



A proposed program based on " participatory learning " to treat simple English sentence structure difficulties in sixth graders

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Abstract

The aim of the research was to identify the educational training program based on participatory learning, and the program was applied to a group of students in the sixth grade of primary, and the researcher used an experimental design that included two groups (experimental 28,, and Control 29) from Amerli primary school, for boys, taking into account parity in age, previous achievement and intelligence, the researcher prepared appropriate teaching plans for each group, and used an achievement test tool of 22 paragraphs, then proved the the training program is weighted because it led to good results in concrete sixth graders in building a structure The English sentence.

Keywords: training program, participatory learning, English sentence structure construction, English language.

برنامج مقترح يعتمد على "التعلم التشاركي" لعلاج صعوبات بنية الجملة الإنجليزية البسيطة لدى تلاميذ الصف السادس الابتدائي
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المخلص

كان الهدف من البحث هو التعرف على برنامج التدريب التعليمي القائم على التعلم التشاركي ، وتم تطبيق البرنامج على مجموعة من الطلاب في الصف السادس الابتدائي ، واستعمل الباحث تصميمًا تجريبيًا شمل مجموعتين (تجريبية ٢٨ ، وضابطة ٢٩) من مدرسة امرلي الابتدائية، مع مراعاة التكافؤ في العمر والتحصيل السابق والذكاء ، وأعد الباحث خطط تدريسية مناسبة لكل مجموعة، واستعمل أداة اختبار تحصيلي من ٢٢ فقرة ، ثم ثبت صدق وثبات الاختبار، وأظهرت النتائج تفوق المجموعة التجريبية على المجموعة الضابطة في التحصيل وكانت النتائج مرجحة للبرنامج التدريبي لأنه أدى إلى نتائج جيدة في طلاب الصف السادس الملموس في بناء بنية الجملة الإنجليزية.

الكلمات المفتاحية: برنامج تدريبي ، التعلم التشاركي ، بناء بنية الجملة الإنجليزية ، اللغة الإنجليزية.

The first chapter

The search problem:

English has become a universal necessity, and yet sixth graders often face the complexity of grammar and sentence structure (syntax) is the backbone of communication and communication , and traditional learning often fails to address these structural gaps in the minds of pupils (Richards,34,2014).

One of the most important results of teaching English is the formation of the ability to communicate at the primary level

Introducing the pupil to new experiences using a foreign language other than the native language, developing speech, intellectual and cognitive abilities , as well as their general language skills; hence the origin of the idea of research on the difficulties facing pupils in the synthesis of English sentences and what are the most important difficulties and what solutions to them or reducing them, the research problem was represented by the following question : (What are the

most important difficulties of simple English sentence structure among sixth graders and what are the ways to treat or reduce them) and from the question we conclude that what is suffering from sixth grade primary students is :

1. Word order: incorrect placement of adjectives and adverbs.
2. Subject-verb agreement: confusion of singular / plural forms in the Simple Present/Past.
3. Omission of dropping basic auxiliary verbs or articles.

The importance of research:

Traditional teaching methods often ignore the cognitive features of pupils, preferring to conduct a frontal survey. As a result, students memorize the rules , but they cannot apply them when creating their own data, so one of the most important results of education is the acquisition by the student of all aspects of the subject he is studying, especially the English language, so the importance of research lies in the following:

1. Diverse education and development of pupils by means of a foreign language.
2. jquain ideas about a foreign language as a means of communication, allowing pupils to achieve mutual understanding with people who speak / write in English.
3. Learn new things through spoken and written texts.
4. Expanding the linguistic horizons of schoolchildren.
5. Mastering elementary linguistic concepts accessible to schoolchildren and necessary for mastering oral and written speech in the language at the primary level.
6. Ensuring communicative and psychological adaptation of Primary School pupils in order to overcome the psychological barrier in the future and use a foreign language as a means of communication.
7. Development of personal qualities of a pupil in primary school, his. attention, thinking, memory and imagination in the process of participation in simulated communication situations.

Research objectives:

A proposed program based on participatory learning to address difficulties in building simple English sentences for sixth grade primary students

Limits of research:

Spatial limit: primary schools in Maysan governorate

Term limit: academic year 2025-2026.

Objective limitation: the difficulties of constructing English sentences

Definition of terms:

Participatory learning: an approach in which students actively participate in the design and implementation of their learning process to offer a social and cognitive solution to these language obstacles(chambers,45,2003).

Sentence structure : sentence structure (sentence order, error correction, sentence completion).



Difficulties: procedurally: modern theories suggest that difficulties allow pupils to notice their own grammatical gaps through dialogue, which leads to deeper cognitive processing.

The researcher defines it: a training program based on participatory learning : a learning group work that involves positive interconnection according to university thinking, as the student can master the sentence structure more quickly when working with peers, which makes the work more advanced, interaction and achievement within the group.

Chapter Two: theoretical background and previous studies

Theoretical background: socio-economic and social changes occurring since the beginning of the 21st century have significantly influenced the expansion of the cognitive circle of communication groups , communication and technology and the process of modernization of the school education system is increasing as a result of this process, the goals, objectives and content of teaching English are changing, in view of the constant changes the types of speech activity such as writing and Reading have become complex and difficult to teach.

At this stage, a simple command of vocabulary becomes insufficient ; a clear understanding of the grammatical structures of sentences is required; however, practice shows that a large percentage of pupils find it difficult to arrange words in an English sentence, which leads to a collision with the "foreign language barrier."

The use of the method of collaborative participatory learning allows shifting the focus from passive perception of rules to the active construction of meanings in the group.

The participatory teaching style is based on the philosophy of education that puts the pupil in a real position of work, a position in which he can practice his abilities, where together with the group he builds appropriate answers to the questions raised in the implementation of individual or group duties, this way of working promotes prompt treatment, the development of cooperation and the sharing of resources to finalize a common goal.

English language

The training program is based on such methodological principles as cognitive, personality-oriented and activity-based communication. the main objectives of the program correspond to those provided for in the basic general education level in English. this is the formation and development of the communicative competence of the language for pupils in all its components: speech, language, socio-cultural, compensatory and cognitive educational .

Special emphasis is placed on the personal development and education of pupils, the development of readiness for self-education, the development of comprehensive learning activities, the acquisition of key competencies, as well as the development and education of students ' need to use English as a means of communication, cognition, self-realization and social adaptation, the

development of national identity, the desire for mutual understanding between people of different cultures. And communities.

Goals and objectives

In the process of learning English, the following goals are achieved:

1. Improving the quality of education in accordance with the requirements of socio-economic development, informatization of society and the main directions of Education Development at the present stage.
2. Creating a set of conditions for the formation and development of the graduate's personality in his individuality, originality and uniqueness in accordance with the requirements of society.
3. Ensuring the planned results of the graduate's achievement of goals, knowledge, skills, competencies, competencies determined by personal and family needs and abilities, individual characteristics of his growth, his thinking, the development of communicative competence of a foreign language (speech, language, socio-cultural, compensatory, educational, cognitive).
4. Speech efficiency improves communication and communication skills in four main types of speech activity (speaking, listening, reading and writing).
5. Formation of language competence and systematization of previously studied material; mastering new language tools according to selected topics and areas of communication.
6. Mastering knowledge about the linguistic phenomena of the studied language, various ways of expressing thoughts in the native language and the studied language (Brown, 14, 2024).

Participatory learning and sentence structure

Tasks of participatory activities:

1. They develop a spirit of analysis and writing.
2. They develop transversal skills.
3. They develop independence.
4. They value teamwork and personalization.
5. Adapt to different learning realism.
6. Promotes continuity in learning.
7. Promotes commitment to the group, motivation.
8. Promotes the assimilation of knowledge by connecting them with concrete experiences.
9. Maintains communication between the teacher and pupils (Scrivener, 234, 201).

Participatory learning

Foundations and principles of collaborative learning

Collaborative (participatory) learning is based on the ideas of social pedagogy and the theory of L. S. Vygotsky about the "zone of proximal development".

The basic principles include:

1. The teacher acts as a facilitator (mediator) and is not the only source of knowledge and learning.

2. Knowledge is born in the process of discussion within small groups.
3. The success of the group depends on the understanding of the material by each of its members.

Grammatical difficulties of sentence structure for sixth grade primary pupils:

There are three groups of difficulties:

1. Try to use the word order of the native language (for example, put the verb in the first place).
2. Delete auxiliary verbs: ignore verb conjunctions (*is, Is, am*) and auxiliary elements (is, is).
3. Incorrect alignment of the subject and predicate (for example, *you drink* instead of *you drink).

And also the difficulties of constructing English sentences :

1. The overlap in the application of Arabic grammar to the English language (for example, verb-Subject) in the English language (subject-verb) .
2. Neglecting auxiliary verbs: such as" playing "instead of"playing".
3. Adjective mode: put the adjective after the noun.
4. Word order: incorrect placement of adjectives and adverbs.
5. Subject-verb agreement: confusion of singular / plural forms in the Simple Present/Past.
6. Neglecting to drop basic auxiliary verbs or articles (Johnson,D. W.,and Johnson, RT, 456, 2023).

These difficulties can be overcome by the following points:

1. The studied speech samples correspond to the linguistic norms of modern English and are presented through communication with the teacher, listening and other methods available to learners to present educational material.
2. An important condition for Learning English is the creation of an artificial language environment .
3. The choice of language subjects depends on topics suitable for the interests and age needs of students, taking into account the realities of the modern world. The language material chosen for the study has a high frequency .
4. The language material submitted for study in English should be familiar to students in their native language.
5. Inclusion of speech activity in a foreign language in various types of activities (educational, gaming, practical topic), while all analysts should be involved.
6. Lessons should be based on the principle of forming the need for communication .
7. The motivation of the student to communicate in English is of decisive importance.
8. Listening is one of the most important types of learning activities for which working with audio recording is crucial for the perception and consolidation of material in the classroom and during extracurricular hours.



9. Mastering the pronunciation and formation of sentences in English by pupils requires special attention. Therefore, the approximate pronunciation of English sounds should be acceptable, and English speech should be understandable.

10. The correctional and developmental potential of the subject " Foreign Language (English) " helps to overcome the identified difficulties, including communicative ones caused by non-learning.

11. Training in communication skills and interaction in a foreign language in the context of various communicative situations.

12. The formation of pupils in the process of learning a foreign language of comprehensive and systematic ideas about the objects and phenomena of the surrounding world, their objective-spatial relationships; the ability to distinguish the emotional states of others and reproduce their own experiences at the written level and the formation of sentences, verbal and non-verbal.

13. Improvement of visual and tactile-visual methods of examining and perceiving objects and drawings in foreign language lessons.

14. Development of self-control skills when learning a foreign language, taking into account visual and hearing impairment, slow learning

15. Development of the ability to orientate on a visual basis in the process of forming foreign language communication skills.

16. Master the ten-finger method of entering information on a standard computer keyboard to work on the written form of English speech.

17. Development of the ability to perceive compound speech in English by ear (Richards, J. C., and Rodgers, 67, 2025).

How to divide groups into subcategories

Give each subgroup a duty to complete availability of materials: books, textbooks, computers, the internet, lecture notes...

The third axis: previous studies

1. Arwa Study (2017): the study aimed to demonstrate the impact of written interaction through Skype to facilitate English language learning, focusing on the use of the social networking program, Skype, as a means of communication for individuals; the two methods were combined: quantitative and qualitative to achieve the desired goals. Quantitative data was established using questionnaires designed to measure students' responses to this activity. Qualitative data was used to analyze conversations between students. Thirty Korean - non - English-speaking students, male and female, from Kangwon University, were also recruited and divided into five groups of six students each. The students attended two twenty-minute classes each week over the course of two weeks. The results of the study indicated that many skills were used by students. The learners showed their good use of grammatical methods and their ability to use speech tools. In addition, Skype has supported students to address common grammatical errors. According to the statistical analysis, many effective aspects of using Skype in learning English have emerged: some of them lie in comfort and motivation through the use of this technique.



2. Hana's study (2014) tagged: (improving the selection of principals of public schools affiliated to the Al Ain Educational Office . Educational leadership): this study aimed to investigate the point of view of principals, assistant principals and teachers on the selection criteria and appointment procedures for principals of Al Ain public schools. The study was guided by three research questions and used the quantitative analysis method. The data was collected through a questionnaire consisting of three sections. The first section included the demographic information of the participants, and the second section included 48 paragraphs on the five recruitment and selection answers, which measure the extent of approval or disapproval of the participants about the paragraphs in the five aspects. These aspects were: application requirements, selection responsibility, selection methods, selection criteria, and appointment procedure. The third section included a question about the participants ' proposals to improve the recruitment and selection of school principals. The questionnaire was sent to Al Ain public schools, where the number of participants in the questionnaire reached 550 male and female principals, assistants and teachers. The researcher used the arithmetic mean and the standard deviation to describe the perceptions of school principals, their assistants and school teachers on the five aspects. The researcher also used Mann-Whitney selection to see if participants ' perceptions differed by gender and the key-Square test by type of job and school episode. The results of the study showed a general approval of the participants for the five gwant for recruitment and selection. Interestingly, opinions fluctuated on some paragraphs such as the English language requirement, responsibility for selection, duration and terms of appointment. In terms of gender, the study found that the male and female participants in the sample generally did not have significant differences in views on the proposed aspects but there was a difference on individual paragraphs. As for the type of job, the study showed a significant difference in views between managers, assistants and teachers in favor of teachers, where teachers scored the highest while managers scored the lowest favorable scores on the five aspects of recruitment and selection. Depending on the school episode, the study found a significant difference in views on both the application requirements and the responsibility of choice in favor of participants in the schools of the third episode.

Chapter Three: research methodology and procedures

Research approach: the researcher followed the experimental approach

Search procedures

The researcher developed an experimental program that was applied to students to measure their education and their understanding of English language subjects as follows:

Participatory educational pilot program:

Training program: it is an integrated educational educational training program designed to make a change in the reality of students from the weakest to the best



and from the best to excellent and to develop learning and improve understanding in the English language.

Group learning represented by participatory cooperation is one of the most prominent standards of advanced education, such as singing songs or singing to the learner (for the pupil) or singing with him, this is a simple, fun and collective way to reproduce some types of thinking and to facilitate understanding and learning English naturally and spontaneously, in addition to being fun, sharing the songs they sing is an exercise to highlight and rhythm of voice, writing and understanding in English, after listening to a song several times, students naturally begin to hum or sing it, and using a visual aid, such as an animated video clip or a doll, can also improve comprehension improve language skills including sentence structure (Murphy , 2019, 2).

Research community: the research community consists of sixth grade primary students in Iraq

Research sample: the research sample consisted of sixth grade primary students at Al-Wathba primary school affiliated to the Maysan governorate Education Directorate.

Research tool: the research tool consists of a training program with special tests.

Training program: the training program is based on participatory cooperation between students to solve, understand and structure sentences in the English language. the following is an explanation of the research tool (training program).

1. The program consists of seven modules divided into 4 to 6 or 7 topics per module.
2. The program's working hours were distributed between 3 to 6 hours per week
3. One lesson included explaining and implementing the program, achieving and evaluating results, and evaluating students.
4. Collecting research results and evaluating the program .

Steps of the training program:

1. Determining the degree of cutting: the degree of cutting the success of the program depended on more than 60% of the students ' success and the extent of their formation of English sentences.

2. Application of the search tool: apply the program on Sunday morning, corresponding to: 5/10/2026.

3. The aim of the training program: to develop and improve students ' learning to structure English sentences .

4. Identify needs: learn English sentence structure.

5. Time: most of the time, the educational learning training program takes a full academic year with an average of 3 sat to 8 hours per week .

6. Program content: a set of lessons in the Official Textbook of the pupil with some external topics.

7. Training tools and available means: preparing the classroom to suit the formation of groups of students with a datashop with the addition of paintings, posters and a loudspeaker .

8. Training material (theoretical or practical): subjects of the textbook of the English language for the sixth grade of primary.

9. Trainer and trainees: researcher and students of the sixth grade of Primary School at Al Wathba school for boys.

10. Program implementation: the program started on Sunday, 28/9/2025 and ended on Thursday, 16/4/2026 .

11. Procedures for the implementation of the program: after selecting the sample from the sixth grade of primary and dividing them into a control group and an experimental group , the control group, studying using traditional methods (grammar-translation), the experimental group is studying using the proposed participatory program.

12. The program was carried out on three weeks of each month with an average of 16 hours to 24 hours for seven months .

13. The researcher acted as a facilitator and an expert, rather than a lecturer who intervened only when the participatory group reached a dead end.

Stages of implementation:

1. Putting the participatory group on a work map, the student begins by diagnosing the complex rules that they encountered.

2. Students start by putting the first building blocks to assemble and structure the sentence using some auxiliary means.

3. Adopt the best words, replace paragraphs and identify errors using a common evaluation form.

4. Pupils start by telling short stories in groups, using a "participatory checklist" to check each other's syntax.

5. The last stage is the formation of the sentence by reciting some participial words, i.e. each student adds one sentence to a collective story, which ensures continuity in the structure of the sentence and the story, article or talk.

Chapter IV

This chapter deals with a presentation of the research results and their discussion after the tool was applied to the sample, then collecting and statistically analyzing the data obtained and answering the main question of the study and its sub-questions, as well as the chapter ensures the presentation of conclusions, recommendations, and proposals.

The training program acts as a laboratory for sentence builders," and treats sentences as standard units that students must put together.

Table showing the training program Table (1)

Period	Classification of learning	Program execution hours	Unit	The subject	Educational materials	Program implementation

September 1 st week to 3 weeks	Introduction initial topics and previous information	From To	Unit one	lesson one (My family) lesson two (Jobs) lesson three (where do they work) lesson four (our daily routine) lesson five (my favorite job) lesson six (my magazine two families) lesson seven (check my understanding) lesson eight (when I grow up)	Characters and sentence structure	Learning songs: Hello! Your name Song How Are You song, "guess who", "vocabulary names and expressions cities", "stuff"
October From 1 Week Up to 3 weeks		From To	Unit two	lesson one (It's made of.....) lesson two (at the mall) lesson three (can I help you?) lesson four (opposites) lesson five (materials) lesson six (my magazine A blog) lesson seven (check my understanding) lesson eight (let's sign)	Characters and sentence structure	Learning songs: Hello! Your name Song How Are You song, "guess who", "vocabulary names and expressions cities", "stuff"
November 1 st week to 4 th weeks		From To	Unit Three	lesson one (How are you today?) lesson two (you should....) lesson three (Helping friends) lesson four (Using the internet) lesson five (going online)	Characters and sentence structure	Learning songs: Hello! Your name Song How Are You song, "guess who", "vocabulary names and expressions cities", "stuff"



				lesson six (my magazine stay safe online) lesson seven (check my understanding) lesson eight (looking after Ammar)		
December From 1 Week To 3 weeks		٣ To ٨	four	Revision lesson one (the challenge) lesson two (my progress) lesson three (my homework) lesson four (Let's play)	Sentence structure	Learning songs: Hello! Your name Song How Are You song, "guess who", "vocabulary names and expressions cities", "stuff"
January: From 1 Week To 2 weeks		٣ To ٨	Five	Space and technology Vocabulary Technology of the future: invention, century, robots, self-driving cars, computer technology. Space technology: space, solar system, space travel, astronaut, spacecraft, planet, Mercury, Mars, Venus, Earth, Neptune, Uranus, Saturn, Jupiter, sun, moon, dust, gases, ring, storm Language When I was younger, my father dressed me./Now, I dress		

[illegible]

[illegible]

The training program based on participatory learning contributes to the cognitive building of students and raising the level of achievement and thinking among sixth grade primary students compared to the usual methods of teaching English, because they provide interactive, participatory learning and knowledge building. The training program plays an active role in the development of cognitive building skills, which positively reflected on the achievement of students and their deep understanding of the educational content.

It is shown from the table above that the syntax overlap depends on the compatibility of the subject and the past tense verb and the analysis of the diagnostic error of the composition of the written paragraph came up with 58.6%.

Oral fluency reading and anxiety from incorrect pronunciation; or correct reading of sentences or words due to silent letters and English vowel shifts came in at 49.3%.

The ability to quickly and accurately track, process and interpret English audio clips of conversation came in at 41.5%.

Fourth: conclusions: in light of the research results, the following can be concluded:



1. The participatory training program contributes to raising the level of achievement and creative thinking among students compared to the usual way, because it provides interactive, participatory learning and knowledge building.
2. The participatory training program plays an active role in the development of creative thinking skills, which positively reflected on the achievement of students and their deep understanding of the educational content.
3. There are no significant differences between the participatory training program in achievement and creative thinking, which indicates the convergence of its impact and equal effectiveness in improving learning outcomes.

Fourth: recommendations: in light of the results of this research, the researcher recommends the following:

1. The adoption of the participatory training program in the teaching of the middle stage; and preparatory because of their effective impact in raising the level of achievement and the development of creative thinking among students compared to the usual way.
2. Training teachers to apply these two participatory training programs within the classroom through educational courses and workshops, focusing on linking their steps to the development of creative thinking skills and taking into account individual differences between students
3. Encourage researchers to conduct subsequent studies that address the application of the participatory training program in academic stages.
4. Encourage researchers to conduct studies on the application of the participatory training program different educational materials, and measure its impact in other educational variables.

Fifth: proposals: to complete this research, the researcher proposes to conduct the following research.

1. Conducting a study to find out the effectiveness of encouraging researchers to conduct subsequent studies dealing with the application of the training program in the acquisition of grammatical concepts among third-grade primary students and their saber thinking.
2. Conducting a study to find out the impact of encouraging researchers to conduct subsequent studies on the application of the participatory training program in the development of reading comprehension and conceptual thinking among middle school students.
3. Conducting a study to find out the correlation between the application of the participatory training program, creative thinking and achievement among middle school students in the English language subject.

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