Effectiveness of Word Wall Approach on Vocabulary Acquisition

of Middle School Students

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DECLARATION

I hereby declare that this dissertation entitled Effectiveness of Word Wall Approach on Vocabulary Acquisition of Middle School Students submitted by me for the degree of Master of Education is the result of original and independent work carried out by me during the academic year 2023-2025 under the guidance and supervision of Dr Deepa R. P. Assistant Professor in Education, N.V.K.S.D. College of Education, Attoor, Kanyakumari District. This dissertation is not submitted on the basis for the award of any degree, diploma, associateship, fellowship to any other University or Institution.

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This is to certify that this dissertation entitled Effectiveness of Word Wall Approach on Vocabulary Acquisition of Middle School Students submitted for the M.Ed. Degree by Krishna Priya. C. S is an original record of research work done by her during the academic year 2023-2025 under my guidance and supervision. It is further certified that this work is free from any duplication. This dissertation is not submitted on the basis for the award of any degree, diploma, associateship, fellowship to any other University or Institution.

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Chapter I

Introduction

Education is the most powerful and sustainable tool for personal and social transformation. Education generally continues with formal schooling and is limited to the stuffy environment of the classroom. Education endures a lifetime and it is open, free and universal. Education is a lifelong and all encompassing process. The pursuit of knowledge has no boundaries or limits. As a result, education has evolved into a sophisticated whole that allows people to integrate the processes of learning, living, and working.

Education is the light for enlightening the world. It is a process which draws out the best in man with the aim of producing a well - balanced personality - culturally refined, emotionally stable, ethically sound, logically correct, mentally alert intellectually competent, technically advanced morally upright, physically strong, socially efficient, spiritually mature, vocationally self - sufficient and internationally liberal. Education is not filling a vessel but lighting a fire.

According to Rajendran, M. et al., Learning is the key process in human behavior, parents and teachers always show concern for children's learning. Learning influences our language, our skills, attitudes, interests and even our goals. Without learning, all efforts of students as well as of teachers are bound to become purposeless. According to Gates and others, " Learning is the modification of behaviour through experience". Kingsley

and Gary state, " Learning is the process by which behaviour is originated or changes through practice or training.

According to Kurton. M (2024) learning is the process of gaining new skills, knowledge, understanding and values. Learning has continued all over the world throughout the history of human life. Continuous learning also helps us to keep pursuing our personal and professional development goals and all the achievements along the way are a great source of happiness for many of us.

A language is a communication tool used by citizens of a particular country or area for writing or speaking. It consists of a series of textual symbols and noises. Only humans are capable of using their thoughts, feelings and ideas as a means of communication. Speaking is one of a person's unique talents. We cannot imagine a society without language. More than two centuries ago, modeling India's political, social, economic, intellectual and cultural life has been greatly influenced by the English language. It remains a powerful instrument for social transformation. According to P. Gurrey " All languages are used for communication".

According to Mary, I, M. Acquiring second language skills are an important component as English language plays a prominent role in the Indian Context. English Language is used as an associated official language of the country by the parliament Act 1963 for an indefinite period of time. It has prominence in the Indian context as a link language, language of the court, language in the field of education system, national life supreme in the

pre independent India, language of the administration, medium of instruction of the university, in the field of medicine, science and technology, medium for official communication and a window to the world.

The English language is a universal phenomenon that allows people from different origins to communicate with one other. English has emerged as the universal language of the modern world, having a big influence on commerce, travel education and culture among other facets of daily life.

The value of language is emphasized by its ability to bridge cultural divides and facilitate successful communication. Learning English provides exposure to a multitude of opportunities and international discussions. English language proficiency is now essential for both professional and personal development. It enables people to engage fully in international debate, communicate clearly and access resources and information.

The English language is worldwide. It can be understood and utilized in almost every region of the planet. It is imperative that everyone learn this universal language, particularly in the workplace. The profession that requires the highest level of English proficiency is education. In many countries, English is learned as a second language. It is not inaccurate to assert that English is the language of instruction and research. Outside of this particular profession, English has evolved into a universal language.

The language of the modern world is English. It is the most widely used language in academia, international business and diplomacy. Proficiency in English enables professionals and students to work together

on worldwide initiatives, access global knowledge and communicate successfully across borders. Although the majority of computer languages, softwares and digital platforms are built on English, fluency in the language is essential in the digital era. English proficiency is necessary for using technology in educational and professional contexts, such as when coding or taking part in webinars and online courses. Learning English fosters cultural exchange, promoting tolerance and global understanding. Additionally, it enhances cognitive abilities such as memory, problem - solving and critical thinking, providing a solid foundation for lifelong learning (Manmohan, B.2024)

Students must acquire all of the four language skills: Speaking, reading, listening and writing. Johnson also pointed out that these four skills might be divided in two traditional ways. The first mentioned is to divide the ability into the written (reading and writing) and oral (speaking and listening) media. The second method is to separate them into productive (speaking and writing) and receptive (listening and reading) skills.

Language skills are essential in many facets of our lives, impacting our relationships, communication, education and career aspirations. Language skills include a variety of abilities such as reading, listening and comprehension and goes beyond simply being able to write and talk.

Skills acquisition in language is essential for academic success. For the purpose of learning from textbooks, periodicals, and other educational resources, reading comprehension and abilities are essential. Writing adeptly

is essential for expressing ideas in essays, research papers and other assignments. Furthermore, successful verbal communication in derbates, presentations and classes is facilitated by good language proficiency. Students with strong language skills are better able to interact with academic material and express their ideas clearly.

Cognitive growth and language proficiency are closely related. Learning a language requires sophisticated cognitive ability like pattern identification, problem solving and memory retention. Bilingual or multilingual people frequently have improved cognitive capacities such as improved executive functions and an increased ability to multitask, according to research. As ensued, linguistic proficiency promotes both communication and general cognitive development.

Importance of Vocabulary Learning

Vocabulary development is the key determinant of reading proficiency and effective communication. Students with rich vocabulary development could have effective communication skills and language achievement. It allows the students to access new knowledge and understand complex concepts. Vocabulary acquisition is the fundamental element of language development. Vocabulary acquisition means learning new words with its meaning usage and its pronunciation for language efficiency. The process of acquiring vocabulary is complex and multifaceted, influenced by a variety of factors including motivation and teaching methods.

Lack of vocabulary is one of the problems that learners face while learning a foreign language. Students are unable to use the language if they lack sufficient vocabulary. As a result, children should constantly learn new terms to expand their vocabulary. The amount of vocabulary that pupils have learnt is crucial since it can help them speak the language effectively. The aim of learning a language is for students to be able to ask questions, express themselves, and communicate effectively in that language.Consequently, it may be inferred that vocabulary is crucial for everyone to learn and comprehend. According to Puspita, E. & Muhajir, R.(2014) says that when teaching vocabulary, it is quite useful to have some ideas of what makes words relatively easy or difficult to learn. A language teacher can use a variety of teaching aids to teach language, especially vocabulary.

Sultan Baa (2021) opined that Vocabulary was a part of language learning that needs continuing growth and development by both native and nonnative speakers after grammar and pronunciation. Thornbury (2002) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".This means that learning vocabulary is crucial for students and if students have not proficiency in vocabulary, they would find it difficult to express themselves. They struggle to understand the meaning of words that are to them. When the teacher explained the content in English, they couldn't understand it and it could not be accurately pronounced by the students. Students also struggled with spelling of the words and tended to pronounce the word incorrectly. Recalling the meaning of the terms' new words proved

to be challenging for the students. Moreover they not only struggle with spelling but also in identifying synonyms and antonyms (Sipayung, 2018).

Word Wall Approach

Word Wall is a collection of words displayed on a wall that is filled with some pictures and explained with words to facilitate the teaching and learning process about vocabulary (Amelia2022)

Word Walls are graphic aids that assist students in strengthening their ability to recognize words visually and remember word meaning. These are the terms that are commonly used and are arranged on the classroom wall according to age, category, or categorization. Word Walls are primarily intended to support students in recognizing words, maintaining their word knowledge, and eventually developing automatic word reading.

A Word Wall is defined as "an ongoing, organized display of keywords that provide visual reference for students throughout a unit of study or a term" (Ontario Ministry of Education, 2014). The Word Wall gives the pupils instant access to critical vocabulary or spelling words as well as acts as a visual assistance in both situations (Taylor Kish, 2018).

Word Walls are one type of fantastic visual teaching tool that teachers may use to help students learn vocabulary. Cunningham (1995) stated that Word Wall was wonderful because it is a systematically organized collection of colorful words displayed in large letters on a wall in the classroom. Students' vocabulary is thought to be expanded when word walls are used in vocabulary instruction. Dellosa (2004) states that "a wall covered with

words is one part of creating a print rich environment for the students". The classroom wall features colorful words written in huge letters, which could increase their interest in expanding their vocabulary.

Hall & Cunningham (1999) "Word Wall activities are incorporated to give students the opportunity to use these words in various ways. These words then become anchored in long - term memory allowing quick and easy access, promoting detection of patterns, and encouraging connections between words". Word Wall activities provide interactive ways to learn high frequency words as they build word recognition by providing a visual and active engagement with words (Calella, 2001).

Need and Significance of Study

Vocabulary acquisition is crucial for personal and social development. It enables learners to express emotions, ideas and perspectives with clarity and confidence fostering better interpersonal relationships and deeper cognitive engagement. Conventional methods of vocabulary instruction rely on memorization and repetitive drills. Lack of vocabulary is one of the issues that learners face in English language proficiency. Students are unable to use the language fluently as they lack sufficient vocabulary. The amount of vocabulary mastered is crucial since it can help the students to develop language skills. Nunan says that "the acquisition of an adequate vocabulary was essential for successful second language use because, without an extensive vocabulary, we would be unable to use the structures and functions. (Muhajir & Puspia,E. 2014). Foil & Albert (2002) stated that

the primary obstacle to students' reading comprehension of texts was a lack of vocabulary. Many of these difficulties are experienced by individuals, and need specialized instruction, accommodation and adaptations to enhance it.

Word walls were developed as an interactive approach that would make use of social interaction and successful teaching techniques. In a blended classroom, word walls are simply a space on the wall where material was presented for students to see as learning take place (Baumann et al., 2007; Brabham & Vilaume, 2001; Bukowiecki, 2006; fisher, Brozo, Frey, & Ivey, 2007; Hall & Cunningham, 1999; Rycik, 2002). Regardless, Interaction between the teacher and students with the presented information is necessary for the word wall, which makes the learning to be most effective (Cambourne, 2000; Cunningham, 2000; Ganz, 2008). Zaen, F.N et al., stated that "Word Wall is an effective approach application for students, because the working principle of word wall approach was to stick the vocabulary on the wall with a large size that allows students to see from a distance.

Most of the English teachers are not much aware of such new approaches, and they seldom use those approaches. Prospective teachers would be teachers, they would be aware of such new approaches and would have a positive attitude to use such approaches to enhance their vocabulary. The present study investigated the role of Word Wall Approach in Vocabulary Acquisition with the aim of inspiring students to view vocabulary learning as an essential and exciting part of their educational

journey. Therefore the investigators made an attempt to study the "Effectiveness of Word Wall Approach on Vocabulary Acquisition of Middle School Students". Hence, by investigating students attitude towards Word Wall Approach this study can provide valuable insights into teacher education, instructional strategies and student learning outcomes ultimately contributing to the improvement of learning in English language

Statement of the Problem

Teaching Vocabulary is an essential part of teaching language, and the Word Wall Approach is a well - liked way to do so in language classes. The Word Wall Approach is a visual learning environment that encourages vocabulary development by projecting words, their definitions, examples and other pertinent information onto a wall or board. The way that aspiring educators feel about this strategy can have a big impact on language learning. Although the Word Wall Approach is becoming more popular, little is known about how aspiring teachers feel about it. Since attitude can affect a teacher's willingness to utilize the strategy, how well they apply it, and ultimately how well their pupils learn language, it is crucial to understand how potential teachers feel. In this context the investigator made an attempt to study how students feel about the word Wall Approach for enhancing vocabulary learning. Hence the investigators made an attempt to study the effectiveness of Word Wall Approach on vocabulary acquisition of middle school students

Operational Definition of the Key Terms

Effectiveness

Effectiveness refers to the ability of the students to achieve desired outcomes in the vocabulary test when taught through Word Wall approach.

Word Wall Approach

In the present study Word Wall approach refers to a learning strategy in which a collection of words that are written on a chart and are arranged on a wall along with some pictures to develop vocabulary.

Vocabulary Acquisition

Vocabulary Acquisition here means, the ability of the middle school students to understand the meaning of the words, frame sentences, and spell the words. It is measured using a vocabulary acquisition test.

Middle School Students

Middle School Students here refers to the students who study in class seven in various middle schools of Kanyakumari district in Tamilnadu.

Objectives of the Study

1. To prepare and validate instructional materials based on Word Wall learning vocabulary.

2. To prepare and validate Vocabulary Acquisition tests in English for middle school students.

3. To test the effectiveness of the Word Wall approach in learning vocabulary by comparing the mean pre-test and post-test scores of

vocabulary acquisition of class seven students in the experimental group

4. To compare the mean pretest scores of vocabulary acquisition of class seven students in the experimental and control groups.

5. To compare the mean post - test scores of vocabulary acquisition of middle school students in the experimental and control groups..

6. To find out significant difference in the mean adjusted post - test scores of vocabulary acquisition of class seven students in the experimental and control groups when pretest is taken as a covariate.

Hypotheses

1. There exist no significant differences in the mean pre-test and post-test scores of vocabulary acquisition of class seven students in the experimental group.

2. There exist no significant differences in the mean pretest scores of vocabulary acquisition of class seven students in the experimental and control groups.

3. There exist no significant differences in the mean post test scores of vocabulary acquisition of middle school students in the experimental and control groups.

4. There exists no significant difference in the mean adjusted post - test scores of vocabulary acquisition of class seven students in the experimental and control groups when pretest is taken as a covariate.

Methodology in Brief

Method used

For this study, the investigator adopted an experimental method. Pretest, Posttest, non-equivalent, control group design was used.

Population

Population for the present study consisted of all the class seven students of Tamilnadu following the State Board Syllabus, the experimental and control the academic year 2024 - 2025.

Sample

Sample consisted of class seven students who are studying in various schools in Kanyakumari. Sample size consists of 98 students.Two intact classes were selected and assigned randomly into the experimental and control group. The experimental group consisted of 63 students and the control group consisted of 35 students.

Tools and Materials used for the study

- Instructional materials for learning English Vocabulary based on Word Wall approach**.**
- Vocabulary acquisition Test in English.

Variables

- Independent Variable - Word wall Approach
- Dependent Variable   - Vocabulary Acquisition

Statistical Technique used for the study

- Independent sample t-test for large samples.

- Paired t-test.

- ANCOVA.

Delimitation of the Study

- The geographical area was limited to the Kanyakumari district only.

- The sample was selected from government school students.

- Only selected units in class seven English text was used,

Organization of the Report

Chapter I deals with the introduction, need and significance of the study, statement of the problem, operational definition of the key terms, objectives of the study, hypothesis framed for the study and delimitation of the study.

Chapter II deals with the theoretical overview and review of literature.

Chapter III deals with the methodology of the study. The chapter consists of the test development and research design.

Chapter IV deals with the findings, conclusion, educational implications of the study and suggestions for the further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

- Introduction

- Theoretical overview

- Review of related studies

- Critical review

Chapter II

Introduction

An essential aspect of an investigation is the review related literature that is an inclusive contemplative survey of previous writings referring to problems or issues. The term review means to organize the knowledge of the specific area of research to construct new knowledge and show that the proposed study would be a value addition to the respective field. In research methodology, term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its related research studies (Jagjit Kaur, 2021).

Best John. W (2004) defined Review of Literature as "A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation".   Review of literature has a major role in shaping the research problem because it helps to understand the subject matter better and also helps in conceptualizing the research problem precisely and making it more relevant to that particular field. Analyzing past research records helps to eliminate the risk of duplication. It also helps to get more information from the perception of other researchers about the same subject area.

Usefulness of Review of Literature

The review of literature is highly important because the researcher has to synthesize the ideas which are available in the particular field in such a way to provide the clear information of the particular study. William Wiersma and Stephan G. Jurs (2009) has described the usefulness of review of related literature as

- More specifically limiting and identifying the research problem and possible hypotheses.

- Informing the researcher of what has already been done in the area.

- Providing possible research design and methodological procedures that may be used in the research study.

- Providing suggestions for possible modifications in the research to avoid unanticipated difficulties.

- Identifying possible gaps in the research.

- Providing a backdrop for interpreting the results of the research study.

THEORETICAL OVERVIEW

A major factor in the globalization era is the usage of English as an international language. Our current requirement is that we be able to communicate in English. Indonesian language use as the national language is sanctioned by the country's educational system. English is one of the subjects that will be tested in the national examination, which is proof of its significance. Four micro abilities are taught in English instruction:

Listening, Speaking, Reading and Writing. Learners of English should also focus on expanding their vocabulary in addition to the four language skills.

On a daily basis, the majority of people in the world used to communicate in English. Language is a tool for expressing yourself, a communication tool, and a means for social control. Every society must have a language. Through language, humans can think and develop their knowledge (Hampp, 2019). Mastering foreign language such as English is very necessary to help us to communicate with people around the world (Yudhu & Mandasari, (2021). According to Maru (2009), "for most Indonesians, the aim of learning English as a Foreign language is to be able to communicate". From the previous comment, it can be seen that English has a very flexible advantage in addition to being a tool for worldwide communication and adding to our knowledge. Indonesia has adopted English as a tool of communication to establish relationships with other countries (Liando, 2009). The students' vocabulary needs to be expanded because English is taught as a foreign language in Indonesia.

One of the most important language skills in teaching and studying English is Vocabulary. Students should have a large vocabulary supply when learning a new language. Pupils that possess a large vocabulary base will be able to compose more sentences and find it easier to write or speak. Vocabulary acquisition in a foreign language is crucial. The crucial role that vocabulary plays is acknowledged by experts in second language teaching. All these experts implicitly admit that vocabulary should be the focus of

foreign language teaching if learning a foreign language to be successful (Liando and Maru, 2016). The introduction of vocabulary for students is expected to help them to understand the vocabulary that has been taught so that the learning results that have been obtained can be used for the next level and learning can be absorbed properly.

Utilizing the right media and drawing attention to the pupil in the classroom are important strategies for improving vocabulary stocks among students. The instructor can utilize Word Wall as one type of visual aid or tool to help with vocabulary instruction in the classroom. Teaching vocabulary with Word Wall technique will help pupils enhance their mastery of vocabulary, which is something that they find challenging. A Word Wall is a collection of words that are placed on a wall or broad in a classroom (Darliani & Agustina, 2019). Word Wall is an interactive tool that includes a variety of words used in reading and writing exercises. It helps with vocabulary growth and acts as a visual assistance (Witkowski & Baker, 2012).

Students can acquire words more quickly, increase their reading comprehension, become more independent, and be encouraged to write and read by using Word Walls. The potential for inauthentic language, the time required for development, and the need for specialized tools to replicate the Word Wall are some of the disadvantages, though. With careful preparation, comprehensive guidelines for building and utilizing the word wall, and effective classroom management, these challenges can be addressed. The

Word Wall technique for teaching vocabulary has three steps: preparation, application and assessment.

Social-constructivist learning theory

Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. Social constructivism was developed by post-revolutionary Soviet psychologist Lev Vygotsky. Vygotsky was a cognitivist, but rejected the assumption made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context.

Word walls in education are supported by social-constructivist and transactional learning theories, where learners build knowledge through interaction and meaning-making. They also promote phonics and spelling development, aiding in the acquisition of both sight words and vocabulary related to specific topics.

Word walls, particularly when created and maintained collaboratively by students, align with social-constructivist principles. Students actively participate in the process of identifying, defining, and illustrating vocabulary, leading to deeper understanding and ownership of the material. Transactional learning emphasizes the dialogue and interaction between teachers and students as they explore concepts and words. Wordwall provides a variety of interactive activity templates, such as matching games, quizzes, and word searches, that can be customized to fit specific learning objectives. The platform can be used to create activities that focus on

vocabulary building, grammar practice, and sentence formation, supporting language development in various subjects. Many activities encourage students to analyze information, make connections, and solve problems, fostering critical thinking abilities. Wordwall offers a user-friendly interface that allows teachers to create activities quickly and easily, adapting them to different learning contexts and student needs. Wordwall allows teachers to share their created activities with other educators and students online, promoting collaboration and resource sharing.

The zone of proximal development (ZPD) , a learning theory proposed by Vygotsky, was pertinent to the experimental research of Word Wall activities in classrooms.Vygotsky (1978) defined the zone of proximal development as the "the distance between the actual development level as determined by independent problem solving and the level of potent development as determined through problem solving under guidance or in collaboration with more capable pers". The Zone of Proximal Development (ZDP) was further defined by him as an embryonic state in which the kid possesses the future developmental stages, ready to bud or flower under the supervision and guidance of an adult or more advanced peer. Vygotsky explained that what the child can do today with guidance, is what the child will be able to do independently tomorrow. He also believed that children with the same mental age would likely have different zones of proximal development, explaining the variation in rate of individual learning.

Instruction in word wall recognition skills uses the theory of the ZPD in several ways. Instruction programs take children where they are in their development. Scaffolding has positive effects on reading instruction. Reputation and positive reinforcement may be used until the new skills become part of the child's independent development level. Teachers can individually prescribed instruction to meet individual needs. The word wall activities can be used in conjunction with Vygotsky's theory. Teachers assess what level the students are at and lead them with guidance to become independent with word recognition skills (Jeanine Fox Wilker, 2008).

Cooperative Learning Used as a Model to Implement Word Wall Media

The term "cooperative" refers to working together as a team and supporting one another, which is where cooperative learning gets its meaning. This is consistent with the views of certain experts. According to Arends (2012), cooperative learning is a learning model that requires cooperation and is characterized by the structure of tasks, goals, and cooperation benefits. Cooperative learning occurrences necessitate students to coordinate their efforts in order to finish a shared job, and they are encouraged to do so. According to Afriani (2021), cooperative learning is learning that can take place in small, large groups or between two students who work together. Cooperative learning is a group-based learning approach where students work, discuss, and study in eclectic small groups of four to six people. Based on the aforementioned interpretation, cooperative learning

can be defined as a small group-based learning approach in which students rely on one another and collaborate to accomplish learning goals by comprehending the assigned information. According to the value of Word Walls medium, the researcher will find this cooperative learning approach to be very helpful in doing her research.

Meaning of Word Wall

"Words are absolutely essential in our classrooms. As teachers and students work through texts together, we need to have words in full view, so the students can see them and use them in their writing" opined by Janet Allen, 1999. McCarrier, Pinnell & Fontas, 2000 A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display. Word Walls are designed to promote group learning and be shared by a classroom of children".

A Word Wall is an arrangement of words that are put up in a classroom on a wall, bulletin board or other display surface in large, prominent letters. The Word Wall has a variety of words that can be used for writing and reading, and it is intended to be an interactive tool for pupils. Word Wall can be used to highlight high-frequency words. Academic vocabulary and words that are taught in the subject areas can be used as word study examples. They can help with writing, understanding, spelling, phonics and vocabulary. A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display

place in the classroom. It is a tool to use, not just display. Word Walls are designed to promote group learning and be shared by a classroom of children (McCarrieer, Pinnell and Fontas, 2000).

Word Walls are the only teaching tool that teachers may utilize to help their students become more proficient with English vocabulary. A Word Walls is a list of words arranged alphabetically by the teacher in class to develop words and vocabulary (Tompkins et al., 2015). The word walls are a media to strengthen a core vocabulary of the particular subject. Teaching vocabulary using the word wall media will help the students to enrich their vocabulary because it is effortless to use in a class. Teaching vocabulary using the word walls media can help students memorize vocabulary in learning English (Yezzie Amelia, 2022).

Word Walls are among the media that can be utilized to enhance students' comprehension of English language. According to Wilsana et al. (2015), Word Wall is a literacy tool consisting of an organized collection of words displayed in large letters visible on a wall, bulletin board, or other display surface in the classroom. Students can enhance their vocabulary with its assistance.

According to Gursky (2002), the word wall is a systematic arrangement of a collection of words displayed uppercase letters on the wall of the classroom or other large displays. According to Cronsberry (2004), a word wall is a group of words that hang on a wall, on a bulletin board, on a blackboard, or on a chessboard in a classroom. According to students in

junior high school this media is very fun making it easier for students to remember some difficult vocabulary. Student perceptions of the Use of Word Wall to Enrich Vocabulary students.

Word Wall Approach

The Word Wall approach was originally designed to challenge and motivate high – achieving as well as reluctant first language students to develop vocabulary learning skills and to internalize new vocabulary (Green 1993). Green actually surrounded his students with words by using a set of six word – filled wall panels, each with distinct backdrop colour that corresponded to a different curricular purpose (e.g., phonic elements, word from classes, grammatical forms, or spelling patterns). The constant "Walls of Words" became a necessary component of his teaching. Lexical elements chosen from lists of high – frequency English terms and vocabulary lists related to classroom readings were included in each panel. The repetition and recycling made possible by using the Word Wall approach, and the possibility for students to see, touch , hear, say, and write the words, resulted in greater vocabulary retention and an enthusiasm for learning vocabulary (Kevin Eyraud et al., 2000).

Kevin Eyraud et al.,(2000) opined that Word Wall Activities can be divided the sample activities below into three categories based on their primary focus: explicit vocabulary building, reading and writing , speaking and listening .

A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concepts. According to Marzano, Robert J, (2004), Word Wall is an ongoing, organized display of words that provides visual reference for students throughout a unit of study. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient word walls, practical and memorize easily. Word Wall is interactive media in the classroom to enhance learning of listening, speaking, reading and writing. It is found that using the word wall method it is expected that students could increase understanding of the English vocabulary without depending on the use of a dictionary or even the meaning of the word given by the teachers. It improve their knowledge of words and their meanings in different contexts, they build confidence and become more active learners (Fiska Nur Wulandari Zaen, Fauzi Miftakh, Indah Purnamasari, 2022).

Word Walls are the collection of words displayed on a wall that is filled with some pictures, and explained with words, to facilitate the teaching and learning process about vocabulary (Yezzie Amelia, 2022). Word Wall classroom support showing the unit's vocabulary word with a label and a visual, such as a photograph, placed on the classroom wall (Jackson, Tripp &Cox, 2011).

As a collection of words are displayed on the walls. "It serves as an excellent source of information for students, and helps to identify new

words, spell unfamiliar words and define new vocabulary" (Yates, Cuthrell, & Rose, 2011). Word Wall has been a long standing strategy to assist students in their vocabulary. Word wall includes online word walls, interactive word walls and a three – dimensional picture model wall.Zivkovich,(1997) viewed that "three-dimensional picture models to represent words gave a lasting correlation between pictures and the words that they illustrate".

Definition of Vocabulary

Vocabulary is one of the language aspects that has to be learned when people are learning a foreign language. By learning new vocabulary, learners can improve their listening, speaking, reading and writing skills. Vocabulary is very needed in language acquisition. Vocabulary is one of the components of language (Rohdearni Wati Sipayung, 2018). Orchards and Renandya (2002) in the journal Chusnul Urbayati Tahun says "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means that vocabulary is a crucial element which influences the four English skills that are Listening, Speaking, Reading, and Writing. Thus, the students must have a lot of vocabulary to support their skills.

According to Cammeron (2001), the vocabulary as one of the fields of knowledge in language plays a big role for learners in getting a language. According to Hasan (2018), vocabulary ability is one of the linguistic features, which affect the communicative. Vocabulary is one of the basic

requirements that affect student achievement when learning English (Wilsana et al, 2015). A language vocabulary is an essential component. It is important for students to acquire a sufficient vocabulary when studying a language. Students' ability to understand and use language increases with the number of words they learn. A teacher should be able to use an effective teaching strategy to teach English vocabulary since they understand how important vocabulary is to learning the language. The goals of employing a range of teaching methods and approaches are to help students grasp the material with ease and to ensure that they are engaged in the process of learning. According to Navalia (2019), a word wall is a Collection of words displayed in large letters on a classroom divider, bulletin board, check board or whiteboard.

Concept of Word Wall

Anindyajati, (2017) said that a word wall is a group of words that are put on the wall, bulletin boards, check the boards or whiteboards in the classroom. According to Hall and Cunningham in Surni (2011), the elementary school students can improve their vocabulary mastery. Based on the facts stated above, the research is conducted to find out whether the students' vocabulary mastery improves or not after being taught through Word Wall (Kadaruddin et al.,2000).

Uses of Word Wall

Teachers want their students to use new vocabulary in their writing pieces. Making new words accessible on a word wall is beneficial to the

teacher and the students (Renee Dastyck, 2007). It makes the Students enhance their own progress of becoming a better speller and increase their vocabulary (Ediger, 2005).

Word walls promote independence for students, they no longer need to ask the teacher how to spell a particular word and irregular spelled words that must be learned by sight are on the word wall as a reference (Walton, 2000).

According to Walton, Word Walls are one instructional method that can be utilized effectively with specific instructional strategies to help students scaffold prior knowledge, while teaching such skills as word recognition and spelling. Walton, (2005) says the original idea behind the word wall was that children would become skilled at vocabulary, spelling and writing words and fostered independence.

Beers (2003) suggested different ways to make a word wall more meaningful to the students. This is accomplished by having the word wall focus on specific topics, such as: themes being studied, different genres and a list of homonyms.

Steps in Learning Word Wall

To teach vocabulary using Word Wall, teachers can use the following steps,

1. To explain the word wall and how to use it.

2. To explain about vocabulary that they will learn.

3. To give the text and ask students to list vocabulary nouns, verbs and adjectives .

4. To divide students into three groups to search vocabulary, such as: nouns of the text, verbs of the text, adjectives of the text and asks them to write

5. After they get the meaning of the word, they stick the paper on the word wall media.

Key Features of Word Wall

Word Collection

The words on the wall are chosen to correspond with pupils' grade level, the current curriculum, or a theme subject. Words linked to a certain subject, vocabulary words, and high - frequency sight words can be included in this list.

Organization

Words on a word wall are frequently arranged thematically, alphabetically or categorically. This makes it easier for pupils to find and use terms as references.

Visual Aids

Visual aids, such drawings or illustrations, are frequently used in conjunction with words to enhance comprehension. Learners would benefit from this.

Interactive Elements

      Teachers can provide word matching, sorting, and sentence - building tasks to their pupils by using interactive word wall components like movable cards or pockets.

Reference Tool

Students can use the word wall as a reference tool to help with their spelling, writing, and reading. It gives them a visual recall to the terms they now study or have learnt.

Word Clustering

Students will learn to connect new and familiar items with words that have semantic relationships by creatively moving and rearranging the lexical items on the Word Wall.

Vocabulary expansion

The instructor p[oints out a helpful term that appears frequently in a reading passage but is probably new to most of the pupils. The word is defined by the teacher and subsequently added to the Word Wall. Pupils look for the word in the reading paragraph and underline it as they go. After that, the class talks about more situations where the word could be used.

Word part exercise

Students are instructed to look for words on the Word Wall that contain distinguishable word parts by the teacher after they have learned about word parts. The instructor poses queries to find out if the pupils can define the terms based on their understanding of word components.

Matching

Students circulate to discover classmates who have synonyms, antonyms, or terms in the same word class after giving Word Wall entries to every student in the class. One potential modification would be to distribute

strips containing word wall meanings to half of the kids and the actual words to the other half.

Finding Synonyms or Antonyms

The instructor creates a series of phrases that highlight the synonyms or antonyms of the Word Wall entries. The underlined word must be replaced by its matching word from the Word Wall by the students.

Crossword Puzzles

The teacher makes a crossword puzzle with vocabulary from the Word Wall. Definitions can serve as hints, as can sentences with blanks in the event that pupils find the answer through context cues.

Types of Word Wall

Mary Orr, 2017 says the Word Walls utilize two non - linguistic forms of learning, which are imaginary as well as graphic organizers. The Word Wall utilizes a form of graphic organizer known as a semantic map. A semantic map emphasizes and organizes the most important concepts by non - linguistically displaying relationships. Semantic maps help students, especially ELLs, develop vocabulary, use oral speaking skills, and expose background knowledge and experience (DeLuca, 2010; Dong, 2013).

The first type of Word wall is known as a working Word Wall, which is also known as a living Word Wall. The working Word Wall is an effective strategy to help ELLs learn vocabulary words (Mary orr, 2017). The teacher and ELLs can collaborate to create the word wall with real items (Hill & Flynn, 2006; Huerta & Jackson, 2010). Throughout the classroom

discussion, students can use the working word wall to answer close - ended and open - ended questions while learning the vocabulary to better understand the English language and science concepts (Huerta & Jackson, 2010).

The second type of Word Wall is a bag and tag word wall, which employs semantic maps. ELLs can interact with bag and tag word wall because this wall has a real item, which can be smelled, touched, heard or seen, contained in a bag (Mary orr, 2017). Students can participate by providing the real items, writing the vocabulary word, and even sharing connections between the vocabulary words on the word wall (Husty & Jackson, 2008). The tag and bag word wall is an effective strategy to use when teaching inquiry - based English as well as English vocabulary words and concepts to ELLs (Husky & Jackson, 2008).

The third type of Word Wall is an interactive Word Wall, which represents an entire unit and its lessons. This type of Word Wall displays the label for the vocabulary word's definition. The definition is a feature in an interactive word wall. The vocabulary label and visual representation are displayed in an organized and meaningful setup. As a result, ELLs can process the vocabulary word with a deeper understanding to acquire the vocabulary word and its definition. Furthermore, all students, including ELLs, scored higher on high stakes tests after continually using interactive Word Walls and meaningfully engaging with English Vocabulary words on interactive word walls (Jackson et al.,2011).

In the fourth step, the teacher locates the images or real items to use that match the selected unit's vocabulary words. The goal is to help the ELL have a visual representation of the unit's vocabulary words and their definitions (Jackson et al., Manyak & Bauer, 2009). Real items or color photographs are more effective to help ELLs learn the vocabulary words and their definitions (Manyak & Bauer, 2009; McDonnough & Cho, 2009; Pray & Monhardt, 2009).

During the fifth step, the teacher designs the word wall as a concept map, similar to a graphic organizer, with the relationships evident among the unit's vocabulary words (Jackson et al., 2011). This design allows the word wall to be more effective (Manyak & Bauer, 2009). Within the design of the word wall, vocabulary words will be placed by the vocabulary word. As a result, the teacher has supported the vocabulary development and built the schema due to the organization of the unit's vocabulary words and images by illustrating connections (Jackson et al., 2011).

The final step was to build the word wall for the teacher. There are many ways to set up the word walls, but the teacher plans the setup in the fifth step Jackson et al.,2011). Most importantly, this final step allows both the teacher and to be a part of the learning process Huerta & Jackson, 2010; Husky & Jackson et al., 2011).The teacher has the flexibility to build the word wall at different times throughout the classroom instruction. The teacher might have students build the wall at the beginning of the unit or throughout the unit (Jackson et al., 2011).

Sight Word Wall

During the primary grades, when sight words make up the majority of reading, this tool can be useful. Using an 8 1/2x11 piece of paper, write a sight word, then take it to the word wall to make this board. This procedure should be repeated for every sight word the pupils acquire. Ultimately, every sight word required to read at grade level will be on the word wall.

Writing Modes of Word Wall

This word wall helps pupils with their writing lessons and is especially useful for younger children who struggle to remember different words for their writing. The writing word wall is a collection of both general and specific word lists that can be used for writing on a certain topic or in a given form. The word wall might include phrases like " after, then, finally, and next", for instance, if the class is studying chronological writing.

Content Area Word Wall

In addition, word walls can be utilized in science, maths, and geography classes. They can be useful resources for pupils who have trouble understanding language in various courses so they can comprehend things more deeply. On strips of paper, teachers write vocabulary and important terms, then pin them on the wall. As students write and debate these concepts, this gives them a visual reminder. Teachers should add new topic area words throughout the year so that by the end of the year, the wall has all of the key terms. The content - area word walls can be applied as follows: (Nofita Tamba et. al., 2022).

- Interesting words are written on cards and displayed on a pocket.

- Words are collected by entering them in the computer and printing out a large poster that is updated periodically.

High - Frequency Words

High - Frequency words are the words that appear most often in printed materials. High - frequency words are hard for students to remember because they tend to be abstract, these words often present a special difficulty to early readers (Nofita Tamba et. al., 2022).

The steps of high frequency words are:

❖ Alphabetical list on large sheets of butcher paper.

❖ Large bulletin boards into which individual words are added in alphabetical order.

❖ Clothes lines which strung across the room into which large cards with a single alphabet letter are attached. Word cards are then stapled to the alphabet letter to form the word list for each other.

Literature Word walls

Literature word wall including genres used in the classroom ready to be hung complete with header. The forms of the literature Word Walls are :

❖ Interesting, difficult and unusual words from the story begin the studies and are placed in a pocket chart and arranged alphabetically.

❖ The words may be arranged on a sheet of butcher paper in the shape of something related to the story like a covered wagon or hot - a balloon.

❖ The words may be collected in a container that relates to the story such as a witch's cauldron or miniature windmill.

The writers created high - frequency words which were used by students as a reference to write sentences. They were asked to pronounce and spell the words from the word walls. The writers guided the students to write down their own sentences (Nofita Tamba et. al., 2022)

Ways to Use Word Wall Words

Word Wall Bing

Students create their own bingo card with words from the world wall. Then call out definitions, word patterns, or the words themselves. Students mark off the word on their bingo card if they have the word (Brainninjaswp, 2000).

Guess the word

Students should guess by providing the word, Rhyming words, letter patterns, word counts, letter compositions, difficult hints like "this word has two more vowels than this other word" are examples of clues.

Word Relationships

Students choose two words, then ask other students to determine how the terms relate to one another. It develops higher - order thinking.

Word Family Chain

Students can start with a word that is already on the wall and create a new term by just changing one letter. Starting with the word "cat", for instance, you could change the final letter to make the word "cap", which would be the next word in the chain. By substituting their first letter, and so on, the word "tap" might be the next. As a class, assign students to work in pairs. With longer words, this becomes considerably more difficult.

Fill in the Blanks

Write sentences using the words that are missing from the wall of words. Using the words that are posted, the students finish the phrases. Additionally, students might construct their own fill - in sentences. Students should be challenged to compose the longest possible sentences in a variety of sentence types.

Word Puzzles

Construct a word rebus. A rebus is a straightforward image that appears in a text document in place of a word.

Dramatize

Play with the words in theatrical activities. Pupils act out words they covertly choose from the word wall. Several pupils attempt to guess the word. When you need to pass the time in the few minutes before an assembly, the start of recess, or a move to a different area of the school, this is a terrific task to do

Advantages of Word Wall.

There are some advantages of using word walls by Solikah (2019). The advantages of using word walls are to support the teaching of necessary general principles about words. To develop a growing core of words that becomes a part of reading and writing. To create the students apply English for communication, particularly English language. To make a word wall by the teacher's own word. Furthermore the teachers can choose the vocabulary topic or grammar item from an oversized database of exercise. All exercises are interactive and simple learning English, like matching words, word association and missing letters.

1) To support the teaching of important general principals about words**.**

2) To develop a growing core of words that becomes part of a reading and writing.

3) To make the students practice English for communication and to create using language.

4) To create a variety of word wall games using the teacher's own words.

5) The teachers can choose the vocabulary topic or grammar item from a large database of exercises. All exercises are interactive and simple in learning English, such as: matching word, word association and missing letter.

Vocabulary is one of the language elements that is crucial to learning. Even though it is not the primary objective of learning, mastery of

vocabulary is nonetheless necessary. As an alternative to other methods for teaching vocabulary, word walls can be used. In order for pupils to support their four core English language skills, speaking, reading, writing and listening vocabulary is the primary language component that needs to be mastered. Students' vocabulary can grow by using word walls because they are an enjoyable way to study. A word wall is a great tool for expanding vocabulary. `` ``Students are advised to apply this strategy at home as well as at school once they feel comfortable using it to increase vocabulary. Students can double their effort and positive outcome by using the walls in their study space as Word Walls. As a result, students learn to enhance their vocabulary independently.

Word Wall has numerous benefits over conventional methods. Automated feedback systems provide faster creation times of language learning materials. In language learning in classrooms across the globe, it is an essential component of more comprehensive digital transformation processes. Student's awareness of words increases when vocabulary is increased and language learning chances are given, particularly when they start to make connections between new concepts.

REVIEW OF RELATED STUDIES

Nurammida, N. et al., (2024) studied the effectiveness of Word Wall Games as Media to teach students English Vocabulary mastery and found that the use of word wall media as a game based learning method produced positive results in English vocabulary mastery for

students. This research supports the use of game technology as an innovative educational method that provides a more dynamic and interactive learning experience, motivating students to be more engaged in the learning process.

Agustin,H.H &Yanto, S,E. (2024) investigated the impact of interactive word walls on students' comprehension and learning experience in vocabulary acquisition. This study also aimed to ascertain the viewpoints of students on the utilization of these techniques for the purpose of acquiring new vocabulary. The research design employed a classroom action approach. The findings of this study indicated that the utilization of word walls in vocabulary acquisition can significantly impact learners' comprehension of vocabulary learning, particularly in the aspect of word class identification and comprehension of novel vocabulary terms. Interactive word walls have been found to elicit a favourable response from pupils due to the facilitation of vocabulary acquisition.

Zulva, A. (2024) studied the Use of Word Wall Application to teach Vocabulary at the Eighth Students' of SMP N 5 Salatiga in the Academic Year 2023/2024 and found that the focus was on using word wall application to teach vocabulary. In conclusion the word wall application was effective to teach students' vocabulary because it showed a significant effect on the students' vocabulary comprehension in class VIII students' of SMPN 5 Salatiga.

Mutiarani, M & Putri, A.D (2024) examined the Word Wall. net: Developing the 7th grade students' Reading Comprehension and found that could be very helpful in making learning more fun and interactive, leading to better grades for students.

Widhiatama, A.D. & Brameswari, C. (2024) studied the Effectiveness of Word Wall in Enhancing Students' Engagement and Motivation in Literature Classes and found that the Word Wall is chosen among other platforms since it is free to use and students do not need to login to the platform. The findings indicated that integrating Word Wall into Literature classes had a notable impact motivating students to actively engage in the learning environment. The lecture may also monitor the students' progress from the results of the quizzes presented in ranks, leaderboard or statistics.

Majid,H.S & Akhsan,R.N (2023)examined the Effectiveness of Word Wall to improve Vocabulary of the 4th grade at Elementary School Students and found that Word Wall approach helped to improve their vocabularies.

Swari, A.T.K.N. (2023) studied the WordWall As A Learning Media to Increase Students' Reading Interest and found Word Wall was one of the gamification platforms that could create a more joyful learning situation to improve students' interest, especially in reading skills. The Integration of Word Wall within the teaching and learning process was believed to increase students' reading interest since it

had various features that could create new learning material innovation and the integration of Word Wall as the learning media also acquired positive responses from the students.

Umar et al., (2023) examined Word Wall Website as a Strategy to Improve Students' Vocabulary Mastery and found that vocabulary is one of the important aspects before learning English. Because of the student's lack of vocabulary, the teacher should use a strategy to solve the problem. One of the strategies is using word wall websites. This research aims to know the significant influence between the use of word websites and improve students' vocabulary mastery. This research was done by quantitative method with quasi experimental design. Based on the result of the research that has been done by the writer, the researcher concluded that using a word wall website has a significant effect in improving students' vocabulary mastery.

Riswanto, et al., (2023) examined the Use of Word Walls Techniques to improve Students' Eleventh Grade Writing Ability in Descriptive Text and aimed to determine the difference in cognitive learning outcomes of class XI students in the control and experimental groups providing the results showed a significant change in the experimental group with an average value of 71,63 while in the control class an average value of 58, 37. The post – test results showed that the Word Wall strategy improved students' writing skills. Thus the word wall

strategy could be one of the effective strategies to increase students Writing ability.

Makrub (2023), found that teaching vocabulary using word wall games was a suitable technique for improving students' vocabulary mastery. Also suggested that teachers could improve the quality of teaching by implementing word wall games as a medium for improving students' vocabulary mastery.

Amelia,et al., (2023) studied the Effect of Junior High School Vocabulary Mastery Using Word Wall web and found that this study examines how online learning based on word wall applications could improve junior high school student's vocabulary.

Tamba, N. et al.,(2022) studied Improving Vocabulary Mastery of Tenth Grade Students of SMA GKPI and found that Word Wall Strategy improved students' vocabulary mastery. It suggested that the teachers of English apply Word wall strategy as one of the strategies in teaching vocabulary mastery.

Amelia, Y. (2022) studied the Effect of Word Wall Media on Students Vocabulary Mastery and found that students have limited vocabulary in English. One of the ways to improve students' vocabulary mastery is to use word walls in the learning process. The result of this research was that there is a significant difference between the experimental class which has a post - test score of 80.40 using word walls media and the control class which has a post test

score of 56.92 using the conventional method. It can be concluded that there was a significant effect of word walls media on students' vocabulary mastery in class VIII at SMPN 03 South Bengkulu.

Purwitasari (2022) studied the effectiveness of Word Wall Application improving Students Vocabulary Mastery at MTsN 4 Magetan and concluded that the word wall application could improve the vocabulary mastery of the seventh grade students at MTsN Magetan and concluded that using word wall application as learning media is effective, could develop the students interest and be active in learning English.

Anisah, L. (2022) studied the Utility of Word Walls' as an Assessment tool For Indonesian Junior High School Students and found that 87.5% of students were interested in using the Word Wall application as an assessment tool, students want to use the Word Wall application as an assessment tool in the future.

Nikmah, A. F (2022) studied the Effectiveness of Word Wall Media in Teaching Vocabulary mastery at the Eight Grades of SMP IT Baitun Nur Punggur and found that the word wall was the media that could be used to help students understand vocabulary easily. Also it showed that the word wall media could have a positive and significant influence on the ability to understand the vocabulary of class VIII students at SMP IT Baitun Nur Pinggur.

Zaharani,H (2022) studied the effect of World war on students' writing ability and it could be stated that the students got a significant improvement in their writing ability and concluded that the world wall method could be able to positively change the writing ability of students with significant value.

Maindoka, A. R et al,.(2022) studied improving students' vocabulary mastery through Word wall techniques and found that using Word Wall technique was effective to improve students' vocabulary mastery at the seventh grade of SMP BEREA Tondano.

Kahar, H.N. & Baa, S. (2021). Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery that it could be concluded that the use of word wall media could improve students' vocabulary mastery of the EFL junior secondary school students in Polewali Mandar West Sulawesi.

Kadaruddin, et al., (2020) studied the Word Wall Media: An Effective Teaching Techniques to Enrich Students' Vocabulary in Secondary Level Education and the result of the study indicated that the students' vocabulary was increased after being taught using the Word Wall.

Curtis, A. J. (2018) studied the Effect of Interactive Word Walls on English Language Learners' Academic Vocabulary Acquisition and the data showed that the interactive word wall was effective in

helping students gain a stronger understanding of content - specific vocabulary. Both ELL and non - ELL students' academic vocabulary increased, however ELL students and traditionally low performing students benefited from the use of word wall the most. It is recommended that implementation of Interactive word walls be used in high school science settings.

Kish,T. (2018) studied the Effectiveness of Word Wall on Various Groups of Students and found that the various types of word walls are introduced, as well as their uses for spelling and vocabulary. It was discovered that students above the grave receive the least benefits from word walls and that word walls were the most effective when accompanied with activities and explicit instruction.

Spaying, W.R. (2018) studied the Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the academic Year 2018/2019 and found that word wall strategy in teaching could improve the students' Vocabulary achievement and suggested that Word Wall strategies could be the effective strategy in teaching vocabulary.

Orr, M. (2017) studied Vocabulary Acquisition, through Word Walls with Images in Science for ELLs and found that there was a relationship between the students learning the science vocabulary words with the use of Word Wall.

Puspita, E. & Muharji, R. (2014) conducted a quantitative study on Teaching Vocabulary Through Word Wall, the Fifth Grade Students of a Public Elementary School in Bogor and found that teaching vocabulary through word wall improved the vocabulary mastery after being taught using word wall method, and also suggested that teaching vocabulary through word wall could make the students learn new words and to memorize them.

LeDale,S. (2011) examined the Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students and found that teaching vocabulary to middle school students required that educators found the most effective means of instruction to achieve this goal.

Jasmine, J. (2009). studied the Effects of Word Walls Activities on Reading fluency of the first grade students and found that the Word Wall activities might have been one factor that straightened high frequency word recognition resulting in an increase of words read per minute.

CRITICAL REVIEW

Review of research studies and literature pertaining to the problem under investigation is of fundamental importance to provide insight into the problem, broaden the general principles and concepts and sharpen understanding. The investigator reviewed 27 studies related to the present study. This helped the researcher to gain adequate insight into the nature of

the problem under the study. The investigator critically reviewed the reports, the studies, the designs and methods, sampling techniques, tools used and their recommendations for the further research. Most of the studies have employed experimental methods. Hence the researcher made an attempt to investigate the Word Wall Approach among middle school students

CHAPTER III

METHODOLOGY

❖ Introduction

❖ Method used in the present study

❖ Administration of the tool

❖ Statistical techniques used

CHAPTER III

METHODOLOGY

INTRODUCTION

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypotheses or suggested solutions; collecting. organizing and evaluating data, making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Kothari, 2004).

According to Best and Khan (2002), "Research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events".

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions. The role of the methodology is to carry on the research work in a scientific and valid manner. The methodology consists of procedures and techniques for conducting a study. Research methodology involves such general activities as identifying problems, review of the literature, formulating hypotheses, procedure for testing hypotheses. measurement, data collection analysis of data, interpreting results and drawing conclusions. Thus, research methodology consists of all general and specific activities of research (Yogesh Kumar Singh, 2006).

The scope of research methodology is wider than that of research methods. Thus, research methodology not only considers the research methods but also considers the logic behind the methods that are used in the context of a research study and explain why a particular method or technique is chosen for this study and why not using other methods. The researcher chose a certain methodology for his problem as the same may differ from problem to problem.

METHOD USED IN THE STUDY

The type of data that the research topic seeks upon must be considered while choosing a method and a specific design for a particular problem. However, the methodology chosen must be consistent with scientific principles and sufficiently enough to enable reliable generalization.

According to Paul E, Green and Tull, "a Research Design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures. If it is a good design, it will ensure that the information obtained is relevant to the research questions and that it was collected by objective and economical procedures (Shraddha Bhome et al., 2013).

The present study is concerned with investigating the "Effectiveness of Word Wall Approach on Vocabulary Acquisition of Middle School

Students". Therefore the investigator followed an experimental method for the study.

Design of experimental study

Experimental study is mainly an organized and logical approach for testing hypotheses. According to Best and Khan (2002). "Experimentation is the classic method of the science laboratory, where elements manipulated and effects observed can be controlled. It is the most sophisticated, exacting and powerful method for discovering and developing an organized body of knowledge".

According to William Wierana and Stephen G. Jurs (2009) described that experimental design is a preconceived plan for conducting an experiment. More specifically, an experimental design is the structure by which variables are positioned.

The design selected for the present study was Pretest-Posttest Nonequivalent Groups Design. Best and Khan (2009) described that Pretest-Posttest Nonequivalent Groups Design is often used in classroom experiments when experimental and control groups are naturally assembled groups as intact classes, which may be similar. The pretest is applicable for both the groups. Post test has been applied to both the experimental group after the treatment and control group without the treatment. Best and Khan (2009) illustrated the Pretest-Posttest Nonequivalent Group Experimental Design as,

$$O_1X\ O_2$$

$$O_3CO_4$$

Where

O_1 & O_2 -Pretest

O_2 & O_4 -Posttest

Figure 3.1

Pre test - Post test Non Equivalent Group Design
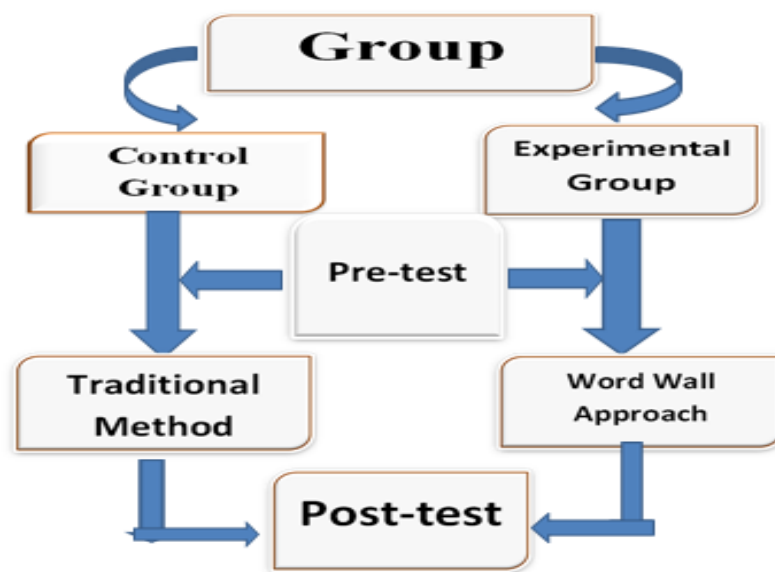
\Variables of the study

Variables are referred to as the condition or characteristics that the experimenter manipulates controls or observes (Best & Khan, 2002). If the hypothesis and its implications are thoroughly considered, then two specific factors can be distinguished. They are

a) Independent variable

b) Dependent variable

Independent variable

In an experiment, the manipulated variable is referred to as the independent variable. It is directly under the experimenter's control, which has the power to change it to fulfill any goal. In this study, Word Wall Approach is an independent variable. The experimental group was treated with the Word Wall approach in teaching English Vocabulary. The control group was not administered with any specific special programmes. The control group was treated by conventional methods of teaching. These were the two main treatments adopted by the investigator as the independent variable.

Dependent variable

In an experiment, the variable being tested and measured is known as the dependent variable since it depends upon the independent variable. In this study, vocabulary acquisition is a dependent variable.

Figure 3.2

Design of Experimental Study
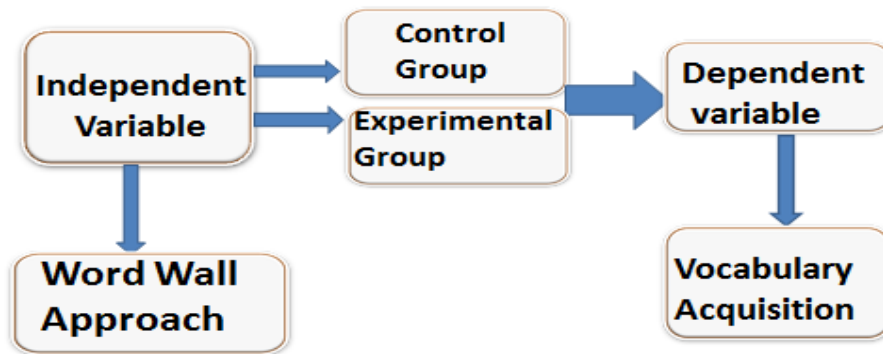
Population

The term "population" describes the complete group of people from whom the observer seeks to draw any conclusions. A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or more restricted part of that group (Best & Khan, 2007). For the present study the population consisted of class seven students who were studying in various schools of Kanyakumari district in Tamil Nadu following the State Board Syllabus during the academic year 2024-2025.

Sample

A sample is a discrete segment of the population chosen for research and observation. One can draw conclusions about features of the population it is derived from by analyzing the details of the sample. For the present study, the samples consisted of students who are studying in class of Yettacode Higher secondary school seven. Size of the sample was 98

Sampling

Sampling is a technique for choosing certain individuals or a small portion of the population in order to draw conclusions about the overall population and to evaluate its characteristics. The investigator adopted a simple random sampling technique to select a sample. Two intact classes of seven from Yettacode Higher Secondary School, Yettacode were selected and were assigned randomly as the experimental and the control group.The experimental group consisted of 63 students and the control group consisted of 35 students .

TOOLS USED FOR THE STUDY

The tool used in the study were,

- Lesson transcripts based on Word Wall Approach for teaching English.vocabulary.
- Vocabulary Acquisition Test in English was constructed and validated by the investigator and supervisor.
- Personal data sheet

I. Lesson Transcripts

Lesson transcripts are basically the plan of action for the teaching and learning process. For this study, the investigator constructed the lesson transcripts for teaching English of class Seven students which includes the chapters in class seven English Text and the units are

II. Vocabulary Acquisition Test

The investigator constructed and validated the tool and employed the vocabulary acquisition test as the tool for collecting the data.

Construction and Validation of Vocabulary Acquisition Test

The Vocabulary test in English Language was prepared by C S Krishna Priya and Dr. R P Deepa, aimed to measure the vocabulary development of the class VII students. For the construction of the vocabulary test the investigator adopted the following steps

1. Planning of the test

2. Item writing

3. Item editing

4. Arrangement of items

5. Draft of the test

6. Preliminary try - out

7. Pilot Study

8. Scoring

9. Item Analysis

10. Item Selection

11. Final Test

12. Reliability

13. Validity

1. Planning of the test

Vocabulary test in English prepared by C S Krishna Priya and Dr. R P Deepa, aimed to measure the vocabulary development of the students of class VII. While planning the test, due importance was given to the contexts of the English textbook of class VII. The investigator planned to include different forms of vocabulary acquisition which consisted of various sections namely Synonyms, Antonyms, missing letters, rhyming words, sentence making, Prefix and suffix, Homonyms, Jumbled letters, Fill in the gap, One word substitution. In each form five numbers of items were planned. The total items to be included was 100 and the total marks to be100.

2. Item Writing

Items of vocabulary acquisition tests were written after having thorough study of related literature available on various vocabulary tests in English. The investigator collected materials and constructed a large number of questions in different forms for preparing vocabulary tests in English. The items in the test were based on the Stateboard syllabus. The different forms of the test were Synonyms, Antonyms, Missing Letters, Rhyming Words, Sentence making, Prefix and suffix, Homonyms, Jumbled letters, picture

reading, Fill in the gap one word substitution. The respondent shall answer the question according to the instructions given. The written items are given for item editing.

3. Items Editing

It needs care and thorough knowledge of the subject. In item editing, the investigator checked the relevance of items included in the test. Then the investigator checked the clarity of the items. After editing by the investigator the test was given to five experts including teacher educators, and school teacher who taught English. Based on their suggestions, the ambiguous and some irrelevant items were modified and rewritten in simple and meaningful language. The test consisted of a total of 50 items.

4. Arrangement of items

In this step the investigator arranged all the edited items carefully under each form. The test consisted of a total of 100 marks.

5. Draft of the test

The draft vocabulary test is prepared by printing all the items with their corresponding alternatives. Necessary instructions were given to mark the answers.

6. Preliminary tryout

The final draft of the vocabulary test was administered to 10 students of class VII to check the practicability of the test, namely, the duration needed for answering, difficulty level and clarity of the test items. After the

completion of the test, time taken to complete the test, vagueness of the items were checked.

7. Pilot Study

The draft form of the Vocabulary Acquisition Test consists of 20 dimensions. Totally the draft of the Vocabulary Acquisition Test consists of 100 items. The copy of the rough draft was attached in Appendix A. The investigator visited various schools of Kanyakumari. The investigator administered the tool individually to the class seven students. Proper guidance was given to the students about the tool. After making their response, the investigator collected the sample of 200 class students for the purpose of item analysis after the scoring response sheets.

8. Scoring

The scoring key consists of the answers for all the items along with its marks. The total of 100 items included in this test in which each item carries 1 mark for correct answer and 0 for wrong answer. After the completion of scoring the data was subjected for analysis and interpretation. The scoring key of the rough draft was enclosed in Appendix B.

9. Item analysis

Item analysis is a process in which the students' responses to individual test items are assessed in order to identify the quality of those items and for the whole test. For analyzing, the investigator used the method of the Difficulty Index and Discriminative Power method of the analysis. For this, the answer sheets of respondents were arranged in the descending

order, from the top to the bottom. Then the top 27% of the answer scripts from the top was considered as 'Upper Group' and 27% of the answer scripts from the bottom was considered as 'Lower Group'.

The difficulty Index and discriminative power of each item can be calculated by using the formula,

$$\text{Difficulty Index, } D_L \quad = \frac{R_H + R_L}{N_1 + N_2}$$

$$\text{Discriminative Power, D P} = \frac{R_H - R_L}{N}$$

Where,

$\square_\square$ - Number of responses in the Upper Group

$\square_\square$ - Number of correct responses in the Lower Group

N - Number of students in the Upper or Lower Group

Details of the selected item for Vocabulary acquisition test

Table 3.1

Selected items in the Vocabulary Acquisition Test

Item	Discriminative Power	Difficulty Index
1	0.093	0.806
2	0.167	0.509
3	0.259	0.667
4	0.204	0.343
5	0.130	0.398
6	0.204	0.343
7	-0.093	0.398

8	0.167	0.454
9	-0.037	0.333
10	0.019	0.491
11	0.370	0.278
12	0.315	0.231*
13	0.204	0.176
14	0.370	0.204*
15	0.333	0.222*
16	0.093	0.417
17	0.389	0.435
18	0.296	0.333
19	0.222	0.315
20	0.148	0.315
21	0.019	0.269
22	0.259	0.500
23	0.296	0.370
24	0.537	0.398*
25	0.296	0.204
26	0.352	0.509*
27	0.407	0.333*
28	0.389	0.528*
29	0.519	0.389*
30	0.426	0.620
31	0.296	0.519
32	0.315	0.472*

33	0.222	0.333
34	0.185	0.389
35	0.167	0.343
36	0.519	0.593*
37	0.648	0.528*
38	0.778	0.519
39	0.815	0.519
40	0.704	0.426*
41	0.630	0.352*
42	0.519	0.278*
43	0.593	0.333*
44	0.648	0.343*
45	0.685	0.361*
46	0.519	0.315*
47	0.463	0.287*
48	0.796	0.491*
49	0.481	0.278
50	0.500	0.269
51	0.556	0.315*
52	0.537	0.287*
53	0.574	0.324*
54	0.556	0.352*
55	0.704	0.389*
56	0.722	0.435*
57	0.704	0.407*

58	0.759	0.417*
59	0.796	0.417*
60	0.833	0.435
61	0.611	0.398*
62	0.648	0.417*
63	0.722	0.380*
64	0.648	0.343*
65	0.667	0.352*
66	0.704	0.370*
67	0.741	0.389*
68	0.722	0.380*
69	0.722	0.380*
70	0.704	0.370*
71	0.556	0.296*
72	0.593	0.315*
73	0.519	0.278*
74	0.537	0.306*
75	0.648	0.343*
76	0.519	0.278*
77	0.537	0.287*
78	0.667	0.352*
79	0.611	0.343*
80	0.667	0.370*
81	0.611	0.380*
82	0.704	0.370*

83	0.630	0.333*
84	0.685	0.361*
85	0.722	0.380*
86	0.685	0.361*
87	0.648	0.361*
88	0.722	0.380*
89	0.685	0.380*
90	0.778	0.426*
91	0.722	0.435*
92	0.630	0.333*
93	0.593	0.315*
94	0.685	0.361*
95	0.611	0.324*
96	0.426	0.287*
97	0.463	0.417*
98	0.444	0.389*
99	0.537	0.361*
100	0.704	0.370*

10. Item Selection

The investigator analyzed the item from the collected responses of the students. After item analysis, the investigator selects the items on the basis of values obtained in both Difficulty Index and Discriminative Power. If the Difficulty Index has the value lies between 0.20 to 0.50 along with the Discriminative Power, D.P $\geq$ 0.40, then that particular item can be selected

i.e) High discriminating power and medium difficulty scores are selected for the final tool.

11. Final draft

The final draft of the Vocabulary Acquisition Test consists of 70 items and it was attached in Appendix C.

12. Establishing validity and reliability

Reliability and validity are essential to the effectiveness of any data gathering procedure.

Reliability

Reliability is the accuracy or precision of a measuring instrument. According to Stangor (2004), The reliability of a measure refers to the extent to which it is free from random errors. One direct way to determine the reliability of a measured variable is to measure it more than once. The reliability of a test can be measured in different ways,such as test- retest method and split-half method. In the present study, the reliability coefficient was found by a split half method. It measures the degree of homogeneity of the item in a test. For calculation of split half reliability of the test, the scores obtained by a sample of 100 students are used. The scores on odd items and even items were taken separately and correlation was calculated. The coefficient of correlation indicates the reliability of the half test. The correlation coefficient of the whole test is then estimated by using the Spearman Prophecy formula. The reliability of coefficient was found to be 0.9083

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{N\sum x^2 - (\sum x)^2} \ \sqrt{N\sum y^2 - (\sum y)^2}}$$

Where,

r = Reliability coefficient of split half test.

x = Total score of odd items

y = Total score of even item

xy = Estimated reliability of the whole test.

N = Total number of students in group

$$\text{Reliability Coefficient, } R = \frac{2r}{1+r}$$

Where,

R = Reliability Coefficient

r = Reliability coefficient of split half test.

Table 3.2

Reliability Result for Vocabulary Acquisition Test

Contents	Percentage
Number of Sample	100
Number of Items	70
Correlation between odd half and even half items	0.68
Reliability Coefficient	0.90

The split half reliability coefficient has been calculated. From the table, it shows that correlation between odd half and even half items has 0.68 reliability. This reveals that the vocabulary acquisition test possesses 0.90 reliability.

Validity

Validity of the test answers the question what a test measures and how well it measures it whatever it is designed to measure for. Best (1978) clarifies, "A test possesses validity to the extent that it measures what it claims to measure".

The two types of validities established for this tool were face validity and content validity.

Face validity

Face validity means the given tool appears to what is intended to measure. The tool was submitted to panel experts and based on their opinion, it appeared to measure the relevant objectives of the tool. A close look at the items of the scale reveals that each and every item is capable of reflecting the variable. This provides face validity for the tool.

Content validity

Content validity is one of gathering evidence which will support the ideas that a scale measures. Certain characteristics are to make a careful examination of the scale taking situation and the test behaviour in it. The content validity of the present scale was found by systematically analysing the area by the panel of 1 experts in the field of education and technology. On the basis of their opinion the scale has sufficient coverage to its content. The content average is an indication of its validity.

III. Personal Data Sheet

The personal data sheet was framed to collect the necessary details related to students. Based on the background variables selected for the study, the information sheet was constructed. It was constructed separately and collected along with the other tool. The present study collected the details regarding their locale, Gender, nature of school, type of management and syllabus from all students. A copy of the personal data sheet was given in Appendix E.

Procedure Adopted for Experimentation

The investigator fo;;owed four steps for conducting experiment using experiential learning of class Seven students. The four steps are as follows,

i. Formation of the group for the study

The investigator selected two intact classes of grade seven students. The two groups were assigned randomly as experimental group and control group. The Experimental group consisted of 65 students and the control group consisted of 32 students.

ii. Administration of pre - test

After having enough introductions about the purpose of the study, the investigator found a rapport with the students. The pre - test was administered to the students of two groups by the investigator before the commencement of the experiment. The filled in Vocabulary acquisition test was scored using the scoring key and the scores were subjected to statistical analysis.

iii. Treatment

After the administration of the pre test, the experimental group was taught using the Word Wall method for 20 days. The lesson transcripts are enclosed in appendix F. The control group was taught using conventional methods.

iv. Administration of post - test

After teaching English for both the experimental and control groups, the post - test was administered to measure the vocabulary acquisition test of the students. The same vocabulary acquisition test was used for the pre - test and post - test of the both experimental and control group in adjacent periods.

Statistical Techniques Used

Statistical techniques are crucial for all types of research. The appropriate statistical method aids the researcher in analyzing and interpreting the study's data in a useful way.

For the analysis of the data following statistical techniques were used.

i. Independent t test for large sample

An independent t test also known as an unpaired t test is a statistical procedure that compares the averages/ means of two independent or unrelated groups to determine if there is a significant difference between the two. Sharma R. A., (2007) noted the formula for calculating independent t test for large sample as;

$$t = \frac{m_1 \sim m_2}{\sqrt{\frac{\sigma_1{}^2}{N_1} - \frac{\sigma_2{}^2}{N_2}}}$$

Where

t = t test for the difference of two means

M_1 = Mean of first sample

M_2 = Mean of second sample

σ_1 = standard deviation of first sample

σ_2 = standard deviation of second sample

ii. Paired t test for small sample

A paired t test is also known as a dependent or correlated t test. It is a statistical test that compares the averages / means and standard deviations of two related groups to determine if there is a significant difference between the two groups. Sharma.R, A., (2007) noted the formula for calculating paired t test for small samples as;

$$t = \frac{M_1 - M_2}{S_{ED}}$$

Where

$$S_{ED} = \sqrt{\frac{\sigma_1{}^2}{N} + \frac{\sigma_2{}^2}{N} - 2r\frac{\sigma_1 \sigma_2}{N}}$$

r = correlation coefficient between paired observation

σ_1 = standard deviation of first observation

σ_2 = standard deviation of second observation

N = size of the sample

iii. ANCOVA (Analysis of Covariance)

ANCOVA was used because even with random assignment the groups were not exactly equal. ANCOVA permitted the authors to statistically control for differences on the pretest so that posttest differences would not be due to initial differences before training.

CHAPTER IV

ANALYSIS AND INTERPRETATION

❖ Analysis of data

❖ Interpretation of data

❖ Pre test analysis

❖ Post test analysis

CHAPTER IV

Introduction

According to Sharma. A.R. (2008) says the prime responsibility of the educational researcher is that of being able to make either a probability or logical inference covering these hypotheses will ultimately determine what contribution the study makes to the scientific development of a particular area. This is especially tried in the analysis for interpretation of data.

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The data are often classified by division into subgroups, and are then analyzed and synthesized in such a way that hypotheses may be verified or rejected.

According to Dawit D.A. (2020) "Statistics is the body of mathematical techniques or processes of gathering, describing, organizing and interpreting numerical data. Since research often yields such quantitative data, statistics is a basic tool of measurement and research. The researcher who uses statistics is concerned with more than the manipulation of data, statistical methods goes back to fundamental purposes of analysis. Research in education may deal with two types of statistical data application: Descriptive statistical Analysis and Inferential Statistical Analysis".

Interpretation is the process of making deductions from the facts gathered after doing an analytical investigation. According to C. William Emory, "Interpretation has two major aspects namely establishing continuity

in research through linking the results of a given study with those of another and the establishment of some relationship with the collected data" (Shraddha Bhome et al., 2013). The purpose of interpretation is to accumulate a deeper comprehension of the variables that seem to account for the observations made by the researcher during the course of the study. An interpretation provides a theoretical foundation that permits subsequent studies.

The analysis and interpretation of data are the two most significant phases of research. It is regarded as a very technical and highly skilled job. For data analysis, the researcher should have a clear understanding of data, better judgement, skills, generalization and familiarity with the background goals and hypothesis of the study.

In this study the analysis was done using the statistical techniques t - test and Analysis of Co- variance (ANCOVA). Best and Khan (2009) described that ANCOVA helps to find that the experimental group was better able to predict strong content from headlines after training than the control group. They also suggested that ANCOVA permits its investigator to statistically control for differences on the pretest so that post test differences would not be due to initial differences before the training. The analysis of data was the computed result which was done through the SPSS software.

The details of analysis are given below in the following heads;

1. Comparison of the pretest mean scores in the Vocabulary Acquisition of the experimental group and the control group with respect to the total students.

2. Comparison of the posttest mean scores in the Vocabulary Acquisition of the experimental group treated with the Word Wall Approach and the control group with respect to the total students.

3. Comparison of the mean adjusted post test scores in the Vocabulary Acquisition of the experimental group and the group with respect to the total students.

PRE TEST ANALYSIS

Comparison of Vocabulary Acquisition score under Word Wall Approach and Traditional method at Pretest level

H₀1 Null Hypothesis

There exist no significant differences in the pretest scores of Vocabulary Acquisition of the control and experimental groups.

Table 4.1

Summary of mean, SD and t scores of Vocabulary Acquisition pretest scores of class seven students of the experimental and control groups

Group	Mean	SD	N	Mean Difference	t	p	Sig.level
Instructional Design	21.58	9.62	62	3.44	1.852	0.067	NS
Traditional	18.14	7.03	35				

From table 4.1, it is clear that p> 0.05 and is not significant at any level. Therefore the null hypothesis is accepted. From the mean scores it can be said that Vocabulary Acquisition of students in the experimental group and control group do not differ significantly.

Post Test Analysis

Comparison of Vocabulary Acquisition scores under Word Wall Approach and Traditional method at post test level.

H₀2 Null Hypothesis

There exist no significant difference in the mean post test scores of vocabulary acquisition of the experimental and control groups.

Table 4.2

Summary of Mean, SD and t scores of vocabulary acquisition posttest scores of class seven students of experimental and control groups.

Group	Mean	SD	N	Mean Difference	t	p	Sig. level
Instructional Design	48.81	8.95	62	26.35	14.149	0.000	0.01
Traditional	22.46	8.56	35				

From the table, it is clear that $p \leq 0.05$ and is significant at 0.05 level. Therefore the null hypothesis is rejected. From the mean scores it can be said that vocabulary acquisition of students in the experimental group is higher than that of students in the control group. Hence Word Wall Approach is found to be an effective method for enhancing vocabulary development of middle school students.

Paired t - test Analysis

Effectiveness of Word Wall Approach in Vocabulary Acquisition

H₀3

There exist no significant difference in the pre and post test scores of vocabulary acquisition of experimental groups.

Table 4.3

Summary of Mean, SD, and t scores of Vocabulary acquisition test scores of class seven students in the experimental group

	Mean	SD	N	Mean Difference	Paired t	Sig.	Sig.level
Pre	21.58	9.62	62				
				27.23	21.65	0.000	0.01
Post	48.81	8.95	62				

Table 4.3, it is clear that p≤ 0.05 and is significant at 0.05 level. Therefore the null hypothesis is rejected. From the mean scores it is clear that post test scores of vocabulary acquisition are higher than pre test scores of vocabulary acquisition in pre test scores of the students in the experimental group.Hence Word Wall Approach is found to be an effective approach to develop vocabulary of middle school students. Hence Word Wall Approach is found to be an effective method for enhancing vocabulary development of middle school students.

ANCOVA ANALYSIS

Comparison of Vocabulary Acquisition under Word Wall Approach and conventional Method for Total sample

H₀4

There exist no significant difference in the mean adjusted scores of vocabulary acquisition of the experimental and control groups.

Table 4.4

Summary of mean, sum of squares, mean squares and F values of pre, post and adjusted post vocabulary acquisition scores in both experimental and control groups

	Mean		Source	Sumof Squares	df	Mean Square	F	p	Remark
	Expl	Traditional							
Pre-test (X)	21.58	18.14	Between Groups	264.39	1	264.39			
			Within Groups	7323.38	95	77.09	3.430	0.067	NS
			Total	7587.77	96				
Post-test (Y)	48.81	22.46	Between Groups	15531.97	1	15531.97			
			Within Groups	7370.36	95	77.58	200.199	0.000	Sig.at0.01 level
			Total	22902.33	96				
Adjusted Post-test (Y.X)	47.81	23.45	Between Groups	12812.71	1	12812.71			
			Within Groups	4918.22	94	52.32	244.884	0.000	Sig.at0.01 level

Total   17730.93   95

Table 4.4 revealed that, Fy.x value is 244.89, $p \leq 0.05$ and is significant at 0.05 level. Therefore the null hypothesis is rejected. It can be said that adjusted post test means scores of vocabulary acquisition of students in the experimental group and control group differs significantly. Students who learned through the word wall approach, developed more vocabulary than the students who learned through conventional methods.

Figure 4.1

Unadjusted and adjusted mean scores of pre and post vocabulary acquisition test for experimental and control groups.
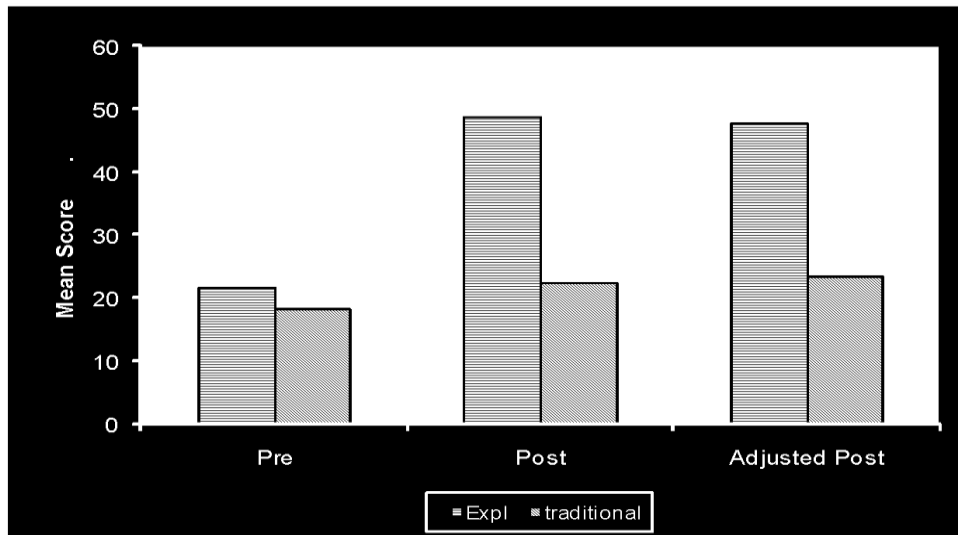
In order to know the exact groups which differ significantly in the adjusted post mean vocabulary acquisition scores, the data was further analyzed with the help of Post - Hoc test and the results are given in the table below.

Significance of difference of adjusted means for Word Wall Approach method and conventional method for Total Sample

H₀5

Summary of adjusted means, SD and t values adjusted post vocabulary acquisition test scores of experimental and control groups.

Table 4.5

Adjusted mean		$SD_{(yx)}$	$SE_{D(yx)}$	t	*p*	*Level*
Experimental	47.81					
		7.23	1.30	18.75	*0.000*	*0.01*
Traditional	23.45					

The Post - Hoc test was applied for pairwise comparison of the adjusted means of vocabulary acquisition of experimental and control groups. Since t value is 18.75, p<0.05, and it is significant at 0.05 level. So it can be concluded that the experimental learning through word wall approach is significantly more effective than the conventional method in enhancing vocabulary acquisition of class Eight students.

CHAPTER V

FINDINGS AND CONCLUSIONS

❖ Study of retrospect

❖ Major findings

❖ Educational Implications of the study

❖ Conclusion

❖ Suggestions for further study

CHAPTER V

FINDINGS AND CONCLUSION

STUDY IN RETROSPECT

Language is the most important tool for communication. English is one of the world's highly developed languages and is considered as an international language. Naturally English vocabulary is one of the largest numbers of vocabularies in all languages. Vocabulary learning, as the foot stone of the whole language learning, lays the foundation for students to learn English. Vocabulary learning has a primary role in enhancing language skills namely listening, speaking, reading and writing (Anggraini, 2018). Vocabulary is the most fundamental aspect of learning the English language as it enables students to write and speak a language, as well as comprehend the reading material. Students who don't have enough vocabulary will struggle to use language both in writing and speaking.

Rich vocabulary naturally enhances the language proficiency which makes the students become self directed learners and they will take ownership of their learning. Wilkins asserted that a person can transmit concepts without grammar, but none without vocabulary. A person with a vast vocabulary can understand the language properly and effectively. In order to do that, we can use a lot of approaches to improve students' interest in the learning process. Word Walls are the collection of words displayed on a wall to facilitate vocabulary learning (Yezzie Amelia, 2022). Words can be displayed in the form of visuals, photographs and labelled diagrams in the

classroom wall (Jackson, Tripp & Cox, 2011). The use of the word wall approach is very helpful for teachers to improve students' interest in learning English. Word Wall approaches also can make the students active and the class more alive (Rahmah, 2023)

A "word wall" approach is a classroom literacy technique that displays a collection of vocabulary words prominently, often on a wall or bulletin board. These words are usually related to a specific theme or curriculum area, and they are designed to be visible and easily accessible for students. The goal is to enhance vocabulary acquisition, spelling skills, and overall language development. The study investigated the effectiveness of the Word Wall Approach on vocabulary acquisition among Middle school students. A Word Wall is a visual display of words, often in alphabetical order, that serves as a reference point for students to learn and reinforce points for students to learn and reinforce new vocabulary. It contributes to our understanding of the effectiveness of the Word Wall Approach in enhancing vocabulary acquisition among Middle School Students. By providing insights into the benefits and implications of this approach, the study informs the educators and policymakers on how to support vocabulary instruction and imp[rove language learning outcomes.

Objectives of the Study

1. To prepare and validate Word Wall instructional materials based on Word Wall Approach based on Word Wall Approach for learning vocabulary.

2. To prepare and validate a Vocabulary Acquisition test in English for middle school students.

3. To test the effectiveness of the Word Wall approach in learning vocabulary by comparing the mean pre-test and post-test scores of vocabulary acquisition of class seven students in the experimental group

4. To compare the mean pretest scores of vocabulary acquisition of class seven students in the experimental and control groups.

5. To compare the mean posttest scores of vocabulary acquisition of middle school students in the experimental and control groups..

6. To find out significant difference in the mean adjusted posttest scores of vocabulary acquisition of class seven students in the experimental and control groups when pretest is taken as a covariate.

Hypotheses Framed

1. There exist no significant difference in the mean pre-test and post-test scores of vocabulary acquisition of class seven students in the experimental group.

2. There exist no significant difference in the mean pretest scores of vocabulary acquisition of class seven students in the experimental and control groups.

3. There exist no significant difference in the mean post test scores of vocabulary acquisition of middle school students in the experimental and control groups.

4. There exists no significant difference in the mean adjusted post - test scores of vocabulary acquisition of class seven students in the experimental and control groups when pretest is taken as a covariate.

Methodology in Brief

Method used

For this study, the investigator adopted an experimental method. Pretest, Posttest, non-equivalent, control group design was used.

Population

Population for the present study consisted of all the class seven students of Tamilnadu following the State Board Syllabus during the academic year 2024 - 2025.

Sample

Sample consisted of class seven students who are studying in various schools in Kanyakumari. Sample size consists of 98 students. Students are assigned randomly as the experimental and control group. The experimental group consisted of 63 students and the control group consisted of 35 students.

Tools and Materials used for this study

- Instructional materials for learning English Vocabulary based on Word Wall**.**

- Vocabulary acquisition Test in English

Variables

- Independent Variable - Word Wall Approach

- Dependent Variable   - Vocabulary Acquisition

Statistical Technique Used for this study

For the analysis of the data following statistical techniques were used

i. Independent t test for large sample

An independent t test also known as an unpaired t test is a statistical procedure that compares the averages/ means of two independent or unrelated groups to determine if there is a significant difference between the two. Sharma R. A., (2007) noted the formula for calculating independent t test for large sample as;

$$t = \frac{M_1 - M_2}{S_{ED}}$$

Where

$$S_{ED} = \sqrt{\frac{\sigma_1^2}{N} + \frac{\sigma_2^2}{N} - 2r\frac{\sigma_1\sigma_2}{N}}$$

t = t test for the difference of two means

M_1 = Mean of first sample

M_2 = Mean of second sample

σ_1 = standard deviation of first sample

σ_2 = standard deviation of second sample

ii. Paired t test for small sample

A paired t test is also known as a dependent or correlated t test. It is a statistical test that compares the averages / means and standard deviations of two related groups to determine if there is a significant difference between the two groups. Sharma.R, A., (2007) noted the formula for calculating paired t test for small samples as;

$$t = \frac{m_1 - m_2}{s_{ED}}$$

Where

$$S_{ED} = \sqrt{\frac{\sigma_1^2}{N} + \frac{\sigma_2^2}{N} - 2r \frac{\sigma_1 \sigma_2}{N}}$$

r = correlation coefficient between paired observation

σ_1 = standard deviation of first observation

σ_2 = standard deviation of second observation

N = size of the sample

iii. ANCOVA (Analysis of Covariance)

ANCOVA was used because even with random assignment the groups were not exactly equal. ANCOVA permitted the authors to statistically control for differences on the pretest so that posttest differences would not be due to initial differences before training.

MAJOR FINDINGS

1. There exists no significant difference in the mean pretest scores of vocabulary acquisition of class seven students in the experimental and control groups.

2. There exists a significant difference in the mean post test scores of vocabulary acquisition of middle school students in the experimental and control groups. Hence Vocabulary acquisition of middle school students in the experimental group is higher than that of the control group. Their Word Wall Approach is found to be one of the effective methods for enhancing vocabulary.

3. There exists a significant difference in the mean pre-test and post-test scores of vocabulary acquisition test of class seven students in the experimental group. It shows that Word Wall was found to be an effective method for developing Vocabulary.

4. There exists no significant difference in the mean adjusted post - test scores of vocabulary acquisition of class seven students in the experimental and control groups when pretest is taken as a covariate.

CONCLUSION

The study concluded that the students of class seven who have learned English through Word Wall Approach have better Vocabulary Acquisition than the students who have learned through conventional methods. The study also revealed that the students of two groups have more or less the same level of vocabulary acquisition during pre - test level. The

students of the experimental group have developed higher vocabulary acquisition than the control group during the post test. The pre test showed that the students of the experimental group and control group have similar vocabulary acquisition but in the post test showed the students of the experimental group have better vocabulary acquisition than the control group. Thus the study concluded that the application of Word Wall Approach can provide a successful way to enhance vocabulary Acquisition in Students which creates better opportunities for their learning in English.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The application of Word Wall Approach was far superior to the traditional method in improving vocabulary acquisition in English among the students. The following educational implications suggested based on the findings of the study.

1. The Word Wall Approach is more effective than the traditional method in improving vocabulary acquisition in English. Therefore, Word Wall Approach could be introduced in all schools to teach English and all other subjects.

2. Intensive training could be given to prospective teachers to develop lesson transcripts and to use Word Wall Approach.

3. Teacher Training institutions can incorporate the techniques of Word Wall in their training procedure and curriculum and thereby, they would be able to apply it in the future for the betterment of the students.

4. Word Wall Approach could make learning a satisfying and enjoyable experience for the students for those teachers could give opportunity for the students to choose the learning styles.

5. Word Wall Approach makes learning more effective and meaningful by providing concrete experience and active experimentation.

6. Word Wall Approach encourages students' curiosity about learning at the stage of reflective observation, so the learners are able to remember the learned concepts for life long.

SUGGESTIONS FOR FUTURE RESEARCH

The suggestions for the future research is given as follows,

1. The study on awareness of Word Wall approach among Prospective Teachers can be done for future research.

2. The study on the effectiveness of Word Wall Approach based instrumental material of developing self - confidence in learning vocabulary can be done for research.

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APPENDICES

APPENDICES

- ❖ Appendix A   General Data Sheet (Draft form)

- ❖ Appendix B   Vocabulary Acquisition Test (Draft Form)

- ❖ Appendix C   Scoring Key (Draft Form)

- ❖ Appendix D   General Data Sheet (Final Form)

- ❖ Appendix E   Vocabulary Acquisition Test (Final Form)

- ❖ Appendix F   Scoring Key (Final form)

- ❖ Appendix G   Lesson Transcripts

Appendix A

N.V.K.S.D COLLEGE OF EDUCATION (AUTONOMOUS) ATTOOR
GENERAL DATA SHEET
(2024 - 2025)

Dear students

      Your participation is indispensable for my dissertation entitled 'Effectiveness of Word Wall Approach on Vocabulary Acquisition of Middle School Students'. Some of your personal details are needed for my research. Your details will be kept confidential and used for research purposes only.

<div align="center">Thank you</div>

<div align="right">Yours faithfully,
C S Krishna Priya
M.Ed Student</div>

PERSONAL INFORMATION

Name of the student   :

Age   :

Gender   : Male / female

Locale   : Rural / Urban

Nature of School   : Boys / Girls / Co - aided

Type of Management   : Government / Private / Unaided

Name of the School   :

Syllabus   : State Board/ CBSE

Appendix B

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS)

RE-ACCREDITED BY NAAC WITH 'A++' GRADE

(Affiliated to Tamilnadu Teacher Education University)

ATTOOR, KANYAKUMARI DISTRICT

VOCABULARY ACQUISITION TEST (Draft form)

Developed by C S Krishna Priya & Dr. R P Deepa

(2023 - 2025)

Instructions

The given test is to test vocabulary acquisition. Read the instructions for every item and write the appropriate answer in the response sheet. Please answer all the questions.

Time : 45 minutes   **Total marks: 100**

I.Choose the meaning of highlighted words   **(5x1=5)**

The island is **trembling.**

   a) stable   b) shaking   c) firm   d) calm

1. Ramu was **furious.**

   a) peaceful   b) quite   c) angry   d)tranquil

2. Jack was never **flurried.**

   a) worried   b) settled   c) composed   d) soothed

4. The marriage proved to be a **disaster**

    a) catastrophe   b) windfall   c) Phenomenon   d) lawn

5. He **yielded** to his companions' demand

    a) rejected   b) resist   c) accepted   d) snapped

II. Choose the Antonyms of highlighted words   (5x1=5)

6. If the symptoms **persist**, consult a doctor

    a) continued   b) stopped   c) abide   d) endure

7. Someone had **flung** a brick through the window

    a) overarm   b) peg   c) catch   d) threw

8. There were **screams** of delight from the children.

    a) shout   b) holler   c) whisper   d) yell

9. The crying child ran to his mother and **collapsed** in her arms.

    a) crumble   b) achieve   c) plunge   d) drop

10. She was sitting by a window with a **weird** contraption on the table in front of him.

    a) common   b) strange   c) funny   d) peculiar

III. Fill in the Missing Letters   (5x1=5)

11. L_c_m_t_ve

12. Pi_ _ri_a_e

13. E_ c_ _s_on

14. Wi_ n_ _s_d

15. Fr_ _ t_a_ion

IV From the given options, choose the correct one and fill in the blanks

(fluttered, crisis, swabs, cooperation, armour) **(5x1=5)**

16. The arrow didn't injure the soldier as he was wearing iron _____

17. The police extended their _____to the victim's family.

18. If you face any _____, you can take my help.

19. The flag _____in the strong winds.

20. The maid _____ the floor twice a day.

V. Rearrange the words to make complete sentences

(5x1=5)

21. performs/ writers/ she/ her/ and/ music/ own.

22. the/ only/ can/ remember/ first/ I/ verse.

23. timetable/ looked/ bus/ David/ find/ the/ the/ next/ at/ to.

24. the / organized / all / training/ of/ our/ coach.

25. concert/ Lucy/ Amy/ together/ duet/ sang/ a/ at/ the/ and.

VI. Write the rhyming words for the following words **(5x1=5)**

26. Strife

27. Denied

28. Creed

29. Rejoice

30. Croud

VII. Fill in the blanks with suitable words **(5x1=5)**

31.She doesn't have brothers or sisters. She is _____

a long child   b) a long child c) a lonely child d) a single child

32. I don't like my job very much. I'm going to _____ and look for another one.

      a) resign b) finish   c) retire   d) fire

33. If I were you, I'd leave earlier, so you can avoid the _____

      a) peak time   b) rush hour c) peak hour d) traffic time

34. We nearly missed the plane we were only just _____

      a) on time   b) in time   c) in time for   d) timely

35. What time do you go to _____ everyday

      a) Work   b) workplace   c) job   d) office

VIII. Frame a sentence in your own words   (5x1=5)

36. Adventure

37. Miniature

38. Unpredictable

39. Protagonist

40. Adversity

IX. Write the five letter words   (5x1=5)

41. ending with **adge**

42. Containing the order **ads**

43. Starting with **own**

44. Including with **Aute**

45. ending with **aim**

X. In the question given below out of four alternatives, choose the one which can be substituted for the given word/ sentence. (5x1=5)

46. A person of good understanding, knowledge and reasoning power.

    a) Expert   b) intellectual   c) snob   d) literate

47. A style in which a writer makes a display of his knowledge

    a) Pedantic   b) verbose   c) pompous   d) ornate

48. A small shop that sells fashionable clothes, cosmetics, etc…

    a) Store   b) stall   c) Boutique   d) Booth

49. Parts of a country behind the coast or a river's banks

    a) Isthmus   b) archipelago   c) hinterland   d) swamps

50. Policeman riding on motorcycles are guards to a VIP

    a) Outriders   b) Servants   c) Commandos   d) Attendants

XI. Form the new words using Prefix (im, in, un, il, re, dis, sub, ir)

(5x1=5)

51. Secure

52. Legible

53. Satisfied

54. Adequate

55. Patient

XII. Form the new words using suffix (fully, able,ness, yard, age, est, tion) (5x1=5)

56. Selfless

57. Dread

58. Court

59. Remark

60. Dark

XIII. Find new words from the given words (atleast 2 words)   (5x1=5)

61. Enumeration

62. Extravagant

63. Deteriorate

64. Spectacular

65. Matrimony

XIV. Blend the given words to frame a new word   (5x1=5)

66. Fore + Caste

67. Aero + Dynamic

68. Astro + Naut

69. Cyber + Space

70. Hydeo + Therapy

XV. Choose the word that correctly identifies the underlined words.

(5x1=5)

71. George is **located** in Germany

    a) Noun   b) Adjective   c) Adverb   d) verb

72. My home is **very** close to Lyon County.

    a) Adjective   b) Noun   c) Adverb   d) verb

73. My dog is brown and is smaller than a normal sized dog.

    a) Adverb   b) Noun   c) Adjective d) verb

74. How much **fabric** will take to make the curtains?

    a) Verb   b) Adverb   c) Adjective   d) Noun

75. Feathers are so **light** that they seem to float.

    a) Verb   b) Adjective   c) Adverb   d) Noun

XVI. In each of the following questions, four words have been given of which three are alike in some way and one is different. Find out the odd one.   **(5x1=5)**

76. Fleas, Parrot, Harbor, Grasshopper

77. May, August, June, January

78. Tornado, Twister, Cyclone, Volcano

79. Swim, Swill, Ablution, Bathe

80. Red, Indigo, Olive, Yellow

XVII Fill in the blanks with appropriate homonyms.   **(5x1=5)**

81. The _____ (council/counsel) meeting discussed important issues.

82. The _____ (Principal/Principle) of the school welcomed students.

83. The _____(stationary/stationery) store sold pens.

84. The _____ (affect/effect) of climate change is significance

85. The _____ (complement/compliment) enhanced the meal.

XVIII. Choose the correct Phrasal verbs to complete these sentences.

            (5x1=5)

86. In difficult times, you can always _____ him. He's always there for you.

a) Deal with   b) get along with   c) end up   d) depend on

87. _____ the glass with squeezed orange juice and put it in the fridge.

a) Fill up   b) cut up   c) fill in   d) find out

88. Nobody knows why they _____ . They seemed in love and perfect for each other.

a) Checked out   b) broke up   c) brought up   d) broke down

89. I'm glad that the quarantine is _____ now.

a) Is over   b) carries on   c) breaks down   d) checks out

90. When he was _____ of the hotel, he realized he didn't have his credit card.

a) Calling for   b) caring out   c) coming on   d) checking out

XIX. Arrange the jumbled letters to make meaningful words   (5x1=5)

91. sniehgobur

92. usomectr

93. rlaitpucra

94. tnerapsnart

95. splealoc

XX. Name the following picture   (5x1=5)

96.

a) Bison   b) stag   c) deer

97.

a) Fencing   b) pole vault   c) marathon

98.

a) Banjo b) bongo   c) mandolin

99.

  a) Backhoe loader   b) bulldozer   c) excavator

100.

  a) Artichoke   b) lettuce   c) collard green

Appendix c

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS)

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ATTOOR, KANYAKUMARI DISTRICT

VOCABULARY ACQUISITION TEST (Draft form)

Developed By C S Krishna Priya & D. R P Deepa

(2023 - 2025)

Scoring Key For Draft Test

1. Shaking

2. angry

3. Worried

4. Catastrophe

5. Accepted

II. Circle the Antonyms of the highlighted words

6. Stopped

7. Catch

8. Whisper

9. Achieve

10. Common

III. Fill in the missing letters

11. Locomotive

12. Pilgrimage

13. Excursion

14. Witnessed

15. Frustration

IV. From the given option, choose the correct one and fill in the blanks

16. Armour

17. Cooperation

18. Crisis

19. Fluttered

20. swabs

V. Rearrange the words to make complete sentences

21. She writes and performs her own music.

22. I can only remember the first verse.

23. David looked at the timetable to find the next bus.

24. The coach organized all of our training.

25. Lucy and Amy sang a duet together at the concert.

VI. Write the rhyming words for the following words

26. Life

27. Tide

28. Deed

29. voice

30. proud

VII. Fill in the blanks with suitable words.

31. Ration, ratio

32. Extra, agent

33. Ate, date

34. Step, tap

35. Mat, art

VIII. Frame a sentence in your own words

36. I like adventurous ride

37. I have miniature toys

38. Rain is Unpredictable

39. Ramu is the protagonist of the novel.

40. He showed courage in the face of adversity.

IX. Write the five letter words

41. Badge, padge, fadge

42. Brads, beads, roads

43. Owner, ownership

44. Acute, beaut

45. Claim, reclaim, aimed

X. In the question given below out of four alternatives, choose the one which can be substituted for the given word/ sentence.

46. Intellectual

47. Pedantic

48. Boutique

49. Hinterland

50. Outriders

XI. Form the new words using prefix

51. Insecure

52. Illegible

53. Unsatisfied

54. Inadequate

55. impatient

XII. Form the new words using Suffix

56. Selflessness

57. Dreadfully

58. Courtyard

59. Remarkable

60. Darkness

XIII. Find new words from the given words (atleast 2 words)

61. Ration, Ratio, Earn, Met

62. Extra, tax, grave, axe

63. Read, rare, roar, treat.

64. Case, area, tale, tap

65. Norm, mat, art, torn.

XIV. Blend the given words to frame a new word

66. Forecaste

67. Aerodynamic

68. Astronaut

69. Cyberspace

70. hydrotherapy

XV. Choose the word that correctly identifies the underlined words.

71. Verb

72. Adverb

73. Adjective

74. Noun

75. Adjective.

XVI. In each of the following questions, four words have been given of which three are alike in some way and one is different. Find out the odd one.

76. Parrot

77. June

78. Volcano

79. Swill

80. Olive

XVII . Fill in the blanks with appropriate homonyms.

81. Council

82. Principal

83. Stationery

84. Effect

85. Complement

XVIII. Choose the correct Phrasal verbs to complete these sentences.

86. Depend on

87. Fill up

88. Brought up

89. Checks out

90. Caring out

XIX. Arrange the jumbled letters to make meaningful words

91. Neighbours

92. Customers

93. Particular

94. transparent

95. Collapse

XX. Find out the picture given below

96. Stag

97. Fencing

98. Mondolin

99. Backhoe loader

100. Lettuce

Appendix D

N.V.K.S.D COLLEGE OF EDUCATION (AUTONOMOUS)

ATTOOR

GENERAL DATA SHEET

(2024 - 2025)

Dear students

Your participation is indispensable for my dissertation entitled 'Effectiveness of Word Wall Approach on Vocabulary Acquisition of Middle School Students'. Some of your personal details are needed for my research. Your details will be kept confidential and used for research purposes only.

Thank you

Yours faithfully,

C S Krishna Priya

M.Ed Student

PERSONAL INFORMATION

Name of the student   :

Age   :

Gender   : Male / female

Locale   : Rural / Urban

Nature of School   : Boys / Girls / Co - aided

Type of Management   : Government / Private / Unaided

Name of the School   :

Syllabus   : State Board/ CBSE

Appendix E

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS)

RE-ACCREDITED BY NAAC WITH 'A++' GRADE

(Affiliated to Tamilnadu Teacher Education University)

ATTOOR, KANYAKUMARI DISTRICT

VOCABULARY ACQUISITION TEST

Developed by C S Krishna Priya & Dr R P Deepa

(2023 - 2025)

FINAL FORM

Instructions

The given test is to test vocabulary acquisition. Read the instructions for every item and write the appropriate answer in the response sheet. Please answer all the questions.

Time : 45 minutes   **Total marks: 70**

 I. Fill in the Missing Letters   **(4x1=4)**

1. L_c_m_t_ve

2. Pi_ _ri_a_e

3. Wi_ n_ _s_d

4. Fr_ _ t_a_ion

II. Rearrange the words to make complete sentences   **(1x1=1)**

5. the / organized / all / training/ of/ our/ coach.

xx

III. Write the rhyming words for the following words   (4x1=4)

6. Strife

7. Denied

8. Creed

9. Rejoice

IV. Fill in the blanks with suitable words   (1x1= 1)

10. I don't like my job very much. I'm going to _____ and look for

another one.

a) resign b) finish   c) retire   d) fire

V. Frame a sentence in your own words   (2x1=2)

11. Adventure

12. Miniature

13. Adversity

VI. Write the five letter words   (5x1=5)

14. ending with **adge**

15. Containing the order **ads**

16. Starting with **own**

17. Including with **Aute**

18. ending with **aim**

VII. In the question given below out of four alternatives, choose the one which can be substituted for the given word/ sentence.   (3x1=3)

19. A person of good understanding, knowledge and reasoning power.

a) Expert   b) intellectual   c) snob   d) literate

20. A style in which a writer makes a display of his knowledge

    a) Pedantic   b) verbose   c) pompous   d) ornate

21. A small shop that sells fashionable clothes, cosmetics, etc…

    a) Store   b) stall   c) Boutique   d) Booth

VIII. Form the new words using Prefix (im, in, un, il, re, dis, sub, ir)

(5x1=5)

22. Secure

23. Legible

24. Satisfied

25. Adequate

26. Patient

IX. Form the new words using suffix (fully, able,ness, yard, age, est,

tion)   **(4x1=4)**

27. Selfless

28. Dread

29. Court

30. Remark

X. Find new words from the given words (atleast 2 words) **(5x1=5)**

31. Enumeration

32. Extravagant

33. Deteriorate

34. Spectacular

35. Matrimony

XI. Blend the given words to frame a new word   (5x1=5)

36. Fore + Caste

37. Aero + Dynamic

38. Astro + Naut

39. Cyber + Space

40. Hydeo + Therapy

XII. Choose the word that correctly identifies the underlined words.

(5x1=5)

41. George is **located** in Germany

    a) Noun   b) Adjective   c) Adverb   d) verb

42. My home is **very** close to Lyon County.

    a) Adjective   b) Noun   c) Adverb   d) verb

43. My dog is brown and is smaller than a normal sized dog.

    a) Adverb   b) Noun   c) Adjective d) verb

44. How much **fabric** will take to make the curtains?

    a) Verb   b) Adverb   c) Adjective d) Noun

45. Feathers are so **light** that they seem to float.

    a) Verb   b) Adjective c) Adverb   d) Noun

XIII. In each of the following questions, four words have been given of which three are alike in some way and one is different. Find out the odd one.   **(5x1=5)**

46. Fleas, Parrot, Harbor, Grasshopper

47. May, August, June, January

48. Tornado, Twister, Cyclone, Volcano

49. Swim, Swill, Ablution, Bathe

50. Red, Indigo, Olive, Yellow

XIV Fill in the blanks with appropriate homonyms.   (5x1=5)

51. The _____ (council/counsel) meeting discussed important issues.

52. The _____ (Principal/Principle) of the school welcomed students.

53. The _____(stationary/stationery) store sold pens.

54. The _____ (affect/effect) of climate change is significance

55. The _____ (complement/compliment) enhanced the meal.

XV. Choose the correct Phrasal verbs to complete these sentences.

(5x1=5)

56. In difficult times, you can always _____ him. He's always there for you.

        a) Deal with   b) get along with   c) end up   d) depend on

57. _____ the glass with squeezed orange juice and put it in the fridge.

        a) Fill up   b) cut up   c) fill in   d) find out

58. Nobody knows why they _____ . They seemed in love and perfect for each other.

        a) Checked out b) broke up   c) brought up   d) broke down

59. I'm glad that the quarantine is _____ now.

        a) Is over b) carries on c) breaks down   d) checks out

60. When he was _____of the hotel, he realized he didn't have his credit card.

a) Calling for   b) caring out   c) coming on   d) checking out

XVI. Arrange the jumbled letters to make meaningful words   (5x1=5)

61. sniehgobur

62. usomectr

63. rlaitpucra

64. tnerapsnart

65. splealoc

XVII. Name the following picture   (5x1=5)

66.

a) Bison b) stag   c) deer

67.

a) Fencing   b) pole vault c) marathon

68.

a) Banjo b) bongo   c) mandolin

69.

a) Backhoe loader   b) bulldozer   c) excavator

70.

   a) Artichoke   b) lettuce   c) collard green

Appendix F

N.V.K.S.D. COLLEGE OF EDUCATION (AUTONOMOUS)

RE-ACCREDITED BY NAAC WITH 'A++' GRADE

(Affiliated to Tamilnadu Teacher Education University)

ATTOOR, KANYAKUMARI DISTRICT

VOCABULARY ACQUISITION TEST (Draft form)

Scoring Key For Final Test

Developed by C S Krishna Priya & Dr R P Deepa

(2023 - 2025)

I. Fill in the blanks

1. Locomotive

2. Pilgrimage

3. Witnessed

4. Frustration

II. Rearrange the words to make complete sentences

5. The coach organized all of our training.

III. Write the rhyming words for the following words

6. Life

7. Tide

8. Deed

9. Voice

IV. Fill in the blanks with suitable words

10. Resign

V. Frame a sentence in your own words

11. I like adventurous ride

12. I have miniature toys

13. He showed courage in the face of adversity.

VI. Write the five letter words

14. Badge

15. Beads

16. Owner

17. Acute

18. claim

VII. In the question given below out of four alternatives, choose the one which can be a substitute for the given word / sentence.

19. Intellectual

20. Pedantic

21. Boutique

VIII. Form the new words using Prefix (im, in, un, il, re, dis, sub, ir)

22. Insecure

23. Illegible

24. Unsatisfied

25. Inadequate

26. impatient

IX. Form the new words using Suffix (fully, able, ness, yard, age, est, tion)

27. Selflessness

28. Dread

29. Court

30. Remark

X. Find new words from the given words (atleast 2 words)

31. Ration, ratio

32. Extra, agent

33. Ate, date

34. Step, tap

35. Mat, art

XI. Blend the given words to frame a new words

36. Forecaste

37. Aerodynamic

38. Astronaut

39. Cyberspace

40. Hydrotherapy

XII. Choose the word that correctly identifies the underlined words.

41. Verb

42. Adverb

43. Adjective

44. Noun

45. Adjective

XIII. In each of the following questions, four words have been given of which three are alike in some way and one is different. Find the odd one.

46. Parrot

47. June

48. Volcano

49. Swim

50. Yellow

XIV. Fill in the blanks with appropriate homonyms.

51. Council

52. Principal

53. Stationery

54. Effect

55. Complement

XV. Choose the correct Phrasal verbs to complete these sentences.

56. Depend on

57. Fill up

58. Brought up

59. Checks out

60. Caring out

XVI. Arrange the jumbled letters to make meaningful words.

61. Neighbours

62. Customers

63. Particular

64. Transparent

65. Collapse

XVII. Name the following picture

66. Stag

67. Fencing

68. Mandolin

69. Backhoe loader

70. Lettuce

Appendix G

LESSON PLAN 1

TOPIC: SINDBAD – MY FIRST VOYAGES

Name of the perspective teacher   - Krishna Priya C S

Name of the School   - Yettacode Higher Secondary

     School, Yettacode.

Standard   - VII

Topic   - Sindbad – My first Voyages

Number of Pupils   - 63

Duration   - 45 minutes

Date   - 21 – 01 – 2025

Learning outcomes

❖ After the completion of the lesson, students learn the meanings and antonyms of new words.

❖ Applies learned words in a new situation.

❖ Infers one word substitution for phrases and sentences.

❖ Frames sentence using vocabulary

❖ Identifies the word patterns and the new words.

❖ Designs new words using the vocabulary

❖ Complies the small words to form big words

Materials used

❖ Blackboard

❖ Chart having new words and picture chart

❖ Reader

Phase	Teacher activity	Student Activity
Introduction	Teacher assesses the students' prior knowledge by posing questions. 1. Do you like to travel? 2. Which mode of transport do you like? 3. Have you ever used a sea route to travel? 4. Do you like to travel by sea? 5. Do you like solo trips?	Students answer the questions asked by the teacher. 1. Yes 2. Bus, train, air. 3. No 4. Yes **5.** Yes…no
Pre Activity phase **Vocabulary introduction**	● Teacher asks students to review the key words of each events of the story. ● The teacher then uses the visual representation of words with picture to introduce new vocabularies in the class.	Identify the following words: ● Monsters ● Merchant ● Foolishly ● Struggles 1. Identifies new words 2. Defines the meaning of words **3.** State one word substitution o phrases.

| Activity phase

Interactive phase	**Chart shows the Vocabularies** **1.** Phenomena – events **2.** Trembling – shaking **3.** Terrified – frightened **4.** Tossed – thrown about 5. Patch – plot of ground	● Students are asked to reflect the new words learned and define the meaning of the difficult words. 1. Teacher evaluates the worksheet and reinforces them. I was terrified by seeing the sea. 2. She started trembling when Teacher asked the question. 3. I tossed the bag 4. Ram stood on the patch. **5.** The phenomena was very good.
Concluding phase	● Teacher assigns the following activities to the students. ● Students are asked to identify the words in the text. ● Students are assigned for a vocabulary building activity based on the topic ● Worksheets ● Provides a worksheet for the students to reinforce their understanding of the	● Students explained the meaning of the new words. ● Students expressed their opinion and thoughts about the story.

| | vocabulary.

● Students are asked to reflect the new words learned and define the meaning of the difficult words.

1. Teacher evaluates the worksheet and reinforces them. | |

Assignment:

1. Write two sentences using the vocabularies

2. Write about an experience on the trip that you have gone on recently.

LESSON PLAN 2

TOPIC : TOPIC: SINDBAD – MY FIRST VOYAGES

Name of the perspective teacher   - Krishna Priya C S

Name of the School   - Yettacode Higher Secondary School,

     Yettacode

Standard   - VII

Topic   - Sindbad – My first Voyages

Number of Pupils   - 63

Duration   - 45 minutes

Date   - 25 – 01 – 2025

Learning outcomes

❖ After the completion of the lesson, students learn the meanings and antonyms of new words.

❖ Applies learned words in a new situation.

❖ Infers one word substitution for phrases and sentences.

❖ Frames sentence using vocabulary

❖ Identifies the word patterns and the new words.

❖ Designs new words using the vocabulary

❖ Complies the small words to form big words

Materials used

❖ Blackboard

❖ Chart having new words and picture chart

❖ Reader

Phase	Teacher Activity	Student Activity
Introduction	Teacher assesses the students' prior knowledge by posing the following questions. 1. Identify the meaning of the word poured out? 2. Describe what had happened to Sinbad? 3. Find the Missing Letters a) M_r_ _a _ t b) M_n_ _ _r_ c) Fo_ _u_ _ te 4. Who was a rich merchant? 5. What is the meaning of the word trembling?	Students answer the questions asked by the teacher. Poured out- Expressed freely Describes as briefly a) merchant b) monster c) fortunate 4. Sindbad's father was a rich merchant. 5. Trembling - shaking
Pre Activity Phase	Teacher asks students to review the key words of each events of the story. The teacher then uses the visual representation of words with picture to introduce new vocabularies in the class. **Chart shows the Vocabularies** Hardship – severe suffering	1. Identifies the words such as ● Voyage ● Realms ● Patch ● struggler 2. Identifies new words 3. Defines the meaning of words 4. State one word substitution of phrases

Vocabulary Introduction	2. Adversity – difficulties 3. Miniature – a small copy of something which is much larger. 4. Adventure – an experience that is very unusual or exciting	
Activity Phase **Interactive Phase**	● Teacher assigns the following activities to the students. ● Students are asked to identify the words in the text. ● Students are assigned a vocabulary – building activity based on the topic. ● Worksheets ● Provides a worksheet for the students to reinforce their understanding of the vocabulary. 　Students are asked to Frame a sentence in their own words 　1. Voyage 　2. Adventure 　3. Struggler 　4. Miniature 　5. Adversity	● Students identified the vocabularies. ● Students did all the activities which were given by the teacher ● Students complete the worksheet. a) The ship began its voyage across the ocean. b) Life is full of adventure c) Renu is a struggler in her studies d) The doll house is a mini version of a real house. e) Neerja faced adversity with courage and determination.

Concluding Phase	● Students are asked to reflect the new words learned and define the meaning of the difficult words. ● Teacher evaluates the worksheet and reinforces them.	● Students explained the meaning of the new words ● Students expressed their opinion and thoughts about the story

Assignment:

1. Write the summary of the story.

2. Draw the mind map of the story.

Lesson Plan – 3

TOPIC : A STORY OF SELF SACRIFICE AND BRAVERY

Name of the perspective teacher   - Krishna Priya C S

Name of the School   - Yettacode Higher Secondary School, Yettacode

Standard   - VII

Topic   - A Story of Self Sacrifice and Bravery

Number of Pupils   - 63

Duration   - 45 minutes

Date   - 01 – 02 – 2025

Learning Outcomes

❖ Students define and explain key vocabulary related to self – sacrifice.

❖ Students identify and recall vocabulary that describes emotions and motivations.

❖ Students recognize and understand vocabulary that describes the consequences of self – sacrifice

❖ Students access the impact of vocabulary

❖ Students understand the connotations and nuances of vocabulary

Materials Used

❖ Blackboard

❖ Chart

❖ Reader

Phases	Teacher activity	Student activity
Introduction	Teacher assesses the students' prior knowledge by posing question - What is the meaning of hijacked? - What happened when the terrorist lost their patience	- Students answered the question. - Students listened the class
Pre Activity Phase **Vocabulary Introduction**	- Teacher began the class by asking students to share what they remember about the topic from the previous day's class. - Teacher teaches students about the event of Pan Am Flight 73 and the bravery and sacrifice of the passengers and crew. - To teach vocabulary, the teacher uses Word Wall method. - The teacher then uses the visual representation of vocabulary phrases to introduce new vocabularies in the class. **Chart shows the Vocabulary** 1. Destination 2. Discard 3. Grenades 4. Hesitation **5.** Succumbed	- Students listens and identifies the difficult new words - Students learn vocabulary through word walls.

	Teacher assigns the following activities to the students Worksheet consist exercises to reinforce their understanding of the vocabulary.	● Students revise the vocabularies
Activity Phase	Arrange the jumbled letters to make meaningful words	● Students do the vocabulary building activities which were given by the teacher.
Interactive Word Wall	1. dreaelpihs 2. nsiehgohur 3. rlaitpucra 4. tnerapsnart 5. splealoc	● Students complete the worksheets.
Concluding Phase	● Teacher asks the students to reflect the new words learned and define the meaning of the difficult words. ● Teacher evaluates the worksheet and reinforces them.	● Students reflect on what they have learned from the lesson

Assignment

1. Write five vocabularies and its synonyms and antonyms?

2. Write the paragraph on the importance of bravery and sacrifice in human life?

Lesson Plan – 4

TOPIC : A STORY OF SELF SACRIFICE AND BRAVERY

Name of the perspective teacher   - Krishna Priya C S

Name of the School   - Yettacode Higher Secondary School,

                     Yettacode

Standard   - VII

Topic   - A story of Self Sacrifice and Bravery

Number of Pupils   - 63

Duration   - 45 minutes

Date   - 04 – 02 – 2025

Learning Outcomes

❖ Students identify and explain the moral and ethical implications of
the story, including the consequences of the characters' action.

❖ Students describe the emotional and psychological impact of the story
on the characters and the reader.

❖ Students analyse the relationship between vocabulary

❖ Students evaluate the effectiveness of vocabulary related to self –
sacrifice and bravery in conveying meaning and themes in a story.

Materials used

❖ Blackboard
❖ Chart
❖ Reader

Phase	Teacher Activity	Student Activity
Introduction	Teacher assesses the students' prior knowledge by posing questions. ● What does the word "sacrifice" means to you? ● Have you ever had to make a difficult choice or sacrifice for someone else? ● Have you ever seen someone else show bravery or courage in a challenging situation?	● Students gave answer for the questions ● Students already have an awareness about the topic
Pre Activity Phase	● The teacher presents the topic of A Story of Sacrifice and Bravery. ● Teacher asks the students to read the paragraphs and to mark the difficult the words. ● To teach vocabulary, the teacher uses Word Wall method. ● The teacher then uses the Digital Word wall, a visual representation of vocabulary phrases, to introduce additional vocabularies and its definitions to the class. ● In digital word wall, teacher shows the picture of brave and courageous pupil.	● Students shared their memories of the story from the previous class. ● Students try to make connections between the story and their own experience.

	Chart shows the Vocabulary	• Students learn new vocabularies through word wall.
Vocabulary Introduction	1. Hijacked – illegally seized control of an aircraft, ship etc... 2. Calamity – a sudden event causing great damage or distress 3. Assaulted – attacked violently 4. Frustration – the feeling of annoyance when one's actions are prevented from progressing or succeeding. 5. Inflicted – caused something unpleasant to be suffered by.	
Activity phase	• The teacher assigns the following activities to the students. • The teacher asks the students to go over the digital word wall. • The teacher assigns a vocabulary – building activity to the students based on the subject. • Worksheets consists exercises to reinforce their understanding of the vocabulary words. Find a new words from a given	• Students revise the vocabularies. • Students do the vocabulary activities which were given by the teacher • Students complete the worksheets

Interactive Word Wall	words 1. Passengers 2. Extravagant 3. Nightmare 4. Enumeration 5. Deteriorate 6. Spectacular 7. Matrimony	
Concluding phase	● Teacher asks the students to reflect the new words learned and define the meaning of the difficult words. ● Teacher evaluates the worksheet and reinforces them.	● Students recall what they have learned. ● Students submitted their worksheets.

Assignment

1. Write a story about a character that makes the ultimate sacrifice to save others.

2. Find out five new words and its synonyms and antonyms?

Lesson Plan – 5

TOPIC : A STORY OF SELF SACRIFICE AND BRAVERY

Name of the perspective teacher   - Krishna Priya C S

Name of the School   - Yettacode Higher Secondary School, Yettacode

Standard   - VII

Topic   - A Story of Self Sacrifice and Bravery

Number of Pupils   - 63

Duration   - 45 minutes

Date   - 05 – 02 – 2025

Learning outcome

- ❖ At the end of the lesson, the student learns to define the new words and identify its opposite.
- ❖ Applies newly acquired vocabulary in different contexts..
- ❖ Infers a word that can be used in place of a phrase or sentence.
- ❖ Construct a sentence with a particular vocabulary word.
- ❖ Identifies the forms and meanings of unknown vocabulary.
- ❖ Designs new words using the vocabulary.
- ❖ Complies small words together to form complex words.

Materials Used

- ❖ Chart
- ❖ Reader
- ❖ Blackboard

Phases	Teacher Activity	Student Activity

Introduction	Teacher assesses the students' prior knowledge by posing question ● What is the meaning of assaulted? ● What happened to Pan Am Flight 73? ● What happened when the terrorists lost their patience?	● Students answered the question. ● Students listened the class
Pre Activity Phase **Vocabulary Introduction**	● Teacher introduces Neerja Bhanot and her life story to the students. ● Teacher asks the students to read the difficult words and mark them. ● Teacher uses the word wall method to teach vocabulary. ● The teacher then uses the word wall, a visual representation of vocabulary phrases, to introduce additional vocabulary and its definition to the class. **Chart shows the Vocabularies** ● Disaster – a sudden misfortune, catastrophe ● Pressurizing – persuading or forcing someone into doing something.	● Students listens and identifies the difficult new words ● Students learn vocabulary through word walls.

	● Performance – doing something to a specified standard ● Achievement – attainment, success.	
Activity Phase **Interactive Word Wall**	● Teacher assigns the following activities to the students and asks the students to go over the words on the word wall. ● Teacher gave vocabulary – building activity. ● Worksheets consists exercises to reinforce their understanding of the vocabulary words. Frame a sentence in your own words ● Passenger ● Advertisement ● Achievement ● Miniature	● Students revised the vocabularies. ● Students did all the activities which were given by the teacher ● Students complete the worksheets and they are submitted to the class
Concluding Phase	● Teacher asks the students to reflect the new words learned and define the meaning of the difficult words. ● Teacher evaluates the worksheet and reinforces them.	● Students expressed their opinion and thoughts about the story ● Students try to make connections between the story and their thoughts.

Assignments

1. Write any ten homonyms?

2. Write any five vocabulary and its synonyms and antonyms?

Lesson Transcript – 6

Name of the perspective teacher   - Krishna Priya C S

Name of the School   - Yettacode Higher Secondary School, Yettacode

Standard   - VII

Topic   - Courage

Number of Pupils   - 63

Duration   - 45 minutes

Date   - 06 – 02 – 2025

Learning Outcomes

❖ Students define and explain key vocabulary related to courage.

❖ Students identify and recall vocabulary that describes emotions and motivations.

❖ Students recognize and understand vocabulary that describes the consequences of

❖ Students access the impact of vocabulary courage.

❖ Students understand the connotations and nuances of vocabulary

Materials Used

❖ Blackboard

❖ Chart

❖ Reader

Phase	Teacher activity	Student Activity
Introduction	Teacher assesses the students' prior knowledge by posing questions. 1. Do you have courage? 2. Have you ever done any courageous activity? 3. Have you ever faced any tough situation? 4. Can you name some courageous personalities? 5. What will you do if you have some tough situation?	Students answer the questions asked by the teacher. 1. Yes 2. No 3. Yes…no 4. Malala 5. Face the situation.
Pre Activity phase **Vocabulary introduction**	● Teacher asks students to review the key words from the poem. ● The teacher then uses the visual representation of words with picture to introduce new vocabularies in the class. **Chart shows the Vocabularies** 1. Strive – make great effort 2. Instantaneous – happening 3. Flickered – shone unsteadily 4. Ingrained – firmly established ● Teacher assigns the following activities to the students.	1. Identify the following words: ● Courage ● Resort ● Dazzling ● designed 2. Identifies new words 3. Defines the meaning of words 4. State one word substitution of phrases.

Activity phase	● Students are asked to identify the words in the text. ● Students are assigned for a vocabulary building activity based on the topic ● Worksheets ● Provides a worksheet for the students to reinforce their understanding of the vocabulary.	● Students identified the vocabularies ● Students did all the activities which were given by the teacher ● Students complete the worksheet.
Interactive phase	Students are asked to frame a sentence in their own words. 1. Courage 2. Strive 3. Hope 4. Dazzling 5. Defeat Students are asked to reflect the new words learned and define the meaning of the difficult words. Teacher evaluates the worksheet and reinforces them.	a) I have a courage to face the situation. b) Gandhiji strived for equality. c) We should never lose the hope. d) The eyes look like a dazzling star. e) The Indian team defeated the Pakistan team in

		cricket.
Concluding phase		● Students explained the meaning of the new words. ● Students expressed their opinion and thoughts about the story.

Assignment:

1. Write a poem on Courage.

2. Write the summary of the poem.

Appendix H

PICTURES OF USING WORD WALL APPROACH

MEANINGS

IMPOLITE - MANNERLESS

IRREGULAR - NOT EVEN

REAPPEAR - APPEAR AGAIN

UNFOLD - OPEN

BLEND	COMPREHEND	TREND
AMEND	RECOMMEND	OFFEND
ASCEND	DEXEND	WEND
ATTEND	COMMEND	VEND
SEND	CONTEND	FIEND
MEND	DISTEND	LAND
TREND	PORTEND	SUSPEND