



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية



ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <http://jls.tu.edu.iq>

The Impact of Concept Sort Strategy on EFL Pupils' Interaction

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Keywords: <ul style="list-style-type: none">- Strategy- Pupils' Interaction- Methodology-The Population	Abstract <p>Learning strategies provide pupils opportunity to explore their knowledge , organize , compare and contrast information to develop their skills. Many teachers want their pupils to be activate in classroom .</p> <p>Concept sort strategy helps pupils learn and understand their vocabulary words. Therefore, concept sort strategy is implemented to enhance and support pupils' interaction .</p> <p>The current study aims at investigating the impact of concept sort strategy on Iraqi EFL preparatory pupils' interaction and development of pupils' interaction by using new concepts through lesson. The study hypothesizes that there is no statistically significant difference between the mean scores of the experimental group which is taught by concept sort strategy and the control group which is taught by traditional strategy in post –test.</p> <p>The pupils have been taught during the academic year 2020-2021. A sample consists of (60) pupils are selected from two schools Al-Rahma Preparatory school and Al-Door Secondary school for girls. Each section consists of (30) pupils .The results explain that there is a statistically significant difference in the</p>
Article Info	
Article history:	
Received: 1-8-2021	
Accepted: 1\9-2021	
Available online	
23-1-2022	

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	mean scores of the experimental group who is taught according to Concept Sort strategy and the control group who is taught by using the traditional method. Moreover , there is a statistically significant difference between the mean scores of the experimental group in pre -post tests.
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أثر استراتيجية فرز المفاهيم على تفاعل تلاميذ اللغة الإنجليزية كلغة أجنبية

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<p>الخلاصة: توفر استراتيجيات التعلم للتلاميذ فرصة لاستكشاف معارفهم وتنظيمها ومقارنتها ومقارنتها بالمعلومات لتطوير مهاراتهم. يرغب العديد من المعلمين في تنشيط تلاميذهم في الفصل الدراسي. تساعد استراتيجية فرز المفاهيم التلاميذ على تعلم وفهم كلماتهم اللغوية. لذلك ، يتم تنفيذ استراتيجية الفرز المفاهيمي لتعزيز ودعم تفاعل التلاميذ. تهدف الدراسة الحالية إلى التحقق من تأثير استراتيجية الفرز المفاهيمي على تفاعل تلاميذ المرحلة الإعدادية للغة الإنجليزية كلغة أجنبية في العراق وتطوير تفاعل التلاميذ باستخدام مفاهيم جديدة من خلال الدرس. افترضت الدراسة عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية التي يتم تدريسها بواسطة استراتيجية الفرز المفاهيمي والمجموعة الضابطة التي يتم تدريسها بالاستراتيجية التقليدية في مرحلة ما بعد الاختبار. تم تدريس التلاميذ خلال العام الدراسي ٢٠٢٠-٢٠٢١. عينة مكونة من (٦٠) طالبة تم اختيارهم من مدرستين الرحمة الإعدادية ومدرسة الدور الثانوية للبنات. يتكون كل قسم من (٣٠) تلميذاً ، وقد أوضحت النتائج وجود فروق ذات دلالة إحصائية في متوسط درجات المجموعة التجريبية التي يتم تدريسها وفق استراتيجية تصنيف المفاهيم والمجموعة الضابطة التي يتم تدريسها بالطريقة التقليدية. علاوة على ذلك ، توجد فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية في الاختبارات قبل البعدي.</p>	<p>الكلمات الدالة:-</p> <ul style="list-style-type: none"> -استراتيجية - تفاعل التلاميذ - المنهجية - السكان <p>معلومات البحث</p> <p>تاريخ البحث:</p> <p>الاستلام: ٢٠٢١-٨-١</p> <p>القبول: ٢٠٢١-٩-١١</p> <p>التوفر على الن</p> <p>23-1-2022</p>
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1.Introduction

1.1Statement of Problem

English language has become an international language and a means of communication among people all over the world. Pupils start to learn the meaning of concepts as they learn language to understand what can they do know about the four skills listening ,writing , reading and speaking, which depend on the perception of the concepts (Carpenter,2010:1). The problem through interaction that occurs in the classroom is noticeably different than what occur in the traditional classroom . The absence of face to face interaction and the asynchronous environment could have an impact on pupils learning. Good interaction between teachers and pupils will create actual relationships in the classroom and contribute to effective learning. Pupils' problem in using this strategy may increase different knowledge for the meaning of different vocabulary that contained in the context because some words carry more than one meaning . Therefore, pupils may confuse and unable to distribute concepts according to the classification of each word . He or she will not be able to analyze and categorize many number of concepts at once . The teacher can avoid this by encouraging their pupils through making discussion and interpretation the meaning of each word .

1.2 Aims of the study

- 1- Investigating the impact of concept sort strategy on Iraqi EFL preparatory pupils' interaction.
- 2- Investigating the development of pupils' interaction by using new concepts through lesson.

1.3 Hypotheses of the Study

- 1- There is no statistically significant difference between the mean scores of the experimental group which is taught by concept sort strategy and the control group which is taught by traditional strategy in post –test.
- 2- There is no statistical significant difference between the mean scores of the experimental group in pre-post test.

2.Theoretical Background

2.1 The Concepts of Concept Sort Strategy

Concept sort strategy is a group of words in which teachers identify to students with the vocabulary of a new topic by asking pupils to classify it or to put it into categories based on specific concepts created by the teacher or by pupils themselves (Elabsy:2013,107).

According to Bear , et al (2015,78) ,concept sort is a good way to join vocabulary teaching with pupils' conceptual understanding through meaning such as sorting picture , words or objects. Concept sort is suitable strategy to all ages of word knowledge and should be used clearly in the content .The using of concept sorts are endless when word are sorted by part of speech : Conceptual sorting is useful for grammar teaching and used to organize ideas before synthesizing a picture.

Concept sort is a technique that requires pupils to divide words concerning to their meaning and characterize them to part of speech. Concept sort used as pre-reading and post-reading activity can provide information about a topic that pupils already read about it and enables pupils to think logically about the meaning of words and it enhances knowledge about important connection between words (Mckenna,2002:68).

2.2 The Bear, et al (2015) Model of Concept Sort Strategy

Vocabulary concept sorts are used for either words or images. Teachers review the text for analysis of concepts, including the bolded words , to establish a definition type. These phrases and terms can be written in twenty-four boxes in three columns and eight rows on a template (Bear,2011:3) .

Concept sort is appropriate for all ages of word knowledge and should be practiced in a clear way. This strategy is useful especially for English learner pupils who learn vocabulary by sorting repeatedly and naming every picture with the help of teacher or group of peers(Bear, et al,2015 :78). According to Carpenter(2010 :7) , sorting concept develops pupil's conceptual understanding , vocabulary knowledge and encourages pupils' analysis of words more deeply . The style of this strategy can be used to find out what pupils already know about topic ,and helps them for organizing background knowledge and relevant vocabulary knowledge of a particular subject (Alvarado, 2013:78) .

For ELLs, it is helpful to look at the abstract words , concepts and ideas represented by the picture . Though pupils can classify vocabulary such as word classification or topics such as likes and dislikes of food and participate in vocabulary development. Pupils start with knowing words then build their ideas on these words . They should name each picture and category with their teachers or partners to increase word meaning and learning . The first step is to show how to classify pictures as diagrams and provide supporting to pupils when they use words to name or describe them (Holmes , et al ,2009:292) .

2.3 The Theoretical Foundation of Concept Sort Strategy :

Classification grouping and motivation categories are one of the most basic cognitive activities (Gillet and kita ,1979:538). Cognitive strategy is a technique and procedures that facilitate a learning task (Breen,2001:25), While Johnson (2005:44) mentions that cognitive strategies are the steps and operations which are used to solve problems that require direct analysis and conversion of learning materials.

There are some theories focus more on basic learning, While other emphasis on applied learning. On the other hand there are closely related to teaching and motivation. So, cognitive theory in this scope asserts on learning that entails changes in the brain such as learners' cognitions, their ideas belief and perceptions abilities (Schunk, 2012 :3). Pupils are thinking like " why is this important ? " and " how am I doing ? " these ideas can affect on learning . Teachers must consider pupils' thought in their lessons (ibid : 23) .

The basis for many activities in concept sort and categorizing concept is cognitive abilities that can use it to develop concepts . Ganske (2006 :4) states that " by categorizing words pupils are able to be more effective in their word learning . English is a complex language with borrowings from many other language , when pupils compare and contrast word features they notice similarities and differences within and

across category that help them with teacher guidance to form generalization about how the words work . These generalizations are lend efficiency to word learning because they enable pupils to apply what they have discovered " .

Concept sort and cognitive theory provide pupils opportunities to use their mind for expressing full meaning with correct concepts and ideas . This leads to know the categories of word features and then discovering the roots of concepts (Bear and et al, 2015 :28).

2.4 Word Meaning and Vocabulary Knowledge:

Pupils learn word meanings when they employ new words daily in oral language. Pupils find out new words through beneficial conversations with the teacher. When the language experiences are increased, the pupils are discovered more word meaning and more concepts (Stahl and Nagy,2006:5).

When pupils listen to teacher through reading a conversation about any topic during, before and after reading pupils learn new words and concepts and utilize background knowledge. In order to acquire more words meaning pupils must read independently in extensive way to save more and more concepts in their minds (Graves and Slater, 1996) "There are many pupils who could not answer the teacher questions and keep asking the teacher to translate these questions into their mother language because they do not know the meaning of lots of words. Many pupils are unable to transfer new words to real life vocabulary and they cannot communicate with each other easily. New words are difficult to memorize and easily forgotten if they never used" (Gozcu& Caganaga, 2016:133).

2.5 Pupils' Interaction

In terms of interaction, it can be described as the exchange of information between the teacher and the pupils in the classroom that helps them to negotiate meanings. As the relationship progresses, this negotiation leads to the building of information. One factor that affects the interaction is the type of questions which are asked by the teacher and how will have an impact on the cognitive level of pupils' answers. Questions in one sense ,encourage the production of perfect answer where pupils able to reason, argue, and express their ideas, so that they can express their opinions freely or, in another sense, demand a single and expected answer . Teachers ask appropriate questions, to guide pupil to develop their own strategies (Barbero et al ,2020:2). As regards the questions asked, quality is more important than number, which means that they should promote pupils' reasoning and reflection. Indeed, classroom interaction where the teacher's role is limited to asking and the pupil's answering is not desirable.

According to Brown (2001:165) two or more groups communicate with each other and exchange of feeling and ideas lead to mutual influences among pupils according to their respective proportion.

2.6 The Importance of FEL Pupils' Interaction :

Interaction is considered as an important because it provides pupils with a way to integrate the structure of target language into their speech , and the purpose of any activity in classroom will depend on the communication between the teacher and pupils

(Chaudron, 1998:10). Pupils can increase the information of language by listening to dialogue or discussion of other pupils and reading authentic materials. Therefore, pupils can use all the process in the language teaching. They have learned how to reach and how to express their true meaning for creating messages of their understanding (Astuti, 2011:13). Purwanti (2004:32) points out that a good interaction shows some signs of students' attitude towards the behavior of teacher. The clearness of authority and the friendliness of interpersonal relationship among pupils and teachers create a good rapport between them.

The essence of interaction is to help pupils recognize the materials and input provided by the teacher. Therefore, it will help to learn foreign language effectively because through interaction pupils and teacher understand what they will do in class. Moreover, in the interactive process teacher discovers the weakness points that face pupils in learning process and how to provide a good remedial teaching.

3. Methodology

3.1 The Population

Best and Kahn (2006:13) mention that population is a group of individuals with at least one common characteristic that distinguishes the group from other individuals.

The population of the present study includes EFL Iraqi preparatory pupils of fifth scientific (biological branch) preparatory in Al-Dour Town in Salah Al-den Government. The total number of fifth grade pupils' population is (131).

3.2 The Sample

Sampling is the technique or way of taking samples from the population (Fatriana, 2017:25). While Majid (2018:3) defines sample as the process of selecting a statistically representative sample of people. Sampling is an important tool for the study because the number of population usually consists of too many persons as participants.

The sample of this study consists of (60) pupils who have been chosen from fifth scientific grade (biological branch) at Al-Rahma Preparatory School for Girls and Al-Dour Secondary School for Girls in Al-Dour Town Salah Al-den. (30) pupils have been chosen to be the experimental group, and (30) pupils have been chosen to be the control group. An experimental group has been chosen from Al-Rahma preparatory School. Control group has been chosen from Al-Dour secondary School.

3.3 Face Validity

Oluwatayo (2012: 392) points out that the face validity is the subjective evaluation of measuring instrument of the relevance and presentation by the researcher to determine whether the items in the instrument are clear and reasonable. While Mousavi (2009:247) indicates that "face validity points out to the grade to which a test looks right and appears to measure the knowledge or abilities based on the subjective judgment of the examinees who take it".

3.4 Content Validity

Pennington (2003: 37) states that content validity refers to the level to which a measure means accurately represents all characteristics of a notion. The assertion of

content validity is to determine whether a measuring instrument is adequate or its items represent a sample of the total possible content (Oluwatayo 2012: 393) .

3.5 Reliability of the Posttest

A good test reliability is one of its most valuable characteristics . A test is said to be accurate if the degree of accuracy remains stable and coherent each time it is administered to the same group of pupils under the same conditions (Veram and Beard, 1981:860). One of the necessary characteristics of a good test is reliability. Alderson (1995:294) states that "reliability is the extent to which test scores are consistent".

3.6 Lesson Planning

The lesson plan gives the teacher enough time and opportunities to prepare for the lesson. The teacher knows what and when he teaches so, he prepares himself and goes to class well prepared (Elizabeth, 2010: 334) . Hillocks (1995: 125) mentions that the aim of planning will be to invent materials and activities that will engage pupils in using specific processes and strategies relevant to particular writing tasks.

The necessary lesson plan has been prepared previously. The lesson plan for the control group is worked out according to the instructions of the teacher's guide. Lesson plan of the experimental group is worked out according to the teaching concept sort strategy.

4. Analysis of Data and Discussion of Results

4.1 Discussion of the Results

This study attempts to investigate the impact of concept sort strategy on Iraqi EFL preparatory pupils' interaction . It also attempts to show whether there are significant differences between the two groups, the experimental and the control group at pupils' interaction.

The pupils of the experimental group who have been exposed to concept sort strategy have the ability to interact in the classroom . The pupils of the experimental group who have been exposed to concept sort strategy get better scores than the control group who have been taught according to the traditional strategy in their post test interaction .

Pupils learn new concepts , analyze and interpret their meaning . This will deep the pupils skill and ability to access meanings and link between vocabulary. Sorting concept makes the pupils able to keep the new words in their memory .Collaborative learning will stimulate pupils to work in pair groups with their friends and check information .

The use of non-linguistic form such as diagrams and cards raise pupils interaction .Concept sort strategy improves pupils' confidence in their learning process.

Using Concept Sort Strategy in teaching – learning process keeps the pupils to be active, monitor and self – evaluate their learning .Pupils enjoy through using Concept Sort strategy in the class and enforce their interaction with others and their teacher .

5. Conclusion

Based on the result of the current study, Concept Sort strategy is a strategy that is used in this study. The aim is to investigate the impact of concept sort strategy on EFL pupils' interaction. After analyzing and collecting data, the result of scores show that the pupils who have been taught by concept sort strategy is better from pupils that used traditional method. The use of concept sort strategy makes pupils more interested in learning because it reinforces the relationship between teacher and pupils. Teacher should adopt various strategies in teaching English by creating an interactive environments to make pupils participate in the classroom.

The teaching materials which are presented to pupils are suitable to their grades and requirement because they feel their linguistic competence are developed and increased. The teaching process according to the concept sort strategy provided an opportunity to discuss concepts, ask questions and put concepts with the suitable categories through participation in the classroom. So, a variety of teaching strategies and skills can stimulate pupils' talents in learning, by using different technology in the class this encouraging pupils to ask questions and investigate their own ideas helps improve their problem solving skill as well as a deeper understanding of academic concepts.

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