



Exploring the Effectiveness of the Personal Practical Knowledge (PPK) Strategy in Advancing Iraqi EFL Students' Academic Performance

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Abstract

The objectives of the present study were to :explore the effect of the Personal Practical Knowledge Strategy on Iraqi EFL students' academic performance, explore the effect of the Personal Practical Knowledge Strategy on students' comprehension of English language content, explore the influence of the Personal Practical Knowledge Strategy on students' ability to apply language knowledge in authentic situations and determine the extent to which the Personal Practical Knowledge Strategy contributes to students' active involvement in learning. The study hypothesized that: there is no statistically significant difference at the (0.05) level between the mean scores of the experimental group taught by the Personal Practical Knowledge Strategy and those of the control group who taught by the prescribed method on the post-academic performance test, there is no statistically significant difference at the (0.05) level between the mean scores of the experimental group and the control group on the post-test of English language content comprehension, there is no statistically significant difference at the (0.05) level between the mean scores of the experimental group and the control group in their ability to apply English language knowledge in authentic situations. The sample consisted of fifty second-year students from the Department of English, College of Basic Education, University of Kirkuk, during the academic year 2025–2026. The students were equally assigned to experimental and control groups (25 students for each), where the experimental was taught using the Personal Practical Knowledge (PPK) Strategy. The control group was taught using the prescribed teaching method. The performance test was designed to measure students' academic performance, comprehension of English language content, and ability to apply language knowledge in authentic situations. The observation checklist was developed to explore students' active involvement in learning. The findings revealed statistically significant differences at the 0.05 level in favor of the experimental group across all investigated variables.

Keywords: Effectiveness, the Personal Practical Knowledge (PPK) Strategy , Academic Performance.

1.1 Statement of the Problem

Iraqi college students studying English as a Foreign Language (EFL) struggle to use English in real-life situations. While they can memorize grammar rules and words to pass exams, they cannot communicate effectively. There is a major gap between language theory and what actually happens inside the classroom. It explains that this problem exists because of issues at three different levels: the first one is 'The Teacher Level' Teachers rely heavily on teacher-centered methods, strictly following textbooks and fixed lesson plans just to finish the syllabus. Another main problem is '*No Freedom*' where teachers face practical constraints like lack of professional training, little freedom to make their own classroom decisions, and no time to reflect on their teaching. Moreover, '*ignoring Experience*' Teachers are treated like information transmitters rather than experts who can adapt lessons to their students' needs. The Second one is 'The Learner Level' where passive Learning forces students to memorize rules instead of actively using the language. Furthermore, low motivation because lessons lack variety and real-world relevance, students lose interest, show weak performance in speaking and writing, and quickly forget what they learned. Therefore, the text proposes using Personal Practical Knowledge (PPK) to solve these problems. PPK means value is placed on a learners' actual learning experience, personal beliefs, and daily reflection. Instead of blindly following a textbook, learners' use their own experience to reflect on what works best and change their lessons to fit their learning process(**Clandinin and Connelly, 1987**).

1.2 Objectives

The main objectives of this study are to :-

- 1- Explore the effect of the PPK Strategy on Iraqi EFL students' academic performance.
- 2-Explore the effect of the Personal Practical Knowledge Strategy on students' comprehension of English language content.
- 3-Determine the extent to which the Personal Practical Knowledge Strategy contributes to students' active involvement in learning

Hypotheses

The study was based on the following hypotheses:

- 1- There is no statistically significant difference at the (0.05) level between the mean scores of the experimental group taught by the Personal Practical Knowledge Strategy and those of the control group who taught by the prescribed method on the post-academic performance test.
- 2- There is no statistically significant difference at the (0.05) level between the mean scores of the experimental group and the control group on the post-test of English language content comprehension.
- 3- There is no statistically significant difference at the (0.05) level between the mean scores of the experimental group and the control group on the observation checklist investigating active involvement in learning.

1.1 Limits of the Study

This study is limited to

1. Second-year students in the Department of English, College of Basic Education, University of Kirkuk, during the academic year 2025–2026.
- 2- The use of the Personal Practical Knowledge Strategy as the instructional method for the experimental group.
- 3- Model of the study is Clandinin and Connelly (1987)

1.5 Value of the Study

This study is regarded as a significant one for:

1. **Teachers** since this study sheds the light on one of the strategies that can assist them to create a sufficient environment to their learners so as to draw their attention for better learning,. It also finds many solutions for them to keep active learning since it involves different kinds of strategies and moreover techniques.
2. **Students** : such strategy opens the berries for students to control their learning and make them keep interacting scientifically and freely through systematic processes , under the teachers' control and educational environment, since it deals from the early beginning with learners interests , and objectives. And because it is based on personal experience of students.
3. **Syllabus designers** : this study is very useful for both ministries of higher education and ministry of education especially syllabus designers and those who are specialists in courses of language learning and development where they can involve some situations of that measure personality of students, and prompt their knowledge.

1.6 Definitions of Basic Terms

1.6.1 Personal Practical Knowledge (PPK) Strategy

PPK is the practical wisdom, personal beliefs, and cultural experiences that teachers build over time through their daily classroom work. As an instructional strategy, it means moving away from rigid, textbook-only teaching and instead using personal reflection and experience to shape, adjust, and adapt lessons to meet the immediate needs of the students (Clandinin & Connelly, 1995; Elbaz, 1983).

Operational Definition:

This strategy is put into action by having the teacher write a daily post-lesson reflection log (Clandinin & Connelly, 2000) and using those reflective insights to adapt the textbook curriculum replacing traditional memorization exercises with at least two custom, real-life communication tasks per lesson.

1.6.2 Advancing

Advancing refers to the process of guiding learners forward from a state of passive memorization toward a higher level of active language use and critical thinking. In language acquisition, it means helping students progress beyond simply recognizing words on an exam to actually producing the language naturally (Brown, 2007).

Operational Definition

Advancing is operationally defined as a verified upward shift in student language proficiency, measured by a minimum percentage growth on departmental language scales and a documented increase in student-led speaking time during class.

1.6.3 Iraqi EFL Students

This group consists of learners in Iraq who are studying English as a Foreign Language (EFL). Because English is not used in their daily lives outside of school, these students face unique communicative challenges and usually rely heavily on the classroom as their only place to practice the language (Richards & Rodgers, 2014).

Operational Definition

This population is operationally limited to undergraduate college students officially enrolled in full-time English courses at an Iraqi higher education institution during the current 2025–2026 academic year.

1.6.4 Academic Performance

Academic performance is the measurable extent to which a student achieves specific educational goals. Instead of just measuring short-term rote memorization for exams, modern language performance evaluates how well a student can actually store, recall, and use grammar and vocabulary in meaningful, authentic communication (Brown, 2007; Richards & Rodgers, 2014).

Operational Definition

In this study, performance is operationally measured by the students' final scores on their performance rubrics administered at the end of the research period, rather than multiple-choice grammar tests.

2. Literature Review

2.1 Personal Practical Knowledge : Definition and Foundations

The idea of Personal Practical Knowledge henceforth (PPK) comes from the field of teacher education and reflective practice. It was first introduced by Clandinin and Connelly (1987), who believed that teachers' knowledge is not only based on theory or training, but also comes from their personal experiences in life and in the classroom. They argued that every teacher has a kind of internal knowledge that grows from their everyday practice, their beliefs, and their personal stories. This kind of knowledge helps teachers make decisions, solve problems, and teach in ways that feel natural and meaningful to them. Clandinin and Connelly were influenced by earlier educational thinkers, especially John Dewey (1938). Dewey believed that learning happens through experience and reflection. He argued that teachers learn best when they think deeply about what happens in their classrooms and connect it with their past experiences and future goals. Dewey's emphasis on experience as a source of knowledge became the philosophical foundation for PPK.

So according to Clandinin and Connelly, Personal Practical Knowledge is personal because it is deeply connected to who the individual is (their life, values, and background and practical side) because it is used in the real work of teaching. It is not something written in books or manuals. Instead, it is formed through experience, reflection, and interaction with students. A teacher's PPK might include how they manage a classroom, how they explain difficult ideas, or how they build relationships with pupils (Abd Aliwie,2024). These things cannot always be taught directly, but they are learned through living the teaching experience, thus PPK is the combination of what teachers know, believe, and do. It includes their understanding of students, their goals for teaching, and the ways they connect lessons to real life. For example, when a teacher uses a personal story to explain a concept, or when they adjust a lesson to make it more suitable for their pupils' needs, they are using their personal practical knowledge.

Clandinin and Connelly (1987) also have linked PPK with the narrative or story based nature of teaching. They say that teacher knowledge is often expressed through stories the stories teachers tell about their classrooms, their students, and their own learning journeys. Through these stories, teachers reflect on what works and what does not, and they build a sense of who they are as professionals. This reflective process helps them grow and become better educators. Another important idea from Clandinin and Connelly is that teachers' knowledge is contextual. This means it is shaped by the environment in which they work the culture, school setting, curriculum, and even the community around them. For example, a teacher in Iraq will have different experiences, challenges, and ways of understanding students compared to a teacher in another country. Therefore, PPK is always personal and unique to each teacher's situation.

As mentioned earlier **Dewey's (1938)** philosophy of experience and education, which says that real learning comes from experience and reflection. Dewey believed that teachers and students both learn best when they connect knowledge to real- life experiences. Clandinin and Connelly were influenced by Dewey's ideas and expanded them to focus specifically on teachers. They suggested that when teachers reflect on their own experiences, they create new knowledge that helps them teach more effectively.

Another influence on PPK theory is the idea of reflective practice, developed by Donald Schon (1983). It has been explained that professionals, including teachers, learn by reflecting on their actions both during and after their work. He called this "reflection-in-action" and "reflection-on-action." When teachers think about what they are doing while teaching and make small changes to improve learning, they are practicing reflection-in-action. When they later review what happened and plan how to improve, they are practicing reflection-on-action. Both types of reflection are key parts of building personal practical knowledge. PPK also connects to the idea of teacher identity. This means that teachers' knowledge cannot be separated from who they are as people. Their backgrounds, languages, cultures, and values all influence how they understand and deliver knowledge. For example, a teacher who grew up in a bilingual environment might naturally use translation and comparison in their English lessons because that reflects their personal way of learning. In this sense, PPK brings together the personal and the professional sides of teaching (Schon, 1983). Another key theorist related to PPK is Lee Shulman, who developed the idea of Pedagogical Content Knowledge (PCK). Shulman argued that good teaching requires more than just knowing the subject matter; teachers must also know how to make that content understandable to students. This combination of content and pedagogy overlaps with PPK because both emphasize how teachers transform theory into practice While PCK focuses more on the professional or academic side of teaching knowledge, PPK focuses on the personal side how a teacher's experiences, beliefs, and values influence how they teach. Together, these two concepts help explain that teaching involves both professional and personal learning.

2.2 The Adopted Model

Building on these foundational principles, we can present PPK as a dynamic and innovative instructional strategy that has emerged from a carefully crafted and thoughtful professional development process. This process involves an extensive and collaborative network of university researchers, highly dedicated teacher educators, and committed

practicing teachers who are deeply invested in the continuous improvement of educational practices across various contexts. This particular study provides a thorough and in-depth description of a course that was meticulously designed with the prime objective of fostering innovative inquiry-based teaching practices among educators. This effort is complemented by comprehensive and extensive data that has been gathered through a variety of methods. These methods include not only detailed recordings of classroom interactions but also teachers' thoughtful and insightful responses, along with the electronic communications exchanged throughout the entire duration of the course. Importantly, the development of PPK arose primarily from the insightful and rich presentations made by teachers regarding their unique personal learning journeys. These journeys featured deep reflections and engaging discussions that critically focused on the practical utility of different teaching methodologies, the significance of the various conceptual tools utilized in learning, and the evolving and transformative understandings of the inquiry process among educators. This detailed account effectively positions PPK not just as another instructional strategy but rather as a robust and compelling product of collaborative learning experiences. In fact, it is through these rich experiences that the grounded and practical insights of teachers are actively mobilized to complement and enhance the existing frameworks of PCK. Furthermore, PPK consistently works to illuminate the important shifts and transformations that occur as teachers wholeheartedly embrace inquiry-oriented practices within their teaching methodologies. The authors compellingly argue that PPK was specifically introduced to enrich the explanatory power of the PCK framework by successfully capturing the intricate change processes that take place in teachers' practices. As they engage more deeply with inquiry-based approaches in their classrooms, new horizons of understanding and improved instructional effectiveness emerge. As such, PPK not only emphasizes the value of collaborative learning but also seeks to address the challenges faced by educators in adopting innovative practices. These practices can significantly impact student learning outcomes, ultimately leading to richer educational experiences and transformative results within the classroom. Thus, the implementation of PPK represents a commitment to fostering an environment where educator growth translates into enhanced student engagement and achievement. (Smith et al., 2013)

3.Procedures

3.1 The Experimental Design

An experimental design serves as a systematic framework that guides the researcher in examining the relationships between the independent and dependent variables and testing the hypotheses of the study. It provides the procedures through which valid and reliable conclusions can be drawn regarding the effectiveness of a particular instructional intervention (Best & Kahn, 2016).

The present study adopted a quasi-experimental design employing a non-randomized pretest-posttest control group design. Within this design, the experimental group received instruction through the Personal Practical Knowledge (PPK) Strategy, whereas the control group was taught using the prescribed teaching method .

The sample of the study consisted of 50 second-year students from the Department of English, College of Basic Education, University of Kirkuk. The students were divided into two groups: an experimental group comprising 25 students and a control group comprising 25 students. To ensure the comparability of the two groups and enhance the internal validity of the experiment, they were equalized with respect to several variables, including age, parents' educational attainment, and pretest performance. Moreover, both groups were exposed to similar environmental and instructional conditions throughout the experimental period. Table (3.1) presents the distribution of the study sample and the experimental design adopted in the study.

Table 3.1: The Experimental Design

Group	Students	equalization	Treatment	Posttest
Experimental	25	Pretest	PPK	Posttest
Control	25	pretest	Prescribed Method	Posttest

3.2 Population and Sampling

3.2.1 The Population

The target population includes students Second Year in Department of English at college of Basic Education in University Kirkuk can be selected via cluster sampling, ensuring representation in terms of ability levels , and linguistic diversity. The population of the present study are 95 students .

3.2.2 The Sample of the Study

The sample of the study is selected from Kirkuk University College of Education . The sample has been divided into two groups (experimental and control) where each group consists of 25 students in the academic year 2025-2026. As mentioned in Table (3. 2).

Table 3.2 : The Sample of the Study

Group	Sample	Population	Percentage
CG	25	95	% 52.63
EG	25		
Total	50		

3.3 Instruments

3.3.1 Description of Observation Checklist

The observation checklist was one of the main tools used to collect data in this study. It served as a structured guide that allowed students' behaviors to be recorded in a consistent and objective way during classroom instruction. By relying on predetermined indicators, the checklist ensured that observations were systematic rather than impressionistic, making it possible to capture clear evidence of how students engaged with learning activities.

The primary purpose of the checklist was to evaluate how the **Personal Practical Knowledge (PPK) Strategy** influenced students' active involvement in learning. In particular, it was designed to measure the frequency of behaviors that reflect engagement, such as participating in discussions, sharing personal experiences, asking questions, completing assigned tasks, cooperating with classmates, and maintaining overall involvement in classroom activities. These behaviors were chosen because they represent the core dimensions of active learning that the PPK Strategy aims to promote.

To organize these observations, the checklist included twenty items distributed across six domains: participation in discussions, sharing personal experiences, asking questions, completing learning tasks, cooperating with classmates, and overall engagement. Each item represented a specific, observable behavior that could be noted during lessons, ensuring that the data collected was both detailed and relevant to the study's objectives.

A five-point rating scale was used to measure the frequency of these behaviors. The scale ranged from "Always" (5) to "Never" (1), allowing observers to quantify how often students demonstrated each behavior. This scoring system provided a clear way to translate classroom observations into measurable data, with total scores indicating levels of engagement from very low to very high.

The checklist was administered throughout the experiment period, with observations recorded regularly. Afterward, mean scores were calculated to identify patterns in student participation and engagement. These results were then analyzed to determine how effective the PPK Strategy was in fostering active learning behaviors among Iraqi EFL students.

Finally, the checklist was directly aligned with the fourth objective of the study: assessing the extent to which the PPK Strategy contributes to students' active involvement in learning. By focusing on participation, inquiry, cooperation, reflection, and task completion, the checklist provided a comprehensive measure of the behavioral outcomes associated with the strategy's implementation.

3.3.1.1 Psychometric Properties of the Observation Checklist

The psychometric properties of an instrument refer to the extent to which it is valid and reliable for measuring the construct it is intended to assess. Establishing the psychometric properties of an observation checklist is an essential step in educational research because it ensures that the data collected are accurate, consistent, and dependable Best & Kahn, (2006). In the present study, the psychometric properties of the observation checklist were examined through validity and reliability procedures to ensure its suitability for measuring students' active involvement in learning during the implementation of the Personal Practical Knowledge (PPK) Strategy. Therefore, the observation checklist possesses satisfactory psychometric properties, making it an appropriate instrument for assessing students' active involvement in learning and for obtaining reliable data regarding the effectiveness of the Personal Practical Knowledge (PPK) Strategy.

3.3.1.2 Face Validity of the Observation Checklist

Face validity simply means how well an instrument appears, at first glance, to measure what it is supposed to measure. In this study, the observation checklist was reviewed by a panel of experts in English language teaching, educational psychology, and measurement and evaluation. Their role was to judge whether the checklist items were clear, relevant, and appropriate for assessing students' active involvement in learning. Based on their feedback, some items were refined to improve wording and ensure they matched the study's objectives. After these adjustments, the experts agreed that the checklist provided suitable indicators of student engagement and accurately reflected the intended dimensions. As a result, the instrument was considered to have acceptable face validity.

3.3.1.3 Construct Validity of the Observation Checklist

Construct validity goes a step further, asking whether the instrument truly measures the underlying concept it was designed to assess. In this case, the checklist was built around the theoretical framework of the **Personal Practical Knowledge (PPK) Strategy** and the broader idea of active involvement in learning. It was structured to capture six key dimensions of engagement: participation in discussions, sharing personal experiences, asking questions, completing learning tasks, cooperating with classmates, and overall learning engagement.

To establish construct validity, each checklist item was carefully aligned with these theoretical components. Within each domain, multiple observable behaviors were included to represent the construct more fully. This consistency between the theoretical foundations of the PPK Strategy and the practical items of the checklist demonstrates that the instrument genuinely measures what it was intended to measure. Therefore, the observation checklist was judged to possess satisfactory construct validity.

3.3.1.4 Reliability of the Observation Checklist

To ensure the reliability of the observation checklist, the study employed the **inter-rater reliability** method. Two trained observers independently used the checklist to evaluate a pilot group of students during classroom instruction. Each observer recorded students' behaviors according to the established rating scale. The scores obtained from both observers were then analyzed using **Pearson's correlation coefficient**.

The analysis produced a reliability coefficient of **0.87**, which demonstrates a high level of agreement between the two observers. In educational research, a coefficient of **0.80 or higher** is generally considered acceptable, while values exceeding **0.85** indicate strong reliability. Since the obtained coefficient surpassed the acceptable threshold, the observation checklist was judged to be highly reliable and suitable for measuring students' active involvement in learning during the implementation of the Personal Practical Knowledge (PPK) Strategy.

3.3.2 Post- Test Construction

The test is composed of five questions presented at various forms to provide a comprehensive exploring of students' academic performance. The first question consists of short-answer items that evaluate students' listening comprehension, critical thinking, and awareness of language use. The second question includes multiple-choice items that explore students' understanding of reading passages and their ability to recall and interpret factual information. The third question comprises essay items that require students to explain concepts, organize their thoughts, and express their ideas clearly in written form. The fourth question consists of true-false statements designed to explore students' understanding of different topics. The fifth and final question includes open-ended tasks that encourage students to express their opinions, reflect on personal experiences, and use language meaningfully in authentic contexts. Together, these varied question types provide a balanced measure of students' comprehension, language use, critical thinking, and written communication skills.

3.3.2.1 Psychometric Properties of the Performance Test

Establishing the psychometric properties of research instruments is a fundamental step that should be undertaken before conducting the main study. This process ensures that the instruments are capable of producing accurate, consistent, and meaningful data. Psychometric properties refer to the statistical characteristics used to evaluate the quality of measurement instruments, particularly their validity and reliability (Souza, et al, 2017).

3.5.2.1.1 Face Validity

To establish the face validity of the performance test used in the present study, the researcher submitted the test, along with the study objectives and hypotheses, to a panel of specialists in English Language Teaching (ELT), methodology, and educational measurement. The jury members were requested to evaluate the suitability of the test items, their clarity, linguistic accuracy, and their relevance to the objectives of the study. They were also asked to provide comments and suggestions concerning the organization and wording of the test items.

After reviewing the instrument, the experts expressed their agreement regarding the appropriateness of the test for measuring the intended learning outcomes. The agreement percentage among the jury members reached 100%, indicating that the test items adequately represented the content and objectives of the study. Accordingly, the test was judged to possess satisfactory face validity and was considered appropriate for administration in its final form.

3.5.2.4 Reliability

Reliability is defined as the stability of test scores to be consistently measuring the material under question (Ornstein and Lasley, 2004). Also, McKay & Gass (2016) describe the reliability as the consistency of the scores that teachers and assessors give to learners.

Alpha-Cronbach formula is used in this study to measure the reliability of the post performance test. The coefficient is found to be (0.81), which refers to the homogeneity of the test questions.

3.5.2.4.1 Inter-Rater and Intra-Rater Reliability

Cohen's Kappa coefficient was employed to determine the degree of agreement between the raters. The obtained coefficient was **0.59**, indicating a moderate level of agreement. This result suggests that the instrument provides reasonably consistent measurements across different evaluators.

In the present study, the same evaluator reassessed the students' performances after an appropriate interval. Cohen's Kappa coefficient was used to determine the consistency of the ratings across the two assessments. The obtained coefficient was **0.78**, indicating a strong level of agreement. This finding demonstrates that the evaluator applied the scoring criteria consistently and that the instrument produced stable results over time. The obtained coefficients indicate that the instrument possesses an acceptable level of reliability and is therefore suitable for use in the present study.

4. Analysis of Data and Discussion of Results

4.1.1 Results Related to the First Objective

The first objective of the study was to explore the effect of the Personal Practical Knowledge (PPK) Strategy on Iraqi EFL students' academic performance. To achieve this objective, the mean scores of the experimental group and the control group on the post-performance test were compared using the t-test for two independent-samples. As shown in Table (4.1), the experimental group, which was taught using the PPK Strategy, obtained a mean score of **70.77** with a standard deviation of **12.04**. The calculated t-value was **6.24**, which exceeds the critical t-value of **2.00** at the **0.05** level of significance and **48** degrees of freedom. This indicates that there is a statistically significant difference between the performance of the two groups in favor of the experimental group.

Table :4.1 Means, Standard Deviation, and T-Values of the Two Groups in the Post Performance Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance	Eta Squared
				Calculated	Critical			
EG.	25	70.77	12.04	6.24	2.00	48	0.05	0.176
CG.	25	47.93	15.52					

Thus, the first null hypothesis is refuted, there is statistically significant difference at the (0.05) level between the mean scores of the experimental group taught by the Personal Practical Knowledge Strategy and those of the control group who taught by the prescribed method on the post-academic performance test. However, the effectiveness of the PPK strategy is very high since the Eta Squared value is (0.176), as shown in Table 4.1

4.1.2 Results Related to the Second Objective

The second objective of the study was to explore the effect of the Personal Practical Knowledge (PPK) Strategy on students' comprehension of English language content. To achieve this objective, the mean scores of the experimental and control groups on the comprehension test were compared using t-test for two independent-samples. The results presented in the table (4.2) indicate that the experimental group obtained a mean score of 86.80 with a standard deviation of 4.743, whereas the control group achieved a mean score of 78.84 with a standard deviation of 2.303. The calculated t-value was 7.548, which exceeds the critical value of 2.00 at the 0.05 level of significance and 48 degrees of freedom. This result indicates a statistically significant difference between the two groups in favor of the experimental group. Thus, the null hypothesis is refuted, and there is a difference between the two groups in favour of the experimental one. Moreover, the Eta square value is 0.543, indicating that the PPK's effectiveness is high, see Table 4.2

Table: 4.2. Two Independent Samples T-test for post-Comprehension test and Eta squared

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Sign.	Eta Squared
				Calculated	Critical			
Experiment	25	86.80	4.743	7.548	2.00	48	0.05	0.543
Control	25	78.84	2.303					

4.1.3 Results Related to the Third Objective

The fourth objective of the study was to determine the extent to which the Personal Practical Knowledge (PPK) Strategy contributes to students' active involvement in learning. The observation checklist results showed that the students achieved a total mean score of 85.57 out of 100, indicating a very high level of active involvement in learning. The highest score was recorded in completing learning tasks (89.00%), followed by cooperation with classmates (87.20%) and sharing personal experiences (86.80%), as shown in table 4.4.

Table:4.4. Mean Scores, Percentages, and Levels of Students' Active Involvement in Learning Based on the Observation Checklist

No.	Observation Checklist Item	Mean Score	Percentage (%)	Level
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1	Participates actively in classroom discussions.	4.25	85.00	Very High
2	Volunteers answers without being prompted.	4.30	86.00	Very High
3	Expresses opinions confidently during activities.	4.29	85.80	Very High
4	Shares personal experiences relevant to lesson topics.	4.35	87.00	Very High
5	Connects previous experiences to newly learned content.	4.34	86.80	Very High
6	Uses personal examples to explain ideas.	4.33	86.60	Very High
7	Asks questions related to lesson content.	4.00	80.00	High
8	Seeks clarification when concepts are unclear.	4.08	81.60	High
9	Demonstrates curiosity by asking follow-up questions.	4.10	82.00	High
10	Completes assigned learning tasks on time.	4.48	89.60	Very High
11	Demonstrates effort while completing classroom activities.	4.45	89.00	Very High
12	Applies personal knowledge when completing tasks.	4.42	88.40	Very High
13	Cooperates effectively with classmates during group work.	4.38	87.60	Very High
14	Respects and responds positively to peers' contributions.	4.35	87.00	Very High
15	Contributes ideas during pair or group activities.	4.35	87.00	Very High
16	Demonstrates enthusiasm toward classroom learning activities.	4.22	84.40	Very High
17	Maintains attention throughout the lesson.	4.18	83.60	High
18	Takes initiative in learning activities.	4.20	84.00	High
19	Reflects on learning experiences during classroom discussions.	4.24	84.80	Very High
20	Shows willingness to participate in PPK-based activities.	4.26	85.20	Very High

The comparison between the experimental and control groups revealed a statistically significant difference in favor of the experimental group. The experimental group obtained a mean score of 85.57, whereas the control group achieved a mean score of 68.21. The calculated t-value (8.42) exceeded the critical value (2.00) at the 0.05 level of significance and 48 degrees of freedom. Furthermore, the Eta Squared value of 0.596 indicates a very large effect size. This means that approximately 59.6% of the variance in students' active involvement can be attributed to the implementation of the PPK Strategy. Therefore, the strategy had a substantial positive impact on students' participation, engagement, cooperation, and reflective involvement in learning. As in Table 4.5

Table: 4.5. Comparison of the Experimental and Control Groups in the Post-Test Scores

Group	N	Mean	SD	Calculated t	Critical t	df	Eta Squared
Experimental	25	85.57	6.34	8.42	2.00	48	0.596
Control	25	68.21	7.92				

Thus, the null hypothesis is refuted. Consequently, the alternative hypothesis is accepted in favor of the experimental group that is proposed that there is statistically significant difference at the (0.05) level between the mean scores of the experimental group and the control group on the observation checklist investigating active involvement in learning.

4.1.5 Discussion of Results

The present study sought to explore the effectiveness of the Personal Practical Knowledge (PPK) Strategy in enhancing Iraqi EFL students' learning outcomes. The findings obtained from both the post performance test and the observation checklist revealed that the strategy exerted a positive influence on students' academic performance, comprehension of English language content, ability to apply language knowledge in authentic situations, and active

involvement in learning. Collectively, these findings demonstrate the educational value of the PPK Strategy as an effective learner-centered instructional approach.

Regarding the first objective, the findings revealed that the students who were taught through the PPK Strategy achieved significantly higher levels of academic performance than those who were taught through the conventional method. This improvement may be attributed to the strategy's emphasis on meaningful learning, whereby students were encouraged to connect new information with their existing knowledge and personal experiences. Such connections facilitated deeper understanding, improved retention of learning materials, and enhanced students' performance across various language skills. In addition, the structured stages of the strategy enabled students to move systematically from knowledge activation and reflection to application and evaluation, thereby strengthening their overall academic performance.

With respect to the second objective, the results indicated that the PPK Strategy contributed significantly to improving students' comprehension of English language content. Students demonstrated a greater ability to understand, interpret, and analyze the instructional material. This improvement can be explained by the strategy's focus on activating prior knowledge and encouraging learners to relate lesson content to their personal experiences. As a result, students were able to construct meaningful interpretations of the learning material and develop a deeper understanding of English language concepts.

The third objective examined the influence of the PPK Strategy on students' ability to apply language knowledge in authentic situations. The findings showed that students exposed to the strategy outperformed those in the control group in tasks requiring the practical use of language. This result suggests that the strategy successfully promoted the transfer of learning from classroom settings to real-life contexts. Through reflective activities, discussions, personal experiences, and authentic communicative tasks, students developed the ability to use language meaningfully and appropriately in various situations. Consequently, the strategy helped bridge the gap between theoretical knowledge and practical language use.

The fourth objective focused on determining the extent to which the PPK Strategy contributed to students' active involvement in learning. The observation checklist results revealed very high levels of participation, engagement, cooperation, and reflection among the students. Students actively participated in discussions, shared personal experiences, asked questions, completed learning tasks responsibly, and collaborated effectively with their classmates. These findings indicate that the strategy fostered an interactive learning environment that encouraged students to become active participants in the educational process rather than passive recipients of information.

Taken together, the findings of the study demonstrate that the PPK Strategy positively affected multiple dimensions of learning. The improvement in academic performance appears to be closely associated with enhanced comprehension, while improved comprehension facilitated the application of language knowledge in authentic contexts. Similarly, the high level of active involvement observed among students likely contributed to the development of deeper understanding and improved achievement. Thus, the four objectives are explored in this study.

The findings also support the theoretical foundations of Personal Practical Knowledge advanced by Clandinin and Connelly, who emphasized the role of personal experience as a valuable source of knowledge. The present study provides empirical evidence that integrating learners' experiences into classroom instruction enhances understanding, promotes engagement, and facilitates the meaningful application of knowledge.

In conclusion, the findings of the study provide strong evidence that the Personal Practical Knowledge (PPK) Strategy is an effective instructional approach for Iraqi EFL learners. The strategy contributed significantly to improving academic performance, enhancing comprehension, facilitating authentic language application, and promoting active involvement in learning. Therefore, it can be recommended as a valuable learner-centered strategy for English language teaching and learning in Iraqi educational contexts.

The current study draws upon these findings but differs by examining the impact of the PPK Strategy on students rather than teachers. It also employs a quasi-experimental design and quantitative measures to determine whether PPK can enhance students' academic performance, comprehension of English language content, application of language knowledge in authentic situations, and active involvement in learning. Consequently, the study extends previous research by investigating the pedagogical value of PPK from a learner-centered perspective within the Iraqi EFL context.

5. Conclusions

Based on the findings of the present study, the following conclusions can be drawn:

1. The Personal Practical Knowledge (PPK) Strategy proved to be an effective instructional approach for improving Iraqi EFL students' academic performance. Students who were taught through the strategy achieved significantly higher scores than those taught through the prescribed teaching method.
2. The PPK Strategy contributed significantly to enhancing students' comprehension of English language content by enabling them to connect new information with their prior knowledge and personal experiences.
3. The strategy positively influenced students' ability to apply language knowledge in authentic situations. Students became more capable of transferring classroom learning to meaningful real-life communicative contexts.

4. The PPK Strategy promoted a high level of active involvement in learning. Students demonstrated strong participation in discussions, greater willingness to share experiences, increased cooperation with classmates, and higher engagement in classroom activities.
5. The strategy created a learner-centered learning environment that encouraged reflection, interaction, collaboration, and meaningful knowledge construction.
6. Integrating students' personal experiences into classroom instruction increased the relevance of learning and enhanced students' motivation, confidence, and responsibility for their own learning.
7. The large effect sizes obtained in the study indicate that the PPK Strategy had a substantial educational impact on students' learning outcomes.

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