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DEVELOPING ENGLISH VOCABULARY LEARNING OUTCOMES USING COOPERATIVE LEARNING THEORY AND ACTIVITY-BASED LEARNING TO IMPROVE QUALITY EDUCATION OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Studies demonstrate that activity-based approaches in English vocabulary acquisition provide a learner-centered atmosphere, leading to enhanced performance. This study aims to enhance English vocabulary acquisition among fifth-grade students utilizing cooperative learning and activity-oriented approaches Lado, R. (1996) with purpose to increase quality education of students. It fosters active engagement and knowledge dissemination, aiding educators in execution. The study aims to assess students' vocabulary proficiency prior to and subsequent to training, as well as to gauge their satisfaction with this educational approach. This experimental study analyzes students' pre- and post-test outcomes using cooperative learning theory and activity-based learning Tantipongsanurak, C. (2000) and also assesses students' satisfaction with these approaches. The design utilized is a one-group pretest-posttest. Research findings demonstrate substantial advancements in vocabulary acquisition following the implementation of cooperative learning and activity-based learning, with a statistically significant improvement at the .05 level. The average student satisfaction ranged from 4.81 to 4.85, yielding a mean score of 4.83 (S.D. = 0.37). achieved the greatest satisfaction score (\bar{x} = 4.87, S.D. = 0.33), whereas uniformly scored 4.82. Contentment was maximized in learning activities, content, format, and advantages, hence validating the research aims. Research findings indicate the improvement of English vocabulary acquisition for fifth-grade students at Anuban Ban Phra Net School using cooperative learning and activity-based approaches. Recommendations entail the incorporation of new educational games to mitigate boredom and the use of flexible instructional resources according to students' needs. Emphasizing student-centered learning corresponds with contemporary educational practices of the 21st century. Additional research is required on alternate pedagogical methods, such as game-based learning and metacognitive tactics, to create vocabulary practice sets that improve all four language abilities.

KEYWORDS: English Vocabulary Learning, Cooperative Learning, Activity-based Learning, Quality Education

1. INTRODUCTION

English is a widely spoken international language with a large user base, ranking as the most important language globally (Mackey & William., 1997). It is crucial for communication, business, knowledge acquisition, and fostering relationships among different nationalities. Learning English is essential for professional development, self-understanding, and cultural exchange. It is widely used worldwide, making it relevant to all professions. Strong English language skills are essential for Thais to develop and create more opportunities (Johnson & Johnson, 1973). Vocabulary is the most fundamental unit of language and is crucial for communication. It conveys meaning, ideas, feelings, and needs to others (Feng & Yong, 2026; Suraswadi., 1996). In foreign language teaching, vocabulary is often taught first, but grammar usage is a significant part (Wilkins, 1972). Vocabulary is the foundation for further study, making it as important as grammar. Learning a second language requires sufficient vocabulary knowledge for effective communication (Ngamphong, 2557). Vocabulary is more important than grammatical structure, as it is the foundation for learning the language and constructing larger units like phrases and sentences (Slavin, 1987). Vocabulary is a crucial foundation for language learning, as it helps students build sentences for communication (Mohsen, 1998). In Thailand, insufficient vocabulary knowledge is a major reason for students' failure in English learning, including listening, speaking, reading, and writing. Vocabulary is considered one of the most important aspects of language study, but its teaching in Thailand is receiving little attention (Prathamsan, 1995). One of the primary obstacles for Thai students is not understanding the content of English books (Lerkmuang., B. (2009). Traditional exam-oriented teaching methods focus on teaching English as a subject, not a language. Innovative methods like activity-based learning offer a satisfying experience and stimulate individual learning styles. These methods engage various senses and develop creativity (Gomathi & Kiruthika, 2011). Technology has transformed education, with teachers now acting as knowledge providers, and activity-based learning methods are gaining popularity. Activity-based learning (ABL), according to Slavin & Robert (1995) Zafri et al. (2025) is a teaching method that focuses on students constructing their knowledge through hands-on activities. It is child-centered and allows for self-learning, with the teacher providing guidance. However, activities must be purposeful, fun, and interesting, not repetitive. Teachers must possess critical thinking to understand students' needs and stay updated with group needs. Learning a foreign

language requires activities and practice to develop skills and proficiency. Using activities to manage teaching and learning helps students become more interested in the language. Activity-based learning, by Talabklang & Thienphun (2019) is part of teaching and learning management, emphasizing learners actively participating and constructing knowledge through activities. However, there are limitations to certain activities, and content should be adjusted to be appropriate and consistent with the Basic Education Core Curriculum 2008, National Education Commission Office, (1999). Research on English vocabulary learning achievement using activity-based methods showed that it creates a learner-centered environment, leading to higher achievement after learning.

The researchers focused on incorporating cooperative learning and activity-based learning in 21st-century teaching and learning. This student-centered approach emphasizes students creating new knowledge through social and cognitive processes. Students are encouraged to participate and interact in learning, with the teacher acting as an assistant. Cooperative learning (AbuSeileek, 2007) is suitable for small groups, where all members are essential and work together to find solutions. Based on the results of the Basic National Education Test (O-NET) for sixth-grade students in the 2019 academic year, the combined average score for English language learners was at 33.91 percent.

The researchers conducted research on vocabulary development for fifth-grade students at Ban Phra Net Kindergarten School (Kaew Suwan Prasit) using cooperative learning theory and activity-based learning. The goal was to improve students' English vocabulary learning outcomes by making lessons more enjoyable and interesting. The research was based on the Basic Education Core Curriculum B.E. 2551 (Department of Academic Affairs, Ministry of Education, (2003). Previous studies have shown that cooperative learning and activity-based learning resulted in higher learning outcomes for second-grade students (Bangbon, Kunakorn, 1998). Students expressed positive attitudes towards vocabulary learning and even remembered the vocabulary after learning.

This research aims to enhance English vocabulary learning outcomes for fifth-grade students using cooperative learning theory and activity-based learning. It encourages active participation, knowledge sharing, and helps teachers apply this approach. The research framework includes activities and games to keep students interested and involved in the learning process.

1.1. Research Objectives

To compare students' vocabulary learning achievement before and after instruction using cooperative learning theory and activity-based learning

2. To study student satisfaction with learning using cooperative learning theory and activity-based learning

1.2. Conceptual Framework

The study explores learning management through

cooperative learning theory and activity-based learning for fifth-grade students at Anuban Ban Phra Net (Kaew Suwan Prasit) School. Collaborative learning involves small groups with varying abilities working together to share knowledge. Activity-based learning emphasizes hands-on learning, problem-solving, and real-world experiences. The research aims to improve English vocabulary learning outcomes using these methods, with a conceptual framework illustrated in Figure 1.

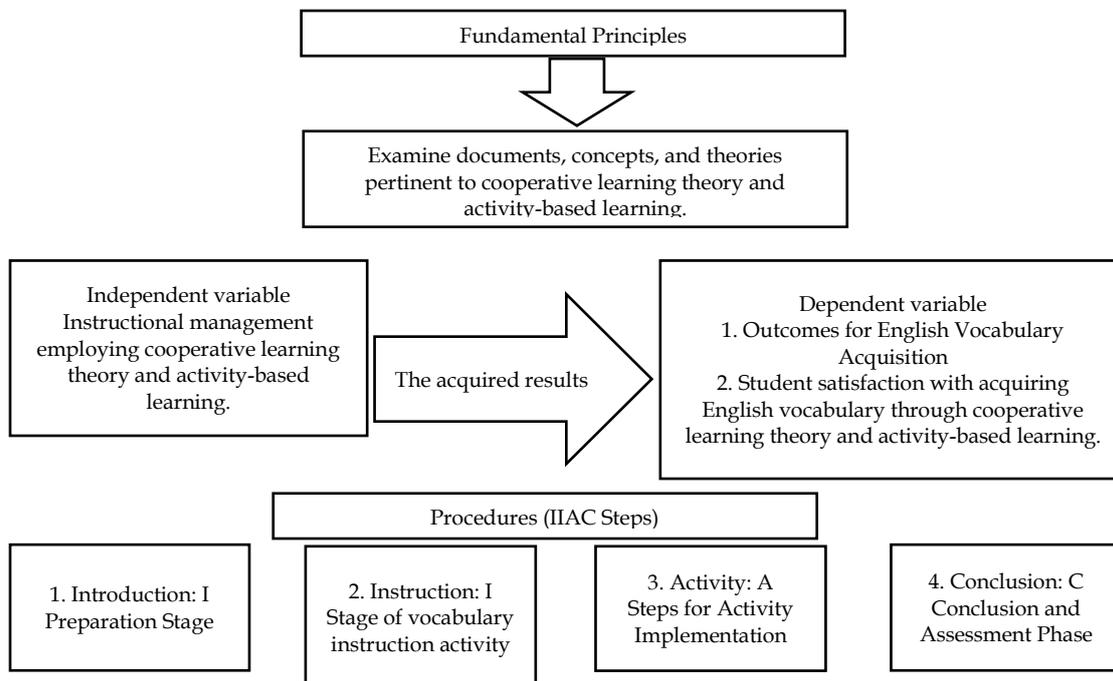


Figure 1: Research Conceptual Framework

2. LITERATURE REVIEW

2.1. Teaching Vocabulary

Vocabulary ability is the ability to use vocabulary appropriately and effectively, which is part of communicative competence. This aligns with Syoc (1963) who defined vocabulary as words that convey some meaning to those communicating, whether two or more individuals or multiple groups. This can be the literal meaning of a word or an implied meaning using figurative language. It can be a word that specifically refers to something or a meaning that is interpreted differently by the sender and receiver based on the word's meaning. In summary, vocabulary is words or groups of words in each language that have meaning. Vocabulary functions to communicate and interact in each language. Vocabulary is diverse and can increase based on the users' and society's changing conditions. Vocabulary is more important than grammatical structure

because it is the foundation for learning a language. Once learners have knowledge of vocabulary, they can use words to construct larger units, such as phrases, sentences, long texts, prose, and poetry. However, if they do not understand the vocabulary, it will reduce the efficiency of constructing larger linguistic units or make it impossible. Therefore, among all the components of language, "words" are what we know best. Language is the combination of words (Khan et al., 2025; Gomathi & Kiruthika, 2011). Learning to name and use words that describe physical characteristics or characteristics related to those things requires vocabulary Khemmani., T. (2002). The importance of vocabulary shows that it is the basis for learning languages and should be learned first. This allows learners to build upon their knowledge by using vocabulary to construct larger units for communication and interaction. Vocabulary can be considered the heart of language learning. Sunthornroj (2008) stated that to teach students the

meaning of words, teachers can use the real objects technique. This teaching method is suitable for teaching concrete nouns, which are real or virtual teaching aids. This type of aid does not cause difficulty for teachers to use in managing lessons. For example, real objects found in the classroom include tables, chairs, and rulers.

2.2. Activated Based Learning

Students derive their learning or learning experiences from diverse activity-based teaching and learning approaches. The learning needs of students depend on certain actions during experiments and activities. The idea of activity-based learning is based on the concept that students are active learners who use thinking processes rather than passive recipients of information. If students are given the opportunity to explore or do things themselves and have the most suitable learning environment, learning will be fun and long-lasting Wannasien., D. (2000). This aligns with activity-based learning management, which is based on learning management that encourages students to construct their knowledge (constructivist theory). This theory believes that constructing knowledge on one's own makes learning more meaningful and effective than simply feeding information to students. Activity-based learning helps students dare to take action, think, and express themselves. They can independently seek knowledge from various sources through observation, experimentation, and hands-on activities, with the teacher guiding the learning process. Student-centered learning management includes activity-based learning management (Artzt et al., 1993) Sunthornroj (2008) stated that learning by doing (activity-based learning) is a process where the teacher facilitates learning, acting as an activity leader rather than a lecturer. Students actively participate in various activities introduced by the teacher, employing numerous techniques such as problem-based learning, project-based learning, and service learning. The teacher may divide students into groups to work together and regularly summarize learning outcomes, allowing students to learn from each other. Assessment is also necessary to promote self-development. This learning method encourages students to use their intelligence and reasoning skills; no one remains idle because they must learn together. Small groups should consist of 6-10 people, ideally with a mix of high-, average-, and low-achieving students to facilitate peer-to-peer learning. Simple methods for teaching using activity-based learning include using leading questions and having students research knowledge both inside and

outside the classroom and present it in class. Then, each group asks the presenting group a question. Questioning and answering is a simple way to facilitate learning with minimal lecturing from the instructor, only requiring a summary of the key information at the end of each class. The most important thing is that the instructor is merely a process facilitator who organizes the learning process to enable students to learn on their own. The instructor is not just teaching; they are learning alongside the students through various learning activities and techniques.

2.3. Cooperative Learning

The phrase "Cooperative Language" has been rendered into Thai through several interpretations, including collaborative learning, group collaborative learning, shared responsibility learning, and cooperative learning, among others. In this study, the researcher will employ the phrase "collaborative learning." Syoc, V. (1963) states that cooperative learning is an instructional method that allows learners to use their individual abilities and potential to work together to solve problems and achieve success, with group members recognizing that each person is a part of the group. Tantapongsanurak, C. (2000) states that cooperative learning management is an academic development, a learner-centered learning management approach that also promotes social skills for students, enabling them to live happily in a democratic society. Khemmani., T. (2002) categorized the prevalent learning groups into three types: formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups (or long-term groups). Gomathi, R. & Kiruthika, P. (2011) delineated the fundamental phases of cooperative learning, which encompass preparation, preparatory activities, instruction (where the educator introduces the lesson, presents content, provides resources, and allocates tasks to each group), the group activity phase (where learners collaborate in small groups, each with designated roles and responsibilities), the work review and assessment phase, and the lesson summary and group work evaluation phase. Rungthammasan (1990) and Channuwong et al. (2025) and Du et al. (2025) asserted that the achievement of each person constitutes the achievement of the whole. Cooperative learning is applicable across all subjects and grade levels, proving most effective for activities designed to enhance students' problem-solving abilities, establish learning objectives, encourage diverse thinking, facilitate practice, promote ethics, cultivate

democracy in the classroom, develop social skills, and nurture a sense of shared responsibility and collaboration within the group. In conclusion, cooperative learning enhances students' educational and social competencies, facilitating their integration into society and resulting in elevated academic performance.

3. RESEARCH METHODOLOGY

This experimental research aims to compare students' pre-test and post-test results utilizing

cooperative learning theory and activity-based learning, as well as to evaluate students' happiness with these pedagogical approaches.

3.1. Research Design

The researchers employed experimental research in this work. The researchers executed the experiment utilizing a pre-experimental design, namely the One-Group Pretest-Posttest Design as illustrated in Table 1.

Table 1: The pre- and post-test design with a single group (One Group Pretest-Posttest Design).

Assessment of pre-vocabulary acquisition employs cooperative learning theory and experiential learning activities.	Acquiring vocabulary using cooperative learning theory and experiential learning activities.	Acquiring vocabulary using cooperative learning theory and experiential learning activities.
T1	S	T2

3.2. Population and Sample

Research population comprises pupils from Ban Phra Net Kindergarten School (Kaew Suwan Prasit), located in Khun Tan District, Chiang Rai Province, who are enrolled in English language studies for the first semester of the 2023 academic year. There are 11 classes accommodating 250 students. This study's sample comprised 31 fifth-grade children from Ban Phra Net Kindergarten School (Kaew Suwan Prasit) during the first semester of the 2023 academic year, representing a single classroom. The pupils were chosen using basic random sampling.

3.3. Research Instruments

A questionnaire was employed to collect content requirements for English vocabulary training to develop a compilation of English language learning activities and vocabulary exercises, comprising one set with four chapters. The material was produced from an analysis of content and linguistic functions,

evaluating objectives and curriculum based on expert assessments, lesson planning utilizing cooperative learning theory, and activity-centered learning. The package had 4 courses with a cumulative total of 8 plans, each lasting 2 hours, amounting to a total of 16 hours. A vocabulary assessment was administered to evaluate students' lexical knowledge prior to and during instruction utilizing cooperative learning theory and activity-based learning. The test was a multiple-choice examination with 20 questions, each valued at 20 points. A student satisfaction survey was employed to evaluate students' contentment with the cooperative learning theory and activity-based learning method developed by the researcher.

3.4. Data Collection

Developing an achievement assessment comprises 20 multiple-choice questions, each aspect includes 4 answers, aligned with the specified content scope.

Table 2: Test of Vocabulary Achievement

Section	Topic	Objective	Cognitive Level	Test Type	No. of Items	Time	Scoring
1.	Save the World	To recognize the meaning of the words	Knowledge	Multiple Choices	20	20	1-0 1 = Correct 0 = Incorrect
2.	Animals Around The World						
3.	Always Stay Healthy						
4.	My Favorite Hobby						

Choose test questions with an IOC value of 0.50 or greater, amend the flaws based on expert advice, and thereafter employ them to assess academic success among 10 fifth-grade pupils from Anuban Ban Phra Net (Kaew Suwan Prasit) School. Assign one point for each correct answer and zero points for erroneous responses, with a maximum total score of 20 points.

The acquired scores were evaluated to assess the quality of each test item. The difficulty (p) and

discrimination index (r) were computed utilizing the PSPP program. Only test items with a difficulty value ranging from 0.20 to 0.80 and a discrimination index of 0.20 or above were chosen. Choose achievement tests that align precisely with the stipulated requirement of 20 items to serve as learning assessment tools for the sample group of Prathom 5 students from Anuban Ban Phra Net (Kaew Suwan Prasit) School, applicable both prior to and following

the instruction of English vocabulary through cooperative learning theory and activity-based learning.

3.5 Data Analysis

Data analysis with pre-existing software is delineated as follows: comparing pre- and post-test results through the examination of the mean (\bar{x}) and standard deviation (S.D.).

Table 3: Data analysis

Objectives	Procedures	Tools	Analysis
To evaluate students' scores prior to and subsequent to instruction utilizing cooperative learning theory and activity-based learning	Assessment of English vocabulary proficiency before and after implementing management strategies based on cooperative learning theory and activity-based learning.	Assessment of English Vocabulary Proficiency	Mean (\bar{x}), Standard Deviation (S.D.), Dependent t-test
To examine student satisfaction with learning via the lens of cooperative learning theory and activity-based learning	Evaluation of Satisfaction	Satisfaction Survey	Mean (\bar{x}) and Standard Deviation (S.D.) By comparing the acquired data to the established criteria for satisfaction levels

4. RESULTS

The research focuses on enhancing vocabulary acquisition within IAC phases. The study encompasses the analysis of English vocabulary challenges, assessment of learning outcomes utilizing IAC steps with lesson plans, and evaluation of learning results via pre-test and post-test methodologies. The research also investigates pupils' contentment with the IAC procedures related Moolkham, S. & Moolkham, O. (2002).

4.1. English vocabulary acquisition outcomes by using cooperative learning theory versus activity-based learning

The study conducted an analysis of English vocabulary acquisition outcomes by using cooperative learning theory versus activity-based learning. The researcher administered an English vocabulary knowledge test to 31 sample students both prior to and following the experiment, utilizing an identical 20-question assessment with a maximum score of 20 points. The difference in scores (D) between the pre-test and post-test findings following the implementation of cooperative learning theory and activity-based learning was subsequently computed. The results from both assessments were analyzed to evaluate the efficacy of English vocabulary acquisition.

Table 4: English vocabulary acquisition outcomes

TEST	Total score	(\bar{x})	S.D.	t	df	P
Pre-	20	7.52	2.32	13.85	30	0.00*
Post	20	15.03	4.37			

*Statistically significant at the 0.05 level.

After being taught using cooperative learning theory and activity-based learning in all four lessons designed by the researcher, all of the students' English vocabulary acquisition scores went up. The

largest score differential between pre- and post-tests was 8 points, while the minimum was 4 points

Table 4 indicates that the English vocabulary acquisition scores of students, following instruction through cooperative learning theory and activity-based learning, averaged 15.03 points with a standard deviation of 4.37. This is an improvement over the pre-instruction average score of 7.52 points, which had a standard deviation of 2.32. The t-statistic was 13.85, signifying a substantial enhancement in the English vocabulary learning outcomes of the sample group following instruction based on cooperative learning theory and activity-based learning at the .05 level, corroborating objective 1.

4.2. The satisfaction scores from the student satisfaction survey regarding English vocabulary acquisition through cooperative learning theory and activity-based learning

The study analyzed the satisfaction scores from the student satisfaction survey regarding English vocabulary acquisition through cooperative learning theory and activity-based learning. The researcher had all 31 participating students complete a satisfaction survey about their experience with the cooperative learning theory and activity-based learning methodologies used in each of the four lessons. The poll evaluated 12 attributes concerning format, content, activities, and advantages. The acquired scores were subsequently averaged (\bar{x}), and the standard deviation (S.D.) was computed. Subsequently, analyze the level values in accordance with the predetermined criteria.

Research examining student satisfaction with English vocabulary training through cooperative learning theory and activity-based learning, focusing on format, content, activities, and benefits, is summarized in the following table.

Table 5: The satisfaction scores from the student satisfaction survey regarding English vocabulary acquisition

Content	\bar{x}	S.D.	Interpret	Ordering
Substance				
1. The content is suitable and of acceptable quality.	4.87	0.34	Most	1
2. The volume of content is suitable for the duration of the lesson.	4.81	0.39	Most	2
3. The elucidation is lucid and comprehensible.	4.81	0.38	Most	2
Mean content	4.83	0.37	Most	2
Regarding Format				
The pictures are suitable for the text.	4.90	0.31	Most	1
The text size is legible and distinct.	4.81	0.38	Most	2
The formatting is suitable and systematic.	4.76	0.42	Most	3
Mean of the pattern	4.82	0.37	Most	3
Educational Activities				
The exercises prevent me from experiencing boredom while studying English.	4.83	0.38	Most	3
The activity facilitated the application of my acquired knowledge.	4.87	0.34	Most	1
Activities facilitate my collaboration within a team.	4.85	0.36	Most	2
Mean for educational endeavors	4.85	0.36	Most	1
Concerning advantages				
This study technique can enhance my vocabulary proficiency.	4.90	0.30	Most	1
The vocabulary I acquired can be applied in my daily life.	4.74	0.40	Most	3
Deriving greater pleasure from learning English.	4.80	0.40	Most	2
Mean score for advantages	4.81	0.37	Most	4
Aggregate mean	4.83	0.37	Most	

Table 5 illustrates the levels of student satisfaction for English vocabulary training utilizing cooperative learning theory and activity-based learning.

1. It was determined that students expressed satisfaction with the content of English vocabulary training utilizing cooperative learning theory and activity-based learning. The mean satisfaction level was high ($\bar{x} = 4.83$, S.D. = 0.37), with the average scores listed in the following order: Item 1: The content is suitable and of acceptable quality ($\bar{x} = 4.87$, S.D. = 0.34). Item 2: The content volume is suitable for the class duration ($\bar{x} = 4.81$, S.D. = 0.39), and the third item indicates that the explanation is lucid and comprehensible ($\bar{x} = 4.81$, S.D. = 0.38), representing the second most gratifying element.

2. Concerning the format, it was determined that students expressed a high level of satisfaction with the English vocabulary education utilizing cooperative learning theory and activity-based learning, achieving an average satisfaction score of 4.82 (S.D. = 0.37), with the average scores ranked as follows: In Question 4, the pictures are suitable for the subject ($\bar{x} = 4.90$, S.D. = 0.31). Item 5: The font size is legible and distinct ($\bar{x} = 4.81$, S.D. = 0.38), while item 6 indicates that the formatting is suitable and systematic ($\bar{x} = 4.76$, S.D. = 0.42), representing the third highest level of satisfaction.

3. Concerning learning activities, it was determined that students expressed satisfaction with the English vocabulary instruction utilizing cooperative learning theory and activity-based learning, achieving an average rating of "most" ($\bar{x} = 4.85$, S.D. = 0.36), with the average scores ranked as

follows: Item 8, "This activity facilitates the application of my acquired knowledge" ($\bar{x} = 4.87$, S.D. = 0.34) Item 9: The activity facilitated my collaboration within a team.

The mean ($\bar{x} = 4.85$, S.D. = 0.36) and item 7, "This activity helps me not feel bored with learning English" ($\bar{x} = 4.83$, S.D. = 0.38), represent the highest level of satisfaction.

4. Concerning benefits, students expressed satisfaction with the English vocabulary acquisition activities employing cooperative learning theory and activity-based learning. The mean satisfaction level was notably high ($\bar{x} = 4.81$, S.D. = 0.37), with the average scores listed in the following order: Question 10: "Learning styles can enhance my vocabulary knowledge" ($\bar{x} = 4.90$, S.D. = 0.30). Item 12: I derive greater pleasure from learning English ($\bar{x} = 4.80$, S.D. = 0.40), while item 11, which states that the vocabulary acquired is applicable in my daily life ($\bar{x} = 4.74$, S.D. = 0.40), ranks as the fourth highest in satisfaction levels.

The data indicates that students exhibit an average satisfaction level of 4.83 (standard deviation 0.37) for English vocabulary training utilizing cooperative learning theory and activity-based learning. Chapter 3, "Always Stay Healthy," exhibits the highest average satisfaction level ($\bar{x} = 4.87$, S.D. = 0.33). Chapter 1 on School, Chapter 2 on My Future Career, and Chapter 4 on Save the World exhibit identical average satisfaction levels ($\bar{x} = 4.82$, S.D. 0.37) ($\bar{x} = 4.82$, S.D. = 0.38) ($\bar{x} = 4.82$, S.D. = 0.38), with the overall average satisfaction level being highest in the domains of learning activities, content, format,

and benefits, respectively. The average student satisfaction ranged from 4.81 to 4.85, reflecting the maximum level of contentment, hence corroborating objective 2.

5. DISCUSSION

The study titled "Developing English Vocabulary Learning Outcomes Using Cooperative Learning Theory and Activity-Based Learning for Grade 5 Students at Ban Phra Net Kindergarten School (Kaewsuwan Prasit)" facilitates the examination of outcomes derived from the research findings as follows:

The analysis of the comparison scores of students' vocabulary learning achievement, conducted before and after the implementation of cooperative learning theory and activity-based learning, revealed a statistically significant increase in scores at the .05 level. This boost could be attributed to the following factors:

1.1 The English vocabulary practice set, designed utilizing cooperative learning theory and activity-based learning, includes lesson themes chosen according to student interests and has undergone content validation by experts. The researcher integrated the conceptual framework of cooperative learning theory and activity-based learning, consistent with Slavin & Robert, E. (1995), who posited that cooperative learning theory is an effective pedagogical strategy for small groups of individuals collaborating to devise solutions and fulfill designated tasks. Each member of the group is vital and will have the ability to assist and collaborate with one another. This conclusion corresponds with Channuwong *et al.* (2022), Lindgren & Henry (1973) and Ebekozien *et al.* (2025) who underscores the significance of activity-based learning for students, as it offers direct experiential learning that enables students to associate everyday objects with knowledge acquired through hands-on practice, research, analysis, synthesis, and evaluation. According to the studies of Lerkmuang (2009) and Damrongsiri *et al.* (2022), the study utilized learning techniques to enhance English vocabulary acquisition success. The research findings indicated that students' English vocabulary acquisition through activity-based teaching methods post-instruction was significantly superior to their pre-instruction performance at a statistically significant level (Promkaew & Srinan 2013). The implementation of cooperative learning theory and activity-based learning significantly enhanced students' English vocabulary acquisition.

2. The study's findings on learners' happiness

with English vocabulary acquisition through cooperative learning theory and activity-based learning indicated an average satisfaction level ranging from 4.81 to 4.85, with an overall mean satisfaction level of ($\bar{x} = 4.83$, S.D. = 0.37).

2.1 An analysis of student satisfaction regarding the acquisition of English vocabulary through cooperative learning theory and activity-based learning revealed that, across all chapters and aspects, the overall satisfaction level was the greatest. The workbook series likely captivates pupils due to its appealing content, Ajose *et al.* (1990), and Wong *et al.* (2025) which strikes a balance between challenge and accessibility, fostering excitement for learning and enjoyment of the courses. The satisfaction level for each chapter can be ranked as follows: Chapter 3 exhibits the highest average score, likely due to its vocabulary pertaining to food seen in everyday life. We observed that students comprehended the language more effectively during this chapter's instruction than in previous classes.

2.2 In evaluating student satisfaction regarding the acquisition of English vocabulary through cooperative learning theory and activity-based learning, the findings can be articulated in relation to format, content, activities, and benefits:

2.2.1 Concerning the format, students expressed satisfaction with the English vocabulary acquisition approach utilizing cooperative learning theory and activity-based learning. The majority of vocabulary terms paired with clear, relevant imagery and legible text led to a high overall satisfaction level.

2.2.2 Content: Students expressed satisfaction with the vocabulary learning content derived from cooperative learning theory and activity-based learning. The overall satisfaction level was excellent. This idea corresponds with the perspectives of other educators, like Promkaew, S. & Srinan, S. (2013) and Promwong, C. (2013), who propose that the language imparted should be pertinent to the learners' experiences and interests. The quantity of words in a lesson should be neither excessive nor insufficient but rather suitable for the cognitive development of the learners Ngamphong., P. (2014). The overall average student satisfaction level was exceptionally high due to the engaging vocabulary material and the ability to apply it practically in their daily lives.

2.2.3 Tasks: Students expressed satisfaction with the acquisition of English vocabulary through cooperative learning theory and activity-based learning. Mohsen., G. (1998), The overall satisfaction level was excellent. Throughout the educational process, students acquired language and utilized it in many tasks, both individually and collaboratively.

The pupils were afforded the opportunity to pose inquiries while the teacher served as a consultant, offering suggestions to facilitate their learning and comprehension Surasakdi Laimala, (1988). Practical experience fosters enthusiasm and motivation in learners, leading to enhanced vocabulary acquisition.

2.2.4 Advantages: Students expressed satisfaction with the acquisition of English vocabulary using cooperative learning theory and activity-based learning, Donsoppon., A. (1999) achieving an overall average score categorized as very satisfactory.

6. CONCLUSION

According to the research and data analysis, the findings can be concisely described in alignment with the research objectives as follows:

1. A comparative analysis of students' vocabulary acquisition outcomes prior to and subsequent to teaching utilizing cooperative learning theory and activity-based learning revealed a statistically significant enhancement at the .05 level, corroborating objective 1.

2. A study examining student satisfaction with vocabulary acquisition through cooperative learning theory and activity-based learning revealed an average satisfaction level ranging from 4.81 to 4.85, with an overall mean satisfaction of ($\bar{x} = 4.83$, S.D. = 0.37), indicating that learners are exceedingly satisfied with the comprehensive exercise set in each lesson and across all dimensions of the satisfaction evaluation. The lesson with the highest average satisfaction is Chapter 3, "Always Stay Healthy" ($\bar{x} = 4.87$, S.D. = 0.33). Chapter 1 on School, Chapter 2 on My Future Career, and Chapter 4 on Save the World exhibit identical average satisfaction levels ($\bar{x} = 4.82$, S.D. = 0.58), ($\bar{x} = 4.82$, S.D. = 0.38), and ($\bar{x} = 4.82$, S.D. = 0.38).

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= 0.38). The total mean satisfaction score was best in the domains of learning activities, content, format, and benefits, respectively, aligning with objective 2 related Shara, Y., & Sharan, S., (1990).

7. RECOMMENDATIONS

According to the research findings, the following recommendations are provided to enhance English vocabulary acquisition using cooperative learning theory and activity-based learning for fifth-grade students at Anuban Ban Phra Net (Kaew Suwan Prasit) School:

1. Instructor should implement innovative teaching methodologies or present novel games for students, as the repetitive use of the same games may result in ennui. Instructors ought to utilize instructional materials that are adaptable to novel circumstances and cater to the requirements of the learners. Enhancing English vocabulary acquisition outcomes through cooperative learning theory and activity-based learning for fifth-grade students at Ban Phra Net Kindergarten School (Kaew Suwan Prasit) represents a method to improve students' English vocabulary proficiency, prioritizing student-centered learning in accordance with 21st-century educational trends.

2. Additional investigation and inquiry should be undertaken on the following subjects: 1. English vocabulary practice sets should be created utilizing other pedagogical approaches or evaluated against other instructional methods, including game-based learning strategies and metacognitive tactics. English vocabulary practice sets must be developed utilizing cooperative learning theory and activity-based learning that concurrently enhances all four abilities.

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