

ENRICHING TERITARY LEVEL STUDENTS VOCABULARY KNOWLEDGE USING GRAPHIC ORGANIZER

Submitted in partial fulfillment of the requirements for the award of
Bachelor of arts degree in English Literature

by

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DEPARTMENT OF ENGLISH

SCHOOL OF SCIENCE AND HUMANITIES

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

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MAY - 2023



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of SUBASRI.G
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STUDENTS VOCABULARY KNOWLEDGE USING GRAPHIC ORGANIZER"**
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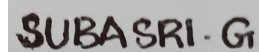
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DECLARATION

I G. Subasri (40010032) hereby declare that the Project Report entitled **“ENRICHING TERTIARY LEVEL STUDENTS VOCABULARY KNOWLEDGE USING GRAPHIC ORGANIZER”** done by me under the guidance of Ms.Kavitha at **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY** is submitted in partial fulfillment of the requirements for the award of Bachelor of Arts degree in English.

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A rectangular box containing the handwritten signature 'SUBASRI · G' in black ink.

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ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of SATHYABAMA for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to Dr.Rekha Chakravarthi Dean, School of Science and Humanities and Dr.Amutha Monica Head of the Department, Dept. of English for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide MS.Kavitha for his valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the Department of English who were helpful in many ways for the completion of the project

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ABSTRACT

The present study aimed at investigating the effectiveness of graphic organizers on developing college students. English vocabulary building and incremental growth of vocabulary among college students. This study involved the use of a pre-test/post-test to compare the data from the beginning to the end of implementation. The students answered more than half of the eight questions correctly on the post-test. The result of the research shows that using graphic organizers can enrich students' vocabulary. The research was conducted at the Sathyabama Institute Of Science and Technology. In this research, the population was thirty hostel students. A whats app group has been created for 30 days. Which they send daily after completing their activities. These activities were divided into four weeks. In the first week synonyms, antonyms, parts of speech, and words in a sentence were given. And next week definitions, synonyms, antonyms, idioms, and phrasal verbs were given. In The third week definitions, synonyms, antonyms, root words, and words in a sentence were given. Further fourth-week definitions, synonyms, antonyms, adverbs, and syllables were given. The research instrument was a vocabulary test given to the students in pre-test and post-test. It was used for collecting data. This study proves that the graphic organizer strategy of vocabulary instruction had a positive effect on enhancing the English vocabulary building of degree students. The result suggests that graphic organizers can be an effective tool for the incremental growth of English vocabulary in degree students.

Key words: Vocabulary, Graphic organizer, college students

CHAPTER - 1

INTRODUCTION

One of the most crucial abilities for learning a new language. Good communication is hampered by its absence. In addition, it supports the growth of other abilities including reading, listening, speaking, and writing. The English language Student who are learning a language must have a solid basis in vocabulary. The student's word knowledge is a crucial component of language learning. "Vocabulary is the center of English language instruction because, without enough words, students cannot communicate their ideas or those of others." if they do not have a strong vocabulary, they may find it challenging to perform numerous activities that are related to English. The importance of learning vocabulary for people cannot be overstated because it is the foundation of communication, particularly in the English language. Most graphic organizers enrich students in developing a definition, synonyms, antonyms, root words, idioms, phrasal verbs and syllables for a given vocabulary word. A lot of information can be converted into a structural, easy-to-read graphic display. A strong vocabulary builds strong readers, writers, speakers, and thinkers. Vocabulary has an important role in English language learning. A vocabulary that they truly own and use enables students to speak and think with confidence and effectiveness. A strong vocabulary helps to build good communication skills. This research was witnessed for Graphic organizers improving vocabulary words. Helping students develop vocabulary skills, as well as helping students better understand text structure. Graphic organizers also help guide young learners to organize their thinking and are more likely to communicate their thoughts and ideas. Using Graphic organizers in vocabulary instruction graphic organizers in the theoretical construct that the visual and verbal organizational structure of the diagram consolidates information into a meaningful whole [Horton,[Lovitt & Bergerund, 1990].The graphic organizer strategy can be utilized in teaching. Vocabulary requires a strong vocabulary.

Everyone involved in education must understand that a lack of vocabulary is a severe issue that prevents students from learning effectively. When learning

a new language, students often struggle to learn new words and expand their vocabulary. The Importance Of vocabulary in learning a language must be emphasized initially while learning English. When learning English, vocabulary is crucial. If people have a limited vocabulary, they cannot simply grasp what is being spoken to them. But also unable to put their thoughts into a sentence to communicate with others. As a result, if they have a sufficient vocabulary, they will comprehend English expressions. A noun, a verb, an adjective, and an adverb are all examples of pieces of speech that make up vocabulary. They are different from adults, thus instruction should reflect this for them to learn the terminology that is interesting and easy to comprehend. One issue is that teachers continue to teach vocabulary using the same methods and tactics, which makes pupils feel bored. Therefore, a method of teaching language to college students is required.

1.1 A LIST OF ESSENTIAL CONCEPTS DEFINED

The definitions of important phrases that can assist readers comprehend this study are provided by the author to make it clearer.

1.1.2 VOCABULARY

A person's vocabulary is made up of all the words they are familiar with or frequently use, all the words in a given language, and the words they use to discuss a certain topic[Hornby,2005]. Learning vocabulary is a crucial part of learning English. Vocabulary has a crucial part in the development of language proficiency and other elements, therefore it can help us enhance our language skills. To communicate with others as learners, vocabulary knowledge is necessary. The importance of vocabulary for language learners cannot be overstated. One cannot properly communicate or express his views in both oral and written formats without a suitable vocabulary and sharing information with others as a result, learning new words might lead to the general aims of teaching English.

1.1.3 GRAPHIC ORGANIZER

A graphic organizer, often referred to as a knowledge map, concept map, story map, story map, cognitive organizer, advance organizer, or concept diagram, is a teaching tool that employs visual symbols to communicate relationships between knowledge and concepts

A graphic organizer primary function is to offer visual assistance that helps with teaching and learning. A learner can acquire new vocabulary words with the use of visual organizers called vocabulary maps. Each time a person learns a new vocabulary term, describe the word, its meaning, and its function as a substitute, an alternative[noun, verb, adjective, adverb, etc] drawing a picture to represent the opposite. Constructs a coherent phrase utilizing the word and explain its significance.

1.1.4 IMPORTANT OF VOCABULARY

The significance of language developing vocabulary helps students gain knowledge and abilities in many different areas of language and literacy, decoding, understanding, and fluency are all aided by this. A person's vocabulary is a collection of terms from a language that they are familiar with. Every person has a distinct vocabulary that is frequently not given much consideration or attention because it tends to expand and evolve with time as well as develop with age 'although knowing' a word is not as easy as you might assume. It is typically described as "all of the words known and used by a particular person".

1.1.5 PROCEDURES OF IMPLEMENTING GRAPHIC ORGANIZERS

1. Introduce the Graphic organizer
2. Find the definition, synonyms, antonyms, words in a sentence, and parts of speech, adverbs, and syllables.

The use of graphic organizers is anticipated to keep students engaged in the process of learning English and to motivate them to study. In addition, the author expects that by employing this method frequently, the students can learn how to define and clarify unfamiliar terminology.

As a result, students will learn a lot of new vocabulary terms as the focus words. Finally, it can increase students' vocabulary mastery and enrich their vocabulary by introducing new words as they fill out the chart, and aid in their memory.

1.1.6 HYPOTHESIS OF THE STUDY

Hypothesis 1: Graphic organizers are effective for improving vocabulary for college students.

Hypothesis 2: Using this visual graphic organizer, students will obtain a deeper knowledge of vocabulary words in terms of definition, synonyms, antonyms, parts of speech, root words,

CHAPTER -2

LITERATURE REVIEW

Richards(1976) lists different things teachers need to know about a word before we can say that they have taught it. These include (1) the meaning(s) of the word,(2) its spoken and written forms,(3) what "word parts" it has (e.g., any prefix, suffix, and " root "form), (4) its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in), (5) its collocations,(6) its register, (7) what associations it has (e.g., words that are similar or opposite in meaning), (8) what connotations it has, and (9) its frequency. Vocabulary should be mastered by students to help them in oral or written communication. According to Nist and Mohr (2002), many studies have indicated that students with strong vocabularies are more successful in school. Further, a good vocabulary, more than any other factor, was common to people enjoying successful careers in life.

some researchers study vocabulary teaching approaches, techniques, and methodologies. Graphic organizers according to Hall (2008), are visual representations or visual displays that show connections between facts in pictures. In almost the same way, Judith B.s.(2006) states A graphic organizer is a visual and graphic representation of relationships among ideas and concepts.

The first study entitled the influence of mind-mapping strategy on student's vocabulary mastery [Quasi experimental study of the fifth graders of SD Islam Bilingual An-Nissa Semarang in the academic year of 2012 / 2013] was conducted. The study's objective is to determine the value of the mind mapping technique in helping students become better vocabulary masters with pupils in fifth grade as the population, this study used a quasi-experimental design.

Two samples make up the population, class 5B saved as the experimental group and class 5D as the control group. The pre-test was administered to both the experimental and control groups. The experimental group received instruction using a mind mapping technique from the second to the fourth meetings, while the control group received instruction using a taking notes strategy. These classes received the post-test at the most recent meeting. The results revealed that the experimental group significantly outperformed the control group, which did not get any instruction in mind mapping, in terms of vocabulary accomplishment (Dewi, 2013). These studies show why language teachers would be well advised to use graphic organizers within their classrooms because it is one of the very few effective ways for learners to remember vocabulary concepts in a meaningful way (Shoari & Farrokhi, 2014) Research Tayib (2013) proved that *the use of such organizers the preparatory college students at umm-al-Qura University in Saudi Arabia* had a significant positive impact on students writhing increased from (45)% to (68.88%) with a difference of (25%). Sam and Rajen (2012) researched using graphic organizers to improve reading comprehension skills for middle school ESL students and found that the study offers some pedagogical implications for middle school reading instructions in ESL contexts. Hervinia (2015) researched *the effectiveness of graphic organizers for teaching vocabulary of recount text*.

Graphic organizers are effective as a strategy in teaching vocabulary for grade eight students of SMPN 6 Semarang in the academic year 2015/2016. based on the research, graphic organizers are more effective than lecturing in improving the student's active vocabulary. Graphic organizers can be used for individuals or groups and can be used to help students organize their notes. Additionally, graphic organizers can enhance word learning and comprehension. According to Kansizoglu (2017), "Graphic organizers are tools that combine non-linguistics forms like words and phrases to show relationships." According to Jiang and Grabe (2007), graphic organizers should be as easy to use, understandable, direct, and teachable as possible. The effectiveness of graphic organizers is confirmed by Mercuri (2010).

Students now comprehend the complexity of words rather than just memorizing their definitions. This viewpoint is conveyed by Estacio and Martinez(2017). When they write, since they gain a far deeper comprehension of concepts, pupils exposed to the Frayer approach go far beyond acquiring merely word meanings the students demonstrate a deeper and more complex comprehension of topics as a result of using the Frayer model, which improves their understanding of new terminology these studies show why language teachers would be well advised to use graphic organizers within their classrooms because it is one of the very few effective ways for learners to remember vocabulary concepts in a meaningful way(Shouri&Farrokhi2014). Students can study vocabulary words with the use of graphic organizers for vocabulary. Students vocabulary will grow taking to the numerous vocabulary graphic organizers (Hayden, 2012).” students need to brainstorm ideas and organize the information when they need to write”. Students can avoid staring at their papers for hours by creating visual organizers.

Students can use these graphic organizers to produce essays short tales, plays, poems, and memoirs (Hayden,2014) action research according to Nunan(1998), is a type of self-reflective inquiry carried out by practitioners with the intention of resolving issues, develop understanding, or improving practice, there is frequently cooperation according to Biemiller et al (2001), word knowledge in elementary school is a good indicator of how well pupils will be to understand texts they read in high school students limited vocabulary makes it difficult for them to understand a text. Graphic organizers give students the means for critical and creative thought.

This helps them concentrate on what’s important (Broomely, Devits, and Modlo,1995).According to Ausubel (1968), the human mind stores and organizes information on several networks. By highlighting the links and inconsistencies between previously learned material and incoming information, graphic organizers let students add to or modify their past knowledge they are visual representations that resemble networks. According to Vygotsky (1962), graphic organizers are mental tools that aid students In comprehending and remembering significant relationships and information. Graphic organizers are

instruments for demonstrating comprehension and knowledge. They offer a choice in how information and comprehension are represented(Sorenson,1991). Graphic organizers are learning aids for independent study when graphic organizers are used in the classroom, students learn how to utilize them independently as note-taking, planning, presentation, and review tools (Duns ton,1992). In other words, both inside and outside of the classroom, graphic organizers help kids learn. The usage of graphic organizers aids students in internalizing, What they are learning by presenting material through the visual and spatial modalities. (And reinforcing what is taught in the classroom) Kathrine (2010). Lexical semantics dissents individual nouns, verbs, adjectives, prefixes, root words, suffixes, lengthier phrases, and idioms within a line of text to comprehend the meaning in terms of context (Goddard& Wierzbicka, 2014).

Vocabulary has a key role in foreign language learning and linguistics proficiency According to Richards and Renandya(2002).language learning techniques, which in turn are a subset of general learning strategies (Nation, 2001, quoted in Gazal) include vocabulary acquisition procedures as one of their components. Students can be fully engaged in vocabulary rich takes by using active vocabulary instructions like concept wheels, semantic word maps, webs, and ideas of definition. Students can relate new words to their prior knowledge and experiences through these exercises(Rupley, Logan, Nicholas,1998).

CHAPTER - 3

RESEARCH METHODOLOGY

This study looks at how tertiary-level students can increase their vocabulary. This action research study uses an experimental design as its framework. The visual organizers and repetition were part of the vocabulary teaching which was an independent variable the performance of the tertiary-level English student was the dependent variable. Graphic organizers selected for the study are concept development graphic organizers compare and contrast organizers and vocabulary graphic organizers. In this study, quantitative research was conducted. This investigation used quasi-experimental, non-randomized, pre-test, and post-test methodology. A pre-test was conducted on the whatsapp group for thirty hostel students at Sathyabama Institute Of Science and Technology. There were only girls students who were around 19 to 20 years old. These activities are divided into four weeks.

3.1 METHODOLOGY AND SAMPLE

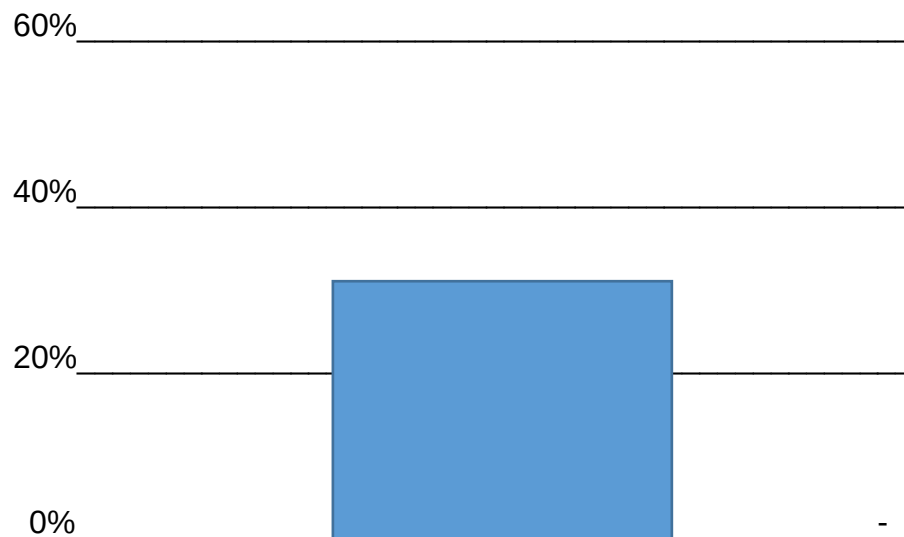
proficiency has been conducted to identify their level vocabulary of knowledge. It is found that days belong to beginners level The current study used a quasi-experimental study with the didactic test, questionnaire, and post-test, design.

3.2 QUESTIONNAIRE

Participants are asked to complete a questionnaire after the lesson to express their opinions on the tactic and the students about the information that covers their data about teaching using vocabulary there are 10 questions in the questionnaire. And the students about the information that covers their data about teaching using graphic organizers in teaching vocabulary.

Immediately after the completion of treatment, two classes were tested using the same tool. The data collection procedure consists administration of the pre-test, treatment and administration of the post-test.

3.3 ANALYSIS AND INTERPRETATION OF THE QUESTIONNAIRE



It is found that the target learners have 70% to 80% of poor vocabulary knowledge. Because the students studied Tamil way so in their vocabulary there is no such thing as explore.

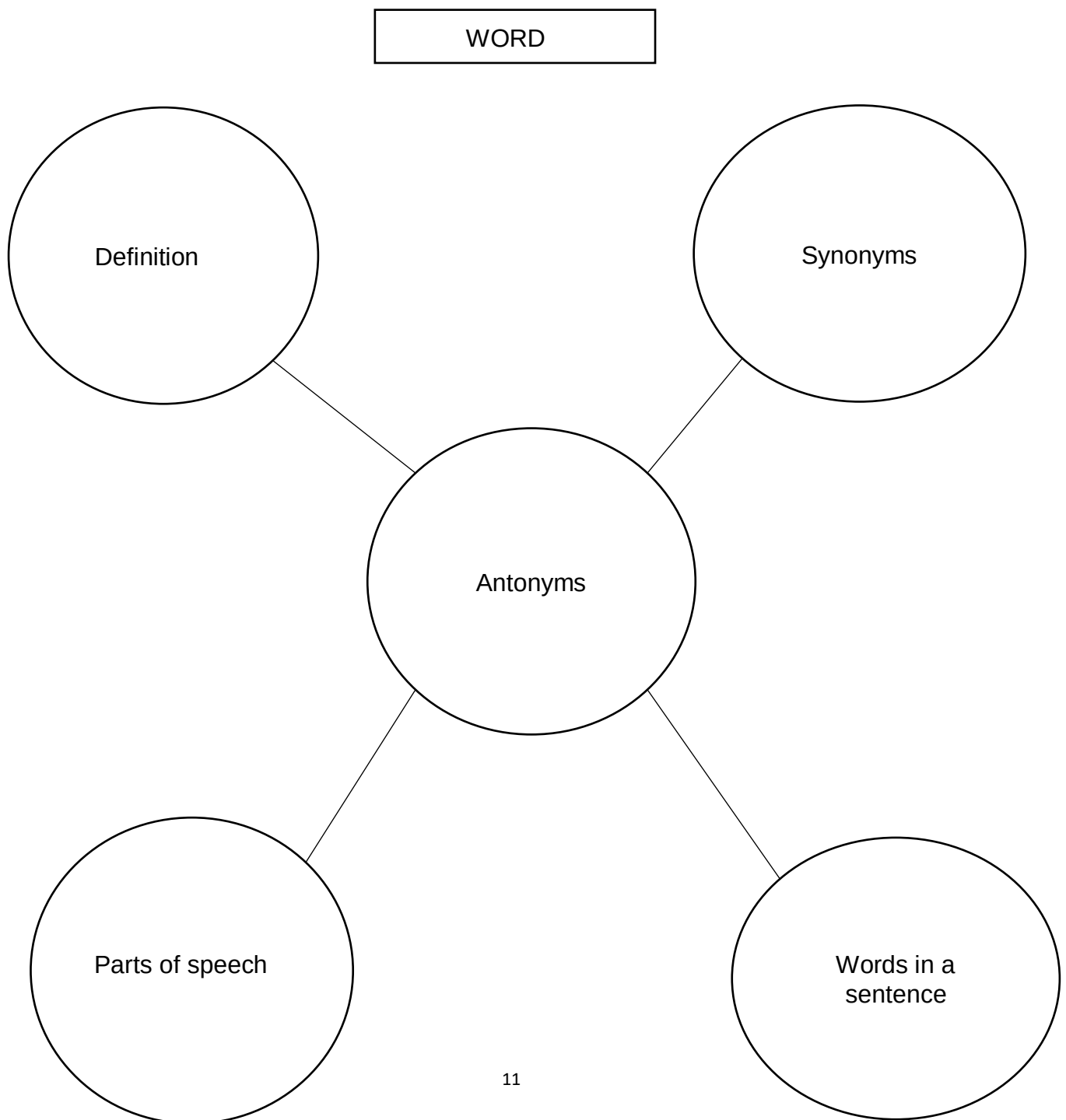
3.4 TEACHING METHODS

The research has been done for almost one month starting from March up to April 2023. These activities are divided into four weeks and taught to the students. In the first week definition, synonyms, antonyms, parts of speech, and words in a sentence. Next week's definition, synonyms, antonyms, idioms, and phrasal verb. In the third week definition, synonyms, antonyms, root words, and words in a sentence. The last week's definition, synonyms, antonyms, adverbs, and syllables. They have to send their daily work in photos through whats app group.

Students were written sent their whats app group. And it is an explicit activity tool. This research method was taught to the students in the hostel so, they were taught extra time. There were provided only graphic organizer design. The time requires to write this organizer is 20 minutes. They have to send their daily work in photos through whats app.

Fig 3.5 Graphic organizer

SAMPLE



3.6 The Chosen Graphic Organizer

DATE	NUMBER OF THE SESSION	ACTIVITIES
March 1, 2023	WEEK 1	PRE-TEST
March 1, 2023	WEEK 1	1) DEFINITION 2) SYNONYM 3) ANTONYM 4) PARTS OF SPEECH 5) WORD IN A SENTENCE
March 8, 2023	WEEK 2	1) DEFINITION 2) SYNONYM 3) ANTONYM 4) IDIOMS 5) PHRASAL VERB
March 17, 2023	WEEK 3	1) DEFINITIONS 2) SYNONYM 3) ANTONYM 4) ROOT WORD 5) WORD IN A SENTENCE

March 26, 2023	WEEK 4	1) DEFINITIONS 2)SYNONYM 3)ANTONYM 4)ADVERB 5)SYLLABLE
April 9, 2023	WEEK 4	POST- TEST

3.7 PRE-TEST ANALYSIS

Before receiving treatment, target learners took a pre-test. For the pre-test, students' vocabulary test was given by choosing the correct answer. Half the students were not interested in the pre-test. The pre-test has been conducted on March 2, 2023. And twenty questions in the pre-test were asked on synonyms, antonyms, parts of speech, root words, adverbs, idioms, phrasal verbs, and syllables.

3.8 IMPLEMENT FROM THE PRE-TEST

All the students have a basic idea of how to use graphic organizers in vocabulary but unfortunately don't know how to do it perfectly. The students who are prepared to work after they graduate especially in the technical field, there's so much vocabulary that they have to remember, and they had difficulty with it. It needed to do innovation in teaching vocabulary.

3.9 PRACTICE SESSION

In the first week, students were not satisfied with their involvement and interest. In the second week, the student's bravery in responding to the question was still low. Consequently, the teachers had to encourage the students. Therefore there were improvements in students attitudes toward vocabulary mastery. Responding to their activities in the third week.

3.10 POST-TEST ANALYSIS

After receiving treatment, target learners took a post-test. The post-test was conducted on April 9, 2023. 20 questions in the post-test were asked in synonyms, antonyms, parts of speech, root words, adverbs, idioms, phrasal verbs, and syllables. For students post-test was given with multiple-choice questions. All of the students score a good mark. And student's involvement and interest are high.

CHAPTER -4

DATA ANALYSIS

The data from the research findings will be shown and analyzed in this chapter. Tryout, pre-test, and post-test results make up the data. The author analyses the outcome of discussing the research findings and analyzing the results of the pre-test, treatment activities, post-test, difference between the two tests, and analysis.

4.1 PRIMARY DATA

Comparison between pre-test and post-test performance of the students

Student s	Pre-test (20)	Post-test (20)
1	11	16
2	14	17
3	16	18
4	15	17
5	11	16
6	16	19
7	14	16
8	11	16
9	16	19
10	15	18
11	13	16
12	11	17
13	11	19
14	14	16
15	13	16

16	15	18
----	----	----

17	11	16
18	11	15
19	15	14
20	12	16
21	14	16
22	18	17
23	15	16
24	12	18
25	14	15
26	11	16
27	12	16
28	15	18
29	15	16
30	11	15

$$\text{Score : } \frac{\text{Total}}{\text{Number of the questions}} \times 100$$

4.2 STUDENTS SCORE PERCENTAGE

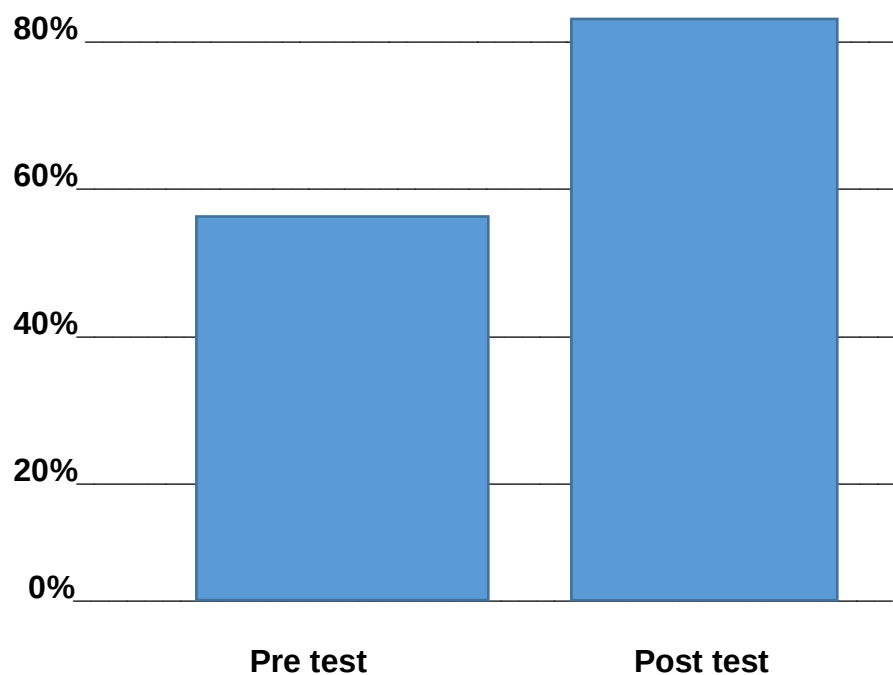
Pre-test percentage	Post-test percentage
55%	80%

The result showed that the percentage got a positive 25% increase after giving graphic organizer using vocabulary.

4.3 ANALYSIS OF THE DATA

There were 55% who got a score above the minimum mark in the pre-test, and in the post-test, the students who target action success which minimum of 25% the difference after given the treatment shortly, from the test result, 25% increased after given the graphic organizer activity. Students also improved from the average score for post-test and lowest score increased from the post-test.

4.4 GRAPHIC ANALYSIS ON THE AVERAGE STUDENTS PERFORMANCE ALL THE STUDENTS



4.5 ANALYSIS

Based on the result of the students vocabulary test. It was found that the student's vocabulary score was gradually improving. It was known the students average score on the pre-test was 55% after the implementation of the graphic organizer activity, and the average score of post-test 80% of student's got scored greater than eighty percent of success

4.6 IMPREMENT

It was shown that the students were motivated in the teaching-learning process during the implementation of the graphic organizer using vocabulary and it also showed improvement in positive responses.

CHAPTER - 5

CONCLUSION

5.1 FINDING OF THE STUDY

The research findings include the mean score and the standard deviation of the student's pre-test and post-test of significance, as well as the outcome percentage of their pre-test and post-test scores. Student's will have the skills necessary to work through challenging words and expand their vocabulary if they comprehend the fundamental structure of the English language when students understand synonyms, antonyms, parts of speech, adverbs, root words, idioms, and phrasal verbs and apply them to comprehend multi syllabic words, the gain confidence a familiarity with the word will lead to enriching student's improving vocabulary and success on standardized tests.

5.2 LIMITATION OF THE STUDY

- 1) This will be more effective if it is given for more than six weeks.
- 2) Students can work on more than four words a day.
- 3) It can be used to gain even more knowledge, for students when they are exposed to different related activities.
- 4) The research was based on the target learners of thirty students but it would be validated more if a large number of target learners.

5.3 VALIDITY OF THE HYPOTHESIS

The first hypothesis is re-examined as follows based on the study of the student's pre-test and post-test and many observations." Graphic organizers are effective for improving vocabulary the college students".was proved right and the second hypothesis was that " the students after using this visual graphic organizer student's obtained a deeper knowledge of the meaning of the definition, synonyms, antonyms, parts of speech, root words, idioms, phrasal verbs, syllables, adverbs. It was also demonstrated that students could determine the meaning of unfamiliar words without the teacher's help.

SUMMARY

The study's findings revealed that the graphic organizer approach was superior to conventional training in helping degree Students increase their Vocabulary abilities. It also showed that over time, the student's vocabulary increased gradually taking to the graphic organizer technique. After examining the study's findings, it can be said that utilizing a graphic organizer encourages children to write new words with greater growth.

CONCLUSION

The results of the current study indicate that the experimental group's vocabulary-building abilities were improved by the classes that focused on using graphic organizers in vocabulary education. The study's findings revealed that the graphic organizer approach was superior to conventional training in terms of helping college students increase their vocabulary. The majority of the experimental group stated that they valued using graphic organizer charts in their work. It can be inferred that the study using graphic organizer was successful in assisting them in growing their vocabulary-building ability. Thus, research showed that using organizers helped college students increase their vocabulary in English.

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APPENDIX 1

Name :

Department :

University :

Medium :

Gender :

Vocabulary questionnaire

A. MUTIPLE CHOICE

1) What do you do first when you meet new words?

- A) Ask the speaker at once to explain
- B) Read with a bilingual dictionary
- C) Read with a monolingual dictionary
- D) Underline the word and look it up later

2) How do you discover the meaning of new vocabulary?

- A) I analyse the form of a new word.
- B) I try to guess from context.
- C) I use a bilingual dictionary to find out the meaning of a word.
- D) I use a monolingual dictionary to find out the meaning of a word.

3) Who do you turn to when you need help with new vocabulary?

- A) I ask my teacher, a classmate or someone else
- B) I ask the speaker for a paraphrase or synonym of a new word, an example sentence, or a definition, etc.

4) How do you memorize new vocabulary?

- A) I study the spelling of a new word.
- B) In my vocabulary notebook I write vocabulary in context, or add new words with a definition, synonyms, antonyms, or collocations.
- C) I write the new word down together with its pronunciations.

D) I put the words into sentences.

5) What strategies do you find effective for consolidating new vocabulary?

A) I say that word aloud.

B) I make an effort to use new vocabulary in writing.

C) I use English -language media(songs,movies,new casts).

D) I use graphic organizers(synonym, antonym,parts of speech, root word)

6) what aspect of vocabulary acquisition / knowledge do you find problematic?

A) Word form

B) Spelling

C) Word meaning

D) To establish the exact meaning

7) why are you learning vocabulary?

A) because improves all areas of communication listening,speaking, reading,and writing

B) Because I want learn new words

C) It improves reading comprehension

D) It is important to language development

8)what language skills in English are more important to you?

A) Reading

B) Speaking

C) Writing

D) Listening

9)Are you interested in learning English vocabulary strategies?

A) Yes

B) No

10)According to you, which one of the following is the most difficult?

A) Listening

- B) Speaking
- C) Writing
- D) Reading
- E) Grammar
- F) Vocabulary.

Name ;
Department ;
university ;
Medium ;
Gender ;

APPENDIX 2

Vocabulary pre-test

A. choose the correct answer :

1) Synonym of “ Trepidation is

- a) Fear b) calm c) composure

2) Synonym of “ Establish” is

- a) Disband b) disprove c) start

3) Synonym of “Furnish” is

- a) Divest b) appoint c) empty

4) Antonym of “Compel” is

- a) Force b) impel c) stop

5) Antonym of “Intimate” is

- a) Close b) cherished c) distant

6) Antonym of “Assert” is

- a) Maintain b) contend c) deny

Identify the parts of speech

7) What did she ask you to do ?

- a) Conjunction b) preposition c) pronoun

8) After lunch let’s go out for a coffee

- a) Pronoun b) preposition c) verb

9) Choose the most appropriate meaning of the following idiom

- a) To keeps one’s temper
b) To become hungry to be in good mood
C) To be aloof from

10) Choose the most appropriate meaning of the following idiom

To catch a tartar

- a) To catch a dangerous person
- b) To deal with a person who is more than one's match
- C) To catch dangerous person

11) Choose the most appropriate meaning of the following idiom

To drive home

- a) To find one's roots
- b) To return to place of rest
- C) To emphasise

12) Choose the correct phrasal verb

You can _____ words in a dictionary.

- a) Look after b) look up c) lookup to

13) Choose the correct phrasal verb

Sorry I'm late my car _____ petrol.

- a) Ran out b) ran out of c) ran outing

14) Choose the correct word.

Without their _____ a political settlement cannot be reached.

- a) Assent b) accent c) ascend

15) Which is the root word for the word timer?

- a) Timer b) er c) tim d) time

16) Which is the root word for re stacked?

- a) Re b) ed c) restack d) stack

17) Select the adverb

- a) Great b) well c) good

18) Select the adverb

- a) Fast b) light c) hot

19) How many syllables in the word encyclopedia

- a) 8 b) 7 c) 5

20) How many syllables in the word activate

- a) 5 b) 3 c) 4

APPENDIX 3

Name :

Department :

University :

Medium :

Gender :

Vocabulary post-test

A. MUTIPLE CHOICE

1) synonym of " propriety" is

- A) Impropriety
- B) Crudeness
- C) Validity
- D) Unfitness

2) synonym of "arbitrary" is

- A) Rational
- B) Democratic
- C) Accountable
- D) Erractic

3) synonym of "devolve" is

- A) Centralize
- B) Improve
- C) Retan
- D) Delegat

4) Antonym of "foster" is

- A) Neglect
- B) Encourage
- C) Promote
- D) Advance

5) antonym of "impertinent" is

- A) Polite
- B) Rude
- C) Unmannerly
- D) Irrelevant

6) antonym of "callous" is

- A) Heartless
- B) Kind
- C) Cold
- D) Uncaring

Identify the parts of speech

7) The teacher asked the students to stand.

- A) Verb
- B) Noun
- C) Pronoun
- D) Adjective

8) oh! That is really sad.

- A) Conjunction
- B) Adverb
- C) Verb
- D) Interjection
- E) Noun

9) Choose the most appropriate meaning of the following idiom/phrase

- A) Lucky
- B) A big surprise
- C) To have a talent for speaking
- D) An honest person

10) To have cold feet

- A) to feel very cold
- B) To pay much attention to
- C) To lose confidence
- D) To pour water on something

11) For the first week, the apprentice felt like a fish out of water

- A) Frustrated
- B) Homeless
- C) Disappointed
- D) Un comfortable

12) Choose the correct phrasal verbs

My car _____ on the high way

- A) Brokedown
- B) Broke off
- C) Broke away

13) Our boss _____ our meeting until next week

- A) Put
- B) Put off
- C) Putdown

14) Choose the correct word

When something tastes disgusting it is _____

- A) Spicy
- B) Awful
- C) Tasty

15)When a train is packed it is

- A) expensive to ride
- B) A short trip
- C) Full of people

16)What is the root word in the word over borrowing?

- A) Over borrowing
- B) Over
- C) borrowing
- D) borrow

17)What does the root bio means?

- A) Earth
- B) Life
- C) Human
- D) Tree

18)Identify the adverb

- A) Slowly
- B) Quickly
- C) Disappeared
- D) Slowly, quickly

19) My grandmother usually drives carefully wherever she goes

A) Carefully

B) Usually, carefully

C) Usually, carefully, wherever

D) Usually

20) How many syllables in the word controversial

A) 4

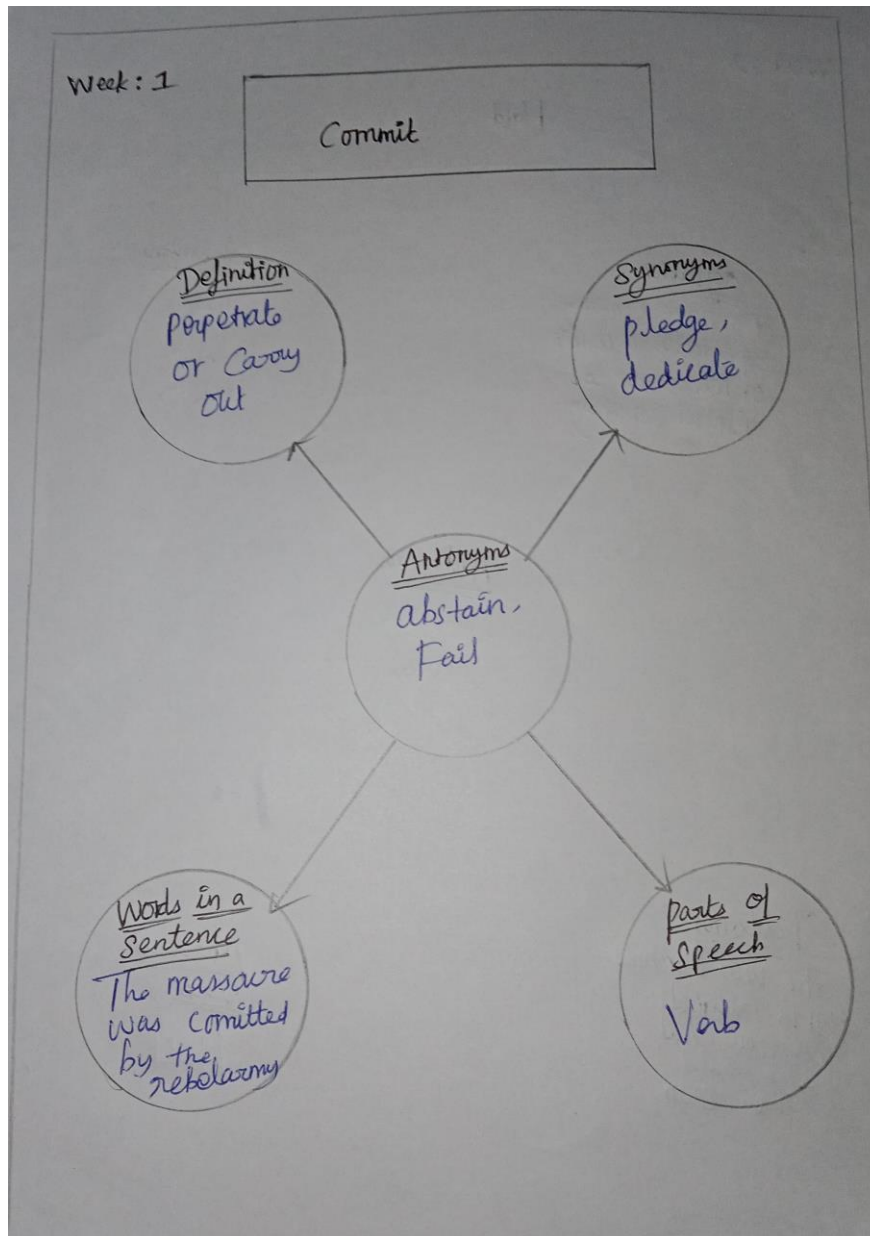
B) 5

C) 8

D) 6

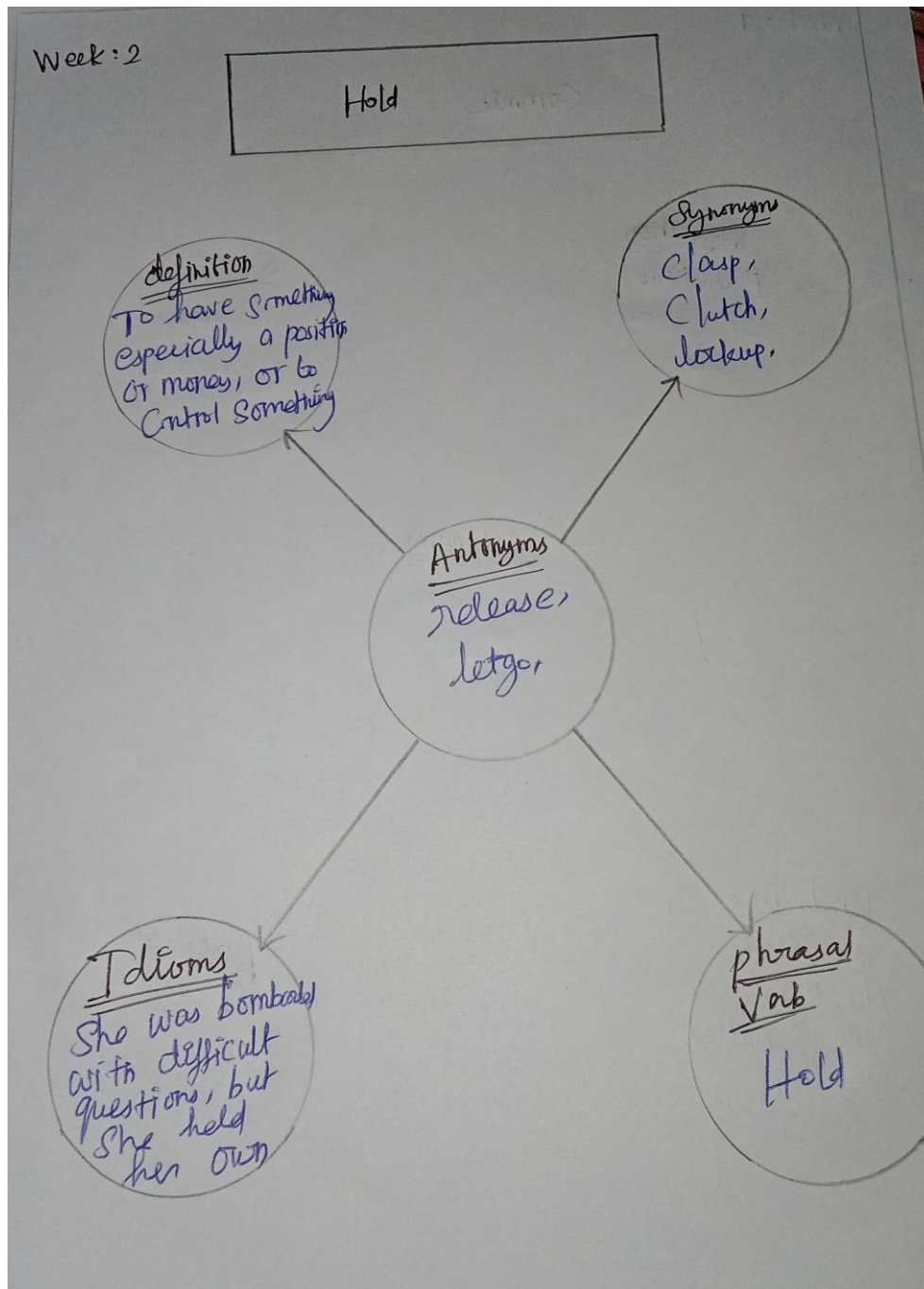
WEEK - 1

definition, synonym, antonym, parts of speech and word in a sentence



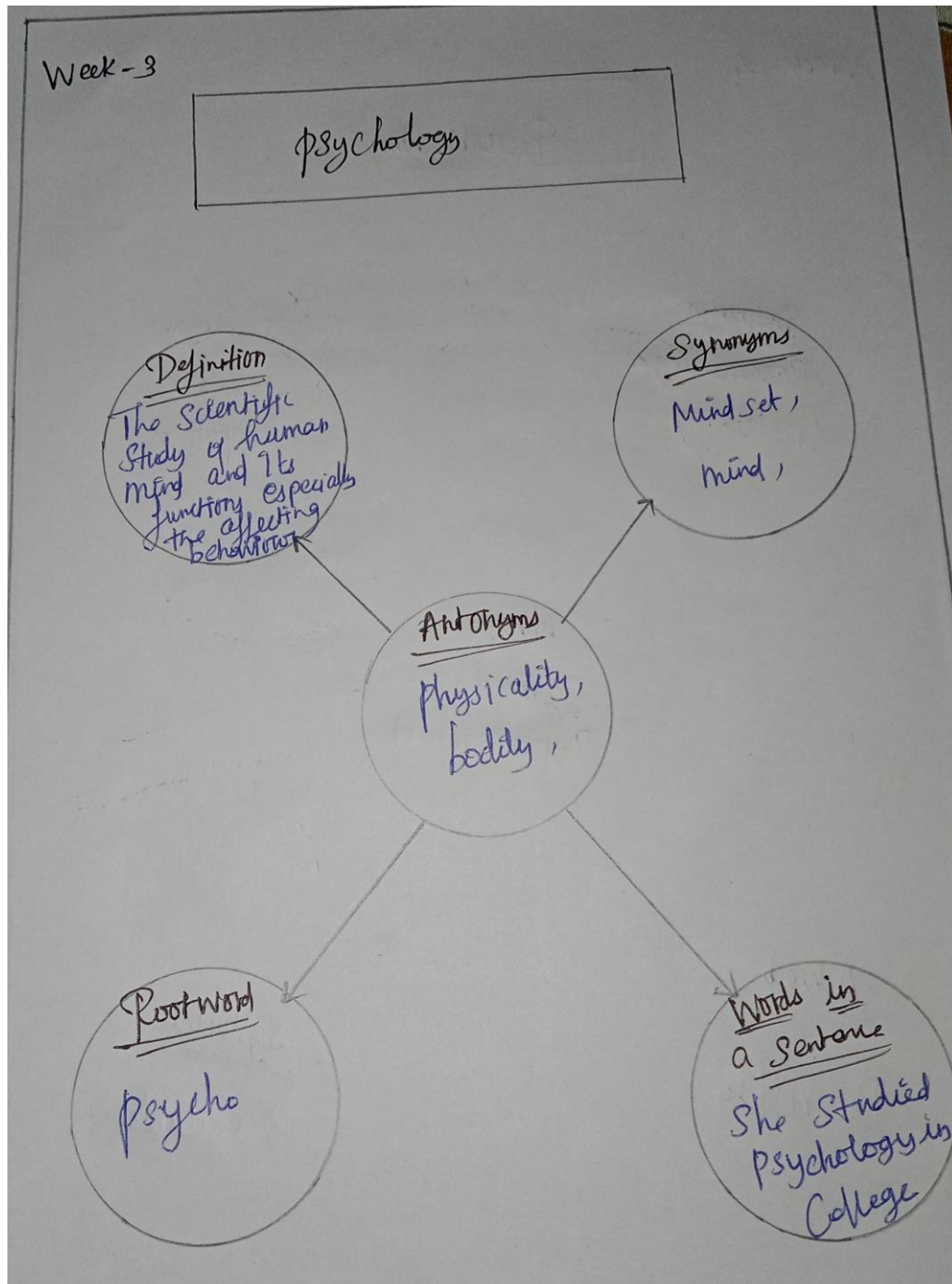
WEEK 2

definition, synonym, antonym, idioms, and phrasal verb.



WEEK - 3

definition, synonym, antonym, root words and word in a sentence.



WEEK - 4

definition, synonym, antonym, adverb, and syllable.

