Intertextualizing Interactive Texts for Teaching Synonyms Using Digital Platforms: An Experimental Study Engaging the First-Year Undergraduate Students

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Abstract—With Content and Language Integrated Learning (CLIL) gaining greater attention in English Language Teaching, more emphasis has been given to teaching content-based vocabulary to students. However sufficient attention has not been given to widening the students' knowledge to make them learn synonyms (equivalent words). In this research, we explore the possibilities of teaching synonyms to First Year College students using Interactive Texts. This is done through the use of Mobiles and other classroom gadgets available. Interactive learning methods utilizing Interactive Texts actively engage the learner's intellect and emotions by strengthening the connection to the content. Beyond the use of traditional textbooks and methods, this methodology includes a variety of tasks that promote engagement with printed materials, such as Directed Activities Related to Texts (DARTs), as well as mobile-based activities that improve students' reading and comprehension skills. This activity-based instruction introduces students to a variety of vocabulary. It enhances their word power by not only teaching them synonyms but also the application of the same in their real-life situations in the most appropriate way.

Index Terms—synonyms, interactive texts, activity-based, classroom gadgets

I. Introduction

The teaching of vocabulary has recently regained prominence in the field of language teaching, after having been largely overlooked for many years. Considerable research has been conducted regarding strategies to optimize the process of vocabulary acquisition (Liu, 2017). While grammar has historically been given more emphasis than vocabulary in language learning, it is undeniable that vocabulary plays a crucial role in achieving proficiency in a language. When it comes to learning or adopting a second language, vocabulary and lexical units quickly become essential components (Norberg et al., 2018). Without a basic comprehension of vocabulary, grammatical knowledge alone will not be sufficient for effective communication. Without much help or assistance from the structural features of the language, communication is nevertheless possible and can be sustained effectively with vocabulary and lexical expressions alone (Jana, 2001). In addition, for any student to pursue further education in any subject through the medium of a foreign language, he or she is expected to have an adequate command of vocabulary, both academic and technical. In this context, technical vocabulary refers to the vocabulary that is confined to a given field of study, whereas academic vocabulary places an emphasis on research, analysis, and assessment - that is, tasks and exercises that are associated with academic work (Martin, 1976). The importance of vocabulary in the process of language acquisition has been emphasized, with the assertion that it plays a central and crucial role in facilitating students' comprehension of concepts and acquisition of content (Fisher & Frey, 2015). Studies on the vocabulary of native speakers show over and over again that people learning a second language need to know a very large number of words (Nation, 2022). Therefore, the critical necessity to master vocabulary for successful second language acquisition is a well-established fact that no one can deny. Consequently, vocabulary continues to be an important sub-skill in learning an additional language.

The objective of this brief study is to explore the viability of assisting students in expanding their vocabulary through the use of various strategies. It is more than just compiling a list of terms that need to be learned; rather, it goes beyond that. Every word has a few or many words that are equivalent to it (synonyms), and knowing these equivalent words will assist the learner in selecting the most suitable and most appropriate term (from among the many equivalent words/synonyms) to use in a given situation. Accordingly, a short study was conducted regarding this idea and it has been statistically proven and explained in this paper. When discussing the amount of a Second Language Learner's

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'vocabulary knowledge,' there are two aspects that need to be taken into consideration, and those factors are breadth and depth. Breadth is the wide range of terms that the learner is familiar with, whereas depth relates to the learner's familiarity with those words, or how well the learner knows the application of those words (Dewle, 2015). A concerted effort has been made through this short research to enhance the breadth of vocabulary knowledge held by the students and to initiate certain activities through which they can deepen the depth of vocabulary knowledge, enabling them to apply those words in everyday usage and conversation.

II. RESEARCH MOTIVATION AND QUESTIONS

Needs Analysis / Research Problem

The target audience of this experimental paper is the students who pursue their B.A. English in Tamil Nadu, India. The students are from both rural and urban backgrounds and have had their school-level education in Tamil and English medium respectively. Communication skills and fluency in the English language are very important for these students as most of them will be teachers and English language trainers in the future.

A. Why Synonyms for These Students?

According to Liu, earlier research has focused on the breadth of vocabulary, namely vocabulary size. However, there is a notable scarcity of study on the depth of vocabulary, encompassing aspects such as synonyms, collocations, word class, affixes, and meaning. Engaging in research focused on the depth of vocabulary is crucial for fostering a comprehensive approach to acquiring and effectively applying vocabulary in many real-life situations (Liu, 2018). Synonyms will enhance students' vocabulary by providing alternative words with similar meanings, enabling them to express themselves more precisely and effectively. Instead of using the same word repeatedly, they can choose from a range of synonyms to convey different shades of meaning thus making their communication more engaging and expressive. The ability to choose the right synonym contributes to clear and effective communication. It helps students to articulate their thoughts precisely, convey their intended message accurately, and adapt their language to various audiences and situations.

B. Objective

(1) To create a list of synonyms that are most frequently used and teach them through various activities.
(2) To ensure that the students learn the correct spelling, pronunciation, and meaning of those synonyms.
(3) To help the students use those synonyms during their daily conversation in various situations.

C. Hypothesis

➢ H01: Students will not learn the synonyms effectively through various activities.
➢ H02: There is no significant difference in the performance between the English and Tamil medium students.
➢ H03: The quality of English language usage will not improve after learning the synonyms and using them.

D. Research Questions

(1) Will learning synonyms help students improve their quality of conversing in the English language?
(2) Do students who learn synonyms through various activities outperform those who learn through conventional methods?
(3) Do the students from English medium backgrounds perform better than those students from Tamil medium backgrounds?

III. REVIEW OF LITERATURE

In the domain of English Language Teaching, a great deal of research and many inquiries have been conducted to gain more insights into the significance of developing one's vocabulary and the most productive approaches to doing so. It is essential to note that vocabulary has regained its central function and importance in language teaching approaches in the recent past (Jana, 2001). The lack of use of appropriate language in written responses, assignments, and projects by students may impede their academic progress, hence potentially affecting their overall life outcomes outside the confines of the educational setting (Kitila et al., 2023). To achieve this objective, the proficient acquisition of vocabulary and grammar, as well as their accurate application, will significantly improve the overall quality of written work. Regarding the methods of vocabulary acquisition, based on the findings of a current investigation, the practice of memorizing words is noted as a widely employed technique among learners to enhance their retention of vocabulary items (Pan, 2017). Rote memorization takes place when a pupil learns something by continually repeating it until it is remembered and mastery is achieved (Nation, 2013). The utilization of memory as an educational strategy is considered superficial and does not yield deep or meaningful learning outcomes (Wu, 2018).

Numerous researchers have conducted extensive research to identify the most effective techniques and methods for teaching vocabulary.

A. An Overview of Vocabulary in Language Teaching Methodologies

Second language learning began in the second century B.C. when Romans learned Greek. Latin made grammar more important in the Middle Ages. In 1611, William of Bath presented 1200 Latin proverbs to teach language in context. John Amos Comenius' contextualized vocabulary book offered an inductive method in which pupils needed to know a limited vocabulary of 8000 common terms, and this trend continued until the 20th century. Later in history, various methods came into existence. The Grammar Translation Method, which was widely used until the beginning of the nineteenth century, the Direct Method, which taught vocabulary by associating ideas, and the Reading Method, which focused on reading and vocabulary control, followed. These approaches prioritized vocabulary, but as the focus of the study changed, vocabulary lost part of its importance gradually. Later, pronunciation, oral drilling, and memory were emphasized, and Noam Chomsky's 1957 book Syntactic Structures revolutionized how languages are acquired. After that, linguistic skill was emphasized, and Dell Hymes' concept of "communicative competence" made vocabulary a supplement to functional language use. In the 1980s, vocabulary education returned to the top of instructional methods (Jana, 2001).

B. Techniques of Teaching Vocabulary

Numerous studies and extensive research have been conducted in the field of English Language Teaching to better understand the importance of vocabulary expansion and the most effective methods for doing so. It is very important to notice that vocabulary has recovered its central function and importance in language teaching approaches in the recent past.

(a). Extensive Reading

This practice considers reading to be the most advantageous means of acquiring intelligible input for enhancing one's vocabulary. All the activities under this method draw attention to the importance of communication which simultaneously facilitates the process of acquiring vocabulary (Jana, 2001).

(b). Techniques Classified by Oxford and Crookall

To examine the ways used for teaching vocabulary, Oxford and Crookall have divided these techniques into four distinct groups, namely Decontextualizing, Semi-contextualizing, Fully contextualizing, and Adaptable or Structured Reviewing (Oxford & Crookall, 1990).

- Decontextualizing Techniques: The three techniques that belong to this classification are word lists, flashcards, and traditional dictionary use.
- Semi-Contextualizing Techniques: This includes the following techniques namely Word Grouping, Word or Concept Association, Visual Imagery, and Semantic Mapping.
- Fully Contextualizing Techniques: This includes practising the four language skills, namely Reading, Listening, Speaking, and Writing, which provide full context to the learner.
- Structured Reviewing: This technique is the practice of going back over to the vocabulary again and again at different intervals.

(c). Glossing Method

This way of teaching new vocabulary is beneficial to students. This method helps learners begin learning by providing them with a brief contextual description of the new term in the text. The research found that "glossing" words is much more effective than learning them without it. This technique is good for introductions, but students will need to refer to the book's vocabulary pages as they study. They should also make an effort to remember the contextual definition offered (Azim et al., 2020).

(d). Recycling of Vocabulary

After reading vocabulary terms, it entails practising and repeating them immediately. Repetition and proper elaboration improve word comprehension and memory retention, according to numerous studies. Students must recycle for a longer time to study and practice regularly until they are satisfied they have mastered the terms (Azim et al., 2020).

(e). Planned and Unplanned Activities

Unplanned activities, as the name suggests, refer to situations in which words are accidentally taught in the classroom as a result of student requests for precise meanings of particular words or the teacher desires to draw the students' attention to specific terms. However, since the teacher might have often arranged the instructional materials ahead of time using a variety of sources, planned activities would require less time to prepare (Shen, 2003).

(f). Utilizing Mobile Apps

While vocabulary development is crucial, many English learners presume that the process of memorizing words takes a lot of time and is uninteresting. English instructors regularly give vocabulary homework, which requires students to solve vocabulary problems on their own. Due to inadequate methods and direction, learners may get tired of

vocabulary learning. However, mobile phone apps with visual assistance, audio recordings, and video information may help English learners acquire and retain vocabulary (Wang, 2020).

IV. METHODOLOGY

A. Research Context and Participants

70 students pursuing their B.A. in English Literature at a Private Women's College in Vellore were selected as participants. The group was divided into two, each consisting of 35 students, who were later assigned to the Control Group and Experimental Group, respectively.

Profile of the Participants

TABLE 1
PROFILE OF THE PARTICIPANTS

S.No	Control Group	Percentage %	Experimental Group	Percentage %
Tamil Medium	16	45.71%	13	37.14%
English Medium	19	54.29%	22	62.86%
Total	35	100%	35	100%

Table 1 provides the details of the participants regarding the medium of instruction that they have had during school education.

B. Materials

As mentioned earlier, this paper aims to prove that learning synonyms will help students improve their proficiency in the English language. To enable the students participating in this research to learn synonyms, two lists were created, namely:

• 40 Synonyms
• 40 Formal and Informal Words

Those Synonyms and Formal and Informal words were shared with them through WhatsApp for their reference. The first set of Synonyms was chosen at random as a starter to assess the vocabulary level of the students. Following the initial set of activities, the next set of synonyms was chosen from the CEFR B1 level.

C. Instructional Procedures

(a). Pre-Test and Post-Test

A pre-test was administered for both groups to test their knowledge in the following areas:
• Synonyms
• Formal and Informal words.

Post-test was conducted for both groups after 10 days of intervention classes where the Experimental Group was taught through various activities and games using their mobiles while the Control Group was taught using conventional methods.

(b). Activity-Based Interactive Teaching / Learning for the Experimental Group

The Control Group was taught using conventional teaching methods, and the materials were shared with them through their WhatsApp group. The Experimental Group was engaged by giving various activities both in the class and outside the class. Some of the activities were conducted through Google Forms where the links were shared with them after which they completed them either using mobiles or laptops.

(c). Activities

A pre-test was conducted for both groups to test their knowledge in the following areas:

Several activities were conducted for the Experimental Group to help them get familiar with the list of words given to them.

A variety of activities were conducted to assist the students in learning the Synonyms and Formal and Informal words. Some of the games that were shared with them through WhatsApp are listed below:

• Crossword puzzle
• Word scramble with clues
• Jumbled Words
• Zigzag Puzzle
• Word fit
• Google Forms: Choose the right word, Use the most appropriate word (Formal).

The above-mentioned activities helped the students to learn new vocabulary and retain them in their memory.

The following activities were conducted to help students use the words that they had learned in various contexts.

- The students were instructed to find and record equivalent words for the words provided in the list, which were used in sentences and paragraphs that they use in their everyday lives.
- They were asked to frame simple sentences and dialogues using the words in an appropriate manner.

A sample of the exercise provided to students during their instruction to enhance their proficiency in utilizing the most appropriate vocabulary is given below in Table 2:

TABLE 2
A SAMPLE OF THE EXERCISE

1. She could not _____ the irresponsible behaviour of her husband (accept, tolerate, allow).
2. The sudden _____ of the Prime Minister shook the entire nation (death, demise).
3. The villagers use many techniques to _____ meat for a longer period (preserve, protect, keep).
4. He waited the _____ evening for her at the Park (full, whole, entire).
5. The Chemistry Lab was _____ at the University very recently (built, made, established)
6. The Principal met the students to _____them about the upcoming conference (speak, tell, inform).
7. The flat has been lying _____ for many months (empty, vacant, free)
8. The dog was _____ at the sight of its owner (happy, amused, joyful).
9. The people gathered at the help desk to _____ about the next train (ask, enquire)
10. Napoleon was a _____ soldier (bold, brave).
11. The protesters were _____ at the behaviour of the police (angry, enraged).
12. The teachers were encouraged to use _____ gadgets while teaching (new, modern).
13. John was a _____ businessman in the town (rich, wealthy).
14. The Fire Police _____ the people on the safety measures to be followed at home (told, instructed).
15. The President praised the hockey team on their _____ performance at the World Cup (good, outstanding).

(d). What Are Interactive Texts?

The students are provided with a large quantity of printed materials for education. When conventional methods of education are used, students typically begin to develop an aversion toward the assigned reading material. As a result of this process, students end up viewing such materials passively. The method known as "Interactive Texts" was developed to make the texts, which are already available, more interactive and interesting. To achieve this goal, the instructor may make use of any technology at their disposal to transform those texts into various formats that the students may begin to alter and explore, and in the process, they begin to learn from what is presented to them. In case of non-availability of any digital tools or gadgets, then they may have to resort to activities that will make it possible for the pupils to participate actively in the learning process. Directed Activities Related to Texts (DARTs) are tasks designed to encourage interaction with the various printed materials that are made available. Beyond the use of conventional textbooks and procedures, this practice will enhance their reading and comprehension abilities (Verster., n.d.).

In this paper, a short study has been conducted on the effectiveness of intertextualizing interactive texts i.e., using texts that the students are very familiar with and using them to teach the vocabulary and in this case, synonyms (equivalent words). Accordingly, an interesting activity was the Intertextualizing Interactive Texts that enabled them to identify new vocabulary and find out the other equivalent words (synonyms). For this activity, a text that was very familiar to them from their school days was chosen, namely the 'Pledge of India,' which the students recite after hoisting the National flag during the school assembly. The pledge is given below:

India is my country.
All Indians are my brothers and sisters.
I love my country and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give respect to my parents, teachers, and all elders, and treat everyone with courtesy.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone, lies my happiness.

The students were asked to identify the new words from the pledge and then instructed to find their equivalent words (synonyms). The above-given text which has been recited so many times during the school assembly ironically remained passive in as much as they had learned nothing apart from the patriotic feeling they had claimed to have had on some special occasions. Through this activity, this text that had been passive had suddenly risen to life and so much learning had taken place.

V. RESULTS AND FINDINGS

As an intervention study, the investigator analyzed the data using descriptive statistics. The grades of the Control Group (CG) and the Experimental Group (EG) comprising of Pre-test and Post-test, under two modules namely, Synonyms (10 marks) and Formal and Informal Words (10 marks), were tabulated for further analysis. To analyze the results, a statistical tool SPSS was utilized. The data was fed into the tool and the following results were generated.

A. Tabulation of Scores

TABLE 3
SCORES OF THE PRE-TESTS AND POST-TESTS

Marks	Experimental Group				Control Group			
	Synonyms		Formal & Informal Words		Synonyms		Formal & Informal Words	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
0-5	3	0	3	0	7	0	1	0
6-10	27	1	25	0	22	9	26	3
11-15	5	16	7	15	6	20	8	23
16-20	0	18	0	20	0	6	0	8
Mean Score	8.14	15.03	8.54	15.77	8.06	12.80	8.91	13.54
Highest Score	12	20	12	20	12	17	12	17
Lowest Score	4	12	4	11	4	8	5	9

The results of the Pre-test and Post-test (Table 3) revealed the following:
- The Experimental Group outperformed the Control Group in terms of improvement. Table 3 shows the pupils' final grades.
- The researcher discovered the following pattern after analyzing the pre-test and post-test scores: students with an English medium background scored the highest on all pre-tests and post-tests. Students from the Tamil medium background received the lowest scores in all pre-tests and post-tests. This observation is statistically analyzed as well, with the data tabulated and explained further.

Furthermore, parametric statistics such as Paired Samples tests, Independent Samples T-tests, and ANOVA were used to examine the impact of modes of learning/teaching the synonyms and, Formal and Informal Words.

B. ANOVA

The results of the tests presented in Table 4 and Table 5 indicate that there is a statistically significant difference between the groups representing the independent variable and the dependent variable.

(a). Synonyms

Table 4 shows that there is no significant difference in the pre-test scores of the control group (M = 8.06, SD = 2.413) and the experimental group (M = 8.14, SD = 2.088); this indicates that the students were performing at the same level in terms of their knowledge in Synonyms before the implementation of the intervention. In contrast to the findings of the pre-test, the two groups' post-test values (M = 12.8, SD = 2.688) and (M = 15.03, SD = 2.216) indicate an increase in performance. In contrast to the group that served as the control group, the results of the experimental group produced higher scores.

TABLE 4
SYNONYMS – GROUP DESCRIPTIVES / ONE-WAY ANOVA (WELCH'S)

Tests - Values		N	Mean	SD	F	p
PreTest Synonyms	Control Group	35	8.06	2.413	0.025	0.874
	Experimental Group	35	8.14	2.088		
PostTest Synonyms	Control Group	35	12.8	2.688	14.325	0.00
	Experimental Group	35	15.03	2.216		

Table 4 demonstrates a noteworthy distinction between the groups. The significance level of the pre-test, p= > 0.874, indicates that there is no association with the dependent variable. Following the intervention, the post-test p-value of less than 0.00 indicated that there was a significant difference between the control group and the experimental group in terms of the dependent variable.

(b). Formal and Informal Words

Table 5 indicates no significant difference in the pre-test scores of the control group (M = 8.91, SD = 1.788) and the experimental group (M = 8.54, SD = 2.147); this indicates that the students were performing at the same level in terms of their knowledge in Formal and Informal Words before the implementation of the intervention. In comparison to the

findings of the pre-test, the two groups' post-test values (M = 13.54, SD = 2.214) and (M = 15.77, SD = 2.911) indicate an increase in performance. In contrast to the group that served as the control group, the results of the experimental group produced higher scores.

TABLE 5
SYNONYMS – GROUP DESCRIPTIVES / ONE-WAY ANOVA (WELCH'S)

Tests - Values		N	Mean	SD	F	p
PreTest Formal & Informal Words	Control Group	35	8.91	1.788	0.025	0.434
	Experimental Group	35	8.54	2.147		
PostTest Formal & Informal Words	Control Group	35	13.54	2.6214	14.325	0.001
	Experimental Group	35	15.77	2.911		

There is a clear distinction between the groups, as seen in Table 5. A value of p= > 0.434 in the pre-test indicates that no correlation exists between the independent and dependent variables. Post-intervention testing displayed a highly significant difference between the two groups on the dependent measure, with a p-value of 0.001.

We can infer from the observations above that students who use Directed Activities Related to Texts (DARTs) learn more effectively. As a result, the Alternative Hypothesis is supported and the Null Hypothesis (H_01) is rejected, demonstrating the positive effects of the intervention study on the samples.

C. Comparison Based on the Medium of Instruction

The following was discovered by doing a comparison between the test scores of students Tamil or English was used as the medium of instruction for them during their school-level education.

As was said before, the students whose medium of Instruction was English had the highest scores on both the pre-tests and the post-tests. These students also had the highest aggregate score. On all pre-and post-tests, the pupils whose medium of instruction was Tamil received the lowest grades.

(a). Synonyms

TABLE 6
INDEPENDENT SAMPLES TEST COMPARING TAMIL & ENGLISH MEDIUM - SYNONYMS

Medium – Values		N	Mean	Std. Deviation
Post-Test Synonyms	Tamil	29	11.34	1.798
	English	41	15.73	1.432

The independent samples test compared the Synonyms post-test scores of participants whose primary language of instruction was Tamil and English. According to Table 6, the results obtained by students whose medium of instruction was Tamil were significantly lower (M = 11.34, SD = 1.798) than those obtained by students whose medium of instruction was English (M = 15.73, SD = 1.432). Consistently, the performance of English-medium students was significantly higher than that of the Tamil-medium students.

(b). Formal and Informal Words

TABLE 7
INDEPENDENT SAMPLES TEST COMPARING TAMIL & ENGLISH MEDIUM – FORMAL AND INFORMAL WORDS

Medium – Values		N	Mean	Std. Deviation
Post-Test Formal & Informal Words	Tamil	29	11.97	1.180
	English	41	16.56	1.898

The results of the Formal & Informal Words post-test for participants whose primary language of instruction was Tamil and English were compared using independent sample testing. Table 7 shows that students who had Tamil as their primary language of instruction fared considerably worse than those who had English as their primary language of teaching (M = 11.97, SD = 1.180 vs. M = 16.56, SD = 1.898). English-medium students consistently performed much better than Tamil-medium students.

Hence, the alternative hypothesis is accepted and the Null hypothesis (H_02) is rejected. Thus, we conclude that the performance of English- and Tamil-medium students has varied.

D. Feedback From the Participants

After the intervention classes and post-tests, brief feedback was obtained from the participants comprising the Experimental group. The purpose of this feedback was to analyze the perspectives and attitudes of the students about the context of learning synonyms as well as formal and informal words and their application in real-life situations. The feedback was collected from 35 students who felt that they had improved as a result of having participated in this short study. The feedback was provided in the form of 10 questions, each of which was designed using the Likert scale. Some

of the pertinent questions have been discussed below with statistical details for a better understanding of the students' attitudes and perspectives. It was very interesting to note that for the following pertinent questions, the students had chosen only either 'Strongly Agree' or 'Agree' as their feedback option.

TABLE 8
THE LESSONS ON SYNONYMS / FORMAL AND INFORMAL WORDS HELPED ME IMPROVE MY VOCABULARY

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Agree	22	62.86	62.86	62.86
	Strongly Agree	13	37.14	37.14	100.0
	Total	35	100.0	100.0	

The results of this study may be seen to have a beneficial effect on the students who took part in the study, as seen in Table 8. They have unequivocally confirmed that by participating in this brief study, they have been given a great deal of assistance in significantly raising the quality of their vocabulary. Improving one's vocabulary can significantly enhance one's communication skills, allowing one to convey themselves more precisely and effectively in a variety of contexts.

TABLE 9
LEARNING SYNONYMS HAS ENHANCED MY ABILITY TO CHOOSE PRECISE AND VARIED WORDS

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Agree	19	54.28	54.28	54.28
	Strongly Agree	16	45.72	45.72	100.0
	Total	35	100.0	100.0	

As shown in Table 9, the results of this short research indicate that it has yielded a positive influence on the students who participated in it. They have assertively indicated that participation in this brief study has greatly aided them not only in enhancing their vocabulary knowledge but also in broadening their approach to selecting the most appropriate word for each context by taking into account the wide variety of available synonyms. By understanding multiple words with similar meanings, one can gain the flexibility to tailor one's language to suit different contexts, styles, and tones. With a range of synonyms available the possibility to convey the ideas with greater clarity and nuance is increased.

TABLE 10
I FEEL MORE CONFIDENT IN EXPRESSING MYSELF AFTER LEARNING SYNONYMS AND FORMAL AND INFORMAL WORDS

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Agree	20	57.14	57.14	57.14
	Strongly Agree	15	42.86	42.86	100.0
	Total	35	100.0	100.0	

The outcomes are presented in Table 10, and they indicate that the students have gained a significant amount of knowledge as a result of this brief study. They clearly indicated that participation in this short study has opened the road to significantly boosting their level of confidence while conversing in the English language. One of the major advantages of increasing one's vocabulary knowledge is increased confidence in expressing oneself. Confidence in communication can undoubtedly have various positive impacts on an individual, including the ability to express oneself with profound clarity and create engaging conversations.

TABLE 11
TO BE COMPETENT TEACHERS IN THE DOMAIN OF ENGLISH LANGUAGE AND LITERATURE, IT IS ESSENTIAL TO ENHANCE ONE'S VOCABULARY RICHNESS

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Agree	09	25.72	25.72	25.72
	Strongly Agree	26	74.28	74.28	100.0
	Total	35	100.0	100.0	

As indicated in Table 11, the participants felt the necessity and the crucial importance of enriching their vocabulary knowledge and the practical application of the same in their profession as teachers. As most of them would be choosing a career as teachers of English Language and Literature, it is very important to be first of all fluent in the English language. By enriching their vocabulary, the teachers can simplify explanations or challenge advanced learners and thus ensure inclusive and effective learning. Ultimately, the students would look up to the teachers as their role models who inspire them to expand their vocabulary knowledge and gain more proficiency in the English language.

The above feedback indicates a positive learning impact on the students hence, the alternative hypothesis is accepted and the Null hypothesis ($H_0 3$) is rejected. Their vocabulary knowledge has been enhanced and eventually, their confidence level has been increased while using the English Language in real-life situations.

VI. CONCLUSION

Students' vocabulary is enhanced by synonyms, which provide alternative words with similar meanings. By acquiring synonyms, students can communicate more precisely and effectively, avoiding the use of redundant language. Students will gain a deeper understanding of how words relate to one another in specific contexts by learning more synonyms. It enables them to recognize subtle differences in meaning, tone, and connotation, allowing for more precise interpretation and comprehension of texts. Students who participated in this brief study are pursuing a Bachelor of Arts in English and are likely to pursue careers as Teachers or English language trainers. This requires a command of the language and an in-depth knowledge of the appropriate vocabulary. Consequently, special emphasis on acquiring and expanding their vocabulary knowledge is essential and inevitable as well.

The most important aspect of vocabulary instruction may not be figuring out which single method or technique will work best for each student, but rather letting the students know about the different strategies and methods that are available (Shen, 2003). The teacher should be prudent and creative to incorporate various methods and techniques that would be most beneficial to the students. The researcher is aware of some of the limitations of the study conducted. Not many activities using interactive texts could be conducted since the Language Lab could not be used due to the shortage of time permitted for this short study.

VII. FUTURE SCOPE

In our modern surroundings, when students have so much exposure to the numerous technologies available, interactive texts in particular appeal to digitally adept students. Future researchers will have numerous prospects to explore the significance of abundant intertextuality in interactive texts, thereby making the whole learning process more creative, engaging, effective, and joyful as well (Chandrasoma & Ananda, 2018). Following this brief investigation, it is suggested that within these particular contexts, the notion of 'interactive intertextuality' may be recognized as a pedagogical concept for the instruction of the English Language to Second Language Learners using more digital platforms available at present and further improving in the future as well. This paper has only thrown some light on the area of using interactive texts in teaching a variety of synonyms to students. Further study and research in this area would result in new findings that will make the instruction and learning procedure further effective as well as engaging, with a focus on fostering active student participation.

ACKNOWLEDGEMENTS

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