

# The Role of ‘Think-Pair-Share’ In Enhancing the Moroccan University Students’ Speaking Skills in Online Classes

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## Abstract

Speaking English as a foreign language presents one of the most common challenges for learners of English due to many factors related to their perception of the teacher as “a sage on the stage,” their own shyness, a lack of appropriate vocabulary and accurate grammar, and a lack of cooperative learning skills. To help students remedy this problem, the Think-Pair-Share’ strategy was used in this study of online classes during the COVID 19 pandemic. Research has demonstrated that learners can improve their speaking skills and learn more effectively through meaningful collaboration and sharing. This study aims to investigate the role of the Think-Pair-Share’ approach in promoting students’ speaking skills. The study adopts a qualitative approach and addresses the following two research questions: (i) To what extent does the Think-Pair- Share help in improving students’ speaking skills? (ii) How can this improvement be justified? Twenty-eight first-year Moroccan university students took part in this study. The research instruments used combined pre- and post-speaking tests, students’ self-evaluation, and classroom observations. Data were video recorded, analysed qualitatively using the FCE speaking-assessment criteria, and compared to the students’ self- evaluation of their own performance.

The results show that the Think-Pair-Share strategy enabled predominantly average and weak students to exchange their views on a range of familiar topics with more ease, confidence, and fluency using more appropriate vocabulary and a clearer organisation of ideas. Although the learners still had problems with their pronunciation and accurate grammar, they demonstrated better interactive communication.

**Keywords:** Challenges, cooperative learning, online classes, communication, confidence, fluency, accuracy