Using the REACT Strategy in Enhancing English language Vocabulary Acquisition and Academic Engagement among Secondary School Students

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Abstract

The present research aimed at enhancing secondary school students' English language vocabulary aacquisition and academic engagement through using REACT strategy. Participants of the study were ٦0 first year secondry school students in Elkharga city, located in the New Valley governorate. The research adopted a one-group pretest-posttest design. The researcher prepared materials and instruments of the study (a list of English language vocabulary' skills , teacher;s guide based on REACT strategy, English language vocabulary' test and Academic engagement' scale). In the pretest, using the REACT strategy was implemented, and the participants were then post-tested using the vocabulary test and academic engagement scale. The results of the research showed that the use ing REACT strategy proved to be effective in developing first year secondry school students ′ English language vocabulary' skills and academic engagement. The research concluded with some recommendations and suggestions for students, teachers and curriculum designers. Also, suggestions for further research were provided.

Keywords:- REACT strategy,English language vocabulary acquestion , academic engagemen , Secondry school students

1.1. Introduction

English language has evolved into a global lingua franca, serving as the language of science, technology, and academic information. This urgency has intensified the inclination of individuals to learn English . Consequently, there has been a growing emphasis on integrating foreign language teaching and learning activities into various and different contexts. In recent times, there has been an increasing emphasis on enhancing students' performance and thier achievement in English languge . This has prompted a more thorough evaluation of the efficacy of different instructional approaches in imparting lingiistics concepts and optimizing student learning . English language education has undergone many transformations and reform movements in recent times, from focusing on the traditional method to shifting towards processes, then towards inquiry and the dissemination of culture. (Holbrook Rannikmae, 2017,191). The English language is often seen as a challenge rather than a benefit, leading to various challenges in how it is taught and learned, especially in certain situations. As foreign language acquisition has become a critical necessity in our increasingly interconnected world dominated by English, urgent questions arise about the effective approaches and strategies to teaching and learning this language .

When acquiring a native or foreign language, vocabulary holds immense importance as a fundamental component. The acquisition of language is impossible without gaining knowledge of its lexicon, which undergoes various shifts in meaning due to contextual factors (Yang & Dai, 2012). Vocabulary, alongside phonetics/pronunciation and grammar, is considered one of the crucial elements in learning a foreign language (Carlo,et al,2008). Additionally, vocabulary forms the bedrock for language skills such as listening, speaking, reading, and writing. In the absence of a firm grasp of vocabulary, achieving proficiency in any language becomes a challenging task. Vocabulary constitutes the very core of second language acquisition, as Rohmatillah (2017) emphasizes, stating that communication becomes increasingly difficult without the acquisition of vocabulary. Furthermore, vocabulary knowledge is an indispensable aspect of language and is essential for the development of communicative competence.

Limited vocabulary presents significant obstacles for learners, hindering their progress in acquiring the English language (Alqahtani, 2015). Schmitt (2002) posits that vocabulary plays a pivotal role in the teaching and learning of a second language, as lexical knowledge is fundamental for effective communication. The language used or acquired by individuals depends to a great extent on their vocabulary. Therefore, in the absence of an adequate vocabulary, learners may experience a decrease in motivation to use the language (Richards & Renandya, 2002). The importance of vocabulary in English language teaching and learning cannot be overstated. It is a crucial component that supports listening, reading, writing, and speaking skills. Rouhani & Pourgharib (2013), define vocabulary as a language component that is closely linked to language skills.

The term "vocabulary" encompasses a range of interpretations posited by educators. For some, it denotes sight-word vocabularies, wherein students instantaneously recognize words. Others define it as meaning-vocabularies, signifying the words comprehended by students. It is also regarded as listening-vocabularies, representing the students' comprehension of orally and aurally received words. Furthermore, content teachers describe it as academic vocabulary that embodies content-specific words or students' grasp of both spoken and written words (Antonacci & O'Callaghan, 2011). Hiebert and Kamil (2005) present an alternative definition for vocabulary, which pertains to learners' knowledge of word meanings. They argue that words can be classified into two distinct categories: oral and written, and knowledge of words is also twofold: receptive (understand or recognize) and productive (write or speak). Vocabulary knowledge represents a form of knowledge that encompasses not only the definition of a word but also its contextual applicability in a broader sense (Steven Stahl, 2005). The acquisition of vocabulary is widely recognized as playing a crucial role in language learning. To delve into the meanings of various words, it is essential to provide students with ample opportunities to employ the English language within the classroom environment, thereby fostering their ability to comprehend it.

Effective vocabulary acquisition requires active commitment beyond definition, as children possess not only its definition but also its usage in

diverse contexts. Encountering words in various contexts deepens comprehension of word meaning, enabling individuals to understand complex contexts and acquire new words. The English curriculum mandates strategies for comprehension in compulsory schools.Vocabulary is crucial in educational linguistic programs to enrich contemporary language skills and promote natural language practice. A structured approach to vocabulary enrichment is essential for language education. Contextual learning, which reinforces memory effort and promotes enthusiasm and active classroom participation, has been proven to increase success rates and increase student enthusiasm. Therefore, a structured approach to vocabulary enrichment is essential for effective language education.

Many strategies based on the use of the contextual approach could be beneficial in such improvement .The REACT strategy is one of the important strategies that is based on the contextual approach .It is a teaching strategy that aims to diversify educational processes to facilitate students' achievement of desired educational objectives in the field of educational studies. It also aims to establish a connection between the subject matter being studied and the realities of students' everyday lives. This is achieved by equipping students with the necessary skills and efficacy to effectively confront and resolve the challenges they encounter. According to to Demircioglu et al. (2019), the REACT strategy contributes to a clearer and more comprehensible presentation of study content. Additionally, it fosters increased interest, emotional engagement, and motivation among students. The REACT strategy consists of Relating, Experiencing, Applying, Cooperating, and Transferring. This strategy aims to deliver concepts in a captivating and meaningful manner, creating an engaging learning experience for students. Several studies have explored the effectiveness of the REACT strategy in different subjects, with a recent focus on enhancing students' English language proficiency. Consequently, there has been a closer examination of the effectiveness of various teaching strategies in conveying linguistic concepts and optimizing student learning outcomes. The REACT strategy emphasizes experiences and interactions within the constructivist learning framework, considering the social, cultural, and argumentative context. It establishes connections between newly acquired knowledge and learners' daily experiences and backgrounds,

facilitating the resolution of alternative concepts and the establishment of relationships between concepts to enhance learning and comprehension (Ültay, 2012 & Ültay, 2014). The step-by-step learning process of the REACT strategy enables learners to engage in practice and enhance their analytical thinking abilities. Furthermore, learners develop creative thinking skills through the experimental and exploratory phases and critical thinking skills through application and cooperation, leading to the development of analytical, creative, and practical intelligence essential for success in life. Tural's research (2013) confirmed that using the REACT strategy in teaching activities helps learners analyze information and enhance their comprehension of concepts, facilitating meaningful learning within the learner's existing framework and driving their motivation for achievement. Watson's study (2016) highlighted the significant role of teacher support during activities in influencing learner motivation. The Center for Occupational Research and Development (CORD, 2017) has emphasized the importance of the REACT strategy in its five stages for teachers to achieve learners' functional learning objectives. The importance of teaching and learning through the REACT strategy can be succinctly summarized as follows :-

1. Facilitating the construction of new knowledge and ensuring that the acquired knowledge endures for a significantly longer duration compared to traditional teaching methods (Özbay & Kayaoğlu, 2015).

2. Stimulating the students' curiosity and motivation to establish connections between scientific concepts and everyday life (Karslı & Yigit, 2016; Özbay & Kayaoğlu, 2015; Tural, 2013).

3. Facilitating the transfer of acquired knowledge to novel situations during the final stage of the strategy. (Özbay & Kayaoğlu, 2015).

4. Rectifying erroneous conceptions and perceptions that exist within the students' cognitive framework and enhancing their comprehension of the concepts .(Karslı & Yigit, 2016)

5. Nurturing the development of collaborative skills and fostering teamwork through the cooperative stage of the strategy. (Karslı & Yigit, 2016)

To analyze the REACT strategy Crawford (2001), assured that ,firstly, the stage of Relating involves connecting the material with learners' prior knowledge and experiences. Secondly, the stage of Experiencing aims to provide hands-on experiences of the material in the classroom, especially for students lacking relevant experience. Thirdly, the stage of Applying

allows students to apply the concepts in real activities, in which they can solve problems and engage in various activities. According to Utomi (2016), this stage enables students to put the concepts into action and answer different tasks. Fourthly, cooperation involves learning through sharing, responding, and communicating with peers (Crawford, 2001). Zulmaulida (2011) suggests that cooperation allows students to learn collaboratively, share their ideas, and take responsibility for achieving learning objectives. Fifthly, transferring involves applying existing knowledge and building upon what has already been learned. It entails using knowledge in new or unfamiliar situations (Beaten, 2010). REACT strategy can be integrated in the English language class as the following :-

1.Relating:-

As the most dominant aspect of contextual teaching strategy, is deemed as a catalyst for effective pedagogy. Furthermore, it posits that students' acquisition of knowledge occurs within the realm of their personal life experiences and preexisting cognizance (Crawford, 2001). Within the realm of relating, educators establish a connection between a novel concept and a previously unexplored territory for the students. Caine & Caine (1993) aptly labeled this reaction as "felt meaning." This particular response possesses the potential to be transformative, especially when a student successfully unravels a problem that has demanded substantial dedication and perseverance.

2. Experiencing:-

 In contextual approach, one strategy relates to another. The previous statement appears to indicate that the act of relating establishes a connection between fresh information and the life experiences or preexisting knowledge that learners possess.. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom. This strategy is called experiencing. (Crawford, 2001).

3. Applying:-

 Applying strategy can be defined as learning by putting the concepts to use (Crawford, 2001). Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises. Relating and experiencing are strategies for developing insight, felt meaning, and understanding. Applying is a

contextual teaching and learning strategy that develops a deeper sense of meaning.

4. Cooperating :-

Students are not able to make significant progress in a class when they work individually. On the other hand, students working in small groups can handle complex problems with little outside help. Teachers who employ student-led groups to carry out exercises or hands-on activities are utilizing the technique of cooperation (Schunk, 1996). Cooperation, in this context, refers to the process of learning through sharing, responding, and communicating with fellow learners (Crawford, 2001). Many students feel less self-conscious and more at ease when working with peers in a small group discussion, enabling them to ask questions without the fear of embarrassment. However, it is of utmost significance to acknowledge that cooperative learning can have its drawbacks. For instance, some students may choose not to participate in group processes at all, while others may dominate the group, leading to a situation where group members refuse to accept or share responsibility for the collective work.

5. Transferring:-

In a traditional classroom setting, students are typically expected to memorize facts and practice procedures by engaging in skill drill exercises and solving word problems. However, in a contextual or constructivist classroom, the role of the teacher expands to include the creation of a diverse range of learning experiences with an emphasis on understanding rather than rote memorization (Crawford, 2001). Transferring is a teaching strategy that can be defined as the application of knowledge in a new context, one that has not been covered in class. This strategy posits that students who learn with understanding are also capable of transferring their knowledge to new situations (Cigdemoglu,etc,2015). During this stage, students are provided with opportunities to apply the content to different contexts and examples, as well as to enhance their understanding of the material.

In addition, research has demonstrated a significant association between student involvement and scholastic achievement. Pupils who engage actively in their educational journey are more inclined to retain knowledge and cultivate a more profound understanding of the material being taught. The REACT approach prioritizes active cognitive processing and self-evaluation, resulting in enhanced conceptual grasp.

Recently, researchers and educators have increasingly focused on studying academic engagement .For students as a key to addressing many problems such as low academic achievement,There are high levels of feelings of boredom and alienation among students, and a high level of school dropout The term academic engagment refers to the amount of physical and psychological energy (Fredrick, et al, 2004, 60) The effort that the student exerts to achieve knowledge and academic experience, and includes the energy that the student expends in studying . Krumrei-Mancuso, Newton, Kim & Wilcox, Teaching and Colleagues (2013).

Academic engagement refers to a positive and satisfied mental state associated with one's academic pursuits. It is characterized by enthusiasm, energy, and a deep sense of commitment. Sincerity, concentration, liveliness, and engagement are indicators of the level of effort an individual invests in their studies, while dedication reflects their understanding and purpose in pursuing education. Involvement signifies the motivational factors that drive an individual to actively participate in their academic endeavors, and the significance of attention is underscored in the study conducted by Zhang et al. (2015). Academic engagement is a measure that encompasses both academic identification, involving the student's relationship with teachers, interest in the subject matter, and associated behaviors and attitudes, as well as academic participation, which includes the student's effort both within and outside the school environment, such as time spent on homework, meeting deadlines, attending classes, and more. Academic engagement is defined as student participation in various educational activities within the educational institution, exerting effort, perseverance, and investing internal energies and capabilities. It also involves emotional participation of others, increasing the level of motivation to learn. It is the energy and time that the student devotes to enhancing and improving educational activities inside and outside the classroom, as well as the practices and policies that educational institutions use to encourage student participation in these activities (Kuh, 2001).

Gottschalg & Zollo (2007) asserted that academic engagement is a concept that represents the outcome of external motivation, which includes external rewards and incentives, and internal motivation that influences behavior based on self-satisfaction and self-affirmation. Students are also more engaged when faced with situations of failure,

responding with effort and perseverance, and using strategies for more effective learning. Engaged students have strong motivation and are influenced by the learning environment whenever it is prepared to meet the students' needs, psychological, and mental requirements. Academic engagement in school includes behaviors such as perseverance, effort, and attention, as well as attitudes like motivation, positive learning values, enthusiasm, interest, and pride in success. Therefore, engaged students seek activities inside and outside the classroom that will lead them to success and learning. Regarding the relationship between academic engagement and academic achievement, the results of studies by Lau & Roeser (2008), and Zhu et al. (2009) showed a positive relationship between cognitive engagement and academic achievement, indicating that academic achievement can be predicted through cognitive integration. So, academic engagement defiened as the active involvement of students in a range of educational activities, both within and outside the curriculum, and the depth of their emotional investment in these activities, as well as their relationships with faculty members and peers.

 Luthans & Palmer (2016) emphasized the importance of academic engagement with good pedagogical practices. One of the best predictors of learning and personal growth, research has found that when students integrate into activities meaningful pedagogy, the benefits of this continue beyond graduation, and multiply their chances of later integration into employment. There are three types of academic engagement as outlined and further supported by Fredricks et al. (2004):-

1.   Behavioral Engagement: This involves students' involvement in various school-related activities, including academic, social, and extracurricular activities. It encompasses four levels: adherence to classroom and school rules, active participation in classroom discussions and extra study time, participation in social and sports activities at school, and involvement in school governance and administration.

2.   Emotional Engagement: This type of engagement focuses on the emotional connection students feel towards their school and teachers. It is measured by assessing students' feelings towards their teachers and their school. Emotional integration includes both positive and negative reactions towards the school environment, emotional interactions in the classroom, attitudes towards school and teachers, and a sense of belonging and appreciation for the school.

3.   Cognitive Engagement: This pertains to students' strategic and self-organized learning methods, involving the use of metacognitive strategies in planning, monitoring, and evaluating knowledge. Cognitive integration is indicated by increased effort to master academic tasks, a strong desire to accomplish challenging tasks, and alignment with goal orientations related to approachability and mastery.

The REACT strategy in English language education significantly impacts academic achievements and student involvement. It fosters active knowledge processing, enhancing abstract understanding and connecting scientific concepts to everyday life. Teachers promote engagement through stimulating instructional methods.

1.2 Context of the problem

Each language possesses its core principles and foundations, and for English, these foundations are rooted in its vocabularies . To achieve proficiency in any language, including English, it is essential to effectively learn its vocabulary and understand how to use it accurately and appropriately .The issue with vocabularies in the English language arises from the approach of teaching it as a distinct and disconnected element, without integration with other language skills or practical usage.English Language Learners (EFL) often feel that vocabulary is their most frequent obstacle when having to access information from classroom texts (Silverman & Hines, 2009). This can be problematic knowing how vocabulary acquisition is a critical component of academic language (Ajayi, 2005).

A growing body of research indicates that students' interest in and achievement in language learning improve when they are able to establish connections between new knowledge and their own experiences or existing knowledge. Context-based learning is an instructional methodology that emphasizes the importance of both the social context of the learning environment and the real-world, concrete context of knowledge in the acquisition and processing of knowledge (Mazzeo, 2008; Perin, 2011).Some researchers have implemented various teaching strategies to help learners apply vocabularies in the English language, with context-based learning being one of them. Massey (2011) studied the impact of teaching grammar through writing in context on students' performance, and the results were positive. Dean (2008) also provided several strategies that can be used to teach grammar

through context. Context-based teaching demonstrates to learners how grammar structures function in context, allowing them to develop a deeper comprehension of English vocabulary .Implementing contextual learning in the classroom does not require new tools; it involves adopting new teaching styles and strategies. Teachers can maximize the benefits of this type of learning by effectively applying context-based strategies, such as the REACT strategy, in their daily lessons. So it's important to use effective strategy like REACT strategy , which consists of five main principles: Relating, Experiencing, Applying, Cooperating, and Transferring (Crawford 2001).

The current research tackles the weakness of first secondary school students' achievement in vocabulary and in their low academic engagement . In an attempt to solve this problem, the researcher using REACT strastegy to identify its effect on developing first grade secondary students' achievement in vocabulary and academic engagement. The reasons that prompted the researcher to conduct this study can be summarized as follows:-

1-   Results of previous studies and research related to the REACT strategy based on an approach Context: Study by: Demircioglu, et all, 2019,Maysa G, 2016), which recommended in its entirety the necessity of Employing the REACT strategy based on the context approach as one of the modern strategies in Teaching effectively in the generalization process.

2-   The researcher attended some English periods in two secondary schools in Elkharga city noticed the weakness of first grade secondary students in the application and of vocabularies. Examining the results of the monthly exam of the students assured that 77% of the students failed to get half the mark because they didn't know English vocabularies which effect in all questions of the exam

3-   The researcher interviewed two English teachers in each of the previously mentioned schools and asked them the following questions:

-Which part in the first grade secondary English course is the most difficult for your students?

-In your opinion, what are the reasons for the low achievement level of first grade secondary students in acquiring English vocabularies r?

-What are your suggestions to improve students' achievement in English ?

-In answering the first question teachers named some different areas but they all agreed on choosing acquiring vocabularies and use it as one of the most difficult parts in the course.

The teachers mentioned many problems with teaching English such as: students have difficulty in understanding and applying vocabularies-students do not value the importance of remember the meaning of the vocabularies in learning English- they face difficulty in differentiating the uses of meaning -they fail to use appropriate grammar in writing or speaking- the lack of suitable technologies and teaching aids to help in presenting English in an authentic and appealing way. They suggested presenting English vocabularies in meaningful and interesting context to learners using authentic materials and audio visual aids. They also stressed the importance of helping the students to use the vocabulary they learn functionally to communicate orally and in writing.Also the teachers assured that there are many problems in teaching vocabulary for the pupils and In secondary level textbooks, the teaching of vocabulary often lacks context. Learners are frequently presented with isolated sentences to explain or acquire vocabularies, which they are expected to internalize through repetitive exercises involving repetition, and manipulation. These exercises aim to provide learners with formal, declarative mastery of vocabulary, but without a focus on the practical applications and functions of these vocabularies in everyday life. Numerous studies have investigated the weaknesses of English as a foreign language (EFL) learners in acquiring voabularies and have made efforts to improve it (RafiK, 2012; ElSeoud, 2013; Raftery, 2015; Hameed, 2017; and Sarac, 2018). These studies have employed different techniques, such as humor, contextualizing, games, and cloud computing technologies.

Also ,the limited linguistic vocabulary of learners, especially contemporary ones Its formulas and composition have serious consequences and negative effects on the psychological and social levels. As the learner's linguistic fluency is a strong foundation and foundation for a socially successful personality through... Forming and deepening social bonds that are psychologically balanced by demonstrating creative abilities Intellectual, and one of the manifestations of learners' weak linguistic skills is the inability to develop themselves Cultural and development of his social skills, as well as social isolation, and thus the presence of cases Behavioral deviations

and the learner's inability to face troubles and problems.The objective of this study is to investigate the impact of using REACT strategyon the improvement of vocabulary and academic engagement among first grade of secondry school students

With reference to the problem of students' weakness in English vocabularies achievement and the importance of Academic engagement in learning English, contextualization using REACT (Relating, Experiencing, Applying, Cooperating, and Transferring) strategy could be an applicable strategy in teaching vocabulary. The stages of the strategy enable the teacher to present English vocabularies in various real-life situations using authentic materials. REACT strategy was used widely and successfully in teaching math ,science and in teaching EFL.

1.3. Aims of the research

The current research aimed at:-

1. examining the effectiveness of using REACT strategy in Enhancing English Vocabulary acquistion among Secondary School students .

2. investigating the effect of using the REACT strategy on developing academic engagement among Secondary School Students .

1.4. Questions of the research :-

This research is an attempted to answer the following questions:

1.   What is the impact of using REACT strategy in enhancing English language vocabulary acquisition among Secondary School Students?

2.   What is the effect of using REACT strategy in enhancing academic engagement among Secondary School Students.?

1.5. Significance of the research :

The Significance of this research stems from the following considerations:

- The scarcity of Arab and foreign studies - to the extent of the researcher's knowledge - that dealt with the use of REACT strategy and its relationship with the development of English vocabulary among post-graduate and examination students on the possibility of predicting academic integration and its development among students

- Providing English language specialists and curriculum designers with the REACT strategy to consider when planning and developing activities for English language students at the secondary stage.

- introducing a comprehensive and practical content that may improve the scondry school students' English vocabulary skills .
- The outcomes of this research would attract the attention of teachers to the benefits of using REACT strategy on developing language skills.
- Developing the students' academic engagement to enable them to cope with a rapidly changing world and to be models of effective learning .
- Providing EFL researchers with a theoretical foundation that they can build on for further research.

1.6. Hypotheses of the study :-

This research sought to verify the following hypotheses:

1-   There is a statistically significant difference at 0.05 level between the mean scores of the research group on the pre-post vocabulary achievement test in favor of the post-administration.

2-   There is a statistically significant difference at 0.05 level between the mean scores of the research group's pre- and post-administrations of the the scale of academic engagement in favor of the post-administration.

1.7.Delimitations of the study:-

The research delimitations are as follows:

1.   A group of secondary school students (N = 60) randomly nominated from Elkharga secondary school for girls in The new valley .

2.   The first term of the academic year 2023-2024.

3.   Using REACT strategy and some English language vocabulary skills (Categorizing things into more general or more specific categories , Using synonyms   ,Using antonyms , Using context clues Stating different meaning for homographs and Using dictionary .

1.8. Review of literature :-

This part of the research mentioned two the theoritical background and review of literature about REACT strategy and academic engagement.

*Vocabulary is a crucial element in English language proficiency, but its teaching approach often separates it from other language skills. English Language Learners (EFL) often struggle with vocabulary, especially when accessing information from classroom texts.Vocabulary is not explicitly taught as a standalone subject in the English curriculum, but rather integrated into language skills subjects like Reading, Speaking, and Listening. This lack of explicit instruction can present challenges for some students in expanding their vocabulary.Learning vocabulary also

involves forgetting words, which can be challenging for non-native speakers of English. Factors such as ineffective teaching practices, reliance on native language, and difficulties with vocabulary acquisition can contribute to these difficulties. Despite these challenges, there has been a significant increase in global demand for the English language, making proficiency in English a fundamental requirement for various professional domains.

4.

Al-Seghayer (2015) emphasizes that teachers heavily rely on the students' native language rather than the target language to deliver lessons, resulting in poor student performance. Similarly, other studies have identified issues with vocabulary acquisition among students (e.g., see Baniabdelrahman & Elttayef & Hussein, 2017; Farjami & Aidinlou, 2013). Despite certain deficiencies in pedagogical and didactic approaches, there has been a significant increase in the global demand for the English language. Proficiency in English has become a fundamental requirement for various professional domains, such as politics, education , social spheres, and technological advancements within nations (Khan, 2011). Consequently, learners are expected to possess a strong lexical repertoire to demonstrate their English language competence. Similarly, educators face the formidable challenge of meeting their students' linguistic needs and facilitating vocabulary acquisition in a memorable manner. Therefore, it is essential to address the issues encountered by students in vocabulary learning, propose strategies that can enhance their understanding of target vocabulary, and provide them with ample opportunities to acquire new words. The present study asserts that secondary school students must have a substantial lexical knowledge base to effectively engage with English-medium instruction and improve their communication skills.

*Many studies assured the effectiveness of using REACT strategy, like Abd- Aljabar (2023) who conducted study aimed at examining the effectiveness of using /REACT model for teaching literary texts to EFL preparatory school students. The content covered in both groups of students includes the initial three units of the Student's textbook, English for Iraq for fifth preparatory students. This particular textbook comprises a total of eight units, with each unit containing ten individual lessons. Additionally, the fourth unit serves as an extensive review of the

preceding three units. The results of the study assured that REACT model engages students in writing activity, and increasing students' motivation to participate actively in the writing process. And recommended that Teachers should design different lessons that can be presented by REACT model to raise students' motivation.

Also , Alev and Ultay (2017), conducted study to examine how the explanation assisted REACT model, which is rooted in a context-based learning approach, influences the teaching practices of perspective science teachers in the areas of impulse, momentum, and collisions. The study comprised a sample of twenty-five perspective science teachers in the experimental group and twenty-five in the control group. The researchers employed a two-tier Impulse, Momentum and Collision Concept Test (MCCT) to obtain data. The MCCT, consisting of thirty-four questions, was administered as a pretest prior to the intervention, a posttest following the intervention, and a delayed test nine weeks after the intervention. The results revealed that the explanation assisted REACT model, based on a context-based learning approach, was more effective in teaching impulse, momentum, and collisions topics than the traditional teaching approach.

Bilgin ,Yurukel and Yigit (2017) presented study to investigate the effect of REACT model developed in relation to "particulate nature of the matter" subject on academic achievement and conceptual change. The tool of the study was accompanied by Pretest-Posttest Control Group Design. Developed academic achievement and concept tests were distributed to a total of 102 6th grade learners, with fifty-five in the experimental group and forty-seven in the control group. Only the experimental group received the implementation of the REACT model, while the control group was exposed to the current Science and Technology Curriculum. The results indicated that the experimental group students showed better academic achievement and conceptual change compared to the control group students.

The importance of employing the REACT strategy for student learning in general education is not limited. In fact, studies have demonstrated its effectiveness in university education as well. The study conducted by Ültay and Calık (2016) concluded that the REACT strategy is instrumental in assisting pre-service science teachers in altering their perceptions, deepening their understanding, and retaining the concepts of

"acids and bases" in their long-term memory. It also contributes to the development of their attitudes towards Chemistry, and the Ültay (2014) study, which aimed to determine the opinions of student teachers towards the strategy REACT after teaching a general chemistry course, and the results indicate that the student teachers liked the strategy REACT the facilitation of learning is made possible through the provision of scientific experiments.

Thus, the studies reviewed in this section focused on the impact of using the REACT Model. Despite their differences in objectives, samples, instruments, and outcomes, each study aimed to explore the role of the REACT strategy in different fields. For instance, Ultay, Durukan, and Ultay (2015) examined its role in chemistry, while Bilgin and Yuruke (2017) and Ultay and Alev (2017) focused on students' academic achievement and conceptual changes in topics related to impose, momentum, and collisions. In contrast, the present study is specifically concerned with the use of the REACT Model in literary texts. The previous studies involved a sample of students ranging from 32 to 102. Unlike those studies, Ulty and Aleve (2017) focused on teachers as their sample. In this study, the sample consists of forty-five 5th preparatory school students. In terms of research instruments, the previous studies utilized both tests and interviews. However, the current study uses an achievement test to gather the necessary data. All previous research has shown that the REACT model is effective in various fields of study.
*Many studies assure the importance of developing a academic engagement, for example , Dinal et al. (2016) found that professional identity positively influences academic success and identity among university students. Xavier et al. (2016) found that emotional creativity and positive emotions contribute to academic integration and avoid failure. Guang and Gange (2016) found a significant association between psychological flexibility and academic engagement among 1260 university students. These studies highlight the importance of professional identity, emotional creativity, and psychological flexibility in promoting academic success and engagement.Also,Abdel-Ghani and Saeed (2018) investigated the causal effects of goal orientations and achievement on cognitive integration and academic achievement. The study found that task goal orientations (agility and reluctance)

significantly impacted deep cognitive integration, while type and specialization did not affect causal relationships.

Abdeen's study (2019) sought to ascertain the level of engagement among first-year students in the College of Education at the University of Alexandria and to comprehend the disparities in student engagement based on various factors, including motivational orientations (internal versus external), perceived learning environment, gender (male versus female), and specialization (scientific versus literary). The outcomes of the study indicated an above-average level of student integration among the participants and statistically significant disparities in student engagement based on motivational orientations, favoring those with external orientations. Additionally, the study identified statistically significant differences in student engagement based on their perception of the learning environment, favoring those with a high level of perception.

1.9 Methods of the study
* Design of the research : -
The present research followed a quasi-experimental pre-post one group design because of the few number of students at the secondary school in the New Valley. The researcher designed the materials and tools of the study. Then validates the materials and tools by a group of jury members. Also, selects the participants of the study from students in secondry schools at the new valley governorate. The participants (N= 60) was pretested by using the English vocabulary test and a scale of academic engagement . Then, the research used REACT strategy and administered after that, the participants was post tested using vocabulary test and a scale of academic engagement . The tools and of the research include the following:

1.9.1 English language vocabulary test: -
The researcher prepared a checklist of vocabulary that aimed at specifying the vocabulary skills. It was presented to English a panel of teachers of secondary schools (n 50), this English language vocabulary skills' list was intended to identify the teachers' opinions, and choose the appropriate response. Each skill has five responses (always - often- sometimes – rarely and never).Then the researcher prepared a checklist of vocabulary skills (see Appendix 1).As appendix (1) illustrates,(seven

) main vocabulary skills (Categorizing things into more general or more specific categories , Using synonyms (words that have the same meaning) effectively in making sentences, Using antonyms (words that have the opposite meaning)effectively in making sentences , Using context clues to figure out word meaning , Building words using prefixes and suffixes , Stating different meaning for homographs (words that are pronounced a like but with different spelling and different meaning , and Using dictionary . They were obtained and branched into (twenty) sub skills of vocabulary . At the end of the list the teachers were asked to write other skills of English vocabulary through their experiences .

The test aimed at measuring students' achievement of vocabulary and assessing the participants' performance .The test included 10 questions with (100 marks) .The vocabulary test relates to the vocabulary skills and subskills . The first question was about completing the sentences , the second question was about filling the blanks with the appropriate words from the vocabulary list.The third question was about matching the terms with the definitions, The fourth question was about using dictionary to translate the vocabularies into Arabic .The fifth questio was true or false question . the sixth question was a suggesion words related to categories , The seventh question was about Completing the spelling of the underline word in some sentences. The eighth question was about translating into English. The ninth question was to write sentences using some words . The last question was to reorder the letters to make suitable words .The test validity received approval and validation from a panel comprising experts in Teaching English as a Foreign Language (TEFL). Following the panel's comments, some revisions were made. The validity of the test was determined by computing internal consistency. The internal consistency of each item was calculated by using (Pearson correlation Formula). Correlation coefficient ranged from 0.543 to 0.876. Table (1) shows the internal consistency of test.

Table (1)
Internal Consistency of the English vocabulary Test

Item No.	Internal Consistency	Item	Internal Consistency
1	.613**٠	6	0.777**
2	0.772**	7	0.876**
3	.563**٠	8	0.689**
4	.816**٠	9	.543**٠
5	.753**٠	10	.654**٠

** Correlation is Significant at (0, 01)

The test's reliability was assessed using a test-retest method. It was administered twice to a cohort of English language students, and the stability coefficient was determined by calculating the correlation between the students' scores on the two administrations, employing the Pearson product moment correlation formula. The resulting reliability of the test was found to be (r = .67). The test's total score was set at 100 points (refer to Appendix 4). Responses to individual items were analyzed to determine item difficulty index of this test. The difficulty index ranged from 0.33 to 0.67. Hence, the difficulty index of the items of this test is acceptable. Gronlund (1981) mentioned that items correctly answered by at least 92% of the students (excessively easy) or those answered correctly by less than 30% of the group (too difficult) should be omitted as they do not contribute significantly to the measurement function of the test. To calculate the Item Difficulty: Responses to individual items were analyzed to determine item difficulty index of this test. The difficulty index ranged from 0.33 to 0.67. Hence, the difficulty index of the items of this test is acceptable. Gronlund (1981) mentioned that items correctly answered by at least 92% of the students (excessively easy) or those answered correctly by less than 30% of the group (too difficult) should be omitted as they do not contribute significantly to the measurement function of the test.

1.9.2 The Academic engagement scale :-
The aim of this scale was to assess the level of Academic Engagement among secondary school students before and after using the REACT

strategy in learning English vocabulary. The scale comprised three dimensions: Behavioral vocabulary, Emotional vocabulary, and Cognitive vocabulary, each containing 30 statements to gauge opinions on various situations. For each statement, respondents could choose from five responses: mostly, sometimes, often, rarely, and never. A panel of professionals specializing in Teaching English as a Foreign Language (TEFL) were consulted to provide their opinions on the scale's suitability and credibility. To assess the validity of the test, the scale was reviewed by a group of expert arbitrators who were professors in the field. They evaluated the clarity of the identified characteristics, their relevance to each dimension, and the scale's appropriateness for measuring the academic engagement of secondary school students. Based on the feedback and guidance from the arbitrators, adjustments were made by deleting, adding, and rephrasing certain attributes. Internal validity of the scale was determined by calculating the Pearson correlation coefficient between the scale items and the total scale score. The results indicated that all correlation coefficients were statistically significant at the 0.01 level, demonstrating internal consistency between the scale items and the overall scale. Reliability of the scale was assessed using Cronbach's alpha, with a resulting coefficient of 0.91, indicating high internal consistency and stability for the scale. The researcher utilized the SPSS program to evaluate the scale's consistency, employing Cronbach's alpha as a measure. The findings of the scale analysis are presented in Table (2).

Table (2) Cronbach's Alpha for each dimension in the scale

Domains	No. of Items	Cronbach's Alpha
Behavioral dimension	*6*	*0.20*
Emotional dimension	*10*	*0.33*
and Cognitive dimension	*14*	*0.46*
Total	*30*	*0.99*

An instrument is considered reliable when the Cronbach's alpha for all items is higher than 0.70 (Tavakol and Dennick, 2011). As shown in Table 2, the alpha score for the total items in the scale was 0.99, indicating that the scale had an acceptable degree of reliability. See Appendix (2)

1.9.3 Teacher's guide using REACT strategy :-

The first material of the current research is the a teacher' guide based on REACT strategy as a teaching guide for secondary school students based on REACT strategy and it was called (Uses of Technology in our life). It began with general objectives of the guide , then an introduction about REACT strategy , presnting the The teacher' role in each stage of REACT strategy , and The student' role in all stages of REACT strategy table (3) .Then , presenting a proposed lessons with its procedures (objectives, presentation witch contained the teacher' procedures to use REACT strategy, reading passage , some questions about the passage , a list of vocabulary in each passage and analysing of these vocabularies by REACT strategy and each lesson coclude with some practices and clouser . First lesson entitiled technology , second one entitled Impact of Social Media Platforms in Education , third lesson entitled with Artificial Intelligence and the last lesson entiteld with Digital marketing . Here is a table(3) shows the description of each stage of REACT strategy to use it with the students and teach the lessons .

Table (3)

stages	description	Teacher's role	Student's role
A-Relating	**1-Learning through life experiences enables individuals to establish connections between their existing knowledge and past experiences, fostering the integration of new concepts and knowledge that what you want to learn .**	**Guidance and assistance to motivate the Learner with familiar situations and life applications through presented question or event to recall his previous knowledge.**	**Connect new knowledge with previous experience also applications ,and familiar situations**
B-Experiencing	**2-Learning by doing through Experiment, discovering and inventing , and transforming concepts from the abstract to the tangible, To increase consolidation**	**Organizing the classroom environment and providing the Specific tools and methods To discover, and to guide**	**Direct learner interaction in Collaborative groups with Sensory experiences. That arouse him Asking**

		Assistance and follow-up Interfering with what they discover, with Directing students' thinking so that They build the concept themselves In a collaborative way, the teacher as A facilitator and facilitator of experience .	Questions and may be discovered Relationships that were unknown to himself and it Related to the target concept .So, he feels dissatisfied with His current knowledge
	and preservation of Knowledge acquired.		
C-Applying	3-Learning for use which happens through an application of new concepts and using it in learning environments for Understanding concepts with examples which Increase students' motivation to understand.	Give some applied examples, The student is supported to organize his experiences Arranged and directed to give Other examples and some applications.	Use what has been discovered like Concepts and knowledge in similar situations ,and generalized previous experiences , and find a relationship between New and similar experiences.
D- Cooperating	4- Exchanging experiences and participating and communicating with others To enhance knowledge and develop collaborative skills in solving the real life problems Which is linked to knowledge that have been learned and applied.	Inviting working groups To research in situations and questions as a team to strengthen Cooperative learning skills.	Respond by answering the research questions within their small groups with activating and encouraging peer teaching .To exchange experiences and benefit from each other, and display their opinions in the context of discussion with The chapter as a

			whole .
E-Transferring	5-Transfer learning effect using Knowledge gained in new situations and contexts, and unusual situations or Environments outside the classroom scholarship .	Ask divergent questions for breadth Circle of student thinking and preparation To gain other new experiences	Transfer acquired knowledge to issues Different due to his breadth of experience And applying it to learning situations New educational contexts Discover new applications

The proposed content design(teacher's guide) focused on creating a supportive learning environment where students can actively relate to English vocabulary by connected it to their own experiences. It included discussing personal stories and participating in role-playing activities to practice targeted vocabulary. Instructional materials such as concept caricatures will be used to help students better understand complex ideas and eliminate misconceptions. Cooperative learning strategies, such as group discussions and collaborative projects, will also be integrated to encourage meaningful interactions among students and improve communication skills. Moreover, knowledge transfer will be highlighted using a variety of teaching methods. One example is teachers encouraged students to identify how they have incorporated feedback from past assignments into new tasks. This practice helped students recognize the links between different learning experiences and reinforces their responsibility in guiding their own learning.

1.١٠. Results of the research:-

The t-test was used to compare the pre and post performance of the experimental group of first year of secondry school to find out the degree of improvement in their vocabulary skills and academic engagement . Results of the comparison revealed a high degree of improvement in favor of the post performance. Results of the research were explained in light of the two hypotheses of the research as follows :-

1. Hypothesis One predicted that is there would be a statisticall significant difference between mean score of the study group on the pre-post vocabulary achievement test favoring the post test. Analysis of data obtained using t-test shows that the mean scores gained by the subjects of the study group are higher on the post-testing of vocabulary than those obtained on the pre-testing since t-value (24.485) is significant at (0.01) level and beyond. Thus the first hypothesis is confirmed. Table (4) presents a summary of the analysis of the data obtained on the pre-post test of vocabulary .

Table (4)
Analysis of Mean Scores of Subjects in the Pre and Post- vocabulary Test.

Administration	subjects	Means	SD	"t" Value	significance	η^2	d
Pre	60	20.17	2.383	24.485	0.01	0.95	8.3
Post		39.47	2.683				High

To ensure the effectiveness of using REACT strategy in vocabulary performance of the study group, Eta-Squared formula is used. As shown in table (4) Eta-Squared value (0.95) is highly significant. Nasser (2006) mentions that when Eta-Squared value (η^2) is less than 0.1, it means that the significance is weak, when (η^2) is more than 0.1and less than 0.6, it means that the significance is medium, and when (η^2) is more than 0.6, it means that the significance is high. Figure (1) shows the difference in the means of the students' scores on the test of vocabulary before and after the experiment.
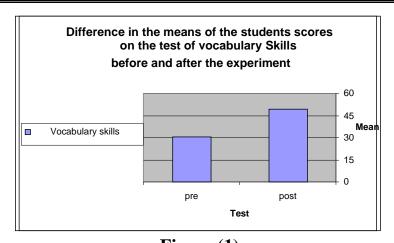
Figure (1)
Difference in the Means of the students Scores on the Test of
vocabulary Skills Before and After the Experiment

2. Hypothesis two:- There would be statisticall a significant difference between the mean score of the of the study group on the pre and post administration of the scale of academic engagement favoring the post administration. The second hypothesis indicated to what extent of using REACT strategy would raise the academic angagement among first year of secondry schoolstudents . The students in the assigned class were asked for their feedback at the end of the experiment. All students in the class (n=60) responded to the scale of academic angagement. Means and standard deviations of students' responses to the scale in the sample were calculated as indicated in Table (5).The parentages, *Means and standard deviations of the responses of students of the study group in the* scale of academic in table (5 Jg)assured that students' responses to the scale were effective and affirmed the aim of the experiment. Before this experiment, students' responces were not good and they didnot know how to improve their academic angagement, But the results of the experiment assured that the values of responses were positively changed. Also, table (5) presented the significance of the differences between the pre and post application of the test on the academic angagement which confirmed the effectiveness of the experiment on the sample.

Table (5) The significance of the differences between the pre and post application of usimg REACT strategy on the acadmic engagement scale .

Domains	M Pre application	Sd Pre application	M Post application	Sd Post application	t value	²η	D
First domain Behavioral dimension	1.025	0.767	3.100	0.841	8.446	0.91	2.705 HIGH
Second domain Emotional dimension	1.050	0.875	0.882	2.74	7.584	0.6	2.429 HIGH
Third domain Cognitive dimension	1.100	0.8001	2.900	0.9100	7.729	0.79	2.475 HIGH
TOTAL	3.175	1.752	8.875	1.453	11.46	0.98	13.670 HIGH

Table (6) Results of using REACT strategy effectiveness using Blake's Adjusted Gain Ratio.

No.	Mean Scores		Total Score of the Test (pre)	Blake's Adjusted Gain Ratio.
60	Pre-test M 1	Post-test M 2	60	1.34

Table (6) indicates that using REACTstrategy was effective in developing the English vocabulary skills of the sample according to Blake's Adjusted Gain Ratio. The ratio of effectiveness of REACT strateguy was (1.34). This value is between (1-2) as determined by Blake. This result supports and assures that REACT strategy was effective in developing the samples' vocabulary skills.

١٠١١. Discussion and interpretation of results :

According to the research results , REACT strategy had a beneficial impact on enhancing learners' English vocabulary skills and their academic engagement .The REACT strategy places the learner at the center, promoting a positive and engaged approach to learning. It

encourages learners to actively participate and foster cooperation at each stage of the strategy, allowing them to share information and support one another. Working in groups or pairs further enhances a friendly and motivating atmosphere. The researcher attributes the effectiveness of using REACT strategy to the following:-

* The strategy extensive and rich Englishvocabulary was used and analyzed using REACT strategy.

* The diverse activities included in teaching at each stage of the REACT strategy, which provided an opportunity for students to expand their awareness and ability to think and achieve academic immersion.

* Consolidating and linking students' previous knowledge with new knowledge. This helped in acquiring and retaining many vocabulary words and using them in new linguistic contexts.

* By learning with the REACT strategy, the student becomes responsible for her learning by building knowledge on her own from the beginning of learning, searching for its sources and linking them to previous experiences and applying them in new situations, which led to growth level of academic ambition .

* The spirit of cooperation and dialogue between the cooperative groups of female students and the rest of the groups helped in creating a kind of optimism and happiness that every student is able to achieve success, which has increased her level of academic ambition, Increasing her self-confidence and forming an intimate personal relationship with others. This is consistent with what was confirmed by a study (Obaid, 2017)

* The students' sense of their responsibilities with the group to complete the work increased their desire to learn and they became more capable to set their goals and work to reach them, in addition to the levels of success achieved by the group . The collaborator who contributed to increasing the student's sense of her potential and abilities influenced her to an ambitious level. The group, which led to the growth of the level of ambition related to the possibility of the individual achieving his goals .

Also REACT strategy helps students' motivation and transforms practices into application and different activities, thus increasing students' academic engagement and their desire to learn linguistic vocabulary. This is consistent with the research of (Baran, Maskan2016) . The different stages of REACT were effective in enhancing the students' progress in vocabulary skills and their academic engagement through the following :

- *Relating* , making connections between the new material and the students' previous knowledge, everyday life, and the subject they are studying.
- *Experiencing* , providing opportunities for students to experience and guess the vocabulary rules by actively participating in hands-on exploration activities, allowing them to develop their intuitive understanding.
- *Applying ,* giving students the chance to apply what they have learned by actively utilizing the concepts in practical situations.
- *Cooperating ,* encouraging cooperative learning by fostering collaboration and communication among students, as they share responses and interact with one another.
- *Transferring* :-Promoting the transfer of knowledge by challenging students with exercises and problems that go beyond what they have already learned.

A vocabulary test on vocabulary was administered to the students. In the course of the research, the REACT strategy was employed for explicit vocabulary instruction. The rationale for selecting the REACT strategy was its pre-existing implementation in the classroom, despite the availability of various other approaches for teaching vocabulary. Notably, all students participating in the study exhibited a significant improvement in their vocabulary knowledge. In light of the fact that English Language Learners (EFL) concurrently acquire content knowledge and English language proficiency, it becomes imperative to provide them with direct vocabulary instruction. Unlike their counterparts, EFL students encounter difficulties in utilizing contextual clues due to their incomplete mastery of the English language. Consequently, explicit vocabulary instruction not only enhances their content knowledge, but also contributes to the development of their English language proficiency. In addition to direct instruction, students benefit from repeated exposure to vocabulary words, enabling them to comprehend these words in diverse contexts and foster a profound understanding of them. Before implementing the REACT strategy, educators acknowledged their lack of understanding in teaching EFL students. They expressed uncertainty regarding the strategies to employ and the significance of vocabulary instruction. Moreover, they felt inadequately trained to address the specific needs of students from diverse backgrounds who were placed in their classrooms without

appropriate preparation. Educators are expected to possess the knowledge of effective instructional methods for each and every student in their classroom. Following the completion of professional development courses, teachers reported feeling more confident, equipped with strategies, and recognizing the importance of vocabulary instruction for ELL students.Results of the present study are in line and compatible with many previous studies (Merriam, Sharan B. & Brockett, Ralph G,2007 , Caffarella, R. S. (2001). Fahimuddin. (2007), Fell-Chambers, Rachael (2014).

A vocabulary test was administered to the students as part of the research, during which the REACT strategy was utilized for explicit vocabulary instruction. The rationale behind choosing the REACT strategy was its existing implementation in the classroom, despite the availability of various other approaches for teaching vocabulary. It is noteworthy that all students involved in the study showed a significant improvement in their vocabulary knowledge. Given that English Language Learners (EFL) simultaneously acquire content knowledge and English language proficiency, it is crucial to provide them with direct vocabulary instruction. Unlike their counterparts peers, EFL students face challenges in using contextual clues due to their incomplete mastery of the English language. As a result, explicit vocabulary instruction not only enhances their content knowledge but also contributes to the development of their English language proficiency. In addition to direct instruction, students benefit from repeated exposure to vocabulary words, enabling them to understand these words in various contexts and develop a deep comprehension of them. Before implementing the REACT strategy, educators acknowledged their lack of understanding in teaching EFL students. They expressed uncertainty about the strategies to use and the importance of vocabulary instruction. Furthermore, they felt unprepared to address the specific needs of students from diverse backgrounds who were placed in their classrooms without adequate preparation. Educators are expected to be knowledgeable about effective instructional methods for all students in their classrooms. Following the completion of professional development courses, teachers reported feeling more confident, equipped with strategies, and recognizing the significance of vocabulary instruction for ELL students. The results of the current study align with and support findings from several previous studies (Merriam, Sharan B. & Brockett,

Ralph G, 2007; Caffarella, R. S. (2001); Fahimuddin, 2007; Fell-Chambers, Rachael, 2014).

Because REACT strategy linked the knowledge to everyday experiences and life applications, students appreciate the importance of learning English vocabulary in daily life, which increases their interest and positive attitude towards learning English .It made English lessons interesting, engaging, and motivational; there are some studies on the effectiveness of a strategy in developing the attitude towards learning (Karsli & Yigit, 2016,Ültay& Ültay 2014)

 Interest in English applications in life situations motivates students to participate actively and positively in Learning and cooperating in interpreting many daily life practices, and building meaningful connections between them with their academic content and life experiences, which increases their curiosity, success, and positive attitude . This is consistent with what some studies have confirmed (Fensham, 2009; Tural, Magwilang, 2016)

 The dynamics of students' cooperation with each other in cooperative groups and with other groups in discussing and presenting the ideas and tasks being completed helped the students increase their enthusiasm and positivity for a solution .English vocabulary problems, which led to an increase in their orientation towards English , and this is consistent with the results of a study Ültay, 2016). The results of the present study agree with those of (Ültay et al., 2011; Demir & Demircioglu,2012; Ultay et al., 2015; Bahtaji ,2015; Ültay & Calik, 2016) in developing the learners' achievement using REACT strategy . Previous studies also show that context-based learning is used effectively in improving achievement; (Nazil, 2011; Wandasari, 2011; Kazeni & Onwa, 2013; Ulusoy & Onen, 2014; Ummels et al.,2015) .

2.12. Recommendations
The current research finding are as the follows :-

1. Teachers should focus during the teaching and learning processes on developing academic integration among students
2. Training courses should be held to use the contextual strategy in teaching the English language and all its skills

3. Teachers should pay attention to increasing learners' motivation and enthusiasm for learning, which leads to developing their academic integration

4. There is a need to reformulate the English language curricula at the secondary level to include many diverse activities and thus develop students' language skills.

5. Education should be linked to practical life by making some modifications in the curriculum system for the skills of English language , and making learning and teaching more employable.

6. The upcoming collaboration and group work activities in the classroom encourage learners to work together, communicate in the language, and enhance their academic engagement .

7. There is a need to adopt modern methods of teaching and learning based on constructivist theory and aiming to equip students with aspects of behavior, standards, and attitudes appropriate to their active roles that enable them to keep pace with the group social harmony that gives them integration into learning and social life, which makes them ambitious for a better future.

1.13.Suggestions for further research

The following topics are suggested as areas that need further investigation:

1- Conducting more similar studies in teaching English for Basic Education stage and in all English language skills

2- Using the REACT strategy to correct misconceptions in English language , develop deep understanding of concepts, and raise the level of awareness Aspirations of secondary school students.

3- Using the REACT strategy in developing research skills and the ability to make decisions and solve problems at different stages.

3- using the REACT strategy for students with special needs in the integrated development classroom positive attitudes towards learning English , academic motivation and academic self-efficacy among students in preparatory and secondary School .

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