

The Impact of an Educational Program Based on Some Active Learning Strategies on Third Grade Primary Pupils' Acquisition of English Vocabulary

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Abstract

The current research aims to investigate an educational program based on some active learning strategies on third grade primary pupils' acquisition of English vocabulary.

To achieve this aim, the researcher has formulated null- hypothesis.

The researcher has used the experimental design of two groups. The population of the study consists of third grade male pupils in the primary class on the left side of Mosul City during the first and second terms (2024-2025).

The researcher has intentionally selected Nineveh Primary School and Janeen Primary School for the experiment. The sample of the research after excluding the repeaters consists of (64) male pupils, (33) pupils represented the experimental group, who were been taught by using EP based on some ALS, selected randomly from Nineveh school, and (31) pupils represented the control group, who were taught by using the conventional method, chosen randomly from Janeen school.

A post acquisition test consisting of (18) items were prepared.

The experiment lasting all the academic year (2024-2025), (26 weeks) began on the 13th of Oct., 2024 and ended on the 14th of April, 2025.

After analysing the data using the T-test of two independent samples, the findings showed the following:

There is a statistically significant difference between the experimental and control groups in the post-vocabulary acquisition test and in favour of the experimental group.

Finally, many recommendations for applying the results were presented, such as:

- 1.The necessity of integrating ALS, which is included in the program, into the English language curriculum for third-grade primary school.
- 2.Conducting training courses and workshops for primary English teachers by the Ministry of Education's Directorate General of Preparation and Training on how to apply ALS to be applied in English lessons at the primary stage, especially in third-grade classes.

Several suggestions for further future studies were introduced, such as:

- 1.A study of the effect of an educational program based on ALS on other dependent variables such as reading skill and interest in English subjects.

Keywords: Educational program, Active learning strategies and Acquisition of English Vocabulary.

اثر برنامج تعليمي قائم على بعض استراتيجيات التعلم النشط في اكتساب المفردات اللغوية
عند تلاميذ الصف الثالث الابتدائي في مادة اللغة الانكليزية

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الملخص

يستهدف البحث الحالي استكشاف اثر برنامج تعليمي قائم على بعض استراتيجيات التعلم النشط في اكتساب المفردات اللغوية عند تلاميذ الصف الثالث الابتدائي في مادة اللغة الانكليزية، ولتحقيق هذا الهدف، صاغ الباحثان فرضية رئيسية، استخدم الباحثان التصميم التجريبي لعينتين مستقلتين. تألف مجتمع البحث من تلاميذ الصف الثالث الابتدائي في الجانب الأيسر من مدينة الموصل، للسنة الدراسية (٢٠٢٤-٢٠٢٥).

اختار الباحثان قصديا مدرستي نينوى الابتدائية للبنين، جنين الابتدائية للبنين لمناسبتها لإجراء التجربة ، تكونت عينة البحث بعد استبعاد التلاميذ من (٦٤) تلميذا، (٣٣) تلميذا في المجموعة

التجريبية، تم اختيارهم عشوائيا من مدرسة نينوى والتي تم تدريسها باستخدام البرنامج التعليمي القائم على بعض استراتيجيات التعلم النشط، و(٣١) تلميذا في المجموعة الضابطة، تم اختيارهم كذلك عشوائيا من مدرسة جنين، والتي تم تدريسها باستخدام الطريقة الاعتيادية ، أعد الباحثان اختبار بعدي لاكتساب المفردات اللغوية وتالف من (١٨) فقرة ، استغرق اجراء التجربة عاما دراسيا كاملا (٢٠٢٤-٢٠٢٥) ، (٢٦) اسبوعا ابتداء من ١٣/١٠/٢٠٢٤ ولغاية ١٤/٤/٢٠٢٥. وبعد معالجة البيانات احصائيا وباستخدام الاختبار التائي لعينتين مستقلتين أظهرت النتائج:

يوجد فرق ذو دلالة إحصائية بين المجموعتين التجريبية والضابطة في اختبار اكتساب المفردات الإنكليزية البعدي، ولمصلحة المجموعة التجريبية.

وقدم الباحثان عدد من التوصيات لتطبيق نتائج البحث منها:

١. ضرورة دمج استراتيجيات التعلم النشط (ALS) ، والتي تضمنها البرنامج التعليمي، في منهاج اللغة الانكليزية المقرر لتلاميذ الصف الثالث الابتدائي.
 ٢. تنفيذ دورات تدريبية وورش عمل لمعلمي اللغة الإنكليزية في المرحلة الابتدائية من خلال المديرية العامة للإعداد والتدريب في وزارة التربية، حول كيفية تطبيق استراتيجيات التعلم النشط (ALS) في دروس اللغة الإنكليزية، خاصة في صفوف الثالث الابتدائي.
- كما قدم الباحثان جملة من المقترحات لبحوث مستقبلية، منها:
١. دراسة أثر برنامج تعليمي قائم على استراتيجيات التعلم النشط (ALS) في متغيرات تابعة أخرى مثل مهارة القراءة والميول بمادة اللغة الإنكليزية.
- الكلمات المفتاحية: البرنامج التعليمي، استراتيجيات التعلم النشط ، اكتساب المفردات اللغوي.

Statement of the Problem:

English may not be the most spoken language in the world, but it is the official language in a large number of countries with increasing numbers of its learners. Therefore, despite the current efforts to alleviate the issue of weak performance in English education, the problem remains, and it has become clear and persistent, manifesting in vocabulary acquisition, listening skills, and motivation in this subject. This may be due to the mismatch between teaching methods used and the types of abilities and skills possessed by the pupils. Most EFL learners find difficulties in communicating with English language due to their limited number of vocabulary as well as forgetting new vocabulary because pupils do not use them in daily situations, as English language

is the second language. Those facts are confirmed by some studies, such as those by Al-Maeni (2021) and Hayawi (2023).

The research problem relates in the weakness of vocabulary acquisition among third-grade primary school pupils. That is what has been observed as an English language teacher in primary school with over 15 years. Furthermore, the researcher has done an interview with (2) supervisors and (10) English teachers chosen randomly from different primary schools in Mosul city about the difficulties facing pupils in inquiring English vocabulary. Through these interviews, it has been noted that most teachers of English face the same problem. Also, the supervisors and teachers mentioned that the pupils suffer from forgetting the most vocabulary in English even though they dealt with it in previous years.

So, the researcher tries to study experimentally the efficiency of some active learning strategies in developing teaching English at schools with focus on third-grade primary pupils' acquisition of English vocabulary. Based on this, the research problem can be represented by the following question:

"Is there any impact of an educational program based on some active learning strategies on third grade primary pupils' acquisition of English vocabulary"?.

Significance of the Research:

The significance of this research lies in the following points:

1. Developing an EP based on selected ALS to help the pupils targeted in the research acquisition English vocabulary, which will benefit it significantly.
2. The importance of Primary school is regarded as the fundamental educational stage for advancing the use of English in the following academic levels.

3. The significance of the English language is seen in its function as a second language, a universal language worldwide, and a vital means of communication among people.
4. Focusing on the learner and making them the center of the educational process, which is emphasized by modern educational trends.
5. Vocabulary acquisition (hence forth VA) is important as it significantly impacts learning a new language and reaching all four basic skills in English.

The Aims of the Research:

The current research aims at investigating the impact of an educational program based on some active learning strategies on third grade primary pupils' acquisition of English vocabulary.

This will be achieved through the following questions:

1. What is the proposed framework for the an EP based on ALS?
2. What is the effectiveness of the educational program in VA for third-grade primary school pupils in the English language subject?

The Null-Hypothesis:

There is no statistically significant difference at (0.05) level between the mean scores of the experimental group pupils, who were taught according to the EP based on some ALS and the mean scores of the control group pupils, who were taught according to the conventional method in the post-VA test.

Limits of the Research:

The current research is limited to the following:

1. The teaching material is limited from unit One to Eight of book 3 of English for Iraq (The prescribed series for teaching English as a foreign language in Iraq),(Pupils and Activity Books).
2. A sample of third year primary male pupils in the left side of city of Mosul, during the first and second term.

3. The academic year 2024–2025.

Definition of the basic Terms:

Educational Program (EP): The researcher defines EP operationally as organized procedures and plans that include a set of goals, active strategies, methods, and tasks presented to third–grade primary school pupils in the experimental group. These were developed according to some ALS to acquisition vocabulary

Active Learning Strategies (ALS): The researcher defines ALS operationally as a collection of instructional strategies that emphasise the needs of the primary third grade pupil; these strategies are implemented by dividing pupils into active, heterogeneous groups of four to five members. Throughout the program, the researcher implemented eight unique ALS, each in a single instructional session, for a total of eight sessions.

Acquisition: The researcher defines acquisition operationally as a process of learning vocabularies of 3rd Book that contain unit (1–8) to enable pupils in listening, reading, writing and speaking ; it is measured by the degree obtained by third primary pupils' responses on the test prepared by the researcher.

Vocabulary: The researcher defines vocabulary operationally as a collection of words used for communicating ideas and expressing the meaning by third grade pupils in the English language. These vocabulary words are measured by the acquisition tests prepared by the researcher.

Vocabulary Acquisition (VA): The researcher defines vocabulary Acquisition operationally as involving the acquisition of English vocabulary by third–grade pupils in both groups and, after that, recall during the final test.

Theoretical Background and literature Review

Educational Program:

An educational program is a collection of educational activities which are organized to accomplish a pre-determined objective or the completion of a specified set of educational tasks (OECD,2004,p.80).

Reigeluth & Carr-Chellman(2009) state that EP varies in their comprehensiveness and the resources required; they can be broad, encompassing the design of an entire course or multiple courses. In spite of this variation, design plays a crucial role in providing dynamism to all educational program elements, making it a self-contained educational system that aids learners in achieving educational objectives according to their abilities, needs, and interests. This is done based on a set of guidelines and instructions that should be followed step by step, with confirmation at the end of the program that the learner has achieved those objectives and attained the desired learning (p55).

Active learning Strategies (ALS)

ALS are considered as an essential outcome of active learning, given to their success in the educational process and the important participation they create among learners both inside and outside the classroom. In spite of their simplicity, they have significantly impacted the development and success of the educational process. These strategies are represented in a plan including a series of organized steps done by both the teacher and the pupil to achieve several basic educational objectives the Literature of Active learning mentioned to so many strategies. In light of the obvious impact of some strategies on language learning and vocabulary acquisition in English, the following strategies are chosen and in this implemented research: (Traffic Light Strategy, Mix-N-Match Strategy, Boards Strategy, Voting Strategy, Mix then Freeze, Odd one out Strategy, Choosing the correct Letter Strategy, Letters and Words Strategy).

Vocabulary Acquisition (VA):

One of the important parts in learning language is VA, considering learning language is not only about understanding grammar and structure, vocabulary becomes a crucial part of language to be learned, because no human – even with great grammar skill – can convey any message without vocabulary (Atsari,2018,p.119).

Previous Studies related to the Educational Program:

1. El Salhi (2013)

This study was conducted in Palestine. It aimed at investigating the effectiveness of a suggested program based on active learning strategies on fourth graders' performance in English. The researcher adopted the experimental design of two groups. The sample of the study consisted of (70) female pupils from Nuseirat primary school, distributed into two groups. One of the groups represented the control group of (35) pupils; and the other represented the experimental one of (35) pupils. The active learning program was used in teaching the experimental group, while the conventional method was used with the control one. The tool included post Achievement test. The data of the study were analyzed, using T-test and Mann Whitney. The study indicated that there were statistically significant differences between the two groups in performance of the four English language skills : listening, reading, writing, and speaking in favor of the experimental group which used active learning program. Furthermore, there were statistically significant differences between the high and low achievers in the experimental group from one side and their counterparts in the control one in favour of the experimental group.

2. AlShammari et al (2022)

This study was conducted in Iraq–Babylon. It aimed at investigating The Impact of an Instructional Program Based on Collaborative Writing on College EFL Learners' Achievement in Translation Subject. The experimental design of two groups is adopted in the study. The sample

is represented by the Third year students at the department of English/ Morning studies which were (87) participants. The sample members were divided into two groups. The first is the experiment with (42) students. The second is the control with (45) students. The researchers Conduct a final administration of the post-test of translation academic achievement, then, the collected data were analysed to get results using t-test. The results showed that there was a statistically significant difference between the two groups in favour of the experimental group at the level (0.05).

Previous Studies related to Vocabulary Acquisition:

1. Sulayman (2011)

This study was conducted in Iraq. It examined the effect of using pictorial story style on the acquisition of new English vocabulary by sixth primary pupils. The researcher has adopted the pre-and post-tests equivalent groups as an experimental design of two groups. The sample of the study consists of (66) female pupils; (33) pupils represent the experimental group which has been taught by using pictorial story style, and (33) pupils represent the control group which has been taught by using the conventional method. The tool included a post English vocabulary test. Using T-test of two separated groups, the results showed statistically significant difference between the experimental group and the control group in favour of the experimental group in acquisition of new English vocabulary.

2. ALmaeni (2021)

This study was conducted in Iraq. It aimed at investigating the impact of using electronic mind mapping strategy on vocabulary acquisition and its retention by fifth primary pupils in English language. The researcher conducted the experimental design of two groups (experimental group

and control group) with post-test. The pupils of Al Farahidi Primary School for Boys at the left bank of Mosul city is selected to represent the sample of the study included (40) pupils, where electronic mind mapping strategy was used in teaching the experimental group and contained (20) pupils, while the conventional method was used with the control group which contained (20) pupils in the first semester during the academic year (2020–2021). The tool included a post vocabulary acquisition test. By using Mann–Whitney U and Yates' Correction, the results showed that there is a significant difference between the mean scores of the experimental group and the mean scores of the control group, in favour of the experimental group at the level (0.05), in both vocabulary acquisition and it's retention.

Research Methodology

The Experimental Design:

The experimental design is defined by Wiersma & Jurs (2005) as a structure by which variables are positioned or arranged in the experiment (p.101). " which involves effect of the systematic manipulation of one variable(s) on another variable" (Ary et al.,2018 p.28).

Therefore, the researcher has adopted the experimental design with a control group, post- test and pre-post which is suitable to the research conditions to be.

The experimental group is the group in which pupils are subjected to the independent variable (EP based on ALS) when teaching the subject of English for the third Primary grade. On the other hand, the control group is the group in which the pupils have been taught according to the conventional method. Acquisition Vocabulary is the dependent variable which has been measured by an posttest administered to the pupils of the two groups.

The Sample of the Research:

Section (A) from "Nineveh primary school" has been randomly selected to represent the experimental group, and section (B) from "Janeen primary school" has also been randomly selected to represent the control group. The number of pupils in the experimental group was (36), while in the control (35). Repeaters in both groups were removed by the researcher since their accumulated experience of the previous year in English was thought to affect the internal validity of experiment.

The number of repeaters in the experimental group was (3), while in the control group (4) pupils. Thus, the number of pupils in the experimental group was (33), while in the control one (31) pupils. Table (1) illustrates the distribution of the pupil's sample.

Table (1): The Distribution of Pupils' Sample according to their Groups

Group	School Name	Section	The number of pupils before removing	The number of repeater pupils	The number of pupils after removing
Experimental group	Ninevah primary school	A	36	3	33
Control group	Janeen primary school	B	35	4	31

Equivalence of the Groups:

To ensure the accuracy of the results and to avoid any possible influence, the researcher tried to control some intervening variables before the research.

In order to gain equivalent groups, and to control the several variables that may have effect on the results, the researcher has conducted the process of Equivalence of the Groups for several variables as follows:

1. Pupil's ages (measured in months).
2. Intelligence test scores.

3. Parents' educational attainment.
4. The Pupils' Degrees in English Subject in second grade.
5. Pupils General Averages in the whole subjects in second grade.

By using T-Test and Chi-Square as a statistical tools it was found that the two groups were equivalent in these variables.

Preparing the Educational Program:

As part of the experimental procedures, the researcher designed an educational program consisting of (9) sessions tailored to the content of the English language textbook prescribed for third-grade primary pupils. The textbook includes (8) units, and the sessions were accordingly distributed over these units. However, the first session was exclusively dedicated to administering the pre-tests and pre-scales related to VA, LC, and motivation, in order to establish baseline data before the implementation of the strategies.

The researcher selected (8) ALS based on their suitability to the psychological and developmental needs of third-grade pupils and their fitting with the content of the prescribed English textbook for the third stage. From the second session, each was based on a different unit from the textbook. This is how it usually works: each unit has (8) lessons, and each lesson is taught (12) lessons a month, three times a week. There is one exception: Units (4) and (8) each has four repeated lessons meant to go over the material already taught. The active learning strategies were distributed over the teaching sessions as follows: Session (2) Traffic Light Strategy; Session (3) Mix-N-Match Strategy; Session (4) Boards Strategy; Session (5) Voting Strategy; Session (6) Mix then Freeze Strategy; Session (7) Odd One Out Strategy; Session (8) Choosing the Correct Letter Strategy and Session (9) Letters and Words Strategy.

Determining the Teaching Material:

The researcher identified the teaching material represented by the vocabulary for the all units of the English language book From (English for Iraq) pupil's Book 3 for third grade of primary school and all units from Activity Book 3 for English language for the academic year (2024–2025). This article covered the curriculum in the first and second semester to teach the pupils of the 3rd primary grade..

Preparing the Daily Lesson Plans:

Daily lesson plans can be defined as systematic records of a teacher's thoughts about what will be covered during a lesson (Richards & Renanadya, 2002,p.30).

Since preparing the lesson plans is one of the requirements for the success of the teaching process, the researcher prepared (56) teaching plans for the English subjects in the light of the formulated behavioural objectives and according to the EP based on ALS for the experimental group and the conventional method of teaching for the control group, in the light of the curriculum content (English for Iraq).

Tool of the Research:

Preparing the Vocabulary Acquisition Test:

The researcher prepared an VA test to measure the effect of using EP based on some ALS in the light of Analysing the school book content and behavioral objectives. The Acquisition test was set according to the following steps:

–Determining the number of test items:

The researcher made meetings with several teachers of English language for third primary grade to identify the number of appropriate items for the Acquisition test. After examining the prescribed behavioral objectives and the content of the units (1,2,3,5,6 and7) of the English book, (18) test items, were formulated.

–Preparing the test map (Specifications table):

Therefore, the researcher has prepared the test map for the eight selected units in the current research from English book for third class, and the behavioral objectives distributed over Blooms' first three cognitive levels (Remembering, understanding, and applying). Also, several questions have been set for every cognitive level, and as follows: Remembering (6), understanding (6), and applying (6), as illustrated in table (2).

Table (2): The test map for an acquisition test for each group in the research

conte nt	Rate of lesson periods	Rate of concentrat ion	No. items of each level in an acquisition test			Total (100%)
			Rememberi ng (35%)	Understandi ng (38%)	Applying (27%)	
Unit 1	8	16,6%	1	1	1	3
Unit 2	8	16,6%	1	1	1	3
Unit 3	8	16,6%	1	1	1	3
Unit 4	Revision					
Unit 5	8	16,6%	1	1	1	3
Unit 6	8	16,6%	1	1	1	3
Unit 7	8	16,6%	1	1	1	3
Unit 8	Revision					
Total	48	100%	6	6	6	18

–Formulating the Test Items:

The test items were formulated according to the test map. The researcher prepared the test which is a type of the subjective tests of the pattern (Tick/cross), complete the missing letter, match the words with pictures and odd one out.

Validity:

Brown (2004) defines validity as "is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms

of the purpose of the assessment (p.22). In the present research, the researcher has used face validity and content validity.

1. Face Validity:

The researcher introduced the items of the test to Jury Members in English and teaching methods, and teachers of English language.

Under agreement of (80%) by jury members, several items have been reformulated, and no items have been omitted. Thus, the test validity has been verified and its items have been (18) items for the test.

2. Content Validity:

The researcher has verified the content validity through preparing a test map (specification table) to guarantee representing the items, the whole subjects, and required behaviors with appropriate percentages. He has prepared the specification table accurately.

Correcting the Test:

The researcher has allocated (one) score for each correct item, and (zero) for the incorrect answer item. There are several items, namely (1 to 18). Also, the item ignored or given more than one answer was treated as false.

Accordingly, the highest degree of the test is (18) scores and the lowest one is (zero).

The Pilot Study:

The researcher selected (30) male pupils from the third grade in section (A) at Al-Huria1 primary school for a pilot study. After verifying the completion of the prescribed units as set in the research plan, the test was done on Sunday 22nd of September 2024. It was found that all the test items were clear.

After applying the test through the pilot study, the researcher recorded the time when the first five pupils finished the test or answered the questions and the last five who finished with the calculated average time

for answering the test. It was clear that the time spent answering the total items was (30–40) minutes.

For statistical Analysis of acquisition Test Items, the researcher applied the written test on a sample of (100) third grade pupils from Al-Huria1 in sections (A and B) and Al-Huria2 in sections (A and B) primary schools. The examination was done on Sunday 22nd of September,2024. The two schools have an approximate location to that of the pupils sample .

a. Difficulty Coefficient (DC):

It means the extent to which an item seems difficult or complicated to a certain group of examinees (Brown & Abeywickrama,2019,p.75).

It is expressed by the following equation:

$$DC = \frac{\text{Number of incorrect responses}}{\text{Total number of pupils who attempted the question}}$$

On calculating difficulty factor for each item included in the test prepared for the research, it was found out to range between (0.28–0.65) and was acceptable since the studies have showed that the accepted range of difficulty level must be (0.20–0.80) (Bloom et al, 1981,p.88).

b. Discrimination Power (DP):

DP is the ability to differentiate between pupils who have achieved well (the upper group) and those who have achieved poorly (the lower group) (Asamoah & Ocansey , 2019,p.23) It reflects the relationship between students' responses for the total test and their responses to a particular test item. as shown in the following equation:

$$DP = \frac{\text{number of the correct answers for high class} - \text{number of the correct answers for low class}}{\text{1/2 the group members}} \times 100$$

After calculating the DP of each item of the test, it was found that it was ranging between (0.33) and (0.56) .

c. Effectiveness of Distractors

The researcher designed the VA test according to the objectives of the research and the pupils' linguistic levels. It included (18) multiple-choice items to assess pupils' English vocabulary knowledge and ability to use it in appropriate contexts.

Items (1–13) focused on recognizing basic vocabulary and word formation. Items (14–18) were designed to measure pupils' ability discrimination and lexical categorization based on the alternative of Distractors in the form of (Odd–One–Out) tasks.

According to Hughes (2003), well-constructed distractors enhance test validity by requiring learners to process meaning rather than relying on recognition or superficial cues (p.76).

The researcher documented the pupil's responses to the multiple-choice test items, specifically for items (14–18), totaling five items, by dividing them into upper and lower groups. The effectiveness formula showed that all values were negative except for the correct option, which had a positive value greater than (0.05). Therefore, all distractors for all items were considered appropriate.

Reliability:

The term reliability is defined as the ability of the instrument to maintain its quantity and quality under specified condition for a specified time (Bairagi & Munot, 2019,P.118).

In the present research, to determine the reliability of the test, the researcher administered the test to a sample of (30) pupils from Al-Mobeen Primary School for Boys on Sunday 6th of October 2024. Reliability of the test has been obtained by using Kuder–Richardson's formula (20). It was found that the reliability coefficient of the written test was (0.82). It refers to good reliability coefficient.

Tool application**Applying the Vocabulary Acquisition Test (post-test):**

The researcher/teacher administered the VA post-test to the two groups of pupils on Tuesday 15th of April 2025, after informing them a week in advance of the date of the test. In order to prepare for the test. Then, the answer sheets were scored and recorded by the researcher himself.

The Statistical Treatments:

The researcher used the following statistical treatments: T-test, Chi-Square, Difficulty Level (DL) of the Item, Discrimination Power (DP) for items, Effectiveness of the Distractor for the items of VA, kuder-Richardson formula (20), Pearson formula of correlation to compute the reliability and Cooper equation.

Data Analysis and Discussion of Results

null-hypothesis:

"There is no statistically significant difference at (0.05) level between the mean scores of the experimental group pupils, who were taught according to the EP based on some ALS and the mean scores of the control group pupils, who were taught according to the conventional method in the post-test of VA".

After analyzing the data, it was found that the mean score of the experimental group on the post-test of vocabulary English acquisition was (14.4242) with standard deviation (1.78589), while the mean score of the control group was (10.0323) with standard deviation (1.922326).

After that, the t-test for independent samples was administered to show the level of significant difference between the two groups. It was found that the calculated t-value (9.473) was more than the tabulated t-value amounting (1.999) at level (0.05) with freedom degree (62). This means that there is statistically a significant difference between the experimental and control groups in the post-VA test and in favour of the

experimental group. So, the first null hypothesis is rejected and the alternative one is accepted (See table 3).

Table (3) T-test Results of Each Group on the post-test of VA.

Groups	No.	Mean	SD	d.f.	T-value		Significance level at (0.05)
					Calculated	tabulated	
Experimental	33	14.4242	1.78589	62	9.473	1.999	in favor of experimental group
Control	31	10.0323	1.922326				

4.2 Discussion of Results:

From the results arrived at and presented in table (3), it appears that there is a statistically significant difference between the two groups of pupils (experimental & control) in acquisition of English vocabulary, in favour of the pupils of the experimental group who were taught EP based on some ALS at level of (0.05).

The possible reasons of the superiority of an EP based on some ALS from the researcher's point of view can be summarised as follows:

1. An EP based on some ALS is one of the modern and attractive programme for third grade pupils in learning English language in primary schools; therefore this programme which is based on ALS has enhanced and increased in vocabulary English acquisition.
2. An EP based on some ALS leads to the exchange of ideas and information among the pupils and increases their communication skills. As such, their ability to retain the acquired vocabulary is enhanced.
3. The cooperative climate of active learning strategies which is used according to the programme spreads in the working of the groups learning far from the individual competition and lonely trends. This reduced pupils' mistakes and enabled them to improve their vocabulary, English acquisition.

Conclusions, Recommendations and Suggestions for Further Studies

Conclusions:

In the light of the result of the research, the research has come up with the following conclusions:

1. The EP based on ALS has demonstrated that it has a great effectiveness and a high impact on increasing VA of the experimental group pupils.
2. The pupils of the experimental group revealed their motivation and enthusiasm in following up the implementation of the steps and procedures of all the strategies included in the program.

Recommendations:

On the base of the research results, the researcher has recommended the following :

1. The necessity of integrating ALS, which is included in the program, into the English language curriculum for third–grade primary school.
2. Conduct training courses and workshops for primary English teachers by the Ministry of Education's Directorate General of Preparation and Training on how the ALS to be applied in English lessons at the primary stage, especially in third–grade classes.

Suggestions for Further Studies:

Completing the current research, the researcher suggests the following further studies:

1. A study of the effect of an EP based on ALS on other dependent variables, such as reading skill and interest in English subjects.
2. A comparative study between male and female pupils in the same independent variable and dependent variables covered by the current research.

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