The Effectiveness of Think-Pair-Share Strategy on EFL Omani Learners' Vocabulary Achievement and Insights

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Abstract

This quasi-experimental study investigated the effectiveness of using the Think-Pair-Share (TPS) strategy on EFL Omani learners' vocabulary achievement. It also documented learners' perceptions regarding the importance of their practicing the TPS strategy in general. The study sample included two groups, one control and one experimental, in the 2023–2024 academic year. Two research instruments were used to collect data: a vocabulary test and a student perceptions questionnaire. Both groups were pretested to assess their vocabulary achievement and to ensure equivalence between them. Students in the experimental group received a four-week TPS intervention whereas their counterparts were taught using a conventional method. The questionnaire explored students' perceptions of the effectiveness of TPS. The results showed significant differences between the control and experimental groups in vocabulary achievement in favor of the experimental group. Additionally, the results revealed that students held positive views regarding TPS implementation. Implications were made to introduce TPS for Omani learners.

Keywords: Think-Pair-Share strategy (TBS), Vocabulary achievement, Oman

1. Introduction

Nowadays, English is one of the most widely used languages in the world. As a result, English language teaching has taken a central place in most countries including Oman. The educational system values English as a tool for communication and development (Al-Habsi et al., 2022). English language skills need to be developed among individuals. One of the essential elements in learning and teaching English is mastering vocabulary. It is well-recognized that vocabulary serves as the primary cornerstone for learning and mastering the four language skills—reading, listening, speaking, and writing (Ihsan, 2019; Schmitt, 2000; Al Qasmi et al., 2022). Rivers (1981) emphasized the vital role of words in language acquisition, asserting that language, embodied in words, is dynamic and essential for learning. Hence, there is a necessity for diverse strategies and approaches to developing vocabulary.

Further, studies conducted in Oman have shown that students face significant challenges related to vocabulary in both reading and writing lessons (Seyabi & Tuzlukova, 2015). Al-Maawaliya (2008) and Al Qasmi et al. (2022) asserted that the deficiency in vocabulary is a primary factor contributing to students' limited ability to communicate in English effectively and their overall lower language proficiency as well as persistent negative attitude toward the language. Al-Saadi (2021) found that Omani students in elementary schools face difficulty in reading a passage fluently or in understanding it. Hence, students take a long time to read the given text, and they also find difficulty in answering comprehension questions. Likewise, Al-Kharusi (2014) acknowledged that many Omani students struggle with their reading as they read in a slow, word-by-word manner. Both Al-kharusi and Al-Saadi attributed these difficulties to the limited vocabulary that students have as well as underdeveloped word recognition abilities. Thus, these challenges make students less likely to be enthusiastic about learning English. Consequently, if one does not possess a grasp of the vocabulary of a particular language, the process of learning that language becomes challenging. Thus, acquiring a foreign language hinges on having a solid foundation in its vocabulary.

Given that vocabulary is an important goal in English, what teaching strategies can best ensure that learners develop vocabulary knowledge? Countless research on teaching and learning EFL has suggested that the think-pair-share strategy (TPS) is beneficial for learning English (Abrane et al., 2019; Ihsan, 2109; Aisyiah, 2022). Additionally, Amelia (2016) claimed that TPS enhances learners' reading and vocabulary achievements as it helps students become more active in the learning process. Following this notion, Abrane et al. (2019) argued that the TPS strategy fosters student engagement and cultivates a sense of responsibility on an individual and pair level.

Although this strategy has a major role in helping learners develop their vocabulary, which in turn enhances the four skills, few studies have examined the effectiveness of TPS as well as students' perceptions of its implementation in classroom practices, particularly in Oman. The current study attempts to fill this gap. This study aims to answer the following two research questions.

1)   Are there any statistically significant differences between the experimental and control groups in vocabulary achievement after using the TPS strategy?

2) How do students perceive the use of the TPS strategy in their learning?

1.1 Hypotheses

The Think-Pair-Share strategy has a significant effect on the vocabulary achievement of EFL Omani learners compared to traditional instructional methods.

2. Literature Review

2.1 TPS Strategy

2.1.1 Definition of TPS Strategy

The TPS strategy is an active cooperative learning strategy. It can be described as a grouping strategy that enables students to exchange their thoughts, providing them with the chance to contemplate or address a problem or query (Abrane et al., 2019). Lyman initially designed this strategy at the University of Maryland, and it has evolved through various researchers' contributions. The strategy's primary aim is engaging students actively and fostering a positive classroom environment by thinking about a particular subject, thus allowing them to come up with individual ideas and discuss them with a classmate. In other words, TPS functions as a cooperative conversational strategy that encourages pupils to participate and work in groups (Usman, 2015).

Further, TPS is rooted in constructivist principles, which suggest that learners actively construct their knowledge through engagement and interaction with content (Fernando & Marikar, 2017). By engaging in discussions and sharing ideas with peers, students construct their understanding of a topic. This aligns with social learning theory, proposed by Albert Bandura, which emphasizes social interaction's importance in the learning process (Nabavi, 2012). To illustrate, TPS encourages students to interact and discuss concepts with peers, allowing them to learn from one another through observation, collaboration, and idea sharing.

2.1.2 Phases of the TPS Strategy

The TPS strategy has three components. The first phase is thinking. Lasnami (2015) stated that the instructor starts this phase by asking a question about a subject. The instructor then sets aside a specific amount of time, maybe a minute or more, for students to think about the topic on their own. The second phase is pairing, in which students work in pairs and have conversations with their partners, allowing them to share their thoughts and consider those of their peers (Usman, 2015; Ihsan, 2019). The final phase is sharing where students' responses can be disseminated within a four-person learning team, a larger group, or the entire class during a subsequent discussion (Usman, 2015; Raba, 2017).

2.1.3 Advantages of the TPS Strategy

Countless research on teaching and learning EFL asserts that TPS is beneficial for learning vocabulary (Amelia, 2016; Abrane et al., 2019; Ihsan, 2019; Aisyiah, 2022). According to Amelia (2016), the strategy enhances learners' reading and vocabulary achievements because it helps students become more active in the learning process. Additionally, Raba (2017) illustrated that the learning experience is enriched as students became more proactive and enthusiastic and begin to engage in communication, which enhances their speaking. TPS improves students' reading and speaking abilities and contributes to their writing skills' development (Elismawati et al., 2021). Likewise, Sari et al. (2022) demonstrated that the use of TPS makes students engaged and enthusiastic, enhancing their proficiency in vocabulary, specifically synonyms.

Equally important, TPS strengthens individual and pair accountability while promoting student engagement because it helps students stay focused on the work at hand, makes sure they are held accountable for their contributions to their partners, and reduces any fears they may have about speaking in front of the class (Abrane et al., 2019). Similarly, Raba (2017) clearly stated that TPS allows pupils to express themselves, participate in class, and have discussions, which helps them become better communicators. The researcher added that students using this strategy learn to listen intently to differing points of view and to show respect for peers' opinions and ideas. Working in pairs also relieves stress and reduces feelings of shyness or self-consciousness as well as potential embarrassment because mistakes are shared among the group. Kaddoura's (2013) study showed a significant improvement in critical thinking skills over a 17-week course when TPS was used with baccalaureate nursing students. The researcher also stated that TPS helps refine students' listening and speaking abilities without causing them to feel excessively burdened by the pressure of delivering precise answers.

Overall, TPS holds immense importance in learning vocabulary. It functions as a potent strategy for educators in fostering student engagement, critical thinking, and effective communication. Furthermore, it bolsters students' self-confidence and communication competencies, enhancing their ability to express themselves.

3. Method

3.1 Design

The study employed a quasi-experimental research design (nonequivalent control group design) to answer its research questions. According to Maciejewski (2020), a quasi-experimental design attempts to recognize a specific treatment's impact on assigned learners. Hence, the current study chose two nonrandom groups to show the effect of TPS. The experimental group received the treatment whereas the control group did not. Moreover, a pretest and posttest were administered to both groups. After the experiment, the researcher compared both groups' performance to gauge the strategy's effect on the experimental group. To guarantee the TPS strategy's effective application, the researcher taught this group.

3.2 Population and Sample

The population of the study was Cycle Two students in Al-Batinah North Governorate. It used a convenience sample of two intact classes from a pool of eighth-grade classes (N = 66) in Ain Jaloot School for Basic Education. Students at the school take five English language lessons weekly. School selection was based on willingness to participate in the study with students. The researcher chose equivalent classes based on achievement levels in the previous semester's English course. Each class included 33 female students aged between 13 and 14.

3.3 Instruments

Two instruments were used to collect data for the study (a vocabulary test and a questionnaire).

3.3.1 Pretest/Posttest

Pre- and posttests were conducted to investigate the effectiveness of TPS on students' vocabulary achievement. The tests consisted of three sections: the first was about completing a text by choosing the right answer, the second was about completing sentences using the right words, and the third was about matching pictures with their corresponding words. The tests were a compilation of questions taken from the Ministry of Education assessments. Further, the tests were aligned with the themes covered in unit three of the eighth-grade textbook to ensure its suitability for students' proficiency levels. The pretest was administered to both groups before the experiment, and the posttest was administered after the treatment. The pre-test revealed no signigicant differences between the experimental group and the control group, demonstrating the equivalency of the two groups. The test was piloted to check its reliability; it was administered to a pilot group of 28 eighth-grade students. The internal consistency coefficient was used to measure the vocabulary test's reliability. Cronbach's alpha was .772, which was considered a high correlation among test items.

3.3.2 The Questionnaire

The second instrument was a questionnaire administered to the experimental group to uncover students' perceptions about TPS use. The questionnaire consisted of 16 statements belonging to four dimensions: engagement and enjoyment, vocabulary development, communication and collaboration, and academic performance. Students were asked to express their opinion using a five-point Likert scale where 5 = Strongly agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (D), and 1= Strongly disagree (SD). To check its reliability, the questionnaire was administered to a pilot group of 16 eighth-grade students. The internal consistency coefficient was used to measure the questionnaire's reliability. Cronbach's alpha was .755, which is considered a high correlation among the questionnaire items.

3.4 Reliability and Validity of the Instruments

To ensure the tests' reliability, internal consistency reliability using Cronbach's alpha was calculated. The correlation coefficient was r = .818, indicating that a high level of consistency existed between test items because they were highly correlated. As for the questionnaire, its Cronbach's alpha correlation coefficient was r = .823, illustrating a high level of consistency between the questionnaire items.

Regarding the instruments' validity, several jury members from different educational sectors validated them. Based on their feedback, modifications were made. The students' perceptions questionnaire was submitted to a panel of experts to judge its validity in terms of relevance, suitability, and clarity, and it was modified based on their feedback.

3.5 The TPS Intervention

The experimental group was exposed to TPS to assess its impact on students' vocabulary achievement. The intervention was implemented for four weeks and consisted of 10 sessions. During these sessions, students were taught various tasks aligned with the eighth-grade curriculum's objectives. Some of these tasks were adapted from the students' Class Book and Skills Book to align with the TPS strategy, whereas the researcher designed the others. To ensure these tasks' clarity and suitability, English teachers reviewed them. When planning the teaching lessons, the researcher outlined three phases for students to follow during the strategy's implementation. First, students were instructed to independently think about the teacher's questions or prompts. Subsequently, they were required to move on to the second phase, which involved discussions with their peers about the ideas they had generated in the first phase. The last phase entailed students presenting their ideas effectively. The teacher's role was primarily guiding students and offering feedback after their presentations to enhance their vocabulary.

3.6 Procedures

The study took place in the first semester of academic year 2023/2024. It started in the first week of November and ended in the fourth. The following procedures were followed to collect data:

a) During the first week of November, two classes were selected after interviewing students' teachers to ensure the homogeneity of the classes. Students' and the principal's consent was obtained, and permission letters were signed.

b) Students were pretested to measure their vocabulary achievement before applying TPS and to check the groups' equivalence. The researcher explained the aim of the pretest to the learners to help them understand what was expected of them and to ensure they were aware that the test would not affect their grades. Approximately 40 minutes were allocated to pretest students in their classrooms. Students' test scores in the experimental and control groups were compared using an independent samples t-test. Table 1 shows the results of both groups' pretest scores.

Table 1. Experimental and Control Groups' Independent Samples T-Test Scores in the Vocabulary Pretest

Group	N	Df	M	SD	T-value	Sig (2-tailed)
Control	33	64	10.8	4.43	0.000	1.000
Experimental			10.8	3.63		

The results showed that the control group's mean score was 10.8 with a standard deviation of 4.43, and the experimental group's mean score was also 10.8 with a slightly lower standard deviation of 3.63. The t-value for this comparison was 0.000, and the associated p-value (Sig, 2-tailed) was 1.000. Overall, the results of the independent samples t-test indicated that there was no statistically significant difference between the means of the control and experimental groups (p > .05). Hence, the groups were equivalent in their vocabulary achievement. It may be presumed that any differences discovered after the treatment were caused by using TPS because there were no significant differences between the two groups in the pretest.

c)   After treatment, both groups were posttested and the same procedures as in the pretest were followed. After the intervention, a questionnaire was distributed to the experimental group during session time to explore their perceptions of using TPS.

3.7 Data Analysis

Different statistical analyses were used to analyze the data collected from the instruments used in this study. To check whether there was a statistical difference between the two groups' pre- and posttests, independent samples t-test was used. A paired sample t-test was also administered to compare the experimental group's mean scores. The data collected from the questionnaire were statistically analyzed using the computer software Statistical Package for the Social Sciences, particularly descriptive statistics.

4. Results and Discussion

The results of the data collected from the research tools were organized according to the research questions.

4.1 Research Question One

The researcher used the independent sample t-test to compare the control and experimental groups' performance in the posttest and investigate the effectiveness of practicing TPS on EFL Omani learners' vocabulary achievement. Table 2 shows the findings of the posttests of both groups.

Table 2. Control and Experimental Groups' Independent Sample T-test Scores in the Vocabulary Achievement Posttest

Groups	N	M	SD	T-value	P
Control	33	11.1	4.1	2.43	.018
Experimental	33	13.5	3.8		

*P < .05

The control group had 33 participants with a mean score of 11.1 and a standard deviation of 4.1. The experimental group also had 33 participants with a higher mean score of 13.5 and a slightly smaller standard deviation of 3.8. Further, the t-value was 2.43 with a p-value of .018 (two-tailed). The t-value showed that the mean score for the experimental group was significantly higher than the mean score for the control group, and the p-value showed that this difference was statistically significant at the .05 level. In other words, TPS had a positive effect on vocabulary achievement in the experimental group compared to the control group. Therefore, it can be concluded that the experimental group outperformed its counterparts in the control group in vocabulary achievement.

This finding may indicate that the experimental class developed a vocabulary bank. TPS promotes individual reflection among students, which helps with language retention and personal integration. Students then engage with peers during the pairing and sharing phase, when they may come across different points of view and even new terms or phrases. Further, when students work together, they reinforce their vocabulary learning through mutual encouragement and vocal communication; therefore, the experimental group's progressive accumulation of a large vocabulary bank is probably mostly attributable to TPS's interactive and collaborative features, as noted in Abrane et al. (2019). With this strategy's help, pupils may construct and present their ideas to a partner before presenting them to the entire group. This will boost their confidence and increase their willingness to actively participate in the learning process, as emphasized in Amelia (2016). In summary, both Abrane et al. (2019) and Amelia (2016) indicated that this strategy can develop vocabulary knowledge.

Equally important, TPS incorporates different cognitive processes such as thinking independently, exchanging ideas, and participating in group conversations. This cognitive activity can improve memory and help new words become more ingrained in the mind, as shown in Raba (2017). Overall, the strategy offers a thorough process that actively engages pupils on the social, emotional, and cognitive levels, promoting vocabulary acquisition.

To further investigate the impact of TPS on the experimental group, the researcher also conducted a paired sample t-test. Table 3 presents the results of the test, which examined the differences between the experimental group's pretest scores before implementing the TPS strategy and their posttest scores after implementing the strategy.

Table 3. Experimental Group's Paired Sample T-test Scores in the Vocabulary Achievement Pretest

Test	M	SD	T-value	P
Pretest	10.8	3.6	5.41	.000
Posttest	13.5	3.8		

*P < .05

The pretest mean score was 10.8 with a standard deviation of 3.6, whereas the posttest mean score was 13.5 with a standard deviation of 3.8. Further, the t-value was 5.41 with a p-value of .000, indicating a statistically significant difference between the pretest and posttest means for vocabulary achievement. The posttest mean was higher than the pretest mean. The results indicated that the TPS strategy had a statistically significant positive impact on the experimental group's performance.

4.2 Research Question Two

The aim of research question two was to explore how EFL Omani learners perceived the effectiveness of the TPS strategy; accordingly, a questionnaire was administered to the experimental group. The questionnaire consisted of 16 items that measured students' attitudes and experiences of using a TPS strategy in four dimensions: engagement and enjoyment, vocabulary development, communication and collaboration, and academic performance. Table 4 provides a general description of the means and standard deviations of the dimensions.

Table 4. Descriptive Statistics for the Four Dimensions Questionnaire

Dimension	M	SD
Engagement and enjoyment	4.5	.372
Vocabulary development	4.4	.442
Communication and collaboration	4.4	.594
Academic performance	4.3	.563
Overall	4.4	.361

The overall mean of 4.4, coupled with a low standard deviation of 0.361, signified a consistently positive effect across all dimensions. This suggests that, on average, participants viewed the strategy more favorably in terms of its impact on engagement and enjoyment (M = 4.5), followed closely by vocabulary development (M = 4.4), communication and collaboration (M = 4.4), and academic performance (M = 4.3). These nuanced findings underscored the multifaceted nature of the TPS strategy's influence on various aspects of the learning experience.

The questionnaire was split up into four tables, Tables 5, 6, 7, and 8, that provided the means and standard deviations of each questionnaire item in each of the four dimensions for analytical purposes.

Table 5. Descriptive Statistics for the Experimental Group's Responses in the Engagement and Enjoyment Dimension

Item		M	SD
1.	I enjoyed using the Think-Pair-Share strategy.	4.7	.517
2.	The practice of using Think-Pair-Share was useful.	4.5	.617
3.	I wish my other teachers would use Think-Pair-Share in other subjects.	4.3	.854
Overall		4.5	.372

Table 5 illustrates that participants reported a high level of enjoyment (M = 4.7, SD = 0.517) when using TPS. This indicated a positive and engaging experience. Furthermore, the perceived utility of the strategy was reflected in an average score of 4.5 (SD = 0.617) for the statement, "The practice of using Think-Pair-Share was useful." The slightly lower mean for the statement, "I wish my other teachers would use Think-Pair-Share in other subjects" (M = 4.3, SD = 0.854), suggested a moderate desire for broader integration of the strategy across subjects, potentially influenced by some variation in individual preferences. Overall, participants expressed a favorable perception of TPS, as indicated by the mean overall score of 4.5 and low standard deviation of 0.372. These scores suggested a consistent and positive response to the teaching strategy. The results aligned with Sari et al. (2022), showing that students became more engaged and enthusiastic about learning and mastering English synonyms when TPS was employed. They also aligned with Raba (2017), showing that the learning experience using TPS was enriched as students became more proactive and enthusiastic and began to engage in communication, enhancing their performance.

Table 6. Descriptive Statistics for the Experimental Group's Responses in the Vocabulary Development Dimension

Item	M	SD
1. Using Think-Pair-Share helped me get better grades on the vocabulary test.	4.4	.561
2. Using Think-Pair-Share helped me learn to pronounce words correctly.	4.4	.699
3. Using Think-Pair-Share helped me recall and retain the vocabulary items I had learned before.	4.4	.822
4. Using Think-Pair-Share helped me develop my English vocabulary.	4.4	.822
Overall	4.4	.663

Table 6 indicated that participants consistently reported positive outcomes across all items, with an average mean of 4.4 and a moderate standard deviation of 0.663 for the overall dimension. The collective data underscored the consistent and favorable perception of TPS, suggesting its effectiveness in supporting diverse aspects of vocabulary acquisition and proficiency among participants. The results aligned with different studies that argued that learners develop their vocabulary because of the usefulness of TPS (Abrane et al., 2019; Aisyiah, 2022; Amelia, 2016; Ihsan, 2019; Jebur et al., 2013). Further, the results aligned with Amelia's (2016) finding that TPS enhances learners' reading and vocabulary achievements by helping them become more active in the learning process.

Table 7. Descriptive Statistics for the Experimental Group's Responses in the Communication and Collaboration Dimension

Item	M	SD
1. I have the courage to speak my mind when I work collaboratively with my classmates.	4.4	.827
2. Using Think-Pair-Share helped me listen carefully to my classmates' opinions to reach a better understanding of them.	4.4	.792
3. Using Think-Pair-Share made me respect my classmates' opinions.	4.4	.827
Overall	4.4	.549

In the communication and collaboration dimension, participants reported a consistently positive experience across all items with an overall mean of 4.4 and a moderate standard deviation of 0.594. Notably, participants expressed a high level of confidence in expressing their thoughts during collaborative work (M = 4.4, SD = 0.827), suggesting that TPS fostered an environment conducive to open communication. Furthermore, participants indicated that the strategy promoted attentive listening and mutual respect for classmates' opinions (M = 4.4), reflecting a positive social dynamic within collaborative learning settings. The results were consistent with Raba (2017), indicating that students using TPS learn to listen intently to different points of view and to show respect for peers' opinions and ideas. Further, the results aligned with Abrane et al. (2019), showing that TPS reduces any fears students may have about speaking in front of the class and gives them the courage to speak their minds.

Table 8. Descriptive Statistics for the Experimental Group's Responses in the Academic Performance Dimension

Item		M	SD
1.	Using Think-Pair-Share helped me better understand the text.	4.7	.692
2.	Using Think-Pair-Share helped me better understand the text.	4.6	.669
3.	Using Think-Pair-Share helped me read faster.	4.2	.857
4.	Using Think-Pair-Share helped me speak English more confidently.	4.2	.830
5.	Using Think-Pair-Share helped me develop my writing skills.	4.2	.696
6.	Using Think-Pair-Share helped me develop my listening skills.	4.1	.960
Overall		4.3	.563

In the fourth dimension, focused on academic performance, participants consistently reported positive outcomes across the items, with an overall mean of 4.3 and a moderate standard deviation of 0.563. The strategy was particularly successful in enhancing critical thinking abilities (M = 4.7, SD = 0.692) and comprehension skills (M = 4.6, SD = 0.669). Participants reported slightly lower mean scores for aspects such as listening skills (M = 4.1, SD = 0.960), reading speed (M = 4.2, SD = 0.857), writing skills (M = 4.2, SD=0.696), and English-speaking confidence (M = 4.2, SD = 0.830).

Overall, the questionnaire results suggested that TPS is a generally effective strategy for improving English proficiency and that most students had a positive experience using this strategy. The results corresponded with Elismawati et al. (2021), who showed that TPS has been found to improve vocabulary achievement and enhance the academic performance of ESL learners. It enhances such learners' reading, speaking, and writing skills. The results also aligned with Raba (2017), indicating that TPS provides students with opportunities for self-expression, class participation, and discussions, fostering improved communication skills and confidence. Furthermore, the findings aligned notably with Kaddoura (2013), which suggested that TPS enables students to focus on refining their listening and speaking abilities without feeling excessively burdened by the pressure of delivering precise answers. Consequently, their language skills undergo enhancement and development. Kaddoura's study demonstrated a substantial enhancement in critical thinking skills throughout the 17-week course when the TPS teaching and learning strategy was employed.

In summary, participants consistently had highly positive experiences, with their mean scores predominantly falling within the range of 4.2 to 4.7 on a scale of 1 to 5. Importantly, no participants rated the usefulness of TPS as weak. In conclusion, the analysis revealed consistently positive perceptions across the four dimensions with slight variations in the degree of agreement among respondents.

5. Conclusion and Implications

5.1 Conclusion

The present study examined the effectiveness of TPS on EFL Omani learners' vocabulary achievement and their perceptions of it in the 2023/2024 academic year. There were experimental and control groups in the study, but TPS was implemented only with the experimental group. To determine the effectiveness of the strategy on vocabulary achievement, students in both groups were pretested and posttested. Additionally, a questionnaire was administered to explore how students perceived using TPS. The results showed that the students in the experimental group outperformed their counterparts in the control group in vocabulary achievement. The results also revealed that students had positive attitudes towards using TPS. Students reported that the strategy positively impacted specific skills, leading to better grades on vocabulary tests, improved understanding of texts, enhanced pronunciation, vocabulary development, and increased confidence in speaking English. Additionally, students reported that practicing TPS made them respect their classmates' opinions. Therefore, they thought that practicing this strategy was useful and interesting. However, while students generally experienced positive outcomes, there was a slightly lower mean and higher standard deviation associated with improving listening skills, indicating some variability in students' perceptions in this particular aspect of language learning.

5.2 Implications

The most significant conclusion that can be drawn from the current study's findings is that Omani EFL students can greatly benefit from using TPS to enhance their vocabulary achievement. Thus, it should be used by curriculum developers and policymakers at the Ministry of Education to enhance the vocabulary of eighth-grade students. Moreover, training of teachers in this strategy should be considered to ensure successful implementation.

5.3 Limitations and Recommendations for Further Studies

The study was limited to one gender, namely females, so further research should investigate the effects of applying TPS in settings where there are mixed-gender groups. The purpose of such study is to determine whether using the TPS strategy differently for male and female students affects group dynamics and vocabulary development. Additionally, because this study focused on eighth-grade students, conducting similar studies on students in different grades can help determine the effectiveness of TPS across different educational levels.

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Both authors revised, read and approved the final manuscript. The main author is Asma Sulaiman Ali Al-Sahi and the co-author and the corresponding author is Abdo -Al-Mekhlafi.

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