Contemporary International Scientific Forum
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الملتقي العلمي الدولي المعاصر

للعلوم التربوية والاجتماعية والانسانية والادارية والطبيعية

"نظرة بين الحاضر والمستقبل"

30 – 31 ديسمبر —2019 – اسطنبول — تركيا

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The Effect of Learning Together Strategy on The Vocabulary Acquisition in English Language by Fifth Primary pupils

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Abstract: This research was made to know the effect of learning together strategy in the vocabulary acquisition of the English language as a second language, as well as, their knowledge level of the required vocabulary to make the successful communication in learning language, based on the personal experiences in the class which often show that there is weak in the linguistic expressions of the pupils that encourages the researcher to use learning together strategy, which obliged that the learner should be exposed to foreign language, and has enough opportunities to use this language to achieve learning,

The researcher used an experimental design divided into two groups, the researcher intentionally chose. The research sample consists of (60) male pupils of the 5th primary grade and divided into two groups, during (12weeks). and the researcher was teaching the two groups, directly so as to control the experiment. The data and the statistical analysis were calculated using (SPSS) and the results showed that there are differences with statistical significant among vocabulary acquisition tests in the post test for both groups, and the result was in favour of the post test for the control group.
Keyword: Learning Together, vocabulary acquisition, primary school

1. Introduction

1.1 Statement of problem

teaching vocabularies is considered the main element and pillar for any language, so it is also one of the difficult parts which is indispensable while teaching English language in the primary schools; for being a part in a number of teachers; because teaching was often boring and featureless, and teaching in primary schools need to stimulate teacher and learner motives through applying different teaching strategies (Richards et al, 2009: 2). Concerning the situation of teaching English in Iraq school, as the English teacher and English supervisors in primary schools declared. It is concluded that most of the English teachers use a conventional method, which depends on teacher. Centred approach, with weak participation of pupils in classroom learning, so the result of this situation is that the pupils face difficulties in managing, the English language either in acquiring vocabularies or mastering the four English skills, speaking, reading, writing and listening.

Added to that, some studies such as those by Abdul-Ghanee (2018) and Bader (2017), mention that pupils, weakness in vocabulary acquisition may due to the inappropriate leaning environment and to the teaching methods used by teachers of English which restrict pupils learning efficiencies.

Accordingly the researcher formulated the problem of the present research through the following question: "Is there any influence of using LTs in vocabulary acquisition English language by fifth class pupils in primary school?".

1.2 Significance of the Study

Vocabulary plays a significant role in children's thinking development, predominantly in learning English as a foreign language (EFL), and it was noticed that children with better vocabularies had better academic achievements in general (Smith,1941: 24).

Vocabulary knowledge is the knowledge of a word that implies its definition as well as its fitness into the world. In human life relies on use of the words, words are necessary for self-expression, with the help of words mean can gather considerable treasure of knowledge whether "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening receptive vocabulary" (Newman & Dwyer, 2009: 385). Educationists had found the value of vocabulary development for long time (John Dewey, 1910). The vocabulary acquisition is an ammunition to pupils in order to develop their ability and knowledge to understand the meaning of words and enable the pupils to be more accurate in expressing their thoughts and feels. (Milton, 2009:1).

1.3 Aim of the Study

The present research aim at investigating experimentally the effect of learning together strategy (LTs) on the vocabulary acquisition by pupils of fifth class primary grade.

1.4 Hypothesis of the Study

Based on the aim of the research the following null hypothesis have been formulated:

There is no a statistical significant difference between the mean scores of the experimental group EG who taught by learning together strategy (LTs) and control group CG who taught by conventional method in the acquisition of English vocabularies.

1.5 Limits of the Study

The research is limited by the following:

1- A sample of fifth year primary male pupils in the left side, of city of Mosul, during the first term of the academic year (2018-2019).

2- The first four units of Book 5 in English for Iraq, which is implemented by the Ministry of Education.

1.6. Definitions of Basic Terms:

1.6.1 Learning Together:

The term "Learning Together strategy" is according defined as follows:

- **Açıkgöz (2003: 177):** Is a technique developed by D.W. Johnson and Johnson. The most important features of this technique are the existence of the group goal and sharing the opinion and materials, division of Labor and the group reward. During the first applications to put out a single product working in groups, sharing ideas and materials, asking each other their question before teacher have supplied to be rewarded.

- **Glanz (2004: 151):** Is based on getting pupils working together as a team order in to support each other and help them achieve first the group goal and then personal goals, sharing ideas and materials. It mean being cooperative in a heterogeneous group to achieve common goals.

- **The Operational Definition:** Learning together is a strategy for teaching English vocabularies to fifth graders primary school pupils, process through the structure of

small groups (4-6) that enables them to extend a best efforts regarding their own education, and teaching one another.

1.6.2. Vocabulary:

The term "Vocabulary" is according defined as Follows :

- **Oxford (2008: 495):** Vocabulary is "a list of words with their meaning especially in a book for Learning a foreign Language".

- **Wincel (2014: 27**): Vocabulary Acquisition identify real-life connections between words , and their use .

- **The operational Definition:** A collection of words that are needed to communicate ideas and express the speakers meaning. which are gained by pupils in fifth grade primary school in English language. They are measured by the scores gained by pupils in the vocabulary acquisition test prepared by researcher.

2. Theoretical background
2.1. Learning Together strategy:

It is one of the effective strategies that makes the learner the axis of the learning process in that it encourages him to perform more active role inside the class. The academic level of learners can be raised and their positive orientations towards school and studied subjects can be developed as a result of using this strategy in the environment of learning. Learners may also acquire cooperative working skills inside and outside the school through their participation in planning, executing and evaluating lectures (Trodd & Chivers, 2011: 159).

The strategy of learning together proves its effectiveness in terms of providing the required chances to achieve acquisition and skills and it transform the role of the learner from being a receiver to active participant. This role requires working in groups called teams trying to realize the tasks by cooperation in a way that leads to develop the skills of collective leadership and conversation as well as accepting other and acquiring self-satisfaction in addition to improving their performance. It also provides the required chances of improving the educational and academic skills of the pupils. Scholars suggest that pupils learn more by doing something active than by simply watching and listening. Cognitive theorists like (Piaget & Vygotsky) also support the notion of active learning . They assume that children construct knowledge from their experiences. Therefore, Vygotsky is one of the founders of the theory of constructivist learning theory and constructivist thinking built on knowledge development by interaction with environment

and exposure to prevailing situations that allow them to think in solutions. This leads to the birth of new knowledge. That is, restructuring of learning according to the prevailing needs. Vygotsky also assures that there is a connection between cooperative learning and acquisition of a second language (Johnson& Johnson, 1999: 187).

Subsequently, learning together strategy increases the ambience: fun, opportunity to help others, opportunity to gain a sense of achievement from doing something useful, improving communication skills, gaining an insight into teaching, enhanced CV, improved academic knowledge, a challenge, social contact (Falchikov, 2001: 49). Communication is the broadest of the terms that we have attempted to define communication has be defined by one author as " The process participants use to exchange information and idea, needs and desires" (Kuder, 2018: 5). In order for communication to take place, there to be four elements: a. A sender of the message. b. A receiver of the massage. c. A shared intent to communicate. d. A shared means of communicate. When all of these elements are present, communication may occur (Kuder, 2018: 5).

It is also an effective cooperative learning strategy in which learners are divided into non harmonious groups in terms of academic level. Group members range between (3-6) learners who help each other to execute the learning cooperative process. They also participate in exchanging ideas to achieve one goal. They also help each other to solve problems and at the end of the learning process, members of the group submit a report on the results reached. These results will be evaluated by assessing tools suitable for the nature of the tasks of learning activities and through the final product (the submitted reports) of the group. The teacher also presents some material and moral rewards to the best groups, class building and teambuilding are essential facets to building a brain- friendly environment .The idea of creating a classroom community of learners, veering away from " it's all about me" to the idea of " it's all about us. (Wincel, 2017: 8).

According to Zepeda (2009), pupils in learning together assume different roles will be kept during any one class, but they must switch for other classes, so that everyone will assume different responsibilities for the activities.

2.1.1. Advantages of Using Learning Together Strategy, pupils could be able to:

- realize that they will win or lose together,
- feel that they are responsible for the subject,
- help each other,
- do more and more to success each other,
- support each other towards learning,
- feel pertinence, acceptance and work care,

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- make new relationships among each other,
- present support and help in presenting lessons,
- think together,
- take the responsibility towards learning the subject,
- learn how to criticize ideas not people,
- having the skill of asking questions,
- how to express their emotions,
- having the skills of listening to the class activities,
- encourage all pupils to participate in the lesson. (Cited in Donaldson, 2009: 19-20)

2.1.2. Difficulties of Using Learning Together Strategy.
There are some difficulties facing the applying learning together strategy such as:
- Overcrowding of classes.
- The difficulty to treat works and evaluate them.
- The difficulty of enhancing interaction inside the group.
- The difficulty of encouraging active elements.
- The difficulty of class discipline.
- learners dependency.
- It may makes some pupils rely on their classmates in the discussion and answer and reply
(Cited in Mukhtar, 2017: 78-79).

2.1.3. Stages of Executing the (LTs):
2.1.3.1. The First stage (Planning):
   This stage includes the following procedures:
1. Determining the topic of the class and analyzing its contents.
2. Determining and forming procedural goals.
3. Determining the size of groups in the class.
4. Determining the roles of groups and its members.
5. Preparing and supplying resources of learning required to execute the learning activities tasks.
6. Designing learning activities in a clear and systematic way.
7. Determining the supporting materials and tools needed to achieve the learning tasks.
8. Putting rules of working inside the class with the cooperation of the learners of the groups.
9. Putting a time table for each task of the learning tasks according to their nature.

10. Determining enhancing procedures that can be used by the learner to enhance the work of the groups.

11. Determining tools and procedures of evaluation required to assess the results of the work of the learners and to ensure realizing the goal successfully (Slavin et al, 1985: 137).

What is to be noted here is the necessity of non-homogenous distribution of groups in order to make a balance when performing tasks of learning activities. The expertise of the teacher has an important role in this regard. Previous knowledge of the learners through various evaluation procedures is reliable in distributing them. Avoidance of homogeneity inside the group makes the group depends on the abilities of its learners when performing required learning tasks. This is what is meant by independency which is emphasized by putting the procedures performed by each group individually and each member of the group as well. What helps in succeeding in the task is the ability of the teacher to organize the learning activities and its tasks in a way that avoids intervention and realizes the required integration (Musawi, 2015: 104).

To sum up, when prerequisites and supportive environment are provided for this strategy, goals will be easily achieved (Sayed, 2017: 121).

2.1.3.2. The Second Stage (Executing).

This stage includes the following:

1.   Showing the working rules of learners by one of the available means to ensure complying to these rules: a. Reminding of the goals of the class and certifying on taking responsibilities of achieving these goals. b. Tasks of learning must be connected with the goals of the class. c. Generalization of the teaching task for all groups of leaning. d. The necessity of the independency of each group during the performance of the tasks of teaching activities. e. After finishing any task by the members of a group, help can be submitted to other group that needs it. f. Presenting consultations, assistance or cooperation in performing tasks of other groups after informing the teacher   and having his consent. g. Time table of the tasks of learning activities should be respected. h. Moving to a new tasks is not done till all groups finish their tasks. i. Ethic of conversation and follow up should be followed as a base for success (Slavin et al, 1985: 90).

1. Directing learners to groups according to the deal of the first stage of planning.

2. The teacher clarifies the task and the required procedures of execution for the learners inside each group.

3. Directing the groups in the class to perform predetermined tasks.

4. Groups must individually perform the same task at the same time with the possibility of helping other groups under request.

5. Noting the groups to ensure that each member of the group perform his own task.

6. Enhancing the work of the groups to ensure that each member of the group performs the task he is given inside the group.

7. Participation in helping the groups at necessity.

8. Recording the results of the tasks reached at by each group according to the vision of its members.

9. Writing a separate report on the whole learning activities by all members of each group (Cited in Sayed, 2017: 124). At this stage, if learners got the rules well, they will achieve its goals in that the procedures are tightly connected with these rules. The procedural steps of the second stage of learning together strategy represented in executing the tasks of cooperative activities can be simplified in diagram (2):

2.1.3.3. The Third Stage (Discussion and Feedback).

The teacher should do the following:

1.   Gives each group the chance to write a report of the results reached at by the group.

2.   Discuss the results of the work of each group in front of other groups.

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3. The teacher presents a feedback for each group concerning its work results.
4. Corrects false ideas formed during the execution of the tasks of the learners.
5. Summarizes the correct ideas and information of the learners.
6. Asks the learners to record a summary of the tasks of learning in one of the available ways of recording (Sayed, 2017: 125).

2.1.3.4. Stage Four (Follow Up and Evaluation):

LTs add a number of valuable assessment approaches to a teacher's repertoire learning together offers new and better ways to observe pupils during team work, monitor pupils make adjustments during lessons, target individual pupils without putting them on the spot, and it offers structures for polling the entire class, every team, and every student (Kagan & Kagan 2009: ch.15. 5). The teacher should do the following:

1. Discusses with the learners what has been executed to see what goals have been achieved.
2. Evaluates the work of the group in one of the following ways: **a**. Assesses the work papers of each member of the groups and then gives the total assessment of the group. **b**. Randomly selects work papers of one of the members of the group to assess them so that this evaluation would be considered for the group. **c.** Assesses the work papers of each member of the group and then finds the arithmetic mean to be considered for the group.
3. Determines the points of strength to enhance them and points of weakness to avoid them in the next classes.
4. Presents the suitable enhancement by giving the physical or moral rewards to winning groups.
5. Present with the learner some suggestions to improve the process of learning in the next classes.
6. Suggests with the learners some tasks and supportive activities for learning in a procedural way.
7. Presents some evaluative questions to find out the learners comprehension of the educational content (sayed, 2017: 128).

It is noted that methods of evaluation emphasizes the collective responsibility and positive cooperation during performing learning activities for each member of the group. However, evaluation completes by determining points of strength and of weakness as well as suggesting improvement of performance can take place. A wide variety of assessment

formats may be used and pupils may be directly involved in assessing each other's level of learning and then providing immediate remediation to ensure all group members' learning is maximized, with more curative or supportive activities in the light of result evaluation (Johson & Johson, 1999: 45).

However, using LTs may be difficult at first. It requires some initial through, some long-term vision, and some persistence to succeed. often, pupils may not be familiar with or skilled at working together . Fortunately; the LTs literature allows us learn from the trial- error and effective practices of educations, who have come before us. With this assistance, we and our. Pupils can come to enjoy and benefit from LTs in the classroom and beyond (Jacobs, 2004: 6).

2.2. Vocabulary:
2.2.1. Concept of Vocabulary:

Vocabularies are considered the main factor in learning English language, they work together with English language skills such as: reading, writing, conversation and listening to be the basis in learning any language, so they can be defined as: "words we must know to communicate effectively; words in speaking expressive vocabulary) and words in listening (receptive vocabulary). (Neuman & Dwyer, 2009: 385).

Definition of vocabularies is different according to perspectives about the nature of using them, they are words taught for pupils in classes and to bring them back when he needs them, while vocabularies are characterized as follows:
"The knowledge of words and their meaning", "it is the ability to understand and use words to acquire and convey meaning" (Milton, 2009: 14).

"Vocabulary can be defined, as the words we teach in the foreign language. However, anew item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary item rather than word" (Akdogan, 2017: 34).

Vocabularies are a number of words used in a certain language or a certain field and usually found and developed with age and act as a useful tool and a main tool to communicate and acquire knowledge, it is a main element in communicative efficiency, and it is important for production and understanding in second language (Milton, 2009: 16).

A comprehensive definition of vocabularies: all words in a second language, have meanings and consist of some parts such as: verbs, expressions, pronounce, they are considered symbols for the mental concept for us. it is clear that vocabularies concept is the most important part in learning any language, and it is impossible for the learners to

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learn reading, writing, speaking and listening of any language without knowing vocabularies (Schmitt, 2000: 53). Indeed, "educational authorities advise us wide vocabulary and broad knowledge go together and that vocabulary knowledge is knowledge" (Bishop et al, 9002: 15).

2.2.2. Teaching Vocabulary:

Vocabularies are considered one of knowledge fields which plays a great role in acquiring language and developing pupils; vocabularies and that leads to develop their language, "Without grammar, very little can be conveyed, without vocabulary, no thing can be conveyed"(David A. Wilkins, 1972: 10).

Modern researches refer that teaching vocabularies may be a problem; because many teachers don't trust in the best methods of teaching vocabularies, and sometimes don't know where to start in concentrating on teaching words (Milton, 2009: 20).

Where it is possible to learn a language without words. Even communication among humans depend on words, so words or vocabularies are the smallest units in language, exactly like constructing buildings starting with putting bedrock, where words are the structuring language, and this is agreed on by all teachers and learners, where vocabulary is seen to be an integral part of compression, it is one of the most parts that are discussed in teaching English language as a second language (Hiebert & Kamil, 2005: 7). So when teaching and learning process is done, problems will appear for teachers, and how to teach pupils so as to set a strong foundation to achieve acceptable results, so teacher has to prepare and know the suitable means, which will be applied on pupils, and they should be able to master the subjects to enable the pupils to understand them, and make them interested in and be happy to the teaching and learning process (Milton, 2009: 140).

A teacher has to take into consideration that vocabularies are new and thing and different from the student's original language, and also teaching them these vocabularies for young pupils is different from the adult ones, so the teacher has to prepare good and suitable techniques so as to achieve learning and teaching aim through the following:

● Enhancing teaching and learning English language vocabularies in the primary schools.

● Enhancing the learner's independence through developing language learning skills, such as: building important vocabularies skills to give pupils wide opportunities to master these skills through making important missions, and it is one of the concentration points in English language.

● Aiming to present theoretical foundations to learn vocabularies and teaching them, also saving some educational and teaching subjects that focus on vocabularies, so the

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teacher has to complete the activities and adopting his pupils to use them in the classes of English language (Rojas, 2017: 6-7).

2.2.3. The Importance of Learning Vocabulary:

Vocabularies are important tool for the second language learners; since limited ones in the second language obstacle the successful communication. "Lexical knowledge is central to communicative competence and to the acquisition of a second language" (Schmitt, 2000: 55).Teaching words is considered an important part in teaching language where language considers words an important part in teaching foreign language; since languages depend on words. (HAN Min & WEI Na, 2016: 95).Using the language leads to increase the knowledge of vocabularies, so the teacher has to affirm the importance of vocabularies inside and outside the school. Researchers realized that acquiring vocabularies is something necessary to success in using the second language and plays an important role in forming completion of spoken and written texts in English second language, and also they play a vital role in all linguistic skills (like: listening, speaking, reading and writing), without extensive vocabularies, we won't be able to use the frames and functions which we have learned for comprehensive communication, so when we have a meaning or a concept we want to express it, we need to obtain the words store which we can select the expression of this meaning or concept (Chapelle et al, 2001: 37-38).

Curricula confirmed on paying more intention to vocabularies to master the second language, such as delivering and comprehension and acquiring it, not only writing grammar especially in the primary stages; since it has a great value in the ability to produce grammatical sentences, in other words, the learner won't learn the second language if he isn't able to obtain the necessary vocabularies to transform what he wants to say, while without grammatical rules, he can transform little, so words in certain language are the main emotion of the meaning and using the phrases of the language form and sentences and units of the greatest meaning happen by applying the words (Krashen, 1989: 440).

Vocabularies usually play an important role in communication, and the lack of the necessary vocabularies is the most common reason of the inability of pupils to say what they want while communication (Brown, 2001: 377), and if we took care of social communication, words would be the first priorities in learning the second language, in other words, vocabularies are considered one of the three main active parts: (sound, vocabularies, grammar) (Milton, 2009: 51).

It is preferable to learn new and more vital vocabularies, not only memorizing them but also learning and acquiring them in a suitable way, so as the pupils is able to use them in different context (Hiebert & Kamil, 2005: 36).

In the last years, ideological procedures like grammatical translation and teaching the sound language and linguistic communication was used, so we have to wonder which procedures were more active and what is the other thing that teach vocabularies and estimate the three curricula to reach to acquire vocabularies, for example, dictionary learning for a class has one cross dimension, also most essays and studies referred that direct learning and indirect one, pupils learn some vocabularies when their teacher teaches them new and direct vocabularies in the class. It is clear that pupils learn some vocabularies indirectly through meetings, interviews (Mc Neill, 2009: 5).

2.2.4. Types of Vocabulary:

There are many classifications of vocabulary and it is necessary to distinguish the different types, and some experts divided them into two types: active vocabulary and passive vocabulary. Where the first type means: that pupils learned them and it is expected to be able to use them in the same time, while the second type means: words that pupils will learn them when they are determined for them which they may not be able to pronounce them, (Hiebert & Kamil) (2005) refers to two types of vocabulary: receptive and productive vocabulary (Hiebert & Kamil, 2005: 11).

Receptive vocabulary: mean words that pupils can know and comprehend them in reading and listening inside the classes.

Productive/ expressive vocabulary: Mean words that pupils can know them through listening and expressions and pupils can able to remember them in speaking and writing to express themselves and convey their messages (Takač, 2008: 10).

Furthermore, Languages are distinguished greatly between two types of words, content words and function words, in other words, nouns, verbs, adjectives and adverbs are the content words.

These words refer to the concepts, acts and thoughts which happen to the pupils are called content words and sometimes called open words; because we can add new words to these categories in an organized manner.

Regarding the other words categories, they have no clear dictionary meanings or clear concepts, but they are connected with the words, as in conjunction such as (or, and, but), preposition such as (in, an, of), the articles such as (the, a, an), pronouns such as (she, he, mine, me, I, it). This kind of words is called key words; because they determine the grammatical relationships and contain little semantic content or it doesn't. function words sometimes are called closed class words (Fromkin et al, 2010:38-39).

2.2.5. Acquiring Vocabulary:

It is not easy for the teacher to ensure learning English language vocabulary in the class; because it is a foreign language, and it is difficult to determine any limited theory can be used to determine how to learn vocabulary. There are factors effect on learners like the mother tongue, age, cultural background, levels, motivation and the extent of pupils communication with the target language, all these are variables affect the learning (Schmitt, 2000: 116), these variables are important considerations for any language teacher regarding teaching in the class, and what are the educational methods that can be used to ensure learning vocabulary.

Form the LTs view of point, learning vocabulary happens first through objective communicative style, serious direction and objective interactions which include reading, listening, speaking and writing. But according to Newton (2013), no more researches about communication activities, although there is a possibility that pupils may face unfamiliar words repeatedly through different communication missions (Newton, 2013: 164-165).

Acquiring a word is not simply dealing with its definition or getting its basic meaning from context. Instead, to acquire a word means to be able to discuss, elaborate and demonstrate the meaning of the word in different contexts, (Lin, 2002: 47). Acquiring a word explained is:

1- Recognizing the form of the word, i.e. its part of speech: verb, noun, Adjective, Adverb, or preposition.

2- Retrieving the meaning of the word, i.e being able to know a word's meaning and remember it.

3- Using the word appropriately in other contexts.

Naturally and as usual in the schools that pupils have to understand the unfamiliar words in the context orally and written, and only with reading and writing the meaning can be clear exactly (Carins & Redman, 1986: 64), and this is what we call it implicit vocabulary, where the meaning is acquired while concentrating on reading and comprehending the text as a whole (Longhurst, 2013: 14-15). From the other hand, many pupils' state that there is a great need to speak more than writing in acquiring vocabulary in the early stages of learning English language, and this difference may affect the spoken and written tools, where pupils who learn a second language need to know the vocabulary, and need a great number of memorized expressions which can be brought and used easily, to reach to fluency while speaking. And this needs to act the meaning then to practice in different dialogues (Bogaards & Laufer, 2004: 224).

There is one element of the ability to predict, we can do this through imitating processes and role playing and there are many ways if the learners have the enough vocabulary to speak. Where they can show that through making small roles based on the

life situations then giving data about the spoken vocabulary through performance (Chapelle & Hunston, 2001: 204).

Concerning To spoken vocabulary Learners must be fluent with what they have learned directly in the early stages of learning language, "it may be useful to imagine knowing the word as procedural in the first place" (Nagy & scott, 2000: 273). Developing fluency in the training course is considered important in all training stages and words can be used and practiced fluently in a best way with the learners who work as groups led by the teacher, where we start to teach the pupil the beginning of the words, their features and their positions to be able to pronounce the vocabulary separately, so as to reach to a stage be able to practice the fluency in speaking and continuing to practice it in speaking, if the words aren't fixed, the fluency may lead to a confusion in words and their meanings. (Richards et al, 2009: 32).

In order to focus on vocabulary cooperative task should be used, for Cooperative activities are considered active particularly in stimulating teachers to discover a number of meanings of words and a number of meaning elements in the word, so activities in the cooperative learning enable to discover the meaning of the word or can save opportunities to repeat the word (Chapelle & Hunston, 2001: 211).

Also, we confirm on the role of noticing and acquiring the language with intention, where we can give the teachers opportunities for that by interaction that based on the small cooperative groups tasks to work on negotiate for the meaning, and reaching to positive reactions in solving their problems related to the language, and setting the new linguistic knowledge, where learning happens through a gradual process of comprehension to move the teacher from being a helping tool into being able to do that independently (Long, 1996: 413-468).

The cooperative learning activities, can enlarges the vocabulary knowledge by giving pupils' the tasks inside the classes, and the teacher starts to show them their importance in daily life and helping pupils to develop sound awareness through spelling of words, and then enhancing the verbal communication in making side discussions while role playing, and this encourage them to practice the sound spelling and having interesting times to increase the limited texts within the educational curricula, and communicating with the others and discussing what they do during working, such as oblige them to use the vocabulary while conversation, and accepting their opinions and ideas and correcting their mistakes, and making questions and receiving answers orally then asking them to complete writing their answers on a paper (Chapelle & Hunston, 2001: 99-100).

2.3. Literature Review:
2.3.1. Previous Studies Related to LTs:

1- Nejad & Keshavarzi (2015):

This study was conducted in Iran, it aims to teach reading and comprehension and reading worry through cooperative learning for learners and test them. The number of participants was (70) female students of pre-university to study EFL, they were two groups distributed equally to be (35) students in each of CG and EG, the experimental group used learning together strategy and the CG used conventional method. The study used achievement and reading skill test with pre-test and post-test. Also using a questionnaire to measure attitude towards learning EL. The experiment lasted eight weeks by applying t-test, the results showed that the obtained results in EG were higher and better than attitudes according to CG. Also, the results showed that students in EG were better than students in CG in both reading skill and achievement.

5- Azzioni (2016):

This study was conducted in Algeria, it aims to discover the effect of learning together and teachers' notice EFL on the student's ability to write EL in the second year in LMD. The study has followed the real experimental design with post-test through the academic years (2011 – 2012), the sample was selected from Mutouri Brothers University, the number was (45) students, divided into two groups, first group (24) students in CG studied using conventional method, and second (30) students in EG, where the second group got their study according to learning together strategy. This study lasted five weeks. By using t-test, the result showed a great improvement in teachers' comments on the students' writing tests in English language with information technology strategies in favor of the EG.

2.3.2. Previous Studies Related to Vocabulary Acquisition:
1- Bader (2017):

This study was conducted in Palestine / Gaza, it aims to discover the effect of PAVE strategy in learning EL vocabulary and keeping them, the sample was for eleventh grade in secondary school, in experimental design. Where (72) female students were participated, they were distributed equally into two groups (EG & CG), (36) students from each group, where EG was studied by PAVE strategy, and CG was studied by conventional method. Vocabulary achievement test was conducted in this study and pre-test and post-test were also used in this study and then t-test was used as a statistical tool, after conducting the study in the first semester. The statistical results showed that EG recorded the highest and the best in teaching vocabulary and retention from CG.

2- Abdul – Ghanee (2018):

This study was conducted in Iraq / Mosul city, it aims to use humor as a technique for teaching EFL. The sample was from intermediate students, first year. The sample was selected within the experimental design. The participants were divided into two groups (EG and CG), and each group consists of (30) female students. EG was studied by humor as a technique, while CG was studied by conventional method. Pre-test and post-test were made, after five weeks. T-test was used as a statistical tool, to know the required of the experiment elements. The results showed that humor technique in EG can affect relatively on understanding words and keep them.

3. Procedures

This chapter includes a presentation of the methodology and research procedures, experimental design, sample selection, equivalence of experimental groups, identification and control of variables, Checking the internal and external safety of the research and statistical means.

3.1. The Experimental Design of the Research:

The use of experimental design is necessary in every empirical research because it helps to obtain answers to the research questions (Fred, 1995: 275) and is based mainly on the scientific experiment to reveal the different relationships in the experimental situation and test hypothesis (Al-Jadri and Abu Helou, 2009: 231).

The researcher has adopted the experimental design of the two groups, one of which is experimental group, taught by learning together strategy and the other one is controlling group taught by conventional method. This design includes the post-test vocabulary acquisition scale. as shown in Table (1).

Table (1): Experimental design

Experimental Group	learning Together strategy	
Control group	Conventional method	Post-Test

3.2. The Population and Sample of the Research :
3.2.1. The Population of the Research :

The research population refers to all individuals, objects, or people who are the subject of the research problem. The research population consists of fifth grade pupils in the primary schools affiliated to the General Directorate of Education in the centre of Nineveh province, the left side, in the academic year (2018-2019). The total number of

primary school (253) is (137) schools for boys and (116) for girls. The number of male pupils in the fifth grade primary is (12826).

3.2.2. The Sample of the Research :

The sample is the part that represents the population of origin that the researcher is working on under special conditions (Mahjoub, 2005: 149). The researcher intentionally chose Al-jamaheer primary schools for the boys, and Al- Qadisiya primary school for the boys both located in the Qadisiyah quarter on the left side of Mosul to be the school sample of the research. After that the researcher chose intentionally in the fifth class (B) in al-jamaheer primary of boys to represent the experimental group and the fifth class (B) in Al-Qadisiya primary school for boys to represent the control group. in experimental studies, the size of the sample is suitable if the number of individuals about (30) individuals (for each level of this treatment). The number of pupil in both experimental group and control group were (30), after the exclusion of the failed pupils.

3.3. The Equivalence of Groups :

The process of equivalence between the two research groups can't address the treatment of its opposition, because it is very important. The two groups should be as similar as possible in all factors affecting the dependent variable, the researcher equivalent the two groups of research in a number of variables that she believes affect the results of the research as follows: The age of the male pupils calculated in months, Pupils general averages of the previous year (2017-2018), Educational attainment of fathers, Educational attainment of mothers, Intelligence test (IQ).

3.4 Determine the Variables and How to Control Them :

The research variables were determined according to the following:

a- An independent experimental variable: Learning together strategy for experimental group and conventional method for the control group.

b- Variables Extraneous or non – experimental Variables: These variables that may affect the safety of the experimental design.

It is agreed that the safety of the design has two aspects, one internal and the other external. The researcher tried to adjust those variables on the following.

3.4.1. Internal Safety of the Design :

The internal safety of the design is realized when the researcher ascertains that the extraneous factors have been controlled in the experiment so that no effect has occurred in

the dependent variable other than the effect of the independent variable (Zobaie and Ghannam, 1981: 95). Therefore, the researcher controlled these factors as follows:

3.4.1.1. Experiment Circumstances and Associated Accidents :

The researcher controlled the circumstances of the experiment, there was no accidents that would affect the circumstances of the experiment during the application of the experiment, Except for some minor obstacles, which were avoided in agreement with school administrations.

3.4.1.2. Processes Related to Maturity :

The effect of this variable is excluded because the duration of the experiment is unified for the experimental and control groups, and because the researcher equivalence the pupils of the two groups in the variable of age in months before the experiment and thus reduced the effect of this factor
.

3.4.1.3. Sample Members Test :

Factors influencing empirical research are the method of sample testing such as differences between the experimental and control groups, however, the effect of this variable has been ruled out because the researcher has equivalent the pupils of the two groups of research statistically in six variables, as well as that the pupils of the two groups belong to a close social, economic and cultural environment.

3.4.1.4. Research Tools :

The researcher used the same tools, vocabulary scale for experimental and control groups, thus controlling this factor.

3.4.1.5. Pupils Who Leave the Experiment:

This variable did not have any effect in the experiment because there were no cases of absence from the experiment.

3.4.2 External Safety of the Design :

The external safety of the design is free from the influence of external factors. The researcher tried to control such factors by following a number of procedures that can be clarified in the following:

3.4.2.1   Educational Environment :

The experiment applied in the same education environment in terms of design, space, lighting, ventilation and capacity.

3.4.2.2   Effect of Experiment Procedures:

The researcher agreed with the administration of the two schools to inform pupils that the researcher is a new teacher in their school, in order to ensure the continuation of their activity and to deal with the experiment naturally, and not affect the accuracy of the results, so this factor this has been controlled.

3.4.2.3. Subject :

The two groups were used the same textbook of the English language for the fifth grade, which published by the Ministry of Education first edition of 2017 included the first four chapters during the first half of the academic year (2018-2019).

3.4.2.4.   Duration of the Experiment :

The experiment began on the 15th Oct., 2018 and ended on the 15th Jan. 2019 with an average of (4) lessons per week distributed among (4) days. As such , the experiment continued (8) academic weeks with (28) lesson.

3.5.   The Research Requirements:
3.5.1. Determining the Teaching Material:

The researcher identified the scientific material represented by the for the first four units of the English language book From (English for Iraq) pupil`s Book 5 for fifth grade of primary school and four units from Activity Book 5 for English language ,for academic year (2018-2019) This article covered the curriculum in the first semester to teach the pupils of the fifth grade primary.

3.5.2. Behavioral Objectives :

Behavioral objecting describes the learning outcome or ultimate behavior that can be achieved by teaching a particular educational unit. Setting goals helps the teacher to identify both the content and the work requirements, the materials and tools needed for him, the strategies and related procedures and activities, as well as determining the time of implementation and avoiding the randomization. Therefore, the researcher prepared a (71) behavioral objectives based on the Bloom classification (knowledge domain). The behavioral objectives formulated by the researcher were presented to a group of juries

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specialized in the field of teaching methods education and psychology to determine their suitability to the levels of Bloom Taxonomy. In the light of their views, an amendment was made to the formulation of some behavioral objectives.

3.6.1 Vocabulary Acquisition Test

The vocabulary test was prepared by the researcher to measure the pupil achievement in vocabulary.

3.6.1.1 The General Aim of the Vocabulary Test:

The test aimed at measuring the vocabulary acquisition of the fifth grader's pupils English.

3.6.1.2 The Sources of Constructing the Test:

The researcher depended on "English for Iraq 5" textbooks to construct the vocabulary test. Furthermore, the researcher depended on her experience as a teacher of English. Moreover, the researcher consulted the English supervisors in the Directorate of education in the Nineveh governorate and some English teachers. The test consisted of (42) varied items.

3.6.1.3 The Items of the Vocabulary Test:

The items of the test distributed into questions as follows:

1- Complete the sentences by choosing appropriate word. This question includes six items, which evaluate the pupil's ability in remember the suitable words that are referred to in the sentences. One mark is given for each correct answer.

2- Complete the sentences by using a suitable word from the brackets. This question includes six items, which evaluate the pupils' ability in choosing words according to context. One mark is given for each correct answer.

3- Match the words in the list (A) with the words in list (B) to make word pairs. This question includes six items, which valuate the pupils' ability to match pairs of words from two lists together to make one meaningful pair. A mark is given for each one.

4- Fill in the blanks with a suitable word from some word family. This questions includes six items, evaluate the pupils' ability in using the appropriate words. One mark was given for each correct answer. Pupils' should read the points in question carefully in order to know the correct answer.

5- Complete the word with put missing letters to become full word which represent the picture above the word. This question includes six items, which evaluate the pupils' ability to recall and identify word with correct spelling. A mark is given for each one.

6- Choose the correct word. This questions includes six items, which evaluate the pupils' ability to choose the correct word according to context. A mark is given for each one.

7- Recognize the word by seeing the picture and then the pupils' re-arranges the letters to make the correct word. This questions include six items. A mark is given for each one table (2).

Table (2): The distribution of the vocabulary test questions

Vocabulary test questions		No. of items	Marks
Ques. 1	Complete the sentences by putting the suitable word in the blanks in the following sentences.	6	6
Ques. 2	Complete the sentences with words from the box	6	6
Ques. 3	Match the words in list (A) with the words in List (B)	6	6
Ques. 4	Complete the following words	6	6
Ques. 5	Write the missing letters	6	6
Ques. 6	Choose the correct word in brackets	6	6
Ques. 7	Re-Write the name of sports, with the correct arrangement	6	6
Total		42	42

3.6.1.4.1 The Validity of the Vocabulary Test:

Validity is "an important key to effective research. If a peace of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative, naturalistic research ",validity then should be seen as a matter of degree rather than as an absolute state (Cohen et al, 2007: 133)

A valid test is the test that measures what it is designed to measure (AL-Agha, 1996: 118). So that validity in fact measures , ability, attribute, or prepare the test for measurement (Al-Essawi , 2003: 323).

3.6.1.4.2.The Face Validity:

Face validity "Is a subjective Judgment on the operationalization of a construct. This is related to content validity and is a quick starting estimate of whether give experiment actually mimics the claims that are being verified" (Cohen, 2007: 133). In other word, face validity measures whether or not the survey has the right questions in order to answer (Zubai et al, 1981: 45).
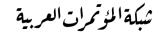
The researcher used the face validity. So, the test has been submitted to a jury of specialists (Appendix 2) The researcher took their notes into consideration, and made some changes on the items and questions included in the test.

3.6.1.4.3. The Pilot Study :

Conducting a test piloting is essential, to check the time that pupils need to complete the test, and to make sure that the stem of the items are clear obvious (Cohen et al, 2000: 324). The vocabulary test was applied on a random sample of (30) fifth graders from Al-Qadysia primary school for boys, who have the same characteristics of the pupils sample. The examination of vocabulary item was done on Monday 31st of December, 2018.

Researcher was found that the test items, they were clear with some modification of some items. Also the time recorded according to the following:

$$\text{Time estimation} = \frac{\text{time of the first pupil} + \text{time of the last pupil}}{2}$$

$$35 + 45 \div 2 = 40 \text{ minutes}$$

3.6.1.4.4. Scoring the Vocabulary test:-

The test was scored by a simple traditional way. Each correct answer was given one score. The maximum score was (42) and the minimum was (Zero). So the total scores for the whole test were (42).

3.6.1.5. Analysis of the Item of the Vocabulary Test:-
3.6.1.5.1. Item Difficulty:-

The coefficient of difficulty is defined as the percentage of the number of pupils who give wrong response to the paragraph on the total number of members of pupils (Alam , 2000: 269). Item difficulty as" the proportion of the examinees that marked the item correctly, item difficulty is the percentage of pupils that correctly answered the item" (Boopathiraj & Chellamani, 2013: 190).

In applying this procedure it was found that the difficulty coefficient for the test component item was close to (%32 - %64), (Appendix (7)).

$$\textbf{Difficulty coefficient} = \frac{\textbf{No. of pupils who gave wrong answers}}{\textbf{The total of pupils who answered the test}} \times \textbf{100}$$

According to Bloom (1983) who mentioned that the test paragraphs are good if they are close to their level of difficult (20 – 80%) (bloom et al, 1983: 107), so the item difficulty is relevant to determining whether the pupils have learned the concept being tested.

3.6.1.5.2 Item Discrimination:-

The discriminating power of the test item refers to the "degree to which success or failure on an item indicates possession of the ability being measured, it determinates among examinees in the function or ability measured by the item" (Boopathiraj & Chellamani, 2013: 190).

The discriminate coefficient of items are also meant as the capable of the item to distinguish between the high achievers when pupils with more knowledge , and the low achievers with pupils have a less able in knowledge, as shown in the following equation.

$$Dp = \frac{\begin{array}{c}number\ of\ the\ correct \\ answers\ for\ high\ class\end{array} - \begin{array}{c}number\ of\ the\ correct \\ answers\ for\ low\ class\end{array}}{1/2\ The\ group\ members}$$

To find the discriminate force of the test, the researcher applied the test on a sample of (50) pupils from Al-Faraheedi primary school for boys on Sunday 30th of December, 2018 then they arranged in descending order and, divided into two group act, the first group (50%) the higher grades, the second group (50%) the lowest grades, So that each group has (25) pupils as shows in (Appendix 7).

In the light of this procedure, all items had a coefficient discrimination greater than (0,30), This indicates that all item test had Discrimination force, according to Brown advise who pointed that the item is good if the Discriminate force is over (20%) (Brown, 1981: 104).

3.6.1.6. The Reliability of the vocabulary test:

Reliability is important in psychological test, it is sued to measure some attribute or behaviour for instance, to understand the functioning of a test. It used consistently discriminates individuals at one time or over a course of time. In other words, reliability is

the extent to which measurements, on different occasions, under different conditions (Drost, 2015: 106).

To determine the reliability of the test the researcher has applied the Kuder Richardson formulate (KR 20) to find out the extent of test reliability. The results showed that the reliability coefficient was (0,82) and this indicates that the reliability of the test was high. So the test is ready to be applied, without failed any item.

3.7. The Experiment Application

After selected the research sample, for the experimental and the control groups, completed all procedures related to equivalence of the two groups with the number of variables, and organized lessons schedule. The experiment was applied on Monday (15/10/2018) till Thursday (10/1/2019) with (13) weeks duration four lesson per week for each group, the number of lessons were (46) lessons for each group, (4) lessons were cancelled because of some holidays.

4. Analysis of Data, Discussion of Results, Conclusions, and Recommendations

This chapter presents the results and their interpretation and discussion according to the aim and remove hypotheses of the research, and compares them with the previous studies.
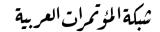
4.1. The Null-Hypothesis:

The first hypothesis state that: "There is no statistical significant difference between the mean scores of the EG, who taught by LTs and the mean scores of the CG who taught by conventional method in the post test of vocabulary Acquisition". To verify of this hypothesis mean scores and Standard Deviation (SD) were compared between EG and CG, and the T-test was used for independent samples. Test results were presented in Table (3)

Table (3): The Mean Scores, Standard Deviation, and Acquisition Scores of the Two Groups

Group		X	SD	d.f.	T- Value	

	No. of pupils				Calculate	Tabulated	Significance Level
EG	30	30,2667	6,99228	58	5,234	2,002	0.05
CG	30	21,9333	5,21228				

As shown in Table (3), the T value calculated which was (30,2667) is higher, than the tabulated value, which was (21.9333), ($\alpha = 0.05$) alpha and (58) degree of freedom, so the hypothesis is rejected and the alternative one is accepted, that is, there is statistically significant difference between EG and CG in the post test, acquisition vocabulary with the favor of EG.

Discussion of the Results:

The results in tables 3 show that there were statistical significant differences between the mean scores of the two groups (EG and CG) in vocabulary acquisition of English language, with the favor of experimental group (EG).

That mean, the superiority of the Experimental Group comparing with the control group in Vocabulary Acquisition in EL. The researcher explain the results as the follows:

The results of the first hypothesis proved that there were statistical significant difference between the mean scores of the EG pupils and that of the CG pupils in the post-test vocabulary Acquisition scale, in favour of the EG. It is due to the fact that using the strategy of learning together gives them more exposure to English language through Practicing new learning strategies and, they were more actively in the lesson, These helped the pupils increased their ability to learn English language and vocabulary Acquisition by communicated information between the members of the Group, and connect their previous knowledge with the new information knowledge, while the CG had the conventional

method, so The pupils of the CG were passive acquire learn vocabularies they had weak role during the lesson, that's led to Limited gain of information by them, so the result, the revealed CG pupils had lower levels achievement

This chapter includes three sections, conclusions, recommendations and suggestions for further studies.

5.1. Conclusions:

1- Both theoretical and experimental investigations in this research recommended the value of merging learning together strategy in teaching primary fifth grade pupils to acquire vocabulary in learning English.

2- learning together strategy moves the learner from the individual activity to the group participation and that cooperating each other and taking the responsibility during learning English, and that gave thinking freedom and trains the learner to solve problems, make decisions and building self-confidence.

3- This strategy enables the teachers to organize activities, tasks, meets the pupils' needs and makes them active element in the educational process, which leads to develop creative ability of the pupils and encourages pupils attitude towards learning and increases their sensation with its importance and the value of the curricula information to raise the pupils' achievement level and success academically and educationally (personally and educationally and socially).

5.2. Recommendations:

In the light of the results a number of recommendations are formulated as follows:

1- The necessity of encouraging the teachers of English language to use learning together strategy in teaching English language in the primary fifth grade, for it's effectiveness of improving vocabularies by pupils comparing with the conventional method.

2. Holding training courses for English teacher to train them about the practical approaches of using learning together strategy and its positives so as to meet the necessary needs to enable the teacher to use this strategy without obstacles.

3- Encouraging English teacher in primary school to change the learning environment form time to time by using learning together strategy to break routine.

4. The necessity to introduce learning together strategy in the subject of English teaching method in the department of English collage of Basic Education.

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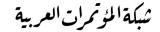
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