

The Effect of the Numbered Heads Strategy on English Vocabulary Acquisition and Academic Engagement Development by Fifth Primary Pupils

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Abstract

This research aims at investigating the effect of the numbered heads strategy on English vocabulary acquisition and academic engagement development by fifth primary pupils. To achieve this aim, the researcher has set four null hypotheses. The population of the study consists of fifth grade female pupils at primary stage in the city of Mosul during the academic year 2025–2026. The sample of the study subsumes 72 female pupils; 36 pupils representing the experimental group, taught according to the numbered heads strategy, and 36 pupils representing the control group, taught according to the conventional method. The pretest– posttest equivalent groups have been used as the experimental design. To validate the research hypotheses, the vocabulary achievement and academic engagement tests were prepared and conducted to collect the data required for analysis. After treating the data statistically by using the T–test of two separated groups, the results indicate statistically significant differences between the two groups, with the experimental group outperforming the control group in the vocabulary achievement and on the academic engagement tests.

Key Words: numbered heads, academic engagement, acquisition.

أثر استراتيجية الرؤوس المرقمة في اكتساب مفردات اللغة الانكليزية وتنمية الاندماج الدراسي لدى تلميذات الصف الخامس الابتدائي

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المستخلص

يهدف البحث الحالي الى تحديد أثر استراتيجية الرؤوس المرقمة في اكتساب مفردات اللغة الانكليزية وتنمية الاندماج الدراسي لدى تلميذات الصف الخامس الابتدائي. ولتحقيق هذا الهدف، تمّ وضع اربع فرضيات صفرية. يتألف مجتمع البحث من تلميذات الصف الخامس الابتدائي في مركز مدينة الموصل للعام الدراسي ٢٠٢٥-٢٠٢٦. تكونت عينة البحث من ٧٢ تلميذة: ٣٦ تلميذة يمثلن المجموعة التجريبية التي جرى تدريسها طبقا لاستراتيجية الرؤوس المرقمة و ٣٦ تلميذة يمثلن المجموعة الضابطة التي درست باستخدام الطريقة التقليدية. تم استخدام التصميم التجريبي ذي المجموعتين المتكافئتين ذات الاختبار القبلي والبعدي. كما أعدت الباحثة اختباري تحصيل المفردات والاندماج الدراسي لأختبار فرضيات البحث. وبعد معالجة البيانات احصائيا باستخدام الاختبار التائي لعينتين مستقلتين، اظهرت النتائج وجود فروق ذات دالة احصائيا بين المجموعتين لصالح المجموعة التجريبية في الاختبارين تحصيل المفردات والاندماج الدراسي.

الكلمات المفتاحية: الرؤوس المرقمة، الاندماج الدراسي، الاكتساب.

1. Introduction

The numbered heads strategy (henceforth NHS) is a modern approach pertinent to cooperative learning. The strategy is done by organizing pupils into small heterogeneous groups so as to achieve positive interaction and enforce their effective contribution to the educational situations. The importance of this strategy comes from the fact that it shifts the focus of the educational process from the teacher to the learners, hence making pupils becomes active elements in building knowledge rather than being negative recipient.

The NHS contributes to the development of thinking and communication skills, which in turn enhances the acquisition of new vocabulary. It also boosts learners' motivation to learn as it instills in them both individual and collective responsibility.

Kagan & Kagan (2015) affirmed that NHS is one of the most effective strategies of cooperative learning because it brings together individual responsibility and teamwork that positively impact learners' achievement and understanding of the educational material (Kagan & Kagan, 2015: 219).

Therefore, this strategy helps in creating active and stimulating learning environments based on collaboration and interaction, that ultimately lead to the improvement of learners' academic performance, vocabulary acquisition, and academic engagement.

2. Statement of the Problem

Despite the efforts exerted in teaching English at primary stage and specifically to the fifth grade, many female pupils still face difficulty in acquiring English vocabulary. This negatively impacts their level of cognition, expression and overall achievement. It is often believed that such a negative phenomenon is due to the reliance on traditional teaching methods that concentrate on and advocate rote learning and memorizing, and the negligence of the new strategies that focus on pupils as vital participants in the teaching process and support their positive interaction in the classroom. Additionally, educational observations indicate the lack of academic engagement among some fifth grade primary pupils, and their rare interaction with educational activities, in such a way that affects the effectiveness and continuity of learning. Hence, such a situation urges the authorities in charge to adopt modern teaching strategies that provide opportunities for activating learners' role and enhance acquisition of vocabulary and academic engagement.

3. Significance of the Study

This research is important for several reasons as it:

1- highlights the importance of NHS in teaching English at the primary stage,

2- provides insights into how NHS can improve pupils' acquisition vocabulary,

3- offers practical strategy that teachers can use to promote academic engagement in the classroom, and

4- contributes to educational research on innovative teaching approaches.

4. The Aim of the Study

This study aims to investigate the effect of the NHS on English vocabulary acquisition and academic engagement development by fifth primary pupils.

5. Hypotheses

This study hypothesizes the following:

1. "There is no statistically significant difference between the mean scores of the experimental group taught according to the NHS and the control group taught on the basis of the conventional method on the vocabulary achievement test".

2. "There is no statistically significant difference between the mean scores of the experimental group taught according to the NHS on the pre and post-tests of academic engagement".

3. "There is no statistically significant difference between the mean scores of the control group taught according to conventional method on the pre and post-tests of academic engagement".

4. "There is no statistically significant difference between the mean scores of the experimental group taught according to the NHS and the control group taught by using the conventional method on the academic engagement test".

6. Scope of the Study

This study is limited to a sample of fifth primary female pupils in the city of Mosul, during the academic year (2025-2026). The teaching

material is limited to units 1 and 2 of Pupil's Book for Fifth Primary of English for Iraq.

7. Definitions of Basic Terms

This section presents some definitions related to the study and as follows:

– Numbered Heads Strategy

Atwa et al. (2010: 25) define the NHS as "a strategy based on dividing students into groups bearing similar numbers. The group members put their heads together to verify the correctness of the answer to the question posed by the teacher, and the bearers of the relevant number present the answer to the class as a whole".

Hunter et al. (2015: 349) view the NHS as "one of the cooperative learning strategy when all members of group work together to be sure that everyone will gain knowledge concerning the topic and will be able to give a correct answer when called upon".

Operational definition of numbered heads strategy

The NHS is an educational strategy wherein the teacher divides the fifth-grade female pupils (sample of the study) into teams of (3–5) members, and assigns each member a number ranging from (1–5). The teacher then poses a question, and the pupils put their heads together to ensure that everyone knows the answer. Afterward, the teacher announces the number, and those numbered with the same number raise their hands and provide answers to the class as a whole.

– Academic Engagement

Akey (2006: 18) states that academic engagement is "the level of participation and intrinsic interest that a student shows in school. Engagement in schoolwork involves both behaviours (such as persistence, effort, attention) and attitude (such as motivation, positive learning values, enthusiasm, interest, and pride in success)".

According to Amerstorfer (2021: 10), academic engagement is "the level of investment, effort, and interest a student puts into their educational experience, encompassing behavioural, cognitive, and emotional participation"

Operational definition of academic engagement

Academic engagement is the effort exerted by a primary stage pupil in schoolwork. It encompasses pupils' active and constructive interactions in all cognitive, behavioural, and emotional domains to achieve desired goals. Its procedural assessment is determined by the score obtained on the academic engagement test used in the current study.

– Acquisition

Hornby (2000: 11) states that acquisition is "the act of getting something, especially knowledge".

Acquisition according to Richards (2002: 158), is "the processes which the learner incorporates a new learning item into his or her developing system or inter language".

8. Numbered Heads Strategy: Theoretical Background:

8.1 Numbered Heads Strategy: Definition and Function

The NHS defined by (Amin, 2008: 28) as "a strategy involves the teacher numbers the members of the groups and then poses a question. Each learner writes his own answer, which is then discussed within his group. After indicating their readiness to answer, the teacher chooses a number, and learners in other groups with the same number respond using a simultaneous series of response formulas"

8.2 Benefits of Numbered Heads Strategy

Haydon et al. (2010), Martino et al. (2015), and Al-Obaysat (2019) indicate that the NHS is beneficial as it:

- enhances cognitive achievement,
- raises learners self-confidence,

- develops learners skill of listening and talking,
- creates a kind of interaction, dialogue, debate in classroom between teachers and learners,
- motivates learners to learn actively during lesson,
- raises the spirit of competition and enjoyment among members of the team,
- increases learning motivation and improve learning outcomes, and
- encourages peer learning through interaction between intelligent learners who know the answer and other team members who do not.

8.3 Implementing the Numbered Heads Strategy

Lie (2010) states that teachers who intending to implement the NHS should:

- 1- divide the pupils into groups of (3-5), with possibility of coding or giving each group a name and numbering the group members,
- 2- pose a question or problem generally to all members of the groups,
- 3- give a specific amount of time for the pupils to think enough to complete the task,
- 4- make the pupils in each group put their heads together to think of an answer to the question, and also make sure that everyone in their group understands and can provide an answer, and
- 5- choose a random number using dice, and then poses the question again specifically to the pupil whose number was chosen, with the aim of adding to or modifying the answer.

9. Academic Engagement: Theoretical Background

9.1 Academic Engagement: Definition and Importance

Academic engagement is a change of motivating nature that greatly affects pupils' performance. It is also a crucial factor in improving the learning process as it is a main indicator of the type and quality of learning.

Lam et al. (2014: 216) point out that academic engagement refers to the strategies that learners adopt and use in learning. Cognitively engaged learners have high potential of cognitive treatment deep understanding of subjects and the ability to retain and recall information.

Additionally, academic engagement refers to the level of interest, involvement and active participation exhibited by learners in the learning process. It encompasses the extent to which learners are motivated, attentive, and invested in their academic pursuits (Kuh, 2003: 25).

Rhodes (2007), Skinner et al. (2008), and Al-Feel (2019) mention the importance of academic engagement as it is:

- 1- one of strongest indicators of psychological and pedagogical health of learners as it helps them to keep good physical and mental state,
- 2- a major contributor to learners' academic success, better learning and achievement, and improves school attendance and academic adaption,
- 3- a real key to evaluate and improve educational outcomes, improve curricula and teaching methods,
- 4- enables learners to develop positive feelings towards their peers, teachers, and educational institution, thus creating a sense of belonging and attachment to the school, and increases their self-confidence,
- 5- helps learners achieve high academic performance, and affects social success and the establishment of balanced and productive social relationships, and
- 6- increases knowledge and learning efficiency, develops academic' achievement, and improves learner's critical and creative thinking skills.

9.2 The Dimensions of Academic Engagement

Gibbs & Poskitt (2010), Finn & Zimmer (2012), and Lam et al. (2014) outline the following dimensions of academic engagement:

- 1- **Affective engagement** refers to pupils' feelings about learning and the school they attend.

2– **Behavioural engagement** refers to pupils’ performance, participation in activities such as sports, completion of schoolwork, and gaining high scores on achievement tests.

3– **Cognitive engagement** refers to pupils’ perceptions and beliefs about self, school, teachers, and other pupils. Examples are self-efficacy, motivation, and perception of teachers’ care and encouragement to achieve their ambitions and aspirations.

10. Previous Studies on Numbered Heads Strategy:

This section presents some previous studies related to the current study in one way or another:

Astuti (2014) investigated the effectiveness of using NHS on developing reading ability among eight–grade students in English in Jakarta. The researcher used the experimental design, and prepared a reading achievement test. The sample consisted of 79 students divided into two groups: an experimental group consisting of 40 students who studied using the NHS and a control group consisting of 39 students who studied using the traditional method. The result showed a statistically significant difference between the mean scores of the experimental and control groups on the reading achievement test in favour of the experimental group.

Al–Obaysat(2019) studied the effect of NHS on developing academic achievement in English among seventh–grade female students in Jordan. The study adopted the semi–experimental design. The researcher prepared the achievement test. The sample consisted of 30 students as an experimental group, and 30 students as a control group. The results showed statistically significant differences between the mean scores of the students on the achievement test due to the teaching method variable.

11. Methodology

This section presents a detailed account of the methodology adopted in the current study.

11.1 The Empirical Design

The researcher has adopted the experimental design by basing the current research on the design of pretest–posttest equivalent groups.

11.2 The Population

The population of the present research includes the female pupils in the fifth primary class in Mosul city–center during the academic year 2025–2026.

11.3 The Sample

The fifth primary pupils of Al–Jami’a school for females was chosen to be the sample of this study. Group A was selected as the experimental group, i.e. the group taught by using NHS, while group B was nominated as the control group, i.e. the group taught by using the conventional method.

11.4 Equivalence of the Groups

The researcher made parity between the two groups before applying the experiment. Such a procedure attends to a number of variables, namely pupils’ age in months, mark in English for the preceding year, intelligence, and mark of academic engagement got on the pre–test.

Table (1) The Calculated T Value of Valence Variables for the Two Groups

Variables	Groups	No.	Means	SD.	T- Value		Significance level at 0.05			
					Calculated	Tabulated				
Pupils’ age in months	Experimental	36	123.42	14.32	0.27	1.994	Equal			
	Control	36	124.37	14.76						
Degree in English for the Preceding year	Experimental	36	9.23	3.80	0.85		1.994	Equal		
	Control	36	9.20	3.11						
Degree of Intelligent	Experimental	36	37.16	5.03	0.26			1.994	Equal	
	Control	36	36.85	4.92						
Degree of academic engagement on the pre-test	Experimental	36	57.81	11.22	0.08				1.994	Equal
	Control	36	57.64	7.56						

No = 72 T-tabulated value at (0.05) level, (70) df = 1.994 (Ferguson, 1981:487)

Since the T- calculated value is less than the T-tabulated value, 1.994, this means that the two groups were equivalent in all variables.

12. Research Tools

12.1 Lesson Plan

In this study, the lesson plan was according to the two different teaching strategies: the conventional method for the control group and the NHS for the experimental group (See Appendix 1). Two designs were presented to a group of referees specialized in methods of teaching and education. The designs were approved by the specialists, who also made some modification that were considered by the researcher.

12.2 Vocabulary achievement and academic engagement Tests

The researcher herself prepared the vocabulary achievement test by relying on the textbook: English for Iraq/ 5th Primary (See Appendix 2). The vocabulary achievement test items were presented to some jury members specialized in education and methods of teaching to approve their validity.

The researcher also prepared the 18-items academic engagement test by relying on the available literature (See Appendix 3).

12.2.1 Validity

According to Brown (1981: 212), validity is "the degree to which the test actually measures what it is intended to measure". Face validity has been considered by the researcher in this study. The vocabulary achievement and academic engagement tests were also submitted to a group of experts to judge whether they are applicable as far as the current research is concerned. 89% of the consulting specialists agreed that the tests are valid.

12.2.2 Reliability

Al-Zoba'ie & Al-Hamadani (1982: 16) define that reliability as "the consistency of scores obtained by the same individuals on different

occasions or with different sets of equivalent items". By using the test-retest reliability method and Pearson Correlation Coefficient with Spearman-Brown prophecy formula, the reliability coefficients came out to be 90 %.

12.2.3 The Pilot Study

The researcher piloted the tools on a group consisting of 36 pupils in the fifth class/ section (c). The tools were found out to be comprehensible and acceptable by the pupils.

13. The Experiment

The teacher started teaching English to both groups according to the daily plans prepared by the researcher. The experiment started on 1st, October, 2025 and ended on 30th, November, 2025.

On 3rd, December 2025, both the post-tests of vocabulary achievement and academic engagement were administered to the two groups.

14. Data Analysis and Discussion of Results

This section presents the results arrived at after analyzing the collected data, followed by the discussion of such results on the basis of the hypotheses of the study.

14.1 "There is no statistically significant difference between the mean scores of the experimental group taught according to the NHS and the control group taught on the basis of the conventional method on the vocabulary achievement test".

The results are presented in Table 2.

Table (2): T-Test Results of the Vocabulary achievement Test for the Experimental and Control Groups

Groups	No.	Mean	SD.	T- Calculated	T- Tabulated	Significance level at 0.05
Experimental	36	86.13	12.42	5.91	1.994	There is a statistically significant difference
Control	36	72.08	10.93			

The results presented in table (2) indicate that the first hypothesis is rejected because the calculated- T value, viz. 5.91 is higher than the tabulated- T value 1.994. Such a result is due to the effectiveness of the NHS in acquiring vocabulary. The researcher attributes this result of vocabulary acquisition to the fact that the NHS, with its effective activities and educational atmosphere, followed by the required and right organized steps, enhanced pupils' participation. It made pupils focus on the educational process by having them carry out activities and construct knowledge themselves.

14.2 "There is no statistically significant difference between the mean scores of the experimental group taught according to the NHS on the pre and post-tests of academic engagement", see Table 3.

Table (3): T-Test Results of the Differences between Pretest and Posttest Scores for the Experimental Group in the Academic Engagement Test

Experimental Group	No.	Mean	SD.	T- Calculated	T – Tabulated	Significance level at 0.05
Pretest	36	57.81	11.22	6.94	1.994	There is a statistically significant difference
Posttest	36	76.35	11.45			

According to the result presented in Table 3, the second hypothesis is also rejected. This is due to the fact that the nature and procedures of the NHS contributed to development of academic engagement as it aligns with the requirements of the educational stage and learner's psychological and academic needs, works to instill enthusiasm and vitality in them, and reduces their levels of boredom.

14.3 "There is no statistically significant difference between the mean scores of the control group taught according to conventional method on the pre and post-tests of academic engagement", the scores of pre-and post-tests were calculated and tested as demonstrated in table 4.

Table (4): T-Test Results of the Differences between Pretest and Posttest Scores for the Control Group in the Academic Engagement Test

Control Group	No.	Mean	SD.	T- Calculated	T- Tabulated	Significance level at 0.05
Pretest	36	57.64	7.56	0.62	1.994	No statistically significant difference
Posttest	36	58.76	7.85			

The values presented above indicate that there is no difference between the pre & post-tests of the control group on the academic engagement test. Hence, this hypothesis is accepted.

14.4 "There is no statistically significant difference between the mean scores of the experimental group taught according to the NHS and the control group taught by using the conventional method on the academic engagement test", the T- values were calculated as presented in Table 5.

Table (5): T-Test Results of the Post-test of the Academic Engagement Test for the Experimental and Control Groups

Groups	No.	Mean	SD.	T- Calculated	T- Tabulated	Significance level at 0.05
Experimental	36	76.35	11.45	8.70	1.994	There is a statistically significant difference
Control	36	58.76	7.85			

Based on Table 5, it is clear that the T- calculated value is higher than the T- tabulated one. Therefore, the fourth hypothesis is rejected.

Based on the results so far presented and discussed, it can be stated that the experimental group outperformance compared to that of the control group on the academic engagement test is due to the adoption of the NHS that is based on the principle of cooperative learning, which engages all pupils in the learning process. Each individual is required to be prepared to answer, a procedure that

promotes attention and active participation in the classroom and reduces passivity and dependence on others.

15. Conclusions

On the basis of the results arrived at, it can be concluded that the NHS is one of the effective teaching methods that significantly contribute to improve learning outcomes. The employing this strategy enhances pupils' participation in the classroom, increases their motivation to learn, and give them equal opportunities for thinking and interaction. It was also found out that adopting the NHS helps pupils acquire vocabulary more deeply and consistently, as a result of continuous interaction, group discussion, and individual responsibility within group work. The impact was not limited to the cognitive aspect only, but also extended to the affective aspect as well, since the NHS contributed to reducing anxiety, enhancing self-confidence, and developing a spirit of cooperative and belonging among pupils, all of which were reflected positively in developing their academic engagement.

16. Recommendations

In light of the findings of the current research, the following recommendations have been forwarded:

1- Adopting the NHS in teaching English, especially in the primary stage for its effective impact on increasing pupils' vocabulary acquisition.

2- Training teachers of English on the steps of the NHS to facilitate its application in educational situations.

3- Incorporating the NHS into school curricula in general, and the English language curriculum in particular, so that pupils can benefit from it in developing their academic engagement.

17- Suggestions for Further Studies

The researcher suggests the following for further studies on the researched topic:

- 4- Conducting a study that identifies the effect of NHS on other variables such as interest, attitudes, and critical thinking.
- 5- Conducting further researches on the NHS across different educational materials and stages.

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Appendix 1

The Validity of Teaching Plans

University of Mosul

College of Basic Education

Department of English

Teaching Plans

Honourable professor

Good Greeting,

The researcher is conducting a study titled "The Effect of the Numbered Heads Strategy on English Vocabulary Acquisition and Academic Engagements Development by Fifth Primary Pupils". To achieve the aim of the study, the researcher has prepared a daily lesson plan. In the light of your experience, know-how, and scientific outlook in this field, they have nominated you to go through the plan, add, delete and/or modify the items so as to prove the validity of the plan.

Your effort and time are highly appreciated.

The Researcher

A Daily Lesson Plan / The Experimental Group

Day:

Material: English

Date:

Unit: 1

Class:

Fifth

Primary

Lesson: 1

Subject: I'm from

(1) Objectives: Enable the pupil to:

1- Identify the names of different countries.

2- Ask and answer about countries using "Where are you from?" and "I'm from".

3- Work cooperatively using the numbered heads strategy.

(2) Teaching Aids:

Textbook,

Flashcards or pictures of countries/flags

Map of the world

Audio track

Whiteboard and markers.

(3) Vocabulary: England, France, Italy, Egypt, Iraq, Japan, Thailand, Turkey.

Structures:

- Where are you from?

- I'm from Iraq.

- He's from Turkey.

- She isn't from England

(4) Warm-up

1- Greet the pupils and show a word map.

2- Ask: "Where are you from?" (students answer: "I'm from Iraq.")

3- Show flags or pictures and ask: "What country is this?"

(5) Presentation

1- Play or read the dialogue on page 6: "My name's Dima. I'm from Iraq."

2– Discuss the countries shown in the pictures.

3– Teach pronunciation of country names.

4– Model the dialogue:

T: Where are you from?

P: I'm from Iraq.

(6) Practice – Numbered Heads

1– Group work:

Divide the class into groups of 4, Each pupil in a group gets a number (1, 2, 3, 4).

2– Teacher asks a question:

– "Where is Japan?"

– "Who is from France?"

– "Is Dima from England?"

3– Group Discussion:

Pupils put their "heads together" to agree on the answer.

4– Teacher calls a number:

Example: Number 3!"

The pupil with number 3 from each group answers for the group

5– Feedback:

Teacher praises correct answers and provides correction when needed.

(7) Production

1– Pupils work in pairs to role-play:

A: Where are you from?

B: I'm from Japan.

(Then switch roles)

2– Volunteers perform in front of the class.

(8) Wrap-up

1– Quick review game: teacher points to a country/ flag → pupils say:

"I'm from"

2–Ask: "Who can tell me one country from today's lesson?"

3- Give positive feedback and assign homework:

Homework: (Write 5 sentences about different countries (e.g., I'm from Iraq. He's from France.)

(9) Assessment

1- Observation of participation in group activity.

2- Accuracy in answering "Where are you from?"

3- Correct pronunciation of country names.

4- Group cooperation in the Numbered Heads task.

Appendix 2

The Validity of the Vocabulary Test

University of Mosul

College of Basic Education

Department of English

The Vocabulary Test

Honourable professor

Good Greeting,

The researcher is conducting a study titled "The Effect of the Numbered Heads Strategy on English Vocabulary Acquisition and Academic Engagements Development by Fifth Primary Pupils ". To achieve the aim of the study, the researcher has prepared an achievement test. In the light of your experience, know-how, and scientific outlook in this field, they have nominated you to go through the test, add, delete and/or modify the items so as to prove the validity of the test.

Your effort and time are highly appreciated.

The Researcher:

**Q1/ Choose the correct answer between brackets:
(20 Marks)**

1- Mr. Hadi breakfast at 7 o'clock. (have – has – is)

2- I want to to other countries. (travel – travels – traveling)

3- Dima from Egypt? (Are – Is – Am)

4- We don't go to school Friday. (in – at – on)

5- nationality is she? (What – Where – Whose)

**Q2 Complete the following by using the suitable words:
(20 Marks)**

(Pandas, disease, Mumbai, colony, Lotus)

1- is the biggest city in India.

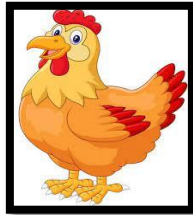
2- flower is the national plant of India.

- 3- Most ants live together in a big house called
- 4- are from China.
- 5- Flies are dangerous because they carry

Q3 Write the missing letters for these animals:
(20 Marks)



1- Sh.....k.



2- S....k.. .



3- M.....s... .



4- H.....



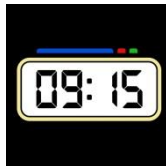
5- L.....n.

Q4 Write the nationalities. Use the endings from the box:
(20 Marks)

Ese	I	Ian	ish
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- 1- Egypt
- 2- Japan
- 3- Italy
- 4- Turkey
- 5- Iraq

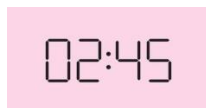
Q5 Write the time under each clock:
(20 Marks)



1-



2-.....



3-



4-

5-

Appendix 3

The Validity of the Academic Engagements Test

University of Mosul

College of Basic Education

Department of English

Academic Engagements Test

Honourable professor

Good Greeting,

The researcher is conducting a study titled "The Effect of the Numbered Heads Strategy on English Vocabulary Acquisition and Academic Engagements Development by Fifth Primary Pupils ". To achieve the aim of the study, the researcher has prepared the smart thinking test. In the light of your experience, know-how, and scientific outlook in this field, you have been nominated to go through the test, add, delete and/or modify the items so as to prove the validity of the test.

Your effort and time are highly appreciated.

The Researcher:

The Academic Engagements Test

Dear

It is my pleasure to kindly ask you to go through the items of the following questionnaire and state the extent of their application to you on the basis of the five options given opposite to each item. Please tick with (√) in the square that applies to you.

	Items	Alway s	Someti mes	Often	Rarel y	Nev er
1	I do my homework.					
2	I try to link my new information with information I've learned before.					
3	I pay attention to all the information the teachers provide.					
4	I put questions to myself to check my comprehension.					
5	I feel comfortable in the classroom.					
6	I make a plan for myself to do my homework (review, homework,).					
7	I like going to school.					
8	I do my best to stay focused during class.					
9	I strive to understand my lessons					

	using other means (external books, the internet,).					
10	I enjoy being with my classmates at school.					
11	I ask the teacher questions when I don't understand information related to the lesson.					
12	I summarize what I learned from the lessons in my own way.					
13	I feel happy to belong to the school where I study.					
14	I participate in debates during the lesson.					
15	I re-read lessons that I didn't understand many times until I understand.					
16	I appreciate all teachers' efforts to teach us.					
17	I try to answer the questions given by the teacher in the lesson.					
18	I benefit from discussing with my classmates about the subjects we are studying.					