

Implementation of GRASP Strategy on EFL Preparatory School Students' Receptive and Productive Vocabulary

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تطبيق إستراتيجية GRASP على المفردات الاستقبالية والإنتاجية لدى طلبة المرحلة الإعدادية

دراسي اللغة الإنكليزية كلفة أجنبية

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Abstract

This study investigated the effectiveness of the GRASP (Glean, Retain, Apply, Share, Perfect) strategy on the receptive and productive vocabulary. To achieve the aims of the study and verify its hypotheses and by employing a pre-posttest, equivalent group design a sample of 60 Iraqi EFL preparatory school students, was equally and randomly divided into an experimental group and a control group. One group was taught using GRASP strategy over ten weeks, while the other followed more conventional method. The ten-week intervention was conducted using instructional material from the "English for Iraq 5th Preparatory" textbook. A meticulously designed and validated posttest. The results revealed a statistically significant difference in overall vocabulary achievement, favoring the experimental group (EG Mean=71.23, CG Mean=57.33, $t=6.627$). A nuanced analysis showed that the GRASP strategy had a more pronounced effect on receptive vocabulary (EG Mean=39.80, CG Mean=30.80, $t=7.336$) than on productive vocabulary (EG Mean=31.43, CG Mean=26.53, $t=4.287$), though both areas showed significant improvement. **Keywords:** GRASP Strategy, Productive vocabulary, receptive vocabulary, Glean, Retain, Apply, Share, Perfect.

المستخلص

هدفت هذه الدراسة إلى تقصي فاعلية استراتيجية GRASP (اِجْن، احتفظ، طَبَّق، شارك، اُتِّقن) في تنمية المفردات الاستقبالية والإنتاجية. ولتحقيق أهداف الدراسة والتحقق من فرضياتها، تم استخدام تصميم اختبار قبلي-بعدي لمجموعتين متكافئتين، حيث تألفت عينة الدراسة من (٦٠) طالباً عراقياً من طلاب اللغة الإنكليزية كلفة أجنبية في المرحلة الإعدادية، تم تقسيمهم بالتساوي وبشكل عشوائي إلى مجموعة تجريبية ومجموعة ضابطة. تم تدريس المجموعة التجريبية باستخدام استراتيجية GRASP على مدى عشر أسابيع، بينما درست المجموعة الضابطة بالطريقة التقليدية المعتادة. تم تنفيذ التجربة على مدى عشر أسابيع باستخدام المواد التعليمية من كتاب "English for Iraq 5th Preparatory" وطُبِّق بعد الانتهاء من التجربة اختبار بعدي مصمم بعناية ومحكم الصدق. كشفت النتائج عن وجود فرق ذي دلالة إحصائية في التحصيل الكلي للمفردات، لصالح المجموعة التجريبية (متوسط المجموعة التجريبية = ٧١.٢٣، متوسط المجموعة الضابطة = ٥٧.٣٣، قيمة $t = 6.627$). وأظهر تحليل مفصل أن استراتيجية GRASP كان أثرها أكثر وضوحاً على المفردات الاستقبالية (متوسط المجموعة التجريبية = ٣٩.٨٠، متوسط المجموعة

الضابطة = ٣٠.٨٠، قيمة ت = ٧.٣٣٦) مقارنة بالمفردات الإنتاجية (متوسط المجموعة التجريبية = ٣١.٤٣، متوسط المجموعة الضابطة = ٢٦.٥٣، قيمة ت = ٤.٢٨٧)، على الرغم من ظهور تحسن ملحوظ في كلا المجالين.
الكلمات المفتاحية: استراتيجية GRASP، المفردات الاستقبالية، المفردات الانتاجية، إجن، احتفظ، طَبَّق، شارك، أثَّقن.

Section one

Introduction

1.1 Statement of the Problem

Language is a structured system of communication that consists of grammar and vocabulary. It is the primary means by which humans convey meaning, both in spoken and written forms, and may also be conveyed through sign language. Human language is characterized by its creativity and flexibility, allowing for an infinite number of possible expressions and ideas. Language and vocabulary are closely intertwined components of communication. Vocabulary is a fundamental aspect of language, enabling individuals to communicate effectively and express themselves with precision and depth. The interplay between language and vocabulary is essential for both personal and societal development. Vocabulary acquisition is a cornerstone of language learning, particularly for students studying English as a Foreign Language (EFL). Receptive vocabulary, which refers to words that learners can recognize and comprehend when listening or reading, and productive vocabulary, which includes words that learners can actively use in speaking and writing, are both essential for achieving language proficiency (Nation, 2001). However, EFL preparatory school students often face significant challenges in expanding their vocabulary due to the limitations of traditional teaching methods. These methods typically rely on rote memorization and passive learning, which fail to engage students or promote long-term retention of vocabulary (Schmitt, 2008). As a result, many students struggle to effectively use English in both receptive and productive contexts, hindering their overall language development. The lack of research on GRASP and vocabulary acquisition represents a significant gap in literature. While some studies have explored the use of similar strategies, such as extensive reading or context-based learning, the specific effects of GRASP on receptive and productive vocabulary remain underexplored (Nation, 2001).

1.2 Aims of the Study

This study aims at:

1. To find out the impact of the GRASP strategy on both receptive and productive vocabulary.
2. To find out the effect of the GRASP on EFL preparatory school students' receptive vocabulary.
3. To examine how the GRASP strategy affects EFL students' productive vocabulary.

1.3 Hypotheses of the Study

The following null hypotheses are put forward in order to be verified:

1. There are no statistically significant differences between the mean scores of the experimental group, which is taught using GRASP strategy, and that of the control group, which is taught using the prescribed method in both receptive and productive vocabulary posttest.
2. There are no statistically significant differences between the mean scores of the experimental group and that of the control group in receptive vocabulary posttest.
3. There are no statistically significant differences between the mean scores of the experimental group and that of the control group in productive vocabulary posttest.

1.4 Limits of the study

This study is limited to the 5th grade preparatory EFL students at Salah Al-Deen governorate _yathrib (Al-remah Alawaly secondary school for boys), who are studying English for Iraq, Reading comprehension during the academic year (2024\ 2025).

1.5 value of the study

The result of this study is beneficial for the teachers, students, and future researchers.

1. The teachers: the results of this study can be alternative learning method in teaching reading comprehension, and the result of this study can help English teachers to choose strategy to improve students reading comprehension.
2. The students: the result of this study by using GRASP strategy is expected to provide the students with motivation in joining class and hopefully can make them more interested in learning reading comprehension. GRASP strategy is enabled to improve students' reading comprehension.

1.6 Procedures

The following steps are used to verify the hypotheses and achieve the aims of the study:

- 1-Providing a theoretical background about the variables of the study.
- 2-Selecting a sample from the EFL fifth preparatory school students and dividing them into two equal groups: experimental and control.
- 3-Equalizing the two groups in different variables: parents' academic attainment, and students' age, their achievement in previous year's examination and pre-test scores.
- 4-The experimental group has been taught by using GRASP strategy, while using the conventional method with the control group.
- 5- Constructing the instruments of the study.
- 6- Subjecting the two groups to the instruments of the study.
- 7- Collecting the required data, analyzing them by using appropriate statistical means and then putting forward the findings, conclusions, suggestions and recommendations.

1.7 Definitions of basic terms

1.7.1 Implementation: an act or instance of implementing something: the process of making something active or effective.

1.6.2 GRASP

1. The GRASP strategy is a five-stage vocabulary learning framework consisting of Glean, Retain, Apply, Share, and Perfect, designed to guide learners from initial exposure to full mastery of lexical items. It aligns with Nation's (2001, 2013) principles of effective vocabulary learning by promoting repeated encounters, deliberate practice, communicative use, and long-term retention.

1.7.3 Strategy: an adaptation or complex of adaptations (as of behavior, metabolism, or structure) that serves or appears to serve an important function in achieving evolutionary success foraging strategies of insects.

1.6.5 Receptive and Productive Vocabulary

1. Receptive vocabulary refers to words that learners can understand when they hear or read them, while productive vocabulary includes words they can use correctly in speaking or writing. (Nation ,2001).

The distinction between receptive and productive vocabulary lies in the passive (listening and reading) versus active (speaking and writing) use of vocabulary items. (Schmitt, 2000).

Section Two

Theoretical Background and Previous Studies

2.0 An Introductory Note

This chapter is essentially divided into two sections. The first section includes the Theoretical Background while the second section presents some related previous studies.

2.1 Theoretical Background of

The three variables of this study are illustrated and discussed in detail in this section.

2.1.1 GRASP Strategy

The theoretical foundations of the GRASP strategy are grounded in constructivist learning theories, which posit that learning is an active process in which learners build upon their prior knowledge through meaningful engagement with new material. Piaget's (1973) theory of cognitive development emphasizes that knowledge construction occurs through interaction with the environment, while Vygotsky's (1978) sociocultural theory underscores the importance of social interaction and collaborative learning. The GRASP strategy aligns with these principles by promoting both individual and social learning experiences, where learners gather, reflect, assess, synthesize, and present vocabulary in a structured yet flexible framework. This active, hands-on approach helps learners not only acquire vocabulary but also internalize its use in diverse contexts.

2.1.1.1 The Phase of GRASP strategy

The GRASP strategy consists of five sequential phases—Glean, Retain, Apply, Share, and Perfect—designed to support learners' receptive and productive vocabulary development. The structure of the strategy aligns closely with Nation's (2001, 2013) principles of vocabulary learning, which emphasize meaningful encounters, repeated practice, and productive use.

1. Glean: The Glean phase involves learners discovering word meanings through contextual exposure. According to Nation (2001), encountering vocabulary in context is one of the most effective ways to build initial lexical knowledge because learners infer meaning using surrounding linguistic cues. This creates deeper cognitive processing and provides a foundation for vocabulary growth (Nation, 2013).

2. Retain: The Retain phase focuses on strengthening memory of new vocabulary through deliberate learning. Nation (2001) highlights the importance of repeated retrieval, spaced repetition, and mnemonic techniques in

moving vocabulary from short-term to long-term memory. Activities such as flashcards, word lists, and visual associations help reinforce word form, meaning, and usage.

3. Apply: In the Apply phase, learners engage in controlled practice activities that allow them to use vocabulary accurately. Nation (2001, 2013) states that controlled production—such as sentence completion and guided writing—is essential for consolidating vocabulary knowledge and ensuring that learners develop accurate form–meaning connections before moving to freer communication.

4. Share: The Share phase involves communicative use of vocabulary in meaningful interactions. Nation (2013) emphasizes that productive tasks, such as discussions and pair work, help learners retrieve vocabulary more fluently and integrate it into their active lexicon. Communicative practice strengthens retention and supports long-term learning.

5. Perfect: The Perfect phase requires learners to demonstrate mastery through extended language production. Nation (2001) explains that creating written or spoken texts using target vocabulary encourages deeper processing and promotes durable retention. Feedback during this stage helps refine accuracy, which is essential for long-term vocabulary development. The GRASP strategy is particularly effective in vocabulary acquisition because it engages students in multiple stages of active learning. Each phase is designed to build on the previous one, ensuring that learners not only acquire vocabulary but also retain and apply it in various contexts. The strategy encourages deep processing of words, promotes learner autonomy, and fosters both receptive and productive vocabulary skills. By following the GRASP framework, learners develop a more holistic understanding of vocabulary, improving both their comprehension and their ability to use words accurately and fluently. Additionally, the GRASP strategy is supported by cognitive load theory, which suggests that learning is most effective when cognitive resources are optimally allocated. Cognitive load theory, developed by Sweller (1988), posits that learners have a limited cognitive capacity for processing new information, and that excessive cognitive load can hinder learning. The GRASP strategy helps manage cognitive load by breaking down the learning process into digestible steps, allowing learners to focus on specific tasks without feeling overwhelmed. Each stage of the GRASP strategy facilitates learning by focusing attention on one aspect at a time—whether it is gathering vocabulary, reviewing its meaning, assessing understanding, synthesizing information, or applying the knowledge in communication. This step-by-step approach minimizes cognitive overload, allowing learners to retain vocabulary more effectively and integrate it into their existing cognitive frameworks. Furthermore, the GRASP strategy aligns with active learning theories, which advocate student-centered approaches that engage learners in higher-order thinking. Active learning emphasizes that learners should engage with content through critical thinking, problem-solving, and application, rather than passively receiving information. The GRASP framework encourages this active engagement by prompting learners to gather, assess, summarize, and present vocabulary, which leads to deeper cognitive processing. By taking an active role in their learning, students are more likely to engage with the material in meaningful ways, leading to improved retention and understanding (Bonwell & Eison, 1991). This process not only fosters vocabulary acquisition but also encourages learners to develop skills that are applicable beyond language learning, such as critical thinking and effective communication. The social constructivist perspective also plays a role in the GRASP strategy, particularly in the Present phase, where learners are encouraged to apply their knowledge through interaction with others. Vygotsky's emphasis on social interaction as a driver of cognitive development suggests that collaborative learning can promote deeper understanding. By participating in discussions, group activities, or presentations, learners are exposed to different perspectives and are required to apply vocabulary in authentic contexts. These social interactions help solidify vocabulary knowledge, as learners are required to use words not only in isolation but in conversation, providing real-world context and reinforcing their understanding (Ellis, 2003).

2.1.6 GRASP and Reading Comprehension:

Reading comprehension, the ability to understand, interpret, and analyze written texts, is a core skill in language acquisition and an essential component of English as a Foreign Language (EFL) learning. As students strive to develop proficiency in a foreign language, their ability to comprehend reading material significantly influences their overall language development. In this context, the GRASP strategy comprising the phases Glean, Retain, Apply, Share, and Perfect has been recognized for its effectiveness in enhancing reading comprehension. By systematically guiding students through these phases, GRASP encourages active engagement with texts, deepens understanding, and facilitates both receptive and productive language skills. This approach not only aids in vocabulary acquisition but also fosters critical thinking, metacognitive awareness, and overall reading proficiency. By integrating vocabulary acquisition into the reading process, GRASP ensures that students

acquire the language skills necessary to comprehend and communicate effectively in English. In the EFL classroom, where vocabulary knowledge is crucial for understanding and producing language, GRASP provides a robust framework for fostering reading comprehension and overall language proficiency.

2.1.7 Instructional Methods and Role of the Teacher:

In the context of English as a Foreign Language (EFL) education, particularly in preparatory schools, instructional methods and the role of the teacher are critical components in facilitating vocabulary acquisition and overall language learning. Vocabulary development, which is foundational to language proficiency, requires more than the mere introduction of new words. Effective vocabulary instruction necessitates the use of diverse instructional methods, supported by an active and adaptive role of the teacher, who guides students through various stages of learning. Teachers must understand the dynamic relationship between their instructional practices, students' learning needs, and the overall educational context to create a productive and engaging learning environment. Instructional methods in EFL classrooms, especially in preparatory schools, should emphasize active engagement with language and foster both receptive and productive vocabulary skills. One of the most effective approaches for vocabulary instruction is context-based learning. This method involves presenting new vocabulary in meaningful, real-life contexts where students can infer meaning, make connections, and apply words in practical situations. Context-based learning allows students to understand how vocabulary functions in both spoken and written forms, making it more likely they will retain and use these words correctly in communication (Schmitt, 2000). The integration of authentic materials such as news articles, videos, and dialogues can help students encounter words in dynamic contexts, enhancing comprehension and retention. Context-based learning is especially beneficial for EFL preparatory students, who often struggle to link vocabulary to real-world usage. By situating vocabulary in relevant contexts, teachers help students see the practical application of new words, which fosters both engagement and long-term retention. One of the key roles of the teacher is to foster a supportive classroom atmosphere where students feel comfortable taking risks with language. Many EFL learners, particularly those in preparatory schools, experience anxiety when speaking or writing in English due to a fear of making mistakes. The teacher must create a safe environment where errors are viewed as a natural part of the learning process and not as failures. This can be achieved through positive reinforcement, encouraging students to participate actively in class activities without the fear of judgment. Teachers can use the GRASP strategy to guide students through structured phases of vocabulary learning, where they gather new words, review them, assess their understanding, summarize key points, and present their knowledge in group discussions or writing tasks. By providing support throughout these stages, teachers help students build confidence in using new vocabulary, ultimately contributing to their overall language proficiency. The teacher also plays an essential role in individualizing instruction to meet the diverse needs of students. In preparatory schools, students often exhibit varying levels of language proficiency, learning preferences, and cognitive styles. While some students may excel in memorization and written tasks, others may struggle with oral communication or abstract concepts. Effective teachers recognize these differences and adapt their instructional methods accordingly. Differentiated instruction, where tasks are tailored to students' individual strengths and weaknesses, ensures that all learners can engage with and benefit from vocabulary instruction. For example, visual learners may benefit from vocabulary maps and diagrams, while auditory learners may thrive in oral activities such as debates or storytelling. By catering to diverse learning styles, teachers can ensure that vocabulary instruction is accessible and engaging for all students (Oxford, 1990). Finally, the integration of technology in vocabulary instruction is becoming increasingly important. The use of digital tools such as vocabulary apps, online quizzes, and interactive learning platforms can provide students with additional opportunities to practice and reinforce vocabulary outside of the classroom. Teachers can incorporate these tools into lessons to enhance engagement and provide students with immediate feedback. Technology also allows for differentiated instruction, where students can work at their own pace and receive tailored support. However, successful integration of technology requires proper training, access to resources, and thoughtful planning to ensure that it complements traditional teaching methods rather than replacing them (Al-Mutawa, 2017).

2.1.8 Practical Considerations for Strategy-Based Vocabulary Instruction:

Vocabulary instruction is a cornerstone of language learning, and strategy-based approaches have been shown to be particularly effective in fostering both receptive and productive vocabulary acquisition. However, implementing strategy-based vocabulary instruction in the classroom requires careful consideration of various practical factors. These factors include the selection of appropriate strategies, the design of activities that align

with learners' cognitive and motivational needs, and the integration of these strategies into daily teaching practices. In the context of English as a Foreign Language (EFL), particularly in preparatory school settings, successful vocabulary instruction involves adapting these strategies to the specific learning environment, learner characteristics, and available resources. This section explores the key practical considerations involved in strategy-based vocabulary instruction, emphasizing the importance of creating a balanced, engaging, and supportive learning environment. One of the first practical considerations when implementing strategy-based vocabulary instruction is selecting the right strategies that match the students' proficiency levels and learning preferences. Vocabulary learning strategies can vary from simple word memorization techniques, such as flashcards, to more complex strategies involving deep cognitive processing, such as the use of context clues and word maps. At the preparatory school level, where students are often in the early stages of language learning, strategies should focus on both breadth and depth of vocabulary knowledge. Teachers can incorporate a range of strategies to suit the diverse needs of their students, such as associating new words with synonyms, antonyms, and visual aids to facilitate understanding (Schmitt, 2000). Strategy-based instruction encourages students to engage with words actively, allowing them to move from simple recognition to more sophisticated uses of vocabulary, such as applying words in context during speaking and writing tasks. Finally, the teacher's role in strategy-based vocabulary instruction is to provide guidance, support, and encouragement. Teachers are not just transmitters of knowledge; they are facilitators who create a dynamic learning environment in which students feel supported and motivated to engage with vocabulary learning. Teachers must monitor student progress, offer constructive feedback, and adjust instructional strategies to meet the individual needs of their students. Providing a supportive classroom environment, where students feel comfortable taking risks and making mistakes, is essential for fostering language growth. As students advance in their vocabulary learning, they also develop a greater sense of autonomy and responsibility for their learning, which is a key component of successful language acquisition.

2.1.9 Cognitive and Affective Factors Affecting Vocabulary Learning:

Vocabulary learning is influenced by a multitude of factors, both cognitive and affective, that shape how learners acquire, retain, and use new words. These factors are particularly important in the context of English as a Foreign Language (EFL) learning, where students face unique challenges in acquiring a second language. Cognitive factors pertain to the mental processes involved in learning, including memory, attention, and metacognitive awareness, while affective factors involve emotional aspects, such as motivation, anxiety, and self-esteem, which also play a critical role in vocabulary acquisition. Understanding the interaction between these cognitive and affective factors is crucial for developing effective vocabulary instruction strategies that cater to the needs of diverse learners. Cognitive factors are central to vocabulary learning as they pertain to how learners process, store, and retrieve new words. One of the most important cognitive processes involved in vocabulary acquisition is working memory, which refers to the temporary storage and manipulation of information. Vocabulary learning, by its very nature, requires the learner to retain new words and their meanings, often in association with other words, context, and usage. Research has shown that learners with stronger working memory capacities tend to have better vocabulary retention (Baddeley, 2000). In the classroom, teachers can support working memory by using techniques such as repetition, spaced intervals of review, and the introduction of words in meaningful contexts, all of which help strengthen the mental connections that facilitate long-term retention. Affective factors, which relate to learners' emotions, motivations, and attitudes, also play a significant role in vocabulary learning. One of the most important affective factors influencing language learning is motivation, which drives learners to engage with the language and persist in their learning efforts. Motivation can be intrinsic, driven by an inherent interest in language learning, or extrinsic, motivated by external goals such as passing exams or meeting academic requirements. Studies have shown that learners with high intrinsic motivation are more likely to engage deeply with new vocabulary, while extrinsic motivation can also be effective, particularly when students are encouraged with rewards or positive reinforcement (Dörnyei, 2005). In the context of vocabulary learning, intrinsic motivation often leads to a more lasting connection with the language, as students are motivated by personal interest rather than external rewards.

Section THREE

3.0 Introductory Note:

This chapter attempts to describe the procedures that this study has adopted for gathering the data needed. It provides a detailed description of each of the population and sample involved, the construction of the posttest, and the statistical methods used to analyze the data collected.

3.1 Research Design

The experimental design is “the blueprint of the procedures that enable the researcher to check hypotheses by reaching valid conclusion about the partnership between independent and dependent variables” (Best and Khan, 2006, p.177). The experimental design is a “traditional approach for conducting quantitative research or test an idea procedure to determine whether it influences an outcome or dependent variable” (Creswell, 2012, p.294).

Table 1

The Experimental Design of the Study

Groups	Independent variable	Posttest
Experimental group	GRASP Strategy	Posttest
Control group	Conventional method	Posttest

3.2 Population and Sample of the Study

Creswell (2012) describes population as a group of individuals who have the same characteristics. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, populations can be small or large. Within this target population, researchers then select a sample for study.

3.3.4 Students' Scores in the Pretest

The pre-test has been conducted for equalization (see appendix C). Both the experimental and control groups were submitted to the same pretest. The pretest questions are constructed from the book entitled "English For Iraq" that both groups have already studied. The mean score value of the experimental group is 41.93 while that of the control group is 40.43 with standard deviations of 19.20 and 15.80, respectively. The t-test formula for two independent samples is used since the calculated t-value is 0.330, which is less than the tabulated t-value 2.00, at the degree of freedom 58, and (0.05) level of significance. These results show that there are no statistically significant differences between the two groups in this variable as it is shown in the table (2).

Table 2 Mean Scores, Standard Deviations, and T-Test Value of the Two Groups in the Pretest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	41.93	19.20	Calculated	Tabulated	58	0.05
CG.	30	40.43	15.80	0.330	2.00		

Section FOUR

4.0 Introductory Notes

This chapter is allocated to the statistical analysis of the collected data and the discussion of the results:

4.1 Data Analysis and Results

The students' responses to the test items have been analyzed statistically as follows:

4.1.1 To verify the first hypothesis

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean scores of the experimental group are 71.23 and that of the control group is 57.33. By using the t-test formula for two independents, the calculated t-value is found to be 6.627, while the tabulated t-value is found to be 2.00 at the degree of freedom 58 and level of significance (0.05). This means indicates that there is a significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the first hypothesis is rejected which states that “There are no statistically significant differences between the mean scores of the experimental group, which is taught by using GRASP strategy, and that of the control group, which is taught by using the conventional method in both receptive and productive vocabulary posttest is rejected,” as shown in (3).

Table (3)

Means, Standard Deviation, and T-Values of the Two Groups in the Vocabulary Test

Groups	No. of students	Mean	SD.	T-Value	DF	Level of Significance
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EG.	30	71.23	9.22	Calculated	Tabulated	58	0.05
CG.	30	57.33	6.84	6.627	2.00		

4.1.2 To verify the Second hypothesis

To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in receptive vocabulary posttest. Statistics show that the mean scores of the experimental groups are 39.80 and those of the control group are 30.80, with standard deviation 5.50 and 3.85 respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be 7.336, while the tabulated t-value is found to be 2.000 at the degree of freedom 58 and level of significance 0.05. This means that there is a significant difference between the performances of the two groups, in favour of the experimental group. Thus, the second hypothesis, which states, "there are no statistically significant differences between the mean scores of the experimental group and that of the control group in receptive vocabulary posttest is rejected," as shown in table (4).

Table (4) Means, Standard Deviation, and T-Values of the Two Groups in Receptive Vocabulary Posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	39.80	5.50	Calculated	Tabulated	58	0.05
CG.	30	30.80	3.85	7.336	2.000		

4.1.3 To verify the Second hypothesis

To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in productive vocabulary posttest. The mean score of the experimental group is 31.43 with a standard deviation of 9.05. Whereas the control group is 26.53 with a standard deviation of 4.01. The calculated t-value is 4.287, which is found to be higher than the tabulated t-value, which is 2.000. The degree of freedom is 58, with a level of significance of 0.05. Thus, the third hypothesis, which states that "there are no statistically significant differences between the mean scores of the experimental group and that of the control group in productive vocabulary posttest, Therefore, the third hypothesis is rejected, as shown in table (5).

Table (5)

Means, Standard Deviation, and T-Values of the Two Groups in Productive Vocabulary Posttest

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	31.43	4.80	Calculated	Tabulated	58	0.05
CG.	30	26.53	4.01	4.287	2.000		

5.1 Conclusions

In the light of the results obtained and the theoretical material concerned with the use of GRASP Strategy it is concluded that:

1. Superior Overall Effectiveness: The GRASP strategy is conclusively more effective than the prescribed textbook method in enhancing the overall vocabulary achievement of EFL preparatory school students, as evidenced by the significantly higher mean scores of the experimental group.
2. Pronounced Advantage in Receptive Vocabulary: The strategy has a particularly strong and pronounced positive impact on students' receptive vocabulary, demonstrating its exceptional utility in developing skills related to word recognition, text comprehension, and understanding contextual meaning.
3. Significant Improvement in Productive Vocabulary: While slightly less dominant than its effect on receptive skills, the GRASP strategy still leads to a statistically significant and substantial improvement in students' productive vocabulary, enabling them to use words more effectively in their own language output.

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