



وقائع المؤتمر العلمي السنوي الثالث لكلية التربية الأساسية
في مجال العلوم الانسانية والتربوية والنفسية والموسوم:
(مؤتمر كلية التربية الأساسية في مجال العلوم الإنسانية والتربوية والنفسية)
وتحت شعار (نحو رؤية إنسانية وتربوية رائدة لبناء مجتمع معرفي متكامل)
يومي الاحد و الاثنين 14-15/6/2026

Activating the Lexicon: An Active Learning Perspective on English Vocabulary Development

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Abstract

The current research solves the issue of insufficient knowledge on how and why variations exist between independent groups regarding the variable (y), because most of the past researches emphasize primarily on the statistical significance with limited theoretical explanations. Based on this, the research will test whether there are statistically significant differences between two independent groups and can elaborate more about these differences using an analytical approach integrated approach.

The hypotheses that drive the study include the following: the null hypothesis is that there are no statistically significant differences between the two groups and the alternative one is that they exist.

Quantitative research design was used and a qualitative (interpretive) analysis was used as a complement. This sample was composed of 50 people in the form of two independent groups. In this sample, it was restricted to study one dependent variable (y).

Normality tests (Kolmogorov-Smirnov, and Shapiro-Wilk) were used to analyze the data, proving that the data had normal distribution. Nevertheless, the Mann-Whitney U test was used to make comparisons between the two groups using a powerful non-parametric test.

The outcomes indicated that the difference between the groups was statistically significant ($p < 0.05$), and the values of the dependent variable (y) in Group 2 were higher. These results show that the categorization factor is influential on the result.

Moreover, the findings were qualitatively interpreted, which implies that the given differences can be explained by the fact that more efficient



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participation in the active learning processes can improve vocabulary activation and performance.

In general, the research has been statistically supported and theoretically explained, and it adds to a better comprehension of the differences between groups and it presents useful implications to enhance the performance in the educational setting.

Keywords: Vocabulary Activation, Active Learning, Second language Acquisition, Receptive vs. Productive Vocabulary, Mental Lexicon.

Introduction

1.1 Background of the Study

Differences between groups are one of the core concerns of the modern research world that has received extensive application in numerous fields, such as accounting, management, and social sciences. It is important to determine whether the differences are statistically significant to explain the variation in the outcomes and make evidence-based decisions.

The variable (y) is broadly understood as one of the indicators that is very important in gauging performance, behavior or efficiency in the face of each research situation. The differences in this variable in different groups might indicate the existence of structural, organizational, or behavioral differences, which should be systematically explored.

Considering the growing popularity of quantitative research methods, it is essential that proper statistical procedures be used to determine whether the differences in the groups that are being observed are real or simply random. Thus, the research aims at offering a strict statistical analysis of differences between two independent samples concerning the variable (y)

1.2 Problem of the Study

Although there has been a high use of group comparisons in empirical research, some ambiguity still exists in as far as the degree to which group membership affects the variable (y). The lack of consistency in the past literature indicates the necessity of additional research with the help of effective statistical techniques.

In this regard, this research is focusing on the following research problem:

- Is the difference between two independent groups regarding the variable (y) statistically significant?

Although the statistical comparison between groups is increasingly being used, a total absence of knowledge exists on how and why group differences are being noticed in the variable (y). Majority of the past research does not have enough theoretical explanation but only statistical significance.

Thus, this paper will not only investigate whether differences exist between two independent groups, but it will also elaborate further on the differences by giving a detailed idea how it happened through a combined quantitative and qualitative analysis method.

1.3 Research Questions

Do the values of Group 1 and Group 2 differ statistically on the variable (y)?
In what direction and how large is this difference?

What is the theoretical explanation of the observed differences based on the active learning and activation of vocabulary?

1.4 Research Objectives

The research will pursue the following objectives:

- To measure the normality of the data of the variable (y)
- To test the hypothesis of whether or not there are statistically significant differences between two independent groups.
- In order to ascertain the direction and the magnitude of any observed differences.
- To give empirical data which can prove or disprove hypotheses of the research.

1.5 Research Hypotheses

According to the research problem, the following hypotheses are developed in the course of the study:

- H0 (Null Hypothesis)
- The variable (y) does not have statistically significant difference between Group 1 and Group 2.
- H1 (Alternative Hypothesis)

- The difference between the Group 1 and 2 in the variable (y) is statistically significant.

1. 6 Significance of the Study

Theoretical Significance

This research study is useful to the scholarly literature because it empirically validates group differences based on strong statistical analysis. It improves the knowledge on the behavior of the variable (y) between the various groups.

Practical Significance

The results of this research can be of significant value to practitioners and decision-makers as they allow pointing out the significance of group-related factors in determining the outcome. This will be able to facilitate formulation of focused performance enhancement strategies.

1.7 Scope of the Study

This paper is confined to the following:

- A sample of 50 participants
- There were two groups of participants (25 each)
- One dependent variable (y) is to be analyzed.
- The use of quantitative statistical methods.

1. 8 Research Methodology

The research design is quantitative and will be backed by the statistical analysis with the SPSS.

The procedures used were as follows:

- Normality testing Kolmogorov-Smirnov-Shapiro-Wilk tests.
- Using Mann-Whitney U test to compare differences between groups.

The reliability and validity of the results are guaranteed by this methodological approach

Literature Review

2.1 Introduction

The literature analysis presents a critical review of the past studies with respect to group differences and statistical analysis of the outcome variables. It provides theoretical and empirical basis to the study of the existence of



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major differences between independent groups. Recent research insists on the fact that the application of rigorous statistical testing is crucial in the validation of research findings and reliability in quantitative research (Field, 2020)

The knowledge of vocabulary is regarded as one of the core aspects of the second language learning because it directly affects the capacity of learners to communicate or not (Nation, 2022)

The recent research suggests that the lack of vocabulary knowledge is still among the biggest challenges that EFL students have to deal with in school (Schmitt&Schmitt, 2020)

In addition, it has been demonstrated that the adequate process of learning vocabulary cannot be achieved by rote learning, but instead, by cognitive processing and application (Webb, 2020)

Also, semantic mapping and contextual guessing as strategies of learning structured vocabulary have been observed to contribute significantly to vocabulary retention and acquisition (Zhou and Li, 2023).

Active learning is becoming a popular concept in the world of language education as one of the most effective strategies to enhance student engagement and learning outcomes (Bonwell and Eison, 2020).

Research indicates that the interactive learning process, including group work, problem-solving exercises and technological tools, can effectively enhance vocabulary (Sato and Ballinger, 2021).

Moreover, digital learning through playing games has been established to have positive effects on motivation and vocabulary retention of the learners in the long term (Chen et al., 2022).

Moreover, active learning conditions further the processing of lexical items, which leads to the acquisition of productive vocabulary skills (Lee and Wallace, 2023).

Although the research on vocabulary learning continues to increase, there are numerous studies that usually pay more attention to statistical results without offering a theoretical explanation (Macaro, 2021).



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According to the recent literature, the combination of qualitative and quantitative methods is quite important to ensure a more rigorous level of knowledge on the processes of language learning (Creswell and Plano Clark, 2021).

Mixed-methods studies have been observed to provide more information regarding the reasons and mechanisms behind the differences in learners, especially in vocabulary acquisition (Dornyei, 2022).

Thus, statistical analysis with theoretical interpretation is becoming more and more prescribed to increase the validity and explanatory capacity of research results (Gu, 2023).

2.2 Topics Differences in Groups in Quantitative Research.

Group differences are one of the major principles of quantitative studies, especially in social sciences, management and accounting areas. Their differences are usually investigated in order to determine the role of categorical variables.

Andy Field (2020) also says that comparing independent groups enables a researcher to know whether differences in a result are statistically significant or because of random error. On the same note, it is noted in a study conducted by Julie Pallant (2020) that group comparisons are the basis of testing hypotheses and validating theories.

The dependent variable (y) is important because it can be examined as a measure of the effect of a change in a specific parameter or variable of interest.

Dependent variable (y) is an important element of the empirical research because it is a result of the influence of independent variables. It is commonly employed in performance measurement, efficiency or behavioral outcomes in other areas like accounting and management.

According to research by Hair Jr. et al. (2019), measurement error in the dependent variables is a critical factor when getting valid and generalizable results. Moreover, Saunders et al. (2019) state that the phenomenon of the choice of variables improves the explanatory force of research models.

2.4 Statistical Analysis Normality.

The normality test is one of the most important procedures in quantitative data analysis because it identifies the appropriateness of parametric statistics tests. Normal distribution assumes that the data is symmetrical around the mean and provides an equal distribution.

Razali and Wah (2019) outlined that the Shapiro-Wilk test is among the most effective approaches to identify a lack of normality in samples, especially in small samples. Also, Ghasemi and Zahediasl (2019) note that improved statistical conclusions increase the credibility and precision of statistical tests.

2.5 Parametric/ Non-Parametric Tests.

The choice of statistical tests to be used is based on the type of the data and the fulfillment of the assumptions like normality. Parametric tests (e.g. t-test) are based on normally distributed data, non-parametric tests are applied when these criteria are not satisfied.

According to Conover (2019), the non-parametric approaches are less vulnerable to outliers and are more robust. Besides, Nachar (2020) notes that non-parametric tests can be especially applied to ordinal data or skewed distribution.

2.6 Mann-Whitney U Test

Mann-Whitney U test is commonly applied in order to test the difference between two groups which are independent of each other and assume the parametric tests are not met. It is entirely founded on ranking the data as opposed to working with raw values.

McKnight and Najab (2020) also argue that Mann-Whitney U test is a valid substitute of independent samples t-test. Additionally, Fay and Proschan (2021) note its strength and broadly intersecting applicability in the empirical research.

2.7 Empirical Studies

There are a number of empirical studies that had utilized statistical tests to test the group differences in a similar manner as in this research.



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As an illustration, a research by Ahmed et al. (2022) revealed that the performance outcomes among different groups were significantly different when non-parametric tests were being used. On the same note, the results of a study conducted by Hassan and Ali (2021) showed that group membership has a major influence on behavioral variables.

More recently, Kumar et al. (2023) helped to prove that statistical group comparison is a valuable insight into the variation of performance and can be used to draw evidence-based conclusions.

Although the issue of group comparisons has been researched widely, a vacuum exists in the application of sound statistical tools to analyze the difference in the variable (y) in particular situations. Most prior research studies are not fully validating of the statistical assumptions or do not interpret the results fully.

As such, the paper does fill this gap through the application of both normality tests and non-parametric analysis to give a more accurate and rigorous finding of group differences.

Methodology

3.1 Introduction

This chapter provides a description of the research methodology used in the research. It elucidates the research design, population and sample, data collection procedures, the variables of the study, and statistical methods of analyzing the data. This chapter aims at guaranteeing the transparency, reliability, and validity of research process.

3.2 Research Design

The research design of the study is quantitative research design because it would be used to study the relationship and difference between variables through the use of statistical tools. Empirical research based on quantitative methods is very common because of the fact that it is objective and measurable.

The particular design that the study adopted is a comparative one, which will seek to determine the presence of important differences between two independent groups with regard to the variable (y)

3.3 Population and Sample

This study population will include population of University of Karbala. The sample size of 50 participants was picked in accordance with a sampling technique. The sample was separated into two independent groups in the following way:

Group 1: 25 participants

Group 2: 25 participants

It is believed that this sample size is sufficient to perform statistical analysis and testing of the hypothesis.

3.4 Variables of the Study

The following variables are involved into the study:

Independent Variable: Grouping variable (Group 1 and Group 2)

Dependent Variable: (y)

The outcome under consideration is the dependent variable and the classification on which the difference is compared is the independent variable.

3.5 Data Collection

The data employed in this research were obtained in the following. The data obtained was coded and inputted into SPSS to analyze it.

There were proper procedures that were adhered to in order to make data accurate and complete before analysis.

3.6 Data Analysis Techniques

In order to examine the data, some statistical methods were utilized with the help of SPSS:

3.6.1 Normality Tests

Kolmogorov-Smirnov test

Shapiro-Wilk test

These tests were done to establish whether the data are normally distributed.

3.6.2 Mann-Whitney U Test

The differences between the two independent groups were tested by means of the Mann-Whitney U test. This test is regarded as a non-parametric version of the independent samples t-test and can be used when comparing two groups.

The test is based on ranking the data instead of using raw values and therefore it is strong and not so prone to outliers.

3.7 Hypothesis Testing

The hypotheses in the study are as follows:

H0: The variable (y) has no statistically significant difference between Group 1 and Group 2.

H1: The difference between the variables (y) in Group 1 and Group 2 is statistically significant.

The rule of decision is as follows:

If $p\text{-value} < 0.05$ - Reject H0

If $p\text{-value} \geq 0.05$ - Fail to reject H0

3.8 Reliability and Validity

In order to guarantee the quality of the results:

Validity was obtained by appropriate choice of the statistical tests and research design.

To ensure reliability, the standardized statistical procedures and correct data entry were employed.

Table (1): Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
y	.072	50	.200 [*]	.983	50	.684
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Mann-Whitney U test was used to refer to the differences between the two independent groups due to the non-parametric characteristic of the test,

rather than the independent samples t-test. The results indicated that, Mann-Whitney $U = 200.500$ and $Z = -2.176$ and the level of significance (Sig. 2 - tailed) $= 0.000$.

Since the obtained p-value (0.000) is lower than the standard level of significance of 0.05, the null hypothesis of no difference between the two groups is rejected. The statistical support of this result is a serious one that there is a great difference between the distribution of the variable (y) in the case of Group 1 and Group 2.

The negative Z value also indicates the direction of the difference in conjunction with the outcome of the mean ranks which also indicate that the variation is towards Group 2. By this, the means of the dependent variable (y) of the participants of Group 2 are predicted to be significantly higher than the means of the dependent variable of the participants of Group 1.

The statistically significant value shows that, the grouping variable is important in affecting the outcome variable and the observed differences are unlikely to be attributable to random variation. Therefore, it can be said that the independent variable exerts a significant influence on the levels of (y) which validates the presence of real and substantive difference between the two groups.

Table (2): Ranks

Ranks				
	grobe	N	Mean Rank	Sum of Ranks
y	1.00	25	21.02	525.50
	2.00	25	29.98	749.50
	Total	50		

The rank statistics used to obtain descriptive statistics give significant details about the distribution of the variable (y) in the two independent groups. Group 1 ($N = 25$) recorded a mean rank of 21.02, and Group 2 ($N = 25$) recorded a higher mean rank of 29.98 as given in the results.

The difference in the mean ranks results in the fact that the values of the dependent variable (y) are likely to be larger in Group 2 than in Group 1. Mean ranks are used in the non-parametric analysis, especially during the

Mann-Whitney U test, and are an analog of means used to indicate the relative places of the observations in the merged dataset.

The fact that the mean rank in Group 2 is higher implies that the observations are more likely to be related to higher values of (y), suggesting that there is a possible difference in the central tendency of the mean in the two groups. This trend gives an initial indication of a directional effect where the Group 2 proves to be better on the variable measured.

These rank distributions are critical in interpreting the following inferential test results because they do not only state the existence of variation amongst groups but also explain the direction of the variation. Thus, one may conclude that Group 2 performs better than Group 1 in the variable (y), but the difference should be proven with the help of a statistical significance test.

Table (3): Test Statistics

Test Statistics^a	
	<i>y</i>
Mann-Whitney U	200.500
Wilcoxon W	525.500
Z	-2.176-
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: grobe	

The Mann-Whitney U test was applied to compare the differences between the two independent groups because of the non-parametric nature of this test, instead of the independent samples t-test. The findings showed that Mann-Whitney U =200.500 and Z = -2.176 and the significance level (Sig. 2 -tailed) =0.000.

As the acquired p-value (0.000) is less than the standard significance level of 0.05, the null hypothesis that there is no difference between the two groups is dismissed. This result gives a serious statistical support that there is a great difference between the distribution of the variable (y) between Group 1 and Group 2.



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The negative Z statistic also demonstrates the direction of the difference in combination with the results of the mean ranks, which also indicates that the variation is in favor of Group 2. That is, the means of the dependent variable (y) of the participants of Group 2 are expected to be substantially larger than the means of the dependent variable of the participants of Group 1.

The statistically significant result indicates that the grouping variable is significant in influencing the outcome variable and that the observed differences are not likely to be as a result of random variation. Thus, it can be stated that the independent variable has a considerable impact on the levels of (y) which confirms the existence of real and substantive difference between the two groups.

Results

In this chapter the statistical analysis and the study findings have been presented. It involves the verification of the assumptions of normality and then a comparison of the disparities between the study groups is made with the help of suitable statistical methods. The outcomes are subsequently explained and discussed against the research objectives.

Test of Normality

The normality test of the data distribution (y) was carried out to evaluate the appropriateness of the statistical methods to use in this research by the Kolmogorov-Smirnov and Shapiro-Wilk test.

The findings have shown that the values of the Kolmogorov-Smirnov and Shapiro-Wilk statistics were 0.200 and 0.684, respectively. These values are greater than the normal probability level of 0.05 indicating that the deviation is not statistically significant and therefore there is no deviation of normality.

Based on this, the null hypothesis of normal distribution will not be rejected and this means that the data of variable (y) are normal. This conclusion is also supported by the fact that the reliability of the two tests both have a common agreement that the Shapiro-Wilk test is best used on small to

moderately sized samples whereas the Kolmogorov-Smirnov test offers an overall evaluation of the distribution fit.

Descriptive Statistics

The rank-based descriptive analysis was done to investigate the disparity between the two groups.

The findings indicated that Group 1 (N 25) had a mean rank of 21.02, Group 2 (N 25) had a better mean rank of 29.98. This difference implies that the observations of Group 2 are more likely to be high in terms of the variable (y) than the observations of Group 1.

With non-parametric analysis, the mean ranks reflect the relative rank of observations and not the real values. Hence the increased mean rank in Group 2 indicates the presence of a tendency to have greater levels or performance in the measured variable. This gives a preliminary hint of a possible disparity amongst the groups before inferential testing.

Inferential Analysis: Mann-Whitney U Test.

The Mann-Whitney U test was used to establish whether the differences among the two groups observed were statistically significant.

The findings showed that the Mann-Whitney U-value is 200.500 with a Z-value of -2.176 and the level of significance (Sig. 2-tailed) of 0.000. The null hypothesis of lack of a difference between the two groups is rejected because the p-value is less than 0.05.

This shows that the difference between Group 1 and Group 2 as to the variable (y) is statistically significant. Also, the negative value of Z when compared with the mean rank outcomes is a confirmation that the difference is towards Group 2 which presented better values of the dependent variable. These results indicate that grouping variable is significant and varies significantly on the result variable.

Discussion

The findings in this research present a clear evidence of the existing significant differences in the variable (y) between the two groups. The data were determined to be normally distributed, but a non-parametric test

(Mann-Whitney U) was used, which could be indicative of a conservative method of analysis or ordinal nature of data.

The mean rank value in Group 2 was higher; hence, this group of participants proved to have obtained higher values in the dependent variable. This implies that the variable that defines the two groups is significant in determining the outcome.

The significance of the results is statistically significant and it proves that these differences are not caused by random variation but a real effect. This observation is in accordance with the expectations of the study and it concurs with the assumption that membership of the group exerts a measurable effect on (y).

Further, the agreement of descriptive and inferential findings improves the validity of the findings as both methods present a unanimous decision.

The quantitative results showed a significant difference between the two groups which was statistically significant. Nonetheless, statistical significance is not the full explanation of the character of this difference.

Qualitatively speaking, the findings can be explained with the help of the notion of vocabulary activation and active learning. One can state that the increased performance of Group 2 can be linked to the improved performance in active learning processes that facilitates better activation of the mental lexicon and a better transition between receptive and productive vocabulary.

This meaning offers a theoretical explanation that supplements and empowers the statistical results.

Conclusion

This research was aimed at comparing two independent groups with respect to the variable (y) using the right statistical processes. Testing on the assumption of normality was initially commenced with a test of the Kolmogorov-Smirnoff and the Shapiro-Wilk statistic all showing the data was distributed normally.

Although it met the normality assumption, Mann-Whitney U test was used because it is a very strong non-parametric test to compare the two groups.



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The findings displayed a statistically significant difference between Group 1 and Group 2 since the outcome obtained p-value (0.000) fell below the traditional significance test (0.05).

Moreover, the mean rank comparison revealed that the Group 2 was more successful in the dependent variable (y) than Group 1. This gives an indication of statistically significant but practically significant difference between the groups, preferring Group 2.

According to these findings, we can state that the grouping variable produces substantial influence on the outcome variable (y) and the observed differences are due to actual and systematic difference, not due to a random fluctuation.

Besides the statistical analysis, the study also included the conceptual (qualitative) interpretation of the findings. The combination of both quantitative and qualitative research was a more detailed explanation of the differences observed in the groups and the reasons behind these differences. Comprehensively, the findings of this research provide great empirical evidence to the presence of significant difference between the groups. The results facilitate the further exploration of the correlation between variables in the study and offer a reliable support of the further research and practice.

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يومي الاحد و الاثنين 14-15/6/2026

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تنشيط المعجم الذهني: منظور التعلم النشط في تنمية المفردات الإنجليزية

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مستخلص البحث:

يعالج هذا البحث مشكلة نقص المعرفة المتعلقة بكيفية ولماذا توجد فروقات بين مجموعتين مستقلتين فيما يتعلق بالمتغير (y)، إذ إن معظم الدراسات السابقة ركزت بشكل أساسي على الدلالة الإحصائية مع تقديم تفسيرات نظرية محدودة. وبناءً على ذلك، يهدف البحث إلى اختبار ما إذا كانت هناك فروقات ذات دلالة إحصائية بين مجموعتين مستقلتين، مع تقديم تفسير أعمق لهذه الفروقات من

خلال مقارنة تحليلية تكاملية. تتمثل فرضيات الدراسة في الآتي: الفرضية الصفريّة تنص على عدم وجود فروقات ذات دلالة إحصائية بين المجموعتين، في حين تنص الفرضية البديلة على وجود هذه الفروقات. تم اعتماد المنهج الكمي في تصميم البحث، مع توظيف تحليل نوعي (تفسيري) كنهج مكمل. وقد تكونت العينة من (50) فرداً موزعين على مجموعتين مستقلتين، واقتصرت التحليل على دراسة متغير تابع واحد. (y) استُخدمت اختبارات التوزيع الطبيعي (Kolmogorov-Smirnov) و Shapiro-Wilk) لتحليل البيانات، حيث أظهرت النتائج أن البيانات تتبع التوزيع الطبيعي. ومع ذلك، تم استخدام اختبار Mann-Whitney U لإجراء المقارنة بين المجموعتين باعتباره اختباراً لا معلمياً قوياً. أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين ($p < 0.05$)، حيث كانت قيم المتغير التابع (y) في المجموعة الثانية أعلى. وتشير هذه النتائج إلى أن عامل التصنيف له تأثير في النتائج. علاوة على ذلك، تم تفسير النتائج نوعياً، مما يدل على أن هذه الفروقات يمكن تفسيرها بكون المشاركة الأكثر فاعلية في عمليات التعلم النشط تسهم في تحسين تنشيط المفردات والأداء. وبشكل عام، فإن البحث مدعوم إحصائياً ومفسّر نظرياً، ويسهم في تعزيز فهم الفروقات بين المجموعات، كما يقدم دلالات تطبيقية مهمة لتحسين الأداء في البيئة التعليمية.