally by giving me encouragement, words of encouragement to complete this process, I also thank them for the support of each of my brothers who constantly supported me and encouraged me to continue, to not give up being these my inspiration and pillar to culminate with success.

-Vera Figueroa Maria Emilia

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-Vera Maldonado Ana Paula

Dedication I

I dedicate this work to my parents mainly for being the ones who have shown me their love and support during my studies in addition to the constant sacrifice they gave to continue my studies and mental and in turn inspires me to continue working day by day, Regardless of the obstacles that may arise along the way they help me to want to overcome myself and try even more, I also dedicate this work to my brothers for their unconditional support.

With love Vera Figueroa Maria Emilia

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With love Vera Maldonado Ana Paula

Abstract

The Think-Pair-Share technique in classroom teaching can be a very useful and effective tool to help students improve oral communication skills in cooperative work. This study will analyze the advantages and disadvantages of the Think-Pair-Share technique considering the challenges that hinder its continuous practice in institutions.

The problem is based on drawbacks such as group distractions leading to students wasting time in non-classroom-related talks and activities, as well as certain limitations such as the arrangement of classroom furniture. These factors have a negative influence on the academic performance of students due to low motivation and lack of confidence in speaking because oral expression skills are not good. Within the research using a teacher interview, we seek to explore perceptions and experiences when applying the Think-Pair-Share technique. This research will provide valuable information for educators about the think-pair-share technique and its benefits in speaking skills, as well as strategies to overcome obstacles in its implementation.

KEYWORDS: Think-Pair-Share technique, advantages and disadvantages, cooperative learning, speaking skills

Resumen

La técnica Think-Pair-Share en la enseñanza presencial puede ser una herramienta muy útil y eficaz para ayudar a los estudiantes a mejorar sus habilidades de comunicación oral en el trabajo cooperativo. Este estudio analizará las ventajas e inconvenientes de la técnica Think-Pair-Share teniendo en cuenta los retos que dificultan su práctica continuada en las instituciones.

El problema se basa en inconvenientes como las distracciones del grupo que llevan a los alumnos a perder el tiempo en charlas y actividades no relacionadas con la clase, así como ciertas limitaciones como la disposición del mobiliario del aula. Estos factores influyen negativamente en el rendimiento académico de los alumnos debido a la baja motivación y a la falta de confianza a la hora de hablar porque las habilidades de expresión oral no son buenas. Dentro de la investigación que utiliza una entrevista al profesor, buscamos explorar las percepciones y experiencias al aplicar la técnica de pensar-par-compartir. Esta investigación proporcionará información valiosa para los educadores sobre la técnica Think-Pair-Share y sus beneficios en las habilidades de expresión oral, así como estrategias para superar los obstáculos en su aplicación.

PALABRAS CLAVES: Técnica Think-Pair-Share, ventajas y desventajas, aprendizaje cooperativo, habilidades de habla

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Introduction

Think-pair-share is a technique for teaching and learning that has both advantages and disadvantages in terms of improving speech. One of the key benefits is that it enables every student to participate actively in conversations, thus ensuring everyone's involvement as well as alleviating the stress felt by those who may not speak easily when faced with a larger group. This approach nurtures critical thinking skills and enhances communication abilities because learners present their ideas and listen to others' opinions.

However, there are also cons like the possibility of deviating from the topic or having different kinds of comments from classmates that may, at times be counterproductive. In addition, limited classroom time may restrict discussions' breadth. All in all, although think-pair-share can significantly build oral expression facility; thoughtful introduction and monitoring must be done to maximize its dividends.

The objective of this research is to identify if there are positive aspects what is the effectiveness of applying the think-pair-share technique to improve students' oral communication skills, it seeks to know what experience they have had and whether or not it has contributed to the development of communication skills in the educational units where the practice of this technique is carried out, in addition to knowing how this technique was carried out, detail how it is applied and what strategies and methods are possible for it to be effective positively through its application, taking into account the student and what is their reaction and progress through cooperative work.

This research also explores the advantages and disadvantages of applying the think-pair-share technique in the education of primary school students, through experiences and points of

view of students and teachers, also analyzes the negative or positive contributions that applying this technique can have in aspects such as confidence in speaking, expressing themselves in public and presenting ideas.

Chapter 1

The Problem

1.1 Research Topic

Techniques and Speaking Skills.

1.2 Research Title

Advantages and Disadvantages of the Think-Pair-Share Technique to Enhance Speaking Skills.

1.3 The Problem Statement

Currently, very few teachers in various educational institutions opt for cooperative work by applying the Think-Pair-Share technique in the classroom due to several factors. One of them is the time that will be lost when organizing the furniture (chairs and tables) inside the classroom, since most public institutions are not equipped for these activities together with other classmates, the schools only have heavy individual chairs that will have to be moved by the student, which shortens the time of work itself. In addition to the above, several teachers state that instead of working, students may waste time chatting or doing other activities, without focusing on the previously assigned task.

It can have negative aspects in terms of speech because the student's lack of speaking skills can lead to deficient performance in school or English and even poor communication, and it can affect student motivation. “Studies suggest that randomly choosing students to share their thoughts with the class may motivate students to participate in the think and pair and enhance the quality of the pair discussion” (Katelyn M Cooper, 2021).

The impact that this problem can have on society is professionals with a low level of English because certain strategies were not applied in their academic training.

The primary goal of teaching speaking in schools is to prepare students to articulate their meaning and thoughts, as well as to improve their communication skills in real-life situations. According to (Yule, 1982), the goal of teaching speaking is to prepare students to be able to express themselves in the target language, as well as to cope with basic interactive skills such as introduction and greeting, asking and giving information, thanks and apologies, expressing need, asking for help and services, and so on. Speaking in English is challenging for Ecuadorian students (English foreign language learners) since English is not their first language, and English is completely foreign to some of them. (Nunan, 2003) says so.

Communication is a very important factor in the area of English because one of your skills is speaking, interaction is necessary to share ideas and comments with a couple in class and share thoughts or knowledge and obtain positive results during teaching and learning, however some factors hinder these aspects giving way to poor communication and poor academic performance, “The results of research on the difficulties experienced by students to practice English are presented as follows: Lack of self-confidence, Do not dare to speak in English, Fear of being wrong, the environment that does not support the learning process”

One of the main consequences would be that the study environment would not be adequate and remove a tool that could help collaborative work where a diversity of ideas can arise, acquire knowledge from their peers, and in turn have the facility to share their information or understanding of the subject in class. (Cahyani F. , 2018) mentioned that the Think-Pair-Share technique can promote and support the students’ thinking ability to a higher level.

With this research, the researchers aim to understand the effectiveness or result of the use of Think-Pair-share generates several effects depending on the factors, by the educator and students, in addition to the theme "Think-Pair-Share" to improve speech skills is quite widespread because it involves primarily the interaction of students with their peers and also develops skills that allow socializing and sharing ideas, comments, and knowledge and has effects on the educational environment in both students and teachers.

1.4 Justification

The purpose of this study is to know the advantages and disadvantages of the acquisition process and perform a transcendent analysis of teaching-learning, the objective of this study is to know how the technique of Think-Pair-Share improves speech skills through proper language learning development.

Every teacher's primary responsibility is to facilitate learning for their students, so they require professionals who not only instruct their classes but also contribute to the creation of methods that will encourage and support students in acquiring the knowledge and abilities that will help them in their academic pursuits.

The student is the main character in learning today, focused on developing or constructing knowledge from experience and the social and natural environment. Education should be based on achieving the stated educational goals, which is an individual activity in which each student integrates the new knowledge into their pre-existing cognitive structures by connecting what they already know and believe with the added information.

The development of students is crucial for both their academic and personal growth, which calls for the use of innovative teaching and learning strategies. However, given that

motivation is a crucial component for pupils to learn, it is currently clear that they lack motivation or incentives to do so.

Lack of motivation is a common obstacle to learning a language, but it is anticipated that by implementing this approach, more interactive classes will be created in which students will participate more actively and be able to learn while having fun by using tools that let students practice speaking skills. (Nat, 2022) says that Motivation has been emphasized as one of the most significant variables influencing academic accomplishment, particularly in foreign language classrooms with limited contact with the target language population.

Since speaking is such an important ability and component of learning a foreign language, it is crucial to deconstruct the speaking challenges faced by learners and provide appropriate results as well as practical techniques for overcoming them. Previous research has demonstrated that the Think-Pair-Share technique has a positive impact on the literacy process. It might be utilized as feedback or a reference for preceptors to devise an effective approach for improving scholars' speaking abilities.

This study has encouraged both preceptors and experimenters to pay attention to the Think-Pair-Share technique and its use in discussion classes. Think-Pair-Share is an interactive strategy that can be used in public speaking classrooms to address students' communicative problems by removing barriers to normal oral interaction. Intelligent use of this strategy can help students become more confident and able to speak and share ideas with their peers in a friendly learning environment.

1.5 Problem Formulation

1.5.1 General Question

- How does implementing the " Think-Pair-Share " technique in the teaching and learning process impact the development of students' oral communication skills?

1.5.2 Specifics Questions

- How do teachers effectively implement the " Think-Pair-Share " technique in classroom settings?
- What are the advantages of using the " Think-Pair-Share " technique in promoting student engagement and learning outcomes?
- What are the potential disadvantages or challenges associated with pairing students in the " Think-Pair-Share " technique, and how can these be mitigated?

1.6 Objectives

1.6.1 General Objective

- To define the potential use of the " Think-Pair-Share " technique to enhance speaking skills.

1.6.2 Specific Objectives:

- Describe the teaching-learning process of the use of the Think-Pair-Share technique.
- Identify the benefits and disadvantages of using the Think-Pair-Share technique for elementary school students.
- Understand how the Think-Pair-Share technique helps to enhance the student's speaking skills.

Chapter II

Theoretical Framework

2.2 Pedagogical Basis

Theory of constructivism.

Constructivist theory is grounded in the work of Piaget (1952), Vygotsky (1978), and Bruner (1996) who defined learning as the active construction of knowledge and meaning. In the original formulation (Piaget, 1952) this construction was a purely cognitive process within the minds of individual learners. Vygotsky (1978) and Bruner (1996) expanded constructivist theory to address the constructive interaction between—and across—individual minds and their social context including peers, more knowledgeable others, tools, languages, and history. (Donaldson, 2023)

Social and emotional learning.

Social learning can become like cooperative learning however this is more focused on the field of creating and promoting social relationships and their adaptation to an environment, observing people's behavior, and making the actions or attitudes of people around them.

The process of emotional education is related to emotional education and the connection it has with collaborative work, is to consider the emotions of students and the development or evolution of these, also as they are involved with the expression of ideas, thoughts, and communication in the classroom (Arroba et al., 2022)

(Villagomez y otros, 2023) This research indicates through surveys of students that social learning can be improved through the observation of the behaviors and knowledge of people around it. "Broadly speaking, social and emotional learning, or SEL, refers to the process through which individuals learn and apply a set of social, emotional, and related nonacademic

skills, attitudes, behaviors, and values that help direct their thoughts, feelings, and actions in ways that enable them to succeed in school” (Brush, 2021)

What is the Importance of social and emotional learning?

(Pilar Puertas & Molero, 2020) Within this research it is indicated that through an analysis of data, it was concluded that emotional intelligence is essential, showing positive results such as: improving their social and emotional skills and allowing students to face academic challenges.

This research contributes or is related to the Think-Pair-Share technique because social and emotional development is related to cooperative activities or learning.

According to research on emotional and social education as part of the Ecuadorian educational curriculum, students can develop a better coexistence with their peers when they can identify their emotions or feelings and others, also highlights or stresses the importance of emotion management because it has positive effects such as the ability to be tolerant of certain problems and their resolution either individually or when working cooperatively, Focusing on the social is talking about cooperative work and the development of skills or values such as having greater empathy and socialization (Arroba et al., 2022).

2.3. Theoretical Basis

Speaking Skills

(AL-Garni & Almuhammadi, 2019) Define speaking as “the process of building and expressing knowledge and meaning through the use of oral and symbols in various contexts.”

Speaking is an essential skill in learning and teaching English as a foreign language (EFL).

Speaking has long been neglected and its importance unrecognized; many teachers taught it through repetitive practice and memorization of dialogues. More recently, however, it has been

discovered that language teaching aims to improve learners' communicative skills so that they can express themselves freely and communicate effectively with others.

Why are speaking skills important?

Speaking is considered to have the biggest importance. This skill is used to communicate effectively, which is vital in today's world. People cannot exist without communication; they need to express their thoughts, views, and opinions, and language is a means to fulfill this need. In this global age, English is the language by which everyone must communicate. Without this ability, non-native English speakers cannot communicate with people from other countries who speak different languages.

Cooperative techniques

Cooperative Techniques are basic structures that do not often require students to receive initial training and can be utilized to generate brief cooperative scenarios.

Characteristics of cooperative learning.

The main characteristics that can be observed in cooperative work as a technique are teamwork where students learn to develop skills such as sharing and accepting knowledge shared by their peers, the importance of seeking a joint end and thus trying to achieve the learning goal by involving team participants.

The second characteristic is the management of the working groups, that is to say, how they are organized to arrive together or in pairs at the end of the objective, this section focuses on the following aspects, planning, organizational function, and determining the objectives, in addition to monitoring what is planned to ensure its effectiveness or determine how effective it will be to apply such strategies to perform some teamwork.

The third characteristic of cooperative learning is the predisposition to perform work in a group or couple which is cooperative work, the collaboration and empathy that students and teachers must effectively achieve the objectives or results expected from the activity, allowing both students and teachers to do their best and to impart knowledge that enriches the work.

The quarter characteristic is socialization, because it helps students develop communication skills, and respect for the ideas, knowledge, and opinions of others, in addition to promoting the security of student communication that involves inclusion and cooperation, either in groups of several students or working couples. (Rahmadani et al., 2021)

The advantages of cooperative learning

According to (Cahyani F. , 2018) there are eight benefits of practicing cooperative learning. The following are some examples:

1) Cooperative learning students have a more joyful learning experience and are more motivated to continue studying. learning experience and are more eager to continue studying outside of school, particularly with one another.

2) Many of our pupils will oversee caring for the elderly. Cooperative learning students become more helpful, kind, and equipped to care for our older population.

3) They increase self-esteem.

4) Cooperative learning students build meaning and make learning more meaningful. Increase the relevance of learning.

5) Cooperative learning students are more equipped for the job.

Limitations of cooperative learning

Despite being widely accepted and advised for the teaching and learning of languages, cooperative learning had its limitations, just like all other teaching techniques. The inability to

carefully apply the cooperative structure was the main cause of cooperative learning's shortcomings. It would not be unusual to find groups where one person did the majority (or all) of the work and the others signed off as if they had learned it or had completed the work if the teachers put the students into groups to learn and did not structure the positive interdependence and individual accountability. (Hashemi et al., 2013)

Additionally, cooperatively teaching content was seen as time-consuming. Cooperative learning lies in the differences of opinion regarding encouraging conflict or achieving consensus among group members. Another issue is that attainment needs were not always the driving force behind developing the educational case for cooperative learning strategies.

Cooperative learning was also limited by disagreements over whether to promote conflict or consensus-building among group members.

Cooperative technique for information processing

Think-pair-share: A question is posed by the teacher throughout the explanation, and time is given for each student to respond separately before discussing it with a classmate. The remaining students are informed of the solutions at the conclusion (Lyman, 1992).

Notes in pairs: The professors allow time for their students to discuss the key points of what is being covered with a classmate and to revise the notes using input from their fellow students during the explanation (Johnson & Johnson, 1999).

Guided cooperation: One student assumes the role of the synthesizer, and the other student assumes the role of the listener. When the teacher stops explaining, the synthesizer summarizes the material, and the listener completes it. They develop their synthesis (O'Donnell & King, 1999)

Think-Pair-Share.

This technique is one in which the teacher or tutor poses a problem or work where the student thinks first what the solution or answer would be to share it with a colleague and the latter in turn shares his ideas.

Benefits of applying the Think-Pair-Share technique.

According to (Supraba, 2018) the technique the think-pair share, shows the benefits of its application to improve speech skills, which are:

Significantly improve the oral ability of students: He indicated that there was a significant improvement since the level because it went from being a little fluent or poor in language to improving it

Improved academic performance: Students taught and treated by applying Think-Pair-Share during ten meetings performed better than students taught by conventional teaching

Development of social and cooperative skills: In this case, cooperative learning essentially involves students learning from each other in groups.

Positive perceptions of students: The positive result of the questionnaire indicated that students were primarily supporting the implementation of the Think-Pair-Share technique to teach them to speak.

Increased active participation: Think-Pair-Share is part of cooperative learning by engaging students to be more active in the teaching and learning process.

Relationship between the Think-Pair-Share technique and constructivism theory.

The theory of constructivism is related to the Think-pair-share technique because it gives great importance to the communication that must exist in the classroom, in addition to creating a suitable environment for learning. "According to the constructivist philosophy, content should be

based on students' past knowledge and should be arranged in a great deal so that students may readily understand it. In a constructivist learning environment, the teacher guides the students through problem-solving, cooperative learning, and inquiry-based learning activities" (Ambrose Kombat, 2023)

2.4. Legal Basis

(La Constitución de la República del Ecuador, 2008) reformada en el 2022, en su Art. 26, establece que «la educación es un derecho de las personas durante toda su vida y un deber ineludible e inexcusable del Estado» y, en el Art. 343, reconoce que el centro de los procesos educativos es el educando; por otro lado, este mismo artículo señala que «el sistema educativo nacional integrará una visión intercultural por la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades».

La Ley Orgánica de Educación Intercultural, (2011) con su última reforma en el 2021, en su artículo 2, literal w): «Garantiza el derecho de las personas a una educación de calidad y cálida, pertinente, adecuada, contextualizada, actualizada y articulada a lo largo del proceso educativo, en sus sistemas, niveles, subniveles o modalidades; y que incluya evaluaciones permanentes. evaluaciones». Asimismo, garantiza la concepción del educando como centro del proceso educativo, con flexibilidad y apropiación de contenidos, procesos y metodologías que y metodologías que se adecuen a sus necesidades y realidades fundamentales. Promueve condiciones adecuadas de respeto, tolerancia y afecto, que generan un clima escolar propicio para el clima escolar propicio para el proceso de aprendizaje».

Según la (LOEI, 2011) referenciada en el Art. 27 - Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.

The instructional staff that instructs in the institution's foreign language must show proficiency in that language. They must provide evidence of passing an international standardized test, comparable to level A2 of the Common European Framework of Reference for Languages, to prove they maintain a minimal level of language competency for this purpose—languages of the European Framework of Reference. A list of accepted exams for level certification will be published by the Central Level of the National Education Authority.

This provision allows every student to receive a bilingual education in the institution where they choose to enroll. For this reason, it was mandated that every institution include the study of English in its curricula to guarantee that future generations would always be exposed to the language.

Chapter III

Methodology Framework

3.1. Methods

3.1.1 Qualitative Method

Qualitative exploration is gathering and assessing non-numerical data (similar to textbook, videotape, or audio) in order to comprehend generalities, views, or guests. It can be employed to gain in-depth perceptivity into content or to develop fresh exploration ideas. The antipode of quantitative exploration is qualitative exploration, which includes gathering and interpreting numerical data for statistical analysis. In the humanities and social lore, qualitative exploration is frequently employed in areas similar to anthropology, sociology, education, health lore, history, and so on.

According to (Bhandari, 2020) qualitative exploration is done to learn further about how individuals see the world. While there are several ways to qualitative exploration, they all have the inflexibility of conserving rich meaning when assessing data. Qualitative approaches are often more adaptable, allowing for greater spontaneity and modification of the interaction between the researcher and the study participant. For example, qualitative approaches frequently ask "open-ended" questions that are not always phrased the same way with each participant. Open-ended inquiries allow participants to react on their terms, and these replies are often more complicated than just "yes" or "no."

3.2. Type of Research

3.1.1 Phenomenological Studies

One of the most used qualitative research methods is phenomenological investigation (Babu, 2019). In this view, phenomenology is founded on the interpretation and explanation of phenomena, beginning with the rising subjective condition of being itself. So, the phenomenological study for this research work assists the researchers in fully understanding the advantages and disadvantages of the Think-Pair-Share technique to enhance speaking skills, thereby determining its appropriate use or what measures should be taken to ensure that this technique does not disrupt the class. Martin Heidegger, one of the primary theorists of phenomenology, characterizes phenomenology as "placing oneself in the encounter with things themselves," which is essentially focused on understanding and interpreting (Gilardi, 2013, pág. 123)

3.3. Data collection techniques

3.3.1 One-on-one interview.

This research project will use interviews focused on teachers of the "Unidad Educativa Capital Rafael Moran Valverde" in the English area. It should be noted that one of the characteristics of this type of instrument is that open-ended questions can be asked that allow the response of each experience on the topic of this research study. (Stofer, 2019) say that individual interviews are a helpful way to learn about people's perspectives, understandings, and experiences with a particular phenomenon, and they may help with in-depth data collecting.

Using the interview, researchers can collect fundamental information about the advantages and disadvantages of pair work to improve speaking skills. In addition, all the data collected by the author facilitates the process of interpreting the data.

3.4. Instruments

A Research Instrument is a tool for gathering, measuring, and analyzing data relating to your research interests. These techniques are most typically used to assess patients, customers, students, instructors, and staff in the health sciences, social sciences, and education. Interviews, examinations, surveys, and checklists are examples of research instruments. The Research Instrument is typically chosen by the researcher and is linked to the study approach.

The data collection instruments must be elaborated under the supervision and approval of the tutors to carry out the corresponding interviews with students and teachers.

3.5. Type of questions

The methodology used to conduct the interview was that of open-ended questions, in which the interviewees could express themselves freely on the subject and provide the researcher with a large amount of data. The interviews had the option of being informal, conversational, standardized, semi-structured, or open-ended. In addition, the data collection instrument had eleven discussion questions related to the problem and objectives.

The interview was conducted in virtual mode for the convenience of the teachers, respecting the schedules of the English teachers of the "Unidad Educativa Capitan Rafael Moran Valverde", to recompile as much information as possible about the advantages and disadvantages of using the Think-Pair-Share technique to enhance speaking skills.

1.1 3.6. Population and Sample

3.6.1. Population

A population is a complete group about whom you wish to produce conclusions. A population in disquisition does not generally relate to humans. It can relate to any set of particulars you wish to probe, analogous to goods, events, associations, nations, species, beasties, etc. Populations are employed when your disquisition content demands data from every member of the population or when you have access to data from every member of the population. It is only possible to collect data from a large population when it is small, accessible, and cooperative.

The total population of teachers of the Unidad Educativa Capitan Rafael Moran Valverde has 24 teachers in all areas and 5 teachers in the area of English.

3.6.2. Sample

A sample is a lower set of data that an investigator chooses or selects from a larger population utilizing a pre-defined selection system. These rudiments are comprehended as sample points, slice units, or compliances. Creating a sample is an effective system of canalizing examination. probing the whole population is frequently insolvable, expensive, and time-consuming. Hence, examining the sample provides perceptivity the experimenter can apply to the entire population.

Since the population of teachers in the area of English is 5 teachers, it was decided to take as a sample the 5 English teachers that are at the Rafael Moran Valverde Institution.

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings.

As for the interpretation of the data, the answers of the interviewees highlighted the perceptions about the advantages and disadvantages of working in pairs to improve speaking skills. The interview was given to 5 teachers from one school who, during the data collection, expressed numerous points of view about working with the Think-Pair-Share technique, giving us the advantages of the correct application of the technique, as well as the disadvantages of using this technique in the classroom to enhance speaking skills.

4.2 Interpretation of data from the interview

Question 1: How would you define cooperative learning in your own words, and what are the primary benefits in an educational setting?

This question leads us to the answer of those who were interviewed that cooperative work is one of the most used techniques in classes and positive and beneficial in class because students develop through this critical thinking so they achieve a better or deeper understanding of the subject, also the social skills that allow them to make way to acquire knowledge of other classmates and in turn be the person who imparts knowledge to someone by highlighting this point indicating why it is important to work in small groups where you develop these skills, In addition to indicating that cooperative work has an instructive and educational approach where the student thanks to the good community also helps them to create a suitable study environment.

Question 2: In what ways do you believe cooperative learning impacts student engagement and motivation?

Several of the teachers interviewed agreed that cooperative learning significantly improves commitment and motivation through student mechanisms, where the value of mutual learning is of great importance, in addition to indicating that this type of learning significantly helps to make students more motivated and confident in wanting to start classes and have self-confidence when relating with their peers, It is also noted that through cooperative learning students develop mutually beneficial aspects wanting to improve their academic performance and achieve collectively improve, win or be the best. In analyzing the answers, teachers say that active participation and collaboration in learning lead to students having more intrinsic motivation. In addition to making a profit by sharing ideas and remembering what you have learned, such as being committed to progressive improvement

Question 3: Can you describe a situation where cooperative learning significantly enhanced speaking skills?

Using the answers the following information was obtained, the interaction between students in small groups and presenting themselves to classes significantly helps the development of trust in students, also that cooperative learning helps improve certain skills in students such as relating, speaking, participating, and interacting in real-life scenarios, providing a suitable environment where feedback provides inputs such as improving confidence. Within the answers concerning the teaching of a foreign language group participation where students have to make an exposition helps to significantly improve listening and writing skills although mostly in the speaking thanks to the activities such as exhibitions, discussions, or sharing and listening to ideas.

Question 4: How does the Think-Pair-Share technique work in the classroom?

Through this question teachers indicate what is the operation of the Think-Pair-Share technique and what is involved in each step, in addition to keeping in mind the importance and role of students and teachers, where one of the interviewees mentioned as a first step exposes a problem in which students begin to think individually to then share their ideas or knowledge with other students and so know what are the differences and similarities between their answers and taking that as a reference to be able to look together for a solution to the problem and begin to delay and develop the activity in a group way and together seek the best solution and then this can be exposed to the class, helping to relate and manage to express ideas both in small groups and present themselves in front of the class.

Question 5: What are some of the main benefits you have observed when using the "Think-Pair-Share" technique in your classroom?

The benefits they mentioned were several, however, the main ones that they most conceived of mentioning as an obvious benefit in several of the answers of those who were interviewed are: improving communication skills, improving the relationship between peers, and being able to express and understand each other's ideas which creates an appropriate and comfortable learning environment, encouraging active learning and critical thinking, these were the coincidences in their answers, however, others mentioned different benefits that they have observed as a result of applying this technique within the classroom which are: Opportunities for teaching and learning among peers, greater confidence in themselves, greater understanding of the subject, improving the relationship between peers establishing companionship based on mutual respect for those who share ideas and deserve to be heard.

Question 6: How does Think-Pair-Share help to encourage students' confidence in communicating ideas in oral presentations?

Based on the information gathered from the teacher interviews, it can be concluded that the "Think-Pair-Share" technique is very valuable in building self-confidence because it gives the student a safe environment in which to practice, allows students to reflect on a question or topic, reduces the initial pressure of having to formulate and express ideas in front of their classmates, and reduces the initial pressure of having to formulate and express ideas in front of other classmates. This step helps students take time to organize their thoughts and develop their ideas more fully.

Question 7: What kind of disadvantages are usually involved in using the "Think-Pair-Share" technique during your class?

Teachers agree that while the Think-Participate-Share technique is useful, it can be difficult to apply in the classroom if not handled correctly. The aspects that stand out the most are unequal participation, the possibility of misbehavior by students, and time management specified for the activity to be performed, especially in large classrooms. In addition, the teacher must follow up on the discussion topics given to the students to ensure that the topics are productive and closely related to the learning objectives. Despite the disadvantages, teachers expressed that the technique is required because of its ability to create bonds between students, thus making the class more enjoyable.

Question 8: Do you think applying the Think-Pair-Shared technique in the classroom is necessary? why?

The teachers emphasize several points about the importance of Think-Pair-Share, such as encouraging active learning, collaboration among students, and above all remembering that the

center of the classroom is the student and not the teacher, who acts as a guide in the important teaching and learning process.

Thus, this perspective suggests the need to cultivate a learning environment in which students feel empowered to actively participate in their learning process.

In addition, teachers recognize the fundamental role that technology plays in the development of critical thinking, communication, and problem-solving skills for future students. Creating a conducive learning environment in which students feel comfortable sharing their ideas and perspectives is critically important to keep in mind. This safe and stimulating environment facilitates active student participation and fosters a culture of collaborative and respectful learning.

Question 9: How do you assess the effectiveness of the Think-Pair-Share activities to develop speaking skills in your classroom?

The approach provided by the teachers suggests a constant and holistic assessment of Think-Pair-Share activities that does not focus solely on evaluating student success by test scores but requires active participation by the students during the activity, observing their progress through interaction with other students and gaining confidence in sharing ideas with the rest of the class. This not only provides a direct view of how learners are developing speaking skills but also allows the teacher to intervene and provide real-time feedback to support their growth.

Asking students for their opinions and feedback on their experience with the activity can provide valuable insights into how they perceive their progress and the impact of the activity on the development of their speaking skills.

Question 10: How does the Think-Pair-Share technique help your students develop socially?

According to the data collected from the teacher interviews, the Think-Pair-Share technique is appropriate for providing opportunities to focus on peer-to-peer interaction, which leads to a sense of camaraderie, collaboration, communication, and mutual respect among students, so students are more likely to listen to what classmates want to communicate and are almost open to more ideas and points of view, students are no longer focused on individual work but also become accustomed to working with people of different personalities developing their adaptability to the social environment, this method allows students to improve their vocabularies and become more socially active by losing their fear of public speaking. Finally, it highlights how this technique helps students develop important social skills such as collaboration, communication, and empathy; by working in teams, they learn to respect different points of view and find common ground, which creates a feeling of camaraderie and mutual support in the classroom.

Question 11: Can you share an example of how Think-Pair-Share has helped students deepen their confidence in speaking activities?

Think-Pair-Share is a teaching technique that enhances students' confidence to participate in speaking activities by making a structured and supportive environment available to them at every level, from an individual reflection to a partner discussion to a presentation. Think-Pair-Share helps students get over the fear of public speaking and develop strong speaking skills. This method not only improves academic performance but also enhances students' self-confidence and the ability to express themselves clearly and confidently.

The most relevant conclusions related to this chapter are summarized below:

Table 1

Teachers' perceptions of the benefits and difficulties of thin-pair-share technique to improve oral skills.

QUESTIONS	<i>How would you define cooperative learning in your own words, and what are the primary benefits in an educational setting?</i>	<i>What are some of the main benefits you have observed when using the "Think-Pair-Share" technique in your classroom?</i>	<i>What kind of disadvantages are usually involved in using the "Think-Pair-Share" technique during your class?</i>
ANSWERS	Cooperative learning is defined as an educational approach in which students collaborate in small groups to complete task.	The main benefits we can observe when working with this method are camaraderie, sharing ideas, and respect, especially within the same classes.	The Think-Pair-Share method has the downside of being time-consuming in the classroom; this is often particularly true for larger courses.
AUTHORS	The main characteristic that can be observed in cooperative work as a technique is teamwork where students learn to develop skills such as sharing and accepting knowledge shared by their peers. (Rahmadani et al., 2021)	Development of social and cooperative skills: In this case, cooperative learning involves students learning from each other in groups. (Supraba, 2018)	cooperatively teaching content was seen as time-consuming. Cooperative learning lies in the differences of opinion regarding encouraging conflict or achieving consensus among group members (Hashemi et al., 2013)

QUESTIONS	<i>How do you assess the effectiveness of the Think-Pair-Share activities to develop speaking skills in your classroom?</i>	<i>How does the Think-Pair-Share technique help your students develop socially?</i>
ANSWERS	<p>Activities for developing speaking skills through various means first serve students during the activity to see how actively they engage in discussion with their partner, and how confidently they share their ideas with the class.</p>	<p>The Think-Pair-Share technique helps students develop socially by providing opportunities for peer interaction, collaboration, and communication. It encourages students to listen to and respect each other's ideas, collaborate effectively in groups, and build relationships with their peers.</p>
AUTHORS	<p>Language teaching aims to improve learners' communicative skills so that they can express themselves freely and communicate effectively with others. (AL-Garni & Almuhammadi, 2019)</p>	<p>“Broadly speaking, social and emotional learning, or SEL, refers to the process through which individuals learn and apply a set of social, emotional, and related nonacademic skills, attitudes, behaviors, and values that help direct their thoughts, feelings, and actions in ways that enable them to succeed in school” (Brush, 2021)</p>

Chapter V

Conclusions and Recommendations

This research aims to know what have been the advantages and disadvantages of applying the Think-Pair-Share technique which is based on cooperative work, thanks to the knowledge and experience of teachers of the "Educational Unit Capitan Rafael Moran Valverde" could positively determine the effectiveness of this technique benefiting the improvement of the ability of speech thanks to the resolution of a problem or involving a group work starting with the development of critical thinking individually to after being shared and heard by working group members to seek a joint response, helping to improve their oral expression skills and confidence by providing knowledge and significantly creating a more sociable and comfortable environment. The following shows the conclusions of both knowledge on how they apply the thin-pair-share technique, its benefits, and mainly the contribution it must improve speech.

3.1 Conclusions.

One of the obvious results shown is the effectiveness of the Think-Pair-Share technique being used as a tool for teaching and learning to improve the ability of oral expression, Encouraging the active and collaborative participation of the students through this technique in addition to promoting an environment where inclusion allows to appreciate the opinions and knowledge of others, It also shows the positive of thinking individual way then share knowledge and discuss them in groups being so participatory and effective learning.

The research showed certain benefits that are obtained by applying the Think-Pair-Share technique as a social skill where students study in an environment where they feel confident when expressing their ideas, first in small groups and then exposed to them in a public way encouraging the ability to listen to, another benefit is to promote critical thinking when the

teacher poses a problem, However, a significant disadvantage was the complication of letting the students solve a work in a group so it was indicated that the constant presence and supervision of the teachers is necessary and important during the process of applying this technique and that involves cooperative work.

The Think-Pair-Share technique is an effective and valuable technique which in the speaking ability showed effectiveness when presenting ideas or knowledge in small and large groups and being able to express themselves verbally in an environment, where constant practice helps to have greater fluidity, confidence, and consistency. In addition to the important feedback from classmates and guided by the teacher during the teaching and learning process through cooperative work applying the Think-Pair-Share is necessary for continuous learning and improving communication skills.

3.2 Recommendations

To take full advantage of Think-Pair-Share, to achieve greater depth and mastery, and work as a team with techniques such as thinking and sharing in pairs this technique along with role-playing, group discussions, and presentations, can offer a wide range of contexts through which students can exercise their oral skills, ultimately creating a more adjustable ecosystem that builds learning.

During all phases of the "Think-Pair-Share", teachers should give precise instructions, provide students with positive and motivating feedback regularly, and encourage classmates to give each other feedback. This approach helps improve students' verbal communication skills and ensures a supportive classroom environment where they feel comfortable expressing themselves.

Teachers want to frequently reveal student participation in Think-Pair-Share sports to make certain that every student is engaged and cashing in on the technique. The quieter or much less assured college students need to get hold of greater interest to make certain that they're now no longer left out. Implementing approaches along with rotating pairs or small-institution conversations can assist in preserving balanced engagement while giving all college students the same possibility to enhance their speaking skills.

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Annexes

Annex A: Certified Anti-Plagiarism System.

La Libertad, 24 de junio de 2024

Certificado Sistema Anti- Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado “ADVANTAGES AND DISADVANTAGES OF THE THINK-PAIR-SHARE TECHNIQUE TO ENHANCE SPEAKING SKILL” elaborado por las estudiantes VERA FIQUEROA MARIA EMILIA y VERA MALDONADO ANA PAULA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Lic. Limones Borbor Julieta Verónica, MSc.

Chapters I - V - VERA MARIA, VERA ANA

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1	 link.springer.com Social and Emotional Learning: From Conceptualization to Prac... https://link.springer.com/chapter/10.1007/978-3-030-85214-6_3 1 fuente similar	1%		Palabras idénticas: 1% (92 palabras)
2	 repositorio.ug.edu.ec http://repositorio.ug.edu.ec/bitstream/redug/41361/3/BFILO-PLL.16P046 Garcia -Tito.pdf.txt 1 fuente similar	< 1%		Palabras idénticas: < 1% (63 palabras)
3	 dspace.ucuenca.edu.ec https://dspace.ucuenca.edu.ec/bitstream/123456789/23172/3/TESIS.pdf.txt	< 1%		Palabras idénticas: < 1% (24 palabras)

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2	 repositorio.ug.edu.ec http://repositorio.ug.edu.ec/bitstream/redug/43917/1/BFILO-PLL-17P133 YAGUAL - FIGUEROA.pdf	< 1%		Palabras idénticas: < 1% (24 palabras)
3	 pdfs.semanticscholar.org https://pdfs.semanticscholar.org/7ea3/01655d16a3cf55b11044dd6cc15c3fc31e1b.pdf	< 1%		Palabras idénticas: < 1% (21 palabras)
4	 Research project- Morales Figueroa Emely and Urdiales Panimboza Valeri... #c12ace El documento proviene de mi grupo	< 1%		Palabras idénticas: < 1% (19 palabras)
5	 journal.univetbantara.ac.id http://journal.univetbantara.ac.id/index.php/ijimm/article/viewFile/984/pdf	< 1%		Palabras idénticas: < 1% (12 palabras)

Annex B: Questionnaire.

**ADVANTAGES AND DISADVANTAGES OF THE THINK PAIR SHARE TECHNIQUE
TO ENHANCE SPEAKING SKILLS.**

Population: 24 teachers of the Unidad Educativa Capitan Rafael Moran Valverde.

Sample: 5 teachers in the English area.

Questions aimed at teachers

1. How would you define cooperative learning in your own words, and what are the primary benefits in an educational setting?
2. In what ways do you believe cooperative learning impacts student engagement and motivation?
3. Can you describe a situation where cooperative learning significantly enhanced speaking skills?
4. How does the Think-Pair-Share technique work in the classroom?
5. What are some of the main benefits you have observed when using the "Think-Pair-Share" technique in your classroom?
6. How does Think-Pair-Share help to encourage students' confidence in communicating ideas in oral presentations?
7. What kind of disadvantages are usually involved in using the "Think-Pair-Share" technique during your class?

8. Do you think applying the Think-Pair-Shared technique in the classroom is necessary? why?
9. How do you assess the effectiveness of the Think-Pair-Share activities to develop speaking skills in your classroom?
10. How does the Think-Pair-Share technique help your students develop socially?
11. Can you share an example of how Think-Pair-Share has helped students deepen their confidence in speaking activities?

Annex C: Letter of permission to the institution.



FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

Oficio No. 192-PINE-2024

La Libertad, 05 de junio de 2024

Capitán
Ricardo Zambrano Maridueña
RECTOR DE LA UNIDAD EDUCATIVA CAPITÁN RAFAEL MORAN VALVERDE
En su despacho. -

De mi consideración. -

Por medio del presente, reciba un cordial saludo, de quienes formamos parte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para posteriormente exponerle lo siguiente.

Las estudiantes de octavo semestre Ana Paula Vera Maldonado y Maria Emilia Vera Figueroa, actualmente se encuentran en desarrollo de su proyecto de tesis cuyo tema está relacionado a técnicas de enseñanza en Idiomas Inglés, "Advantages and disadvantages of the Think-pair-share Technique to enhance Speaking Skills"; ante lo expuesto, solicito su autorización para que las estudiantes puedan acceder a la recolección de datos cualitativos mediante entrevistas los docentes del área de Inglés de la Institución bajo su dirección, información que será de utilidad para el desarrollo de su trabajo de investigación, previo a la obtención del título como Licenciadas en Pedagogía del Idioma Inglés.

La fecha programada sería para el miércoles 05 de junio del presente año; a partir de las 15H00 pm.

En espera de su aceptación a nuestro petitorio quedo de usted muy agradecida

Atentamente,



Ing. Eliana León Abad, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

*Recibido
Hans Torres J.
07/06/24.
10:20 am*

Cc. archivo.

Annex D: Permission of the institution.



Cap. Rafael Morán Valverde
U.E. Liceo Naval Salinas

Salinas, 07 de junio de 2024

Ing.
Eliana León Abad, MSc.
**DIRECTORA DE LA CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Apreciada Directora de carrera:

Yo, Ricardo Andrés Zambrano Maridueña, en calidad de Rector Institucional de la Unidad Educativa Liceo Naval Salinas Cap. Rafael Morán Valverde, extiende a usted un cordial saludo y éxitos en sus actividades diarias.

Mediante el presente escrito me permito AUTORIZAR, a que las estudiantes Vera Maldonado Ana Paula y Vera Figueroa María Emilia, quienes cursan el octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros desarrollen su proyecto de tesis a través de la recolección de datos cualitativos mediante entrevista a docentes del área de inglés de nuestra institución, el mismo que está relacionado al tema “Técnicas de enseñanza en Idiomas Inglés” (Advantages and disadvantages of the think-pair-share technique to enhance speaking skills).

La entrevista se debe programar una vez culminada las actividades escolares, de tal manera que no afecte la planificación de los docentes en sus horas clases.

Con la seguridad de que Dios siga bendiciendo su noble labor en el cargo que desempeña, me suscribo de usted.

Atentamente,



CAPITÁN RICARDO ZAMBRANO M.
RECTOR INSTITUCIONAL
U.E. “CAP. RAFAEL MORAN VALVERDE”

24h00523caprafaelmv@gmail.com
Av. Roldós Aguilera Jaime y Calle Eilemón Tómalá Reyes

CS Escaneado con CamScanner

Annex E: Interviews transcribed using the tagging method.

QUESTIONS	1. How would you define cooperative learning in your own words, and what are the primary benefits in an educational setting?	2. In what ways do you believe cooperative learning impacts student engagement and motivation?	3. Can you describe a situation where cooperative learning significantly enhanced speaking skills?
INTERVIEWEE 1	Cooperative learning is a teaching approach where students work together in small groups to achieve a common goal or complete a task. Its primary benefits in an educational setting include fostering teamwork, enhancing critical thinking skills, promoting peer learning, and improving social skills.	Cooperative learning positively impacts student engagement and motivation by creating an interactive and supportive learning environment where students feel valued, involved, and accountable for their own and their peers' learning outcomes.	In a language learning class, cooperative learning can significantly enhance speaking skills by providing students with opportunities to practice speaking in real-life scenarios, engage in meaningful conversations with peers, receive constructive feedback, and build confidence

			through repeated practice.
INTERVIEWEE	Well, to me, Cooperative learning is defined as an educational approach in which students collaborate in small groups to complete a shared task. Each participant is in charge of both their own education and the education of their peers, fostering an engaging and mutually beneficial learning environment, and the principal advantages could be first enhanced Learning as they converse with one another and clarify ideas,	I believe student motivation and engagement are positively impacted by cooperative learning through developing a sense of belonging. When students have a sense of belonging, they are more likely to want to participate. Peer support and support from fellow students may be a powerful source of motivation, particularly for individuals who might face challenges with self-assurance.	In a cooperative learning environment, students are frequently expected to present and engage in idea-sharing. For instance, each student in a group assigned to prepare a presentation on a historical event might be in charge of outlining a distinct facet of the event. With frequent practice and criticism, students greatly improve their speaking skills by being forced to listen intently to their

students learn the subject more deeply. Better Social Skills, participating in group projects fosters the development of students' critical interpersonal, cooperative, and conflict-resolution abilities.

classmates and express themselves clearly.

INTERVIEWEE	<p>Well, first of all, for me, cooperative learning is very important within the video class. As its name says, it is a methodology that is used to work within classes where the student can develop their cognitive thinking</p>	<p>Well, I give an example in my class. I usually always work with this methodology because students have the opportunity to compete with each other. For example, due to group work, I work on the board. I think I consider and ensure that the students are</p>	<p>I consider that the skills that are developed through cooperative learning are listening and writing because these skills are very important to develop.</p>
3			

very motivated when they are in competitions to determine which group will win and which group is wrong to work as a team. I think it is very important that.

INTERVIEWEE	<p>For me, cooperative learning is an instructional approach where people work together in a small group in order to achieve common goals and problems or complete tasks. It's about fostering collaboration, communication, and teamwork. As a student, the primary benefits of cooperative learning in</p>	<p>Cooperative learning enhances the students' engagement and motivation by providing opportunities for active participation and collaboration. The students work together towards a common goal. They feel a sense of ownership and responsibility. Which increases intrinsic motivation?</p>	<p>Sure, imagine a language class where students are learning to improve their speaking skills in a foreign language. So, through cooperative learning activities like group discussions, role play, and scenarios or debates, the students are actively engaged in practicing speaking</p>
4			

education include promoting critical thinking and enhancing social skills, encouraging active participation, fostering a sense of community, and improving academic performance through peer support and assured knowledge.

Additionally, cooperative learning allows students to interact with their peers, share ideas, and receive feedback.

with their peers. For example, in a group discussion activity, students, are given a topic to discuss, and each student takes time to express their opinions and ideas. So, this not only provides speaking practice but also encourages students to listen actively to their classmates.

INTERVIEWEE**5**

To put it briefly, let's think of this method as exchanging ideas to get at a fundamental meaning. Each person's knowledge is shared by combining different viewpoints on a subject,

The argument is the main objective since it forces students to confront and, above all, defend their viewpoints when information is shared. students are excited in this way

When two students stand opposite one another and debate their subjects to show that they are knowledgeable, it is evident that their speech and

allowing them to	because some of them	vocabulary are
communicate and absorb	will agree with a	growing since they
information.	concept while others	must use formal
	won't. They could view	language during the
	it as untrue.	discussion.

QUESTIONS	4. How does the Think-Pair-Share technique work in the classroom?	5. What are some of the main benefits you have observed when using the "Think-Pair-Share" technique in your classroom?	6. How does Think-Pair-Share help to encourage students' confidence in communicating ideas in oral presentations?
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INTERVIEWEE 1	The Think-Pair-Share technique involves three stages: Students individually think about a question or prompt, then pair up with a partner to discuss their thoughts, and finally share their ideas with	Some main benefits of the Think-Pair-Share technique include increasing student engagement, promoting active learning, and fostering critical thinking skills enhancing	Think-Pair-Share helps encourage students' confidence in communicating ideas in oral presentations by allowing them to first discuss their thoughts with a partner in a low-
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<p>the whole class. It encourages active participation, collaboration, and reflection.</p>	<p>communication skills, and providing opportunities for peer teaching and learning.</p>	<p>pressure setting before sharing with the whole class. This process helps students refine their ideas, receive feedback, and build confidence in their speaking abilities.</p>
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INTERVIEWEE

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<p>In the classroom, there are several points to consider. The instructor presents a dilemma or question to the group. Students consider their answers on their own for a while and then discuss their ideas and opinions in pairs. Finally, Share. Each pair presents their discussion points to the class.</p>	<p>Well, the benefits can be enhanced participation because the exercise is inclusive because all students have the opportunity to speak, and through understanding, dialogue, and exposure to many viewpoints, students are able to make sense of what they are thinking, which enhances self-</p>	<p>Think-Pair-Share promotes self-confidence by creating a safe space, speaking in front of the class can be less daunting than first discussing ideas with a partner. Practice and feedback make students who regularly exchange ideas, improve their communication abilities and get more</p>
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confidence. Engaging in pair conversations before addressing the broader assembly fosters self-confidence. ease speaking in front of an audience.

<p>INTERVIEWEE</p> <p>3</p>	<p>Within my class, this technique is very important because the students are given the opportunity to develop all the resources so that they can develop them, think about them, share them, and apply them.</p>	<p>The main benefits that we can observe when we work with this method are camaraderie, sharing ideas, and respect, especially within the same class, obviously.</p>	<p>This technique helps the students a lot because they gain self-confidence. This technique helps the students a lot because they gain confidence. When the student works as a team, they will obviously be confident, because their classmates are in the same situation where they can face together.</p>
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<p>In the classroom, there are several points to consider, the instructor presents a dilemma or question to the group. Students consider their answers on their own for a while and then discuss their ideas and opinions in pairs. Finally, Share, each pair presents their discussion points to the class.</p>	<p>You see the Thin-pair-share technique in my classroom has been really beneficial because it gets everyone involved and talking about the topic at hand. The students seem more comfortable sharing their ideas after discussing them with a partner first. And it's great to see them</p>	<p>Using this technique helps the students gain confidence in communicating ideas during presentations in several ways. First, it provides them with a supportive environment to practice expressing their thoughts, and allows, the pressure, addressing the entire</p>
<p>INTERVIEWEE</p> <p>4 Teacher 3: Within my class, this technique is very important because the students are given the opportunity to develop all the resources so that they can develop them, think about them, share them, and apply them.</p>	<p>building confidence in their communication skills. Plus they often come up with inside. I hadn't even considered which makes for really interesting discussions.</p>	<p>class immediately this by step approach all of the students to refine their ideas and gain confidence. In their ability to communicate effectively and additionally by discussing their ideas</p>

with a partner for
 First, um students
 receive immediate
 feedback and
 validation which was
 for confidence in the
 validity of their
 thoughts.

INTERVIEWEE	<p>It improves participation in class because students have to share their answers, which makes them lose their nervousness, and they can express their opinions on the subject.</p>	<p>Enhance student speaking, acquire new vocabulary, foster teamwork, exchange ideas, and reduce nervousness.</p>	<p>Students support one another because when they communicate or exchange ideas, they self-correct, enhance their speech, broaden their vocabulary, and express themselves more clearly while using formal language.</p>
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QUESTIONS	<p>7. What kind of disadvantages are usually involved in using the "Think-Pair-Share" technique during your class?</p>	<p>8. Do you think applying the Think-Pair-Shared technique in the classroom is necessary? why?</p>	<p>9. How do you assess the effectiveness of the Think-Pair-Share activities to develop speaking skills in your classroom?</p>
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INTERVIEWEE	<p>1</p>	<p>Some disadvantages of using the Think-Pair-Share technique in the classroom may include unequal participation among students, the potential for off-task behavior during pair discussions, and the need for careful monitoring and management by the teacher to ensure productive collaboration.</p>	<p>Applying the Think-Pair-Share technique in the classroom is necessary because it promotes active learning, collaboration, and critical thinking skills, which are essential for student's academic and personal development.</p>	<p>The effectiveness of Think-Pair-Share activities to develop speaking skills in the classroom can be assessed through various means, including teacher observation, peer evaluation, self-assessment, oral presentations, and performance on speaking assessments or tasks.</p>
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<p>INTERVIEWEE</p> <p>2</p>	<p>I consider that the Think-Pair-Share technique has the drawback of being time-consuming in the classroom; this is especially true for larger courses. Unequal participation: quieter pupils might not fully participate in the conversation, while others may dominate it.</p>	<p>I think that, although it is not required, Think-Pair-Share has many advantages. It promotes student connection, active learning, and the improvement of communication skills. It works especially well to encourage participation and a greater comprehension of the subject matter.</p>	<p>Well, effectiveness can be assessed through observations either by monitoring student involvement and participation in the activity or by collecting feedback and opinions from students about their experiences.</p>
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<p>I think that the Think-Pair-Share method has the downside of being time-consuming within the classroom; this is often particularly genuine for larger courses. Unequal Interest: calmer</p>	<p>Well, I do consider it necessary to apply this technique because teachers are reminded that the main focus here is the student, not the teacher, the teacher is only a guide.</p>	<p>Well, within classes, I apply a dynamic called 'go stop,' which consists of taking a marker from the student and, without seeing it, mentioning 'go' until saying 'stop,' thus promoting motivation.</p>
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INTERVIEWEE students might not
3 completely take part in
the discussion, whereas
others may be
overwhelmed by it.

As a teacher, I find the
Think-Pair-Share
technique highly
beneficial, but there are
a few potential
disadvantages to
consider. The first
challenge is managing

INTERVIEWEE time effectively, as the
4 process can sometimes
take longer than
expected, especially if
the students need
additional time for
discussion. Additionally,
ensuring equal
participation can be

Uh, I believe that
applying the Think-
Pair-Share technique in
the classroom is highly
valuable and often
necessary. These
techniques promote
engagement,
collaboration, and
critical thinking among
students. It encourages
them to articulate their
thoughts, listen to their
peers, and construct
meaning
collaboratively.
Additionally, this

I assess the
effectiveness of
activities for sure.
Activities for
developing speaking
skills are assessed
through various means.
First, I observe students
during the activity to
see how actively they
engage in discussion
with their partners and
how confidently they
share their ideas with
the class. I also provide
feedback to students
during and after the

tricky. Some students may dominate the conversation while others may be less engaged. It is also important to monitor for off-task behavior during the pair discussions to maintain focus on the learning objectives. Finally, in larger classes, it can be more challenging to facilitate effective discussions to ensure that all students have the opportunity to participate.

technique fosters a supportive learning environment where students feel comfortable sharing their ideas and perspectives by promoting student interaction and participation, thereby enhancing learning outcomes and helping students develop essential communication and social skills.

activity, focusing on their speaking skills and offering suggestions for improvement. Additionally, I may incorporate peer assessment where students evaluate each other's speaking abilities and provide constructive feedback after the activity. I encourage students to reflect on their speaking experience and ensure their insight.

Discuss another subject in class, such as video games, or consider the student's response to be inaccurate.

It is regarded as the technique to help students become more confident participants, express themselves fearlessly, work in

It is considered one of the main techniques that teachers use to help students improve in each skill such as

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teams where everyone speaking, writing, and has a certain role to reading. play, collaborate, build conceptual maps, and solve issues related to the assigned topic.

10. How does the Think-Pair-Share technique help your students develop socially?

11. Can you share an example of how Think-Pair-Share has helped students deepen their confidence in speaking activities?

QUESTIONS

The Think-Pair-Share technique helps students develop socially by providing opportunities for peer interaction, collaboration, and communication. It

For example, Think-Pair-Share can help students deepen their confidence in speaking activities by giving them opportunities to practice speaking in a

INTERVIEWEE	encourages students to listen to and respect each other's ideas, collaborate effectively in groups, and build relationships with their peers.	supportive environment, receive feedback from peers, and gradually build their speaking skills through repeated practice and exposure.
1		
INTERVIEWEE	I consider that Think-Pair-Share fosters students' social development by encouraging cooperation, promoting mutual respect and teamwork, and also improving communication skills, as students who interact regularly enhance their social skills. Relationship development occurs as students cooperate and help each other; the	There was an occasion when Think-Pair-Share proved to be quite beneficial for one of my pupils, who was initially very nervous and afraid to speak in front of the class. She gradually gained confidence in confiding her ideas to a companion. She was able to participate more actively in class discussions and
2		

bonds between them
become stronger.

eventually performed
exceptionally well in
oral presentations,
showcasing a noticeable
growth in her
confidence and
speaking skills.

Within the school, a new
methodology was used
this year where it was
considered to combine
students with different
personalities so that they
become accustomed,
especially to the social
environment. When the
student meets new
people, this methodology

A brief example that I
remember right now is
when the student is
working within a group,
and I select any
member of any group
where the student has to
share ideas depending
on the topic we are
looking at. Even with
the help of your

INTERVIEWEE

3

is applied so that he or
she becomes more
communicative, and
gains more confidence,

colleagues, you can
formulate ideas,
brainstorm, and delve
deeper into the topic.

and, above all,
vocabulary.

INTERVIEWEE

4

I've seen firsthand how this technique helped my students develop socially. When they work in pairs, they learn important social skills, such as collaboration, communication, and empathy. They practice listening to each other's ideas, respecting different points of view, and finding common ground. When working together, they also develop a sense of camaraderie and support, creating a positive classroom community. Overall, this

Certainly, in one of my English classes, I use the Think-Pair-Share technique to help my students prepare for a class debate or discuss controversial topics. Initially, many students were hesitant to speak out in front of the whole class due to fear of judgment or criticism. During the first phase, students individually brainstorm arguments.

approach not only enhances their academic learning but also fosters essential social skills that will benefit them inside and outside the classroom.

INTERVIEWEE 5	To speak without fear, expand your vocabulary, and employ new terms in appropriate contexts.	Within the classroom, trust between the teacher and the students must always be present. Group work is a way in which students can feel more confident.
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