



The Impact of Word Wizard Strategy in Developing EFL Preparatory School Students' Writing Skills

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ABSTRACT

The primary goal of this study is to evaluate the efficacy of the word wizard technique and how it may impact and influence students' writing skill development. To determine the students' level of writing proficiency, a pre- and post-test was administered to the pupils. As a result, the researcher may compare and demonstrate the strategy's effect. This study's overall goals are to ascertain how the word wizard strategy affects the development of speaking and writing abilities in students enrolled in preparatory schools, assess the students' writing proficiency, and illustrate the value of using the word wizard strategy to teach writing skills. Ultimately, findings demonstrated that word wizard technique has a beneficial effect on the growth of writing abilities in children enrolled in preparatory schools since students were able to respond using a variety of terminology that they had acquired by using this technique.

Key words: Vocabulary learning, writing skills, word wizard strategy, EFL students writing skill

1.1 Problem of the study

The data from this study makes it clear how important it is to increase vocabulary using a strategy and how doing so can impact one's abilities to write and talk. Bai (2018) divides language into three basic components: grammar, lexicon, and pronunciation. But without a question, vocabulary becomes the most crucial component since without it, the other components cannot be created. As such, the data that follows will show how the two variables—writing abilities and Word wizard strategy—have developed. Being able to utilize a language for the learner's intended goals is the primary goal of language acquisition. According to Hardan (2013), the definition of using strategies in the learning process is how the learner can enhance their learning process by employing exercises to help learners recall, arrange, and show that they are making a deliberate attempt to achieve their goal. Additionally, learning strategies were defined as a variety of actions or processes that students may adopt to help them better understand what they were learning (Lee, 2010). To be aware of the steps involved in applying it Word Wizard is regarded as a guessing approach since it suggests that students can deduce the meaning of terms they are unsure of, which helps them learn more of the suggested vocabulary. But the use of their native tongue will also be required because it will rely on how well the students can comprehend and identify homographs or homonyms that will aid in providing the best response. As a result, the current study will significantly improve students' performance and accomplishment when learning the English language through the use of the Word Wizard technique.

1.2 The Study's Objectives

The purpose of this study is to ascertain whether the mean test scores of the students in the experimental group before and after the test alter statistically significantly.

1.3 The Study's Hypotheses

The mean test scores of the experimental group pupils do not differ statistically significantly between the pre- and post-tests.

1.4 Importance of the Research

Learning a language is an intentional activity that requires students to be aware of the grammatical rules and structures of the language they are learning as well as how to use them. It will be essential to spread awareness. It is necessary for learners to understand that a new language has grammatical rules and structures and how to apply them. Raising awareness of English as a second language will be required, leading to the usage of the language that best serves the needs of the learners (Nor & Ab Rashid, 2018). In an effort to enhance and expand

linguistic and sociolinguistic ability for effective language use, language learning strategies were developed in response to the needs of learners (Hismanoglu, 2000).

1.5 Definition of the Basic Terms

Impact

According to Collins (1987, P. 451), it is a "change that is caused in a person or thing by another person or thing definition in operation: Effect refers to the impact that oral activities have as a teaching approach on the academic performance of fifth preparatory English language learners.

Word Wizard Strategy

Becoming a Word Wizard is a vocabulary instructional strategy that focuses on teachers choosing words that are essential for students' success in school. Each week tutors selected five words from readings that were completed and encountered in the tutoring sessions that week (Fisher, 2013).

Student achievement

It refers to the academic progress and accomplishments of students in their educational pursuits. It encompasses the level of knowledge, skills, and understanding that students have acquired as a result of their learning experiences. <https://proctorededu.com/glossary/student-achievement>

Writing Skills

Writing skills are consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others (Jaramillo and Medina, 2011).

2. THEORETICAL FRAMEWORK

2.1 Word Wizard Strategy

According to Auliani (2021), there are numerous significant benefits of using games or activities in the classroom. For instance, activities set goals and regulations and add enjoyment to the class so that kids are engaged and learning does not become monotonous. The exercises provide the pupils with goals and outcomes. As language use becomes instinctive, kids have private practice time. Additionally, it keeps the class from growing bored and restless. To put it another way, by building a relationship with the learner, this kind of method facilitates a good learning process because the student is not aware that they are learning, which enhances the acquisition process. If teachers want their students to be familiar with every word they teach in class, then they have to produce a welcoming and inspiring setting. Klimova (2015) asserts that when games are used in the classroom, students' fluency and communicative abilities improve because they recognize learning foreign language as a means of completing and winning the game. Because of this, these exercises amuse, instruct, and motivate pupils.

Word Wizard is a great tool to help students strengthen their vocabulary learning by focusing on words that can be related to everyday activities. The significance of employing a strategy to make vocabulary learning simpler for EFL students has increased. In fact, this will facilitate a better understanding of the vocabulary's terms. As a result, the teacher will be in charge of looking up and choosing words that are crucial for students to know during study sessions. Additionally, offering pleasant definitions to facilitate the development of the approach (Fisher et al., 2013). Because of this, play in the classroom will be defined as an activity that can make people happy and reduce any tension that the classroom may have.

According to Bai (2018), using a game or activity in the classroom for EFL students not only makes learning more engaging but also motivates and challenges them. The benefits of using Word Wizard for vocabulary learning will be highlighted, and classroom activities based on this program can be created to assist students feel more at ease during their practice.

The goal of the Word Wizard technique is to improve oral communication abilities. This tactic is also focused on conveying ideas succinctly when written. It is advised to use the intermediate level in the classroom. Its intriguing aspect is that prior preparation is not required. Given all of its features, it may be said to be among the greatest methods for vocabulary learning while allowing students to make mistakes and develop their speaking, writing, and vocabulary acquisition. The last step in the process is for the students to write down four words that are crucial to the game. The other students' goal is to guess their partner's word, or they can use the words to create poems or dialogue (Klippel & Klippel, 1984). Numerous modifications were produced, According to Brandes and Phillips (1979), the teacher will explain to the class that during the exercise, a magician will be disappearing significant words all across the world. The students' task is to find the words by guessing and utilizing descriptions. Students discover a reason to create

the game and feel more at ease in the context that the game provides. The following actions will be taken to develop the game's activity, per Klippel (1984):

- To help pupils acquire a particular vocabulary term, the teacher gives a word to each student or asks them to write a few words they can recall on a piece of paper.
- Every student approaches the front of the class and provides some hints about the term that was provided.
- Other pupils are keeping an ear out for hints or explanations that will help them guess the word that was supplied to their partners.
- In the event that pupils are unable to guess the right word, the person speaking in front of the class will provide another hint or description, giving their companions additional chances to guess the right word. Keeping this in mind, one might enumerate the benefits and drawbacks of a certain activity for a class.

- Benefits

 - Materials: Each student will require a piece of paper. Because the teacher can decide how many words to guess, the job is collaborative. The timing will rely on the demands of the teacher.
 - The strategy is simple to

quantity of words to estimate.

- The strategy can be easily modified to fit the needs of the classroom.
- Establish a positive atmosphere in the classroom.
- Students find learning new terms amusing and unburdening.
- Students gain indirect experience in speaking.
- Students don't mind making errors.

2. Negative aspects

- The potential for losing time due to distractions from the game.
- May encourage pupils to lose their ability to think critically.

Bin-Hady (2021) asserts that fostering a motivating environment helps pupils perform better and feel more assured while they are participating in a lesson. The finest learning environments are facilitated by group projects, engaging exercises, and quick activities, according to the author. Furthermore, according to Jassim and Dzakiria (2019), games According to Jassim and Dzakiria (2019), games can be superior to others even when they don't require a lot of material, and their main goal is to improve partner interaction. According to Giorgdze and Dgebuadze (2017), interactive activities help students learn more effectively because they allow teachers to demonstrate what their pupils have learned and are thinking. Students could express their thoughts and learn new abilities in this way. According to Klimova (2015), determining a student's appropriate learning style is a crucial first step in developing an interactive activity. Students' attention must be maintained in order to keep the learning process engaging.

The word wizard technique uses instructional techniques like flash cards, definitions, and contextualizing terms in to obtain definitions and commit them to memory. Using skills to create a shared goal is a comprehensive contextualizing teaching technique, according to Shen (2003). Because increasing pupils' vocabulary requires them to use their speaking skills, the word wizard technique is based on this definition. Creating word descriptions and opinions will be the exercises to develop this method. Increasing vocabulary items and their definitions is the aim of this. It is crucial to understand what kind of technique qualifies as Word Wizard, taking into account the kind of vocabulary acquisition strategy used in the activity and its intended goal.

2.2 Writing Ability Writing is the ability to write.

written form. It is also more difficult than it first appears to be, and even for native language speakers, it frequently appears to be the most difficult talent since it entails more than merely graphically representing speech; rather, it requires the formulation and organized presentation of ideas. There are several definitions for writing. A writing system is described as "a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system" by Florian Coulmas in the Blackwell Encyclopaedia of Writings Systems. "Writing—what is it?" One method to provide variation to classroom practices is through writing. It gives a student tangible proof of his accomplishments and allows him to track his progress. It strengthens their understanding of vocabulary and grammar and enhances their other language proficiency.

2.2.1 Aspects of Writing Skill The mechanical components of writing, cohesiveness and coherence of writing, and writing's micro and macro talents are the first aspects of writing skill. The micro and macro components of writing ability are the first to be considered. A list of micro and macro skills for written communication that emphasizes both language function and form is mentioned by Brown (2001: 342-343). First off, Brown's list of the microskills of writing encompasses a number of significant areas. They are forming the English language's graphemes and orthographic pattern; writing at a pace that is efficient for the task; creating a core vocabulary and employing suitable word order patterns; using accepted grammatical systems, such as subject-verb agreement and tense; expressing a specific meaning in various grammatical forms; and using cohesive devices in written discourse. In the meanwhile, writing's macroskills encompass further areas. The communicative functions of written texts are being fulfilled in accordance with form and purpose; links and connections between events are being conveyed, along with relations like main idea, supporting ideas, new information, given information, generalization, and exemplification; and lastly, a variety of writing strategies are being developed. as precisely as possible when utilizing prewriting techniques, writing quickly on first drafts, employing synonyms and paraphrases, asking for and utilizing peer and instructor comments, then revising and editing based on that feedback.

In addition to Brown's theories regarding the micro and macro skills of writing, it may be said that writing requires a number of auxiliary abilities. They include proper spelling, letter formation, legible writing, punctuation, usage of appropriate layouts, appropriate word selection, proper use of syntax, and proper paragraph usage. Therefore, writing skills need to be introduced at every writing composition stage. By applying and adhering to those writing techniques, the pupils will be able to become more adept at writing. Writing about mechanical components is the second crucial aspect. Similar to other abilities of English handwriting, spelling, punctuation, and the creation of well-constructed phrases, paragraphs, and texts are among the mechanical aspects of writing that make it unique (Harmer, 2004). He adds that the foundational elements of writing proficiency are the previously mentioned ones. As a result, such elements must be covered within the writing instruction process. The final section will cover the topic of writing talent coherence and cohesiveness. Since the two elements are intimately tied to one another, they both play significant roles in the creation of strong paragraphs and cannot be separated during the writing process. Furthermore, consistency and cohesiveness are also necessary to improve the writing's accessibility, according to Harmer (2004). Cohesion is the first thing to be aware of. Coherence is able to be characterized as the connecting connection between several linguistic components that are evident in the text surface's structure. Harmer distinguishes between two kinds of cohesiveness. They are grammatical cohesion (pronoun, possessive reference, and article reference) and lexical (repetition of terms). However, coherence is characterized in a slightly different way, which is whether or not the written works are simple to read and comprehend. A writer must concentrate on sentence movements in order to write coherently. The transitions between phrases must be presented rationally and fluidly. Stated differently, the phrases need to make sense. In conclusion, the mechanical elements, cohesiveness and coherence, micro and macro skills, and crucial components of writing. Every one of them makes a contribution to the well-written paragraphs. As such, they need to be taken into account at every writing stage, particularly when teachers wish to increase the accessibility of their students' writing.

2.2.2 Writing Stages

Three stages of writing can be used by English teachers, according to Broughton et al. (2003): 1. Managed writing 2. Directed writing b. Writing freely

a. Managed Composition: It makes sense to separate writing activities where the teacher determines the final product's language from those where the student determines the exercise's final subject. Consequently, Broughton et al. (2003) understand controlled writing as tasks like filling in a blank paragraph with picture cues or recall of an example that the instructor has provided, results in students creating nearly identical final products.

b. Guided Writing: This type of composing involves the teacher setting up the scenario and assisting the students in getting ready to write.

c. Free writing: When we talk about free writing, we mean a type of writing where students complete all the work and just offer the title. Furthermore, according to Broughton et al. (2003), in order to successfully teach writing skills, it is imperative

that students begin with controlled writing. As they gain confidence working with controlled activities, an increasing number of guided writing exercises should be made available. Evidently, Broughton offers a sound organization that is practically applicable in mixed-ability classrooms in schools, particularly the first two stages of guided and controlled writing, when children often require assistance due to a deficiency in grammar or vocabulary. However, Jeremy Harmer makes a distinction between writing for writing and writing for learning in his book "How to Teach Writing."

2.2.3 Categories of Writing Assignments

The following list contains several kinds of writing assignments for the classroom:

a. Students can use letters to express gratitude, voice grievances, request information or advise, and even draft applications.

a. Creative writing: You can urge pupils to finish a story you start, or you can use pictures. Alternatively, you may utilize a private instance in which the pupil experienced joy, sorrow, surprise, or shock etc.

b. Diary: Request that your pupils maintain a journal.

d. Discursive essays: Students must give an argument, logically express their ideas "for" and "against," and produce a conclusion. (Exam boards frequently demand this.)

a. Directions: This could be a recipe, how to change a tire, prepare food, brew tea, fix something, or apply for a visa.

b. Dictation: Giving a young student a dictation will help them relax. Teachers with limited resources who need to narrate a text for a reading skills session might also benefit from it. An alternative is to have pupils dictate to one another while concentrating on their listening and pronouncing abilities. For spelling, dictations are useful because there in English, there is no clear correlation between a word's phoneme and its spelling.

Here are some more suggestions for learners at various skill levels: Novices/Elements: a. summaries of your life (home, friends, family, work, location, etc.); b. a brief autobiography of yourself, a relative, or a well-known individual; c. emails to friends, etc.

Intermediate (you can also utilize the concepts from the prior list) Problem pages; b. Horoscopes; c. Interviews with magazines; d. Advertisements; e. Puzzles and quizzes; f. Reviews of books and movies, etc.

Advanced (you can also utilize the concepts from the earlier lists) A. Editorial letters; B. Argumentative essays and articles; C. Research papers and other similar works.

2.2.4 Writing Process According to Richards and Rodgers (2001),

Advanced (you can also utilize the concepts from the earlier lists) A. Editorial letters; B. Argumentative essays and articles; C. Research papers and other similar works.

2.2.4 The Writing Process

According to Richards and Rodgers (2001), teaching writing involves four fundamental steps. They consist of organizing, outlining, rewriting, and editing. Different learning activities that can aid in the acquisition of particular writing skills are recommended at each stage. For example, during the planning phase, teachers might assist their students in developing their idea generation skills by assigning exercises like brain storming, clustering, and quick free writing.

The following is a description of the students' scheduled writing experiences:

a. Arranging
Prewriting or planning is a type of writing that was intended to inspire and motivate the pupils to write. The purpose of the writing exercises is to encourage students to write by providing them with writing experiences, such as brainstorming and other tasks.

b. Writing drafts
At this point, the students will concentrate more on writing fluency and pay less attention to accuracy in their writing. While writing, students also need to pay attention to the text's significance and content. Additionally, teachers may encourage students to present their ideas to a variety of audiences, including classmates, peers, and others.

c. Editing
To gauge how well they have conveyed their ideas to the reader, the students go over and reread the work. peruser. Revision is more than just proofreading; it's also about organizing ideas better and improving content

so that the reader understands the writer's aim.

d. Rewriting

As they write the final draft for the teacher's evaluation, the students are currently concentrating on organizing their work. At this point, students' primary task is to modify their errors in grammar, spelling, punctuation, phrases, diction, etc. In conclusion, because the step arrangement functions similarly to a wheel, it cannot be divided. Every step of the writing process will function in concert to support the students as they compose the content.

2.2.5 A Teacher's Role in Kimble and Garnezy Writing

According to Brown (2000:7), learning is a lifelong process that results from reinforced practice and a change in behavioral inclination. Given that teaching aims to modify behavior, we can conclude that it involves more than just imparting knowledge. Teachers must so ensure that their pupils acquire knowledge that will benefit them in the long run and help them in the future. It is expected of teachers to recognize the significance of their roles in helping students develop their learning, especially in writing. When teaching writing to kids, teachers must employ a variety of tactics and demonstrate a strong sense of interest in their subject. Furthermore, the effectiveness of the teacher in assisting the students in learning to write also determines the students' success in learning to write. This implies that during the course of when teaching writing, a teacher must guide the students through each phase of the writing process, provide clear explanations and directions, and assist the students in understanding and learning how to write successfully. Regarding the responsibilities of teachers in the writing process, Harmer (2004:41) also suggested a few things that instructors should do before to, during, and following the writing process. They are exemplifying, inspiring, stimulating, providing support, reacting, and assessing.

a. Presenting:

The instructor's first responsibility when it comes to writing is demonstration. It is imperative that pupils possess an understanding of the norms of writing and the limitations imposed by specific genres. Therefore, the instructor needs to be able to sketch the two aspects that caught their interest.

b. Encouraging and Prompting: The instructor's second job during the writing process is to encourage and provoke the students. Some of the kids find it challenging to write in English. Furthermore, on occasion they are clueless about the language they are using to create their messages. Teachers can assist students in this scenario by encouraging them to think critically and then motivating them to improve on their compositions.

c. Supporting: The third duty that instructors must complete is providing support to the pupils. When students write in class, especially when they encounter challenges, teachers take on the role of primary advocates for their pupils. They have to be accessible and well-prepared to assist them in overcoming the challenges. As a result, the pupils will be inspired to write.

d. Reacting: After that, the students' written efforts must be responded to. In response to students' written works, teachers are said to be responding. This task is mostly concerned with content and construction. Following their review of the students' written pieces, teachers are able to offer comments or recommendations for how the students can write better.

e. Assessment:

Evaluating the pupils' writing is the last chore the teacher completes before moving on to the next assignment. This job pertains to the manner in which educators will assess and assign grades for the written efforts of their students. Teachers take this action to monitor their pupils' writing development. At last, we can state that in order to complete such jobs during the writing process, teachers must be capable of doing so. The kids will be able to write more effectively as a result, particularly if they are reluctant to convey their opinions.

3. METHODS

3.1. PROCEDURE

The study's primary methodology was quantitative. Numerical analysis, which was employed in the data collecting procedure, is the interpretation of numerical data that the researcher manipulates in order to characterize and explain the stated problem (Sukamolson, 2007). This made the procedure crucial to the research because it allowed for the identification of the most frequent errors made by pupils when speaking.

Furthermore, it's feasible to determine what kind of Learners must expand their vocabulary. Williams (2007) claims that the necessity to gather data that can be used for analysis and numerical interpretation leads to the development of the quantitative approach. Because of this, a writing exam from the University of Cambridge's

Preliminary English Test for Schools was used in the production of this study. The test provided numerical information on the participants' vocabulary range. Additionally, it will be feasible to determine the word wizard strategy's efficacy using the test data.

3.2 Design of Experiments

Research aimed at examining an imprecisely specified problem is known as experimental design. It is being done in order to gain a deeper comprehension of the current issue, but the outcomes will not be definitive (Goeman & Solari, 2011). Based on this definition, the advancement of the present research and its implementation may dispel concerns regarding students' potential vocabulary deficiencies and the creation of more effective teaching methods. By using the Word Wizard strategy to enhance vocabulary learning, it was therefore possible to ascertain the potential effects on the research participants and to gain a more thorough understanding of the issues that students might encounter when utilizing Word Wizard and its efficacy in improving written abilities. As a matter of fact, the primary goal of the present research is to uncover fresh information via the approach known as research topic (Swedberg, 2020).

3.3 Explanatory Studies

The goal of descriptive research is to give a thorough account of a group or region. of interest, allowing us to examine these descriptions and further our investigation (Dulock, 1993). In order to obtain trustworthy data, the present study had to examine the participants' learning process and demonstrate how the method may be used to address the impact of participants' limited vocabulary on speaking ability. Furthermore, Word Wizard is regarded as descriptive since it provides a description and characteristics of our population based on the analysis of data acquired from language center students' levels. Descriptive research's primary goal is to describe reality (Lans & Van der Voordt, 2002).

3.4 The pre-test phase Investigate

According to Blas (2013), the use of a substance or therapy for a particular population that if deemed capable of producing either favorable or unfavorable changes, they will be classified as pre-experimental research. Because the application of the Word Wizard approach was determined to be the treatment, the current study was therefore classified as this kind of research. As a result, the agent assisted in illustrating how it can result in changes within the selected population. since of all of this, research of this kind is possible since the students were given treatment in order to gauge the impact of this method on their ability to perform oral skills and meet the predetermined goals. Jimenez (2018) claims that the word wizard technique can cause participants to alter, making it feasible to examine enhancements to the participant interventions.

3.5

Population

The group to which a researcher hopes to apply the study's conclusions is known as the population. In study, this kind of group is called a population. Nonetheless, the term "population" designates the collection of all units that have the variable attribute that is being studied. Stated differently, a population is a collection of all the units that have the variable qualities that are the subject of the study and for which the research findings can be applied generally (Shukla, 2020). EFL fifth scientific class pupils from Iraqi preparatory schools in Tikrit, Salah Al-den Government, make up the study's population. Table 1 displays the total population of students as (50).

3.5.1 Sample

The example a collection of people, things, or occasions that exemplify the traits of the greater group from which the sample is taken. To obtain information that is typical of the entire population (however that is defined) under study, researchers frequently need to be able to gather data from a smaller group or subset of the entire population. This smaller group, or subgroup, is the sample. Skilled investigators start with the whole population and gradually narrow it down to the sample (Cohen, et al, 2007). According to Ary et al. (2018), a sample is a subset of individuals, items, or occasions selected for scientific investigation from a population. Usually, the sample is selected to fairly represent the broader group that it is drawn from drawn. The sample is a very small proportion of pupils chosen for assessment and observation. In order to achieve the study's goal, the researcher has selected Al- Baian Secondary School for girls as the study's sample for the 2023–2024 academic year.

3.6 Methodologies and Tools

based on the kind of study, in order to gather data. The exam was thought to be the most effective method for observing how vocabulary affected EFL learners' writing abilities. The present study employed a quantitative strategy, whereby a test was utilized to determine the vocabulary level of students and the impact of vocabulary

deficiency on writing difficulties associated with English language learning (Khan et al., 2018). As a result, the research methodology employed was the We were able to gauge the participants' level of oral vocabulary demonstration by giving them pre- and post-tests.

Tool

Data was gathered using the Cambridge-developed test as an instrument. The most appropriate test to administer to students is the Preliminary English Test (MET), which focuses on demonstrating the students' proficiency in English in real-world contexts. The MET exam has two sections, but only the oral part was used as an instrument because of the goals of our research. The speaking component was used with the pupils, referring to an oral assessment intended to gauge their vocabulary level. Participants also showed a degree of interactive communication and enunciation.

Word Wizard exercise

The Word wizard exercise was used to help participants acquire vocabulary in face-to-face classes, which makes this method easier to implement. In order to implement this method, two groups were formed, giving participants the chance to experience the two learning objectives that this exercise provides. It is important to note that writing is required for the development of Word Wizard. In this way, students may describe terms they already knew and also guess the word based purely on descriptions provided by other participants.

3.7 Data Gathering Method

The application of treatment for each selected participant was the main characteristic of the current study. To get accurate information to validate the theory, a pre-experimental study was conducted to determine whether the treatment was effective in improving the dependent variable. Furthermore, the study was developed using an exploratory, documentary, and descriptive strategy in order to meet the research aims. That way, the research's uncertainties regarding the strategy's impact on writing abilities can be addressed (Akhtar, 2016).

- The pre-test was used to determine the students' vocabulary range after the courses were given and they were made aware of their participation in the study.
- Cambridge provided the rubric, which was used to evaluate students' writing ability based on criteria like pronunciation, vocabulary and grammar, and interactive communication.
- Following the acquisition of the researcher described the Word Wizard approach that will be used in each session along with details on the pretest.
- The researcher implemented the lesson in Al-Baian Preparatory School for Girls' fifth scientific class in accordance with the lesson plan that was created.
- The pupils were divided into two groups. According to the planned vocabulary, Team 1 was given flashcards containing words, and team members explained each term. The purpose of Team 2 was to identify the word from Team 1's descriptions; however, each team's role was modified to enable students to both describe and identify the terms.
- A variety of themes were established, including clothing, cuisine, subjects, and home furnishings.
- The information was gathered, which enabled us to process the data and compare the participant results with the impact of the Word Wizard program on kids' vocabulary.

4. Discussion of the Obtained Results

4.1. Comparative Results pre-test and post-test

Table 7 Comparative Results pre-test and post-test Criteria	Pre-Test Average	Post-Test Average	Difference	Expected Average
Vocabulary and Grammar	2,00	4,15	2,15	5
Style	1,85	4,00	2,15	5
Organization	2,15	4,15	2,00	5
Test Scores	6,00	12,30	6,30	15

It was required to create a comparison table following the examination of the pre- and post-test data. The table provides proof that the averages of the two tests are compared. The average score in the vocabulary and grammar section was 2.00 out of 5 points in the pre-test, but it increased to an average of 4.15 out of 5 points in the post-test, a 2.15 point gain. The pre-test average rank in the style section was 1.85; the post-test average rank

increased to 4.00 out of 5 points. a gain of 2.15 percentage points. At last, the organizational component improved from its starting value of 2.15 to a 2 point gain, with an average range of 4.15 out of 5 points. This comparison shows how using the Word Wizard helps with learning and improving speaking abilities. Through this approach, the students' speaking abilities in ordinary contexts increased dramatically, and they are now able to use a far richer lexical vocabulary. Because Word Wizard offers this capability and because Lackman (2010) states that using activities like words on a topic can help develop speaking sub-skills as vocabulary. Furthermore, this demonstrates the advantages of using this instrument, which is advised in order to enhance and strengthen speaking abilities. Sub-skill development was boosted as a result. Due to the increase in the average is apparent because participants exhibit a wider variety of language than was seen in the previous test. Furthermore, according to Sodiqova (2021), the technique of using language to talk about language is helpful in raising speaking proficiency. The results indicate that interactive communication has improved, and the average score is really near to the highest possible. This indicates that students' understanding of how to effectively communicate their thoughts has improved during the strategy, which has improved the development of this oral communication sub-skill. Lastly, there has been a noticeable improvement in pronunciation as well. Better control over phonological characteristics is the result.

Interpretation and Analysis

In order to confirm the hypothesis, a table was created that displays the statistical significance level, at which the null hypothesis is rejected when a value of 0.00, or less than 0.05, is displayed. This indicates that the Word Wizard is a very interactive tool for learning and developing sub-skills like grammar, vocabulary, style, and organization, which improves people's speaking skills. It also raises vocabulary levels and increases the capacity for deduction, which all have an effect on students' writing skills development and improvement.

4.2 Results analysis and discussion

The study consists of a statistical analysis of the data gathered from two assessments: the first one identifies the vocabulary range that students have shown in their writing through the application of Word Wizard tactics. The pupils were then assessed using a post-test to determine whether the program had a beneficial effect and to find out if this tool helps to enhance vocabulary development and its impact on writing abilities. Fifty pupils from the fifth scientific class at Tikrit City's Al-Baian Preparatory School for Girls were subjected to these assessments.

Tables and graphs were created for the analysis of the findings to aid in the comprehension and interpretation of the data. Fifty students were the sample for this study, and their data was gathered to show how the Word Wizard application affected the growth of their vocabulary and writing abilities. The results in the tables and graphs are averages. of the pre-test and post-test, these findings will enable a comparison of outcomes, confirming if the used technique had a beneficial effect on the pupils.

Lastly, the project's hypothesis was verified using the SPSS statistical program. This was done as the first step in a normality test to see if the data followed a normal distribution; the data were found to be dispersed upon analyzing the pre- and post-test data.

The average post-test score, as indicated by the table, was 12.30 out of a possible 15. Additionally, there was a rise in the average of every component. The average score for participants' grammar and vocabulary was 4.15 out of 5, while their average score for interactive communication was 4. 5 out of 5. The students' pronunciation score was 4.15 out of 5.

As Zam et al. (2021) point out, adequate practice of grammar rules allows one to make an improvement in one's writing and be able to write about other topics. These results demonstrated that the students had a positive increase and are very close to the maximum score, which allows us to conclude that the use of the Word Wizard had a positive influence on learning. Additionally, students displayed an acceptable vocabulary since, as indicated by the average score, there was an improvement in the students' ability to answer pre-test questions and show a wider vocabulary about regular circumstances. According to Afna (2018), pupils who possess a wide vocabulary may comprehend concepts more effectively because it is associated with their writing abilities. Additionally, the rise in the average vocabulary acquisition shows that participants are able to sustain an idea exchange in writing and during conversations, and they are not dependent on assistance when speaking. The final formal attribute of a language is its grammatical aspect, which can be identified by overt inflection, derived affixes, or independent words that function as grammatically necessary markers of those aspects. This aspect also increased the average and showed that participants are currently more adept at controlling morphological features. In light of this, it is feasible to state that the

application of the Word Wizard aids with the growth and enhancement of students' writing abilities.

5. Conclusion

Following the implementation of the therapy and analysis of the Word wizard instrument outcomes for A2 level students, the researcher was able to gather pertinent data that enabled the following conclusions to be made.

- The findings of the post-test compared to the pre-test, which show an average improvement, confirmed the efficacy of the word wizard technique for improving speaking abilities. As a result, it was feasible to observe that the technique had a favorable effect on the pupils because the oral ability subskills were developed. As a result, there was a noticeable improvement in vocabulary and grammar, indicating a higher degree of command over basic language and grammatical structures utilized in daily living. The ability of children to carry on conversations and not need assistance in order to carry out appropriate communication processes, including an improvement in the use of phonological features, is another indicator of the development of communicative interaction.
- It was possible to examine how the Word Wizard strategy was used to improve speaking abilities because the treatment improved oral skills and led to a significant improvement in interactive communication. This is because students require group projects in which they must ask and answer questions, describe situations, and solicit feedback in order to successfully engage in conversation. It is evident from the variations in averages found in the both before and after using the strategy in the test.
- The assessment of the research participants' level of speaking proficiency could be demonstrated by the fact that, by using the pre-test, information from the students was obtained through the Cambridge Speaking Test. This allowed us to determine an average score of 9, allowing us to assess each participant's level of the aspects taken into consideration in the aspects contained in the rubric. Participants were assessed on the subskills that oral ability necessitates as a result.
- Given that the results of the pre- and post-test comparison indicated an improvement, it was feasible to demonstrate the role that the word wizard method played in the speaking skill. Stated otherwise, it improves the participants' vocabulary range, which is necessary in the context of speaking, which helps to increase the skill. For example, because they learned vocabulary by providing definitions, students practiced simple ways of describing various types of vocabulary and developed simple grammatical structures to express opinions and enhance their mental lexicon.

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