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IMPROVING VOCABULARY MASTERY: THE IMPACT OF ENDING LETTER ACTIVITIES ON 8TH GRADERS' WORD RECOGNITION

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Abstract

This investigation study objectives to "Improving Vocabulary Mastery: The Impact of Ending Letter Activities on 8th Graders' Word Recognition" examines how giving eighth-grade pupils word recognition and vocabulary exercises centered on word endings might improve their performance. These exercises might involve word ending matching, suffix addition, and spelling variants. By increasing students' awareness of word structures and patterns, these exercises help them become more proficient and retain language better overall increasing English vocabulary recognition among 8th-grade students through the practice of an ending letter action. This study addresses a gap in current educational practices by implementing a four-week intervention designed to actively engage learners in vocabulary acquisition. Recognizing diverse learning styles, particularly verbal and visual, the research aims to move beyond traditional passive learning methods typically employed in instruction. By integrating games into the learning process, the study evaluates the effectiveness of these activities in enhancing academic performance and fostering an optimal learning environment. Utilizing a quantitative approach, data were collected through MCQ tests, comprising pre-and post-tests of equal difficulty, to measure the intervention's impact. All 29 participating students volunteered for the classroom assessment. The results indicate a significant improvement in vocabulary recognition, validating the efficacy of the activities for instructional purposes. The study suggests implications for future research and educational policy, highlighting the importance of incorporating active learning strategies into pedagogical practices. The findings underscore the value of these activities in enhancing time management and facilitating concept comprehension among students.

Keywords: Improving, English, Vocabulary, Activities, Recognition

Introduction

Gaining knowledge of English vocabulary is a crucial component of language acquisition and is necessary for proficiency in all linguistic domains. Even yet, a lot of students struggle to acquire vocabulary and usually rely on the passive learning strategies offered by textbooks (August, Carlo, et al 2005). The goal of this study is to close this gap in the teaching of vocabulary with an advanced method called ending letter activities. The purpose of this practice is to improve the vocabulary mastery of male eighth-grade pupils in both active and passive forms by encouraging their active involvement with the language. The motivation behind this research stems from a few significant considerations. (Bouwer, Lesterhuis, Smedt, et. al. 2023), First of all, vocabulary has a significant influence on language competency in all domains of language learning, therefore its importance in language acquisition cannot be overstated. Moreover, insufficient vocabulary acquisition results from traditional teaching approaches' inability to adequately engage pupils or accommodate their varied learning preferences (Fu, 2009). Activities like the "ending letter activity" provide a collaborative and dynamic alternative that can better meet the needs of both verbal and visual learners (Huang et al., 2008). This study specifically addresses a research gap in the literature by examining how effective ending letter activities are in enhancing vocabulary acquisition. There is not enough empirical research in this area. While previous studies have examined many methods, this new strategy for teaching vocabulary is distinguished by its focus on finishing letter activities. (Heinzmann, Koylu, Ehrsam, 2024), This research aims to assess how well eighth-grade male students can recognize ending letters in English vocabulary using an exercise. Investigating how this strategy could affect curriculum development and educational achievement is the study's secondary goal. That means the research aims to investigate how the activity's

implementation outcomes could affect more general areas of education, such as students' overall academic performance and possible Curriculum improvements. (Richardson, Lacroix, 2023), The optimum environment for examining the effectiveness of concluding a letter exercise in a real-world learning setting is provided by the study's chosen location, Govt. Jinnah Pilot No. 02 High School Muzaffarabad. The varied student body and the school's commitment to excellence provide insightful perspectives into the potential impact of this cutting-edge teaching methodology (Hennessy, Ruthven, & Brindley, 2005). This study's importance is further highlighted by its timely setting and its implications for educational policy and practice. If proven successful, the ending letter exercise might be included in the curriculum, offering a fresh and engaging approach to teaching vocabulary.

Research Objectives

- 1.To examine and evaluate the impact of utilizing activities as a tool for enhancing vocabulary acquisition.
- 2.To check the effectiveness of vocabulary for learning English language

Problem Statement

The research tackles the problem of eighth-grade pupils' poor vocabulary mastering, emphasizing the necessity for practical methods to improve their word identification abilities. Many pupils at Govt. Jinnah Pilot No. 02 High School Muzaffarabad fails to acquire vocabulary despite a variety of teaching approaches, which affects their overall language competency.

Significance of Research

This study is noteworthy because it investigates cutting-edge teaching strategies targeted at improving vocabulary recognition through exercises with final letters. This method can enhance students' vocabulary recognition and comprehension, which can result in improved academic achievement and more self-assurance while speaking English. The results may offer insightful information to

teachers looking for efficient vocabulary teaching methods.

Research Questions

1. How does the utilization of activities influence vocabulary acquisition in language learners?
2. How effective is vocabulary instruction in enhancing English language learning?

Research Methodology

An action research design comprising a pre-and post-test was used in the study. To improve vocabulary recognition, the intervention was participating in ending letter exercises. To gauge each group's proficiency with vocabulary and word recognition, pre-and post-tests were given out. To evaluate how beneficial the intervention was, data were evaluated statistically.

Delimitations

The study is limited to eighth-grade students at Government Jinnah Pilot No. 02 High School in Muzaffarabad, which means that its conclusions are unique to this group and might not apply to other students or environments. These particular scope and restrictions define the study. It restricts the comparative examination of instructional efficiency by concentrating only on ending letter activities as a technique of vocabulary training, ignoring other approaches like word puzzles, flashcards, and reading comprehension exercises. Furthermore, the study is limited to a certain time frame and does not account for the instructional method's long-term effects, limiting the assessment to immediate results.

Literature Review

(Thompson, 2024), Acquiring vocabulary is an essential component of learning a language and is linked to scholastic success in a variety of subject areas (Saville-Troika, 1984). Building a good vocabulary is usually essential for eighth graders as they transition to more complex academic subjects and higher educational levels. In the current day, educators have progressively experimented with sophisticated instructional strategies to increase students'

appreciation of language (Wang, et al 2023). One method that has increased the response rate is the use of ending letter exercises, which emphasize alliance word ends to emphasize a wide vocabulary (Willis, 2008). This review of the literature examines the current research on the effectiveness of letter-ending exercises in teaching vocabulary greetings to eighth-grade students. The issue of several cognitive processes, including semantic disclosure, phonological awareness, and morphological attentiveness considering the morphological handling theory, is the focus of theoretical frameworks in the acquisition of vocabulary for vocabulary acquisition deficits (Nagy, & Hiebert, 2011). Considerate word parts, such as suffixes, roots, and prefixes, actively encourage vocabulary growth. To help with this starting and ending letter exercises guide learners in recognizing and comprehending word ends as tools for deciphering and identifying foreign words (O'Connor, 2014). Several research studies have acknowledged the effectiveness of concluding letter exercises in teaching vocabulary expansion to students. For example, DeGue, et al. (2021) linked ending letter exercises to the efficacy of traditional vocabulary teaching in an 8th grade randomized assessed trial. The findings demonstrated that, in comparison to children who received standard teaching alone, those who participated in ending letter exercises verified considerably better growth in vocabulary recognition. (Van, Gotch, et. al. 2024), Activities that end with letter games offer a variety of benefits for improving eighth graders' vocabulary recognition. First, by focusing on word ends, these exercises provide students with a methodical framework for decoding unfamiliar words, enhancing their understanding of what they are reading (Solati-Dehkordi, & Salehi, 2016). Additionally, concluding letter exercises promote morphological awareness by enabling students to categorize and analyze word components, which enhances vocabulary learning and word

practice in writing (Carlisle, 2016). Teachers can develop self-motivated and dynamic learning engagements that temporarily entail active participation and language awareness maintenance by using the principles of gamification and interactive learning in learning activities (VásconezVásconez, 2023). According to the literature, eighth-grade students' vocabulary recognition can be enhanced using ending letter exercises. Through guiding word ends and supporting morphological awareness, these exercises offer structured and appealing ways to develop decorative vocabulary and reading comprehension abilities (Carlisle, 2007). Further investigation is required to determine the best implementation techniques and long-term impacts of stopping letter activities on academic success and vocabulary development in a variety of educational contexts. (Tong, Yu, Deacon, et. al. 2024), Indeed! The following theoretical framework can be used to enhance eighth graders' awareness of vocabulary using ending letter activities:

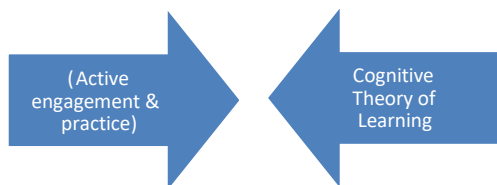
- **Cognitive Theory of Learning:** the importance of practice and dynamic assignment in language acquisition, as demonstrated by these framework inducements on cognitive theories of learning (Chi, & Wylie, 2014). By using words to complete activities, expressive assignment enhances preservation and recognition, according to this hypothesis.
- **Constructivist Approach:** Using this method, students actively create knowledge and show consideration via practical exercises (Can, 2009). By engaging eighth graders in tasks that require them to categorize and manipulate words based on their last letters, we help them develop a better understanding of word meanings and structures. According to Fani & Ghaemi (2011), Vygotsky's theory suggests that learning occurs most effectively in the Zone of Proximal Development (ZPD), which encompasses a range of activities that are too challenging to do on their own but maybe mastered with guidance and support. (Aslam,

Khan, et. al. 2023), Ending letter exercises may be tailored to the ZPD of eighth graders, giving them difficulties that they can control but require some effort to guide.

- **Socio-cultural Perspective:** Drawing attention to the socio-cultural context of education, the framework makes a distinction between the promotion of social interactions and cultural influences on vocabulary development (Kelly, 2006). To improve vocabulary recognition, group activities, and cooperative learning environments can promote peer participation, discourse, and shared meaning-making (Kumpulainen, &Kaartinen, 2000).
- **Theory of Multiple Intelligences:** The framework incorporates activities that cater to various bits of intelligence, including linguistic, spatial, and interpersonal intelligence, in recognition of the heterogeneous learning methods and strengths of eighth-grade students (Armstrong, 2009). Letter-ending exercises may be viewed as an appeal to several intelligences, guaranteeing that every student has an opportunity to interact expressively with the content.
- **Schema Theory:** According to Axelrod (1973), schemas are preexisting conceptual frames into which new knowledge is incorporated. The framework makes it easier for eighth graders to incorporate new language into their intellectual schemas, decorative acknowledgment, and preservation by drawing them into activities that encourage them to connect new vocabulary terms to what they already know and are involved in. (Rai, Syed, 2023)
- **Motivation and Engagement:** Recognizing the importance of motivation in education, the framework incorporates essential elements to enhance student involvement and focus on vocabulary acquisition. Activities may be designed to foster intrinsic motivation in kids to learn and recognize new terms by combining teamwork, gaming elements, and application to their experiences and security (Guthrie &Wigfield, 2017).

• **Feedback and Assessment:** Constant feedback and assessment are essential framework elements that enable teachers to track students' progress and offer prompt assistance and direction (Evans, 2013). Formative evaluations may be used to gauge how well students can recognize words based on their last letters, pinpoint areas in which they need to improve and modify their instruction accordingly (Fisher & Frey, 2014).

• **Theory of Cognitive Learning:** This context acmes cognitive theories of knowledge, accentuating the role of committed organization and exercise in vocabulary accomplishment (Chi & Wylie, 2014). This indication circumstances that successful appreciation and maintenance of vocabulary necessitates energetic contribution to concluded accomplishments. By considering this background to the study method, the last letter activities encourage preparation and active involvement, which expands vocabulary acknowledgment and preservation in eighth graders. (Hussain, Rubab et. al., 2023), Pupils get prospects to enthusiastically cooperate with vocabulary expressions from side to side with the ending letter implementation, which occupies them in a vigorous approach. Learners are prospective to get enhanced at memorizing and identifying vocabulary via repeated rehearsal and interface with words. (Syed, Samina, Ishrat, 2023), Through the incorporation of these theoretical perspectives, the framework seeks to offer an all-encompassing and efficient approach to teaching eighth-grade students vocabulary acknowledgment through culminating letter exercises, deeper understanding growth, engagement, and motivation in the learning process.



Research Methodology

This study employs an action research design, and uses a quantitative method involving problem identification, plan development, strategy implementation, and result evaluation, to enhance English vocabulary among 8th-grade male students over four weeks. (Asal, Yousuf, et. al, 2023), It focuses on assessing the efficiency of vocabulary achievement strategies, particularly the impact of the "ending letter" activity. The research includes 29 8th-grade male students from Govt. Jinnah Pilot No. 02 High School in Muzaffarabad. All participants volunteered, ensuring equal chances for selection. Although the selection process guaranteed equal participation, further details on criteria such as language proficiency or previous academic performance could improve transparency. (Aman, Muhammad, et. al. 2023), The intervention aimed to develop English vocabulary recognition through regular exposure to basic concepts, vocabulary, and quick exercises. Key strategies included integrating ending letter activities into teaching, conducting quick exercises at the beginning of each class, and assigning inclusive homework. (Syed, Samina, Shamsa, 2023), Teacher training was provided to standardize the intervention, emphasizing effective lecture delivery and activity simplification. To measure the intervention's effectiveness, pre-and post-tests were conducted using multiple-choice questions of consistent difficulty. This design allowed for a direct comparison of student performance before and after the intervention, ensuring the authenticity of progress measurement. The primary research instrument was a teacher-made test, employing quantitative measures to assess students' prior knowledge, comprehension, and vocabulary related to the targeted topics. The test items were adapted from the "Single National Curriculum Class 8th MCQs Test" exercises, ensuring a standardized assessment method.

Results

6	9	6
7	4	8
8	5	7
9	5	6
10	4	7
<hr/>		
Roll no	Pre-test	Post-test
1	6	6
2	5	7
3	8	5
4	7	8
5	8	9
<hr/>		
11	5	5
12	6	8
13	3	9
14	4	6
15	5	7
16	6	5
17	5	8
18	5	6
19	6	7
20	5	8
21	4	7
22	5	9
23	6	6
24	5	7
25	6	8
26	7	5
27	6	7
28	4	8
29	5	7

The pre-test and post-test scores of the participants are summarized in the following statistics: the mean pre-test score was 5.34, and the mean post-test score was 6.55, resulting in a mean difference (\bar{d}) of 1.21. The standard deviation of the differences (Sd) was 2.046. To test the significance of this improvement, a hypothesis test was conducted with the null hypothesis (H_0) stating that the mean difference (μ_d) is 0, and the alternative hypothesis (H_a) stating that the mean difference is not 0, at a significance level (α) of 0.05. The degrees of freedom (u) for the test were 28 ($n - 1 = 29 - 1$). The critical t-value for a two-tailed test with $\alpha/2 = 0.025$ and 28 degrees

of freedom was ± 2.048 . The t-value was calculated using the formula $t = (\bar{d} - \mu_0) / (SD / \sqrt{n})$, resulting in $t = (1.21 - 0) / (2.046 / \sqrt{29})$, which simplifies to $t \approx 3.19$. Since the computed t-value (3.19) exceeds the critical t-value (± 2.048), we reject the null hypothesis (H_0). Therefore, the results indicate a significant improvement in vocabulary recognition among 8th-grade male students after the intervention, demonstrating that the use of ending letter games effectively enhances vocabulary.

Findings and Discussion

The study's conclusions demonstrate that students' academic performance is positively impacted by the concluding letter task. For four weeks, this investigation was conducted. Pupils voluntarily participated in the evaluation process. A pre-and post-test were used as study instruments. Before completing the last letter task, there is one exam. Learning vocabulary improved significantly based on the results of the pre-test and the test administered following the last letter exercise. Learning English was significantly impacted as well. (Laghari, Chachar, et.al. 2023), This variation serves as evidence that the extracurricular activities are worthwhile and benefit students' academic performance. This research need has been effectively filled and offers guidance for future improvements. Policymakers and investigators will find this inquiry useful to have in their list of resources. (Sarwar, Khurram, 2023), The last letter assignment allows for the use of the topic's concepts. After the learners completed the last letter task, we methodically reviewed their replies. The pre-and post-test scores are more than adequate to satisfy the pupils. The results validate the efficacy of the educational activities implemented with the eighth-grade students at Govt. Jinnah Pilot No. 02 Muzaffarabad. Students of all stripes find this instructional method appealing. For developing concepts, it is quite beneficial. We can evaluate a student's potential through activities, and as a result, we can also meet the goals. The study's findings are consistent with previous research

showing the beneficial effects of creative teaching strategies on academic performance. Previous research has demonstrated that interactive and interesting activities have a major positive impact on students' learning outcomes (Nguyen et al., 2022). The four-week timeframe of the study is in line with the best outcomes in educational research (Dowding, 2013). Because the results are duplicated in assignments, the unpaid participation of students increases the validity of the findings. Utilizing pre- and post-tests as research instruments aligns with established research procedures in the field of education (Usman, Asnawi, & Faisal, 2020). This approach validates a methodical assessment of the concluding letter activity's influence on students' academic performance. The advice to include the ending letter action in content lists emphasizes how useful it is in real-world situations. This aligns with the recommendation in educational literature to incorporate creative teaching techniques into the design of the curriculum (Voltz, Sims, & Nelson, 2010). Such evidence-based practices might be discussed by policymakers; Lawmakers can discuss implementing such evidence-based practices on a bigger scale. According to the literature on differentiated instruction, the last letter exercise is appealing to all kinds of students (Jin, 2015). Activities that cater to different learning styles are consistently helpful in achieving success for a wide range of pupils. The literature on constructivist learning supports the significance of idea-building activities' efficacy (Cameron, Shahin, & Lockerman, 2024). Engaging in appealing activities promotes more consideration and helps achieve learning objectives. The claim that activities aim to measure the maximum amount of learning by students is consistent with formative assessment literature (Perumathan, 2014). Regular and participatory evaluations, like the concluding letter exercise, can enhance learning growth and offer ongoing feedback (Brown & Hudson, 1998).

Implications and Discussion

Based on the study's findings, students' academic achievements, particularly their vocabulary improvement, seem to be assisted by the ultimate letter implementation. In accumulation to offering integrity to the findings, the four-week research era and the students' deliberate contribution show the contributors' straight attention and association. (Shahzaib, Dato, 2023), Before students contribute to ending letter activities, investigators can have a baseline impost of their vocabulary recognition assistances recognitions to the practice of pre-tests. From this, useful evidence may be acquired on how well children accomplished before and after the intervention in terms of word recognition. Post-intervention inspections let investigators assess if students' assignation with ending letter activities occasioned any amendments or developments in their vocabulary remembrance capabilities. By enchanting this practice, the study's findings are more consistent and exact, which makes it conceivable to draw perceptive inferences about how eighth graders' vocabulary acknowledgment is pretentious by activities that quality in letters. The consequences of this exploration support erstwhile research that highlights the implication of interactive and attractive activities in the procedure of obtaining new phonological. (Tahira, Muhammad, Asma, 2023), Consequently, the study's findings suggest that syllabus capacity significantly improves learning practices by executing evidence-based techniques, including concluding letter drills. Teachers can boost students' academic grades and vocabulary learning by reassuring active involvement and contribution organized estimation through pre-and post-tests. The current study highlights the requirement of expanding creative teaching methods that follow to present standards while supporting the incessant modification of effective teaching approaches (Leacox, Jackson, 2014). It is strong from associating the consequences to other

exploration that interactive and stimulating maneuvers, like the ending letter assignment, have a major productive reinforcement on the learning consequences for learners. Studies have revealed that active contribution is crucial for enhanced preservation and conception, which categorizes the useful properties instituted in this learning. Furthermore, investigation on the reimbursements of realistic knowledge and radical instruction practices in language procurement is braced by the developments in English language teaching. Nevertheless, it is indispensable to recognize the limits of this research. While the research is limited to a precise atmosphere and may not be generalizable to other situations or assemblies, the results still compromise perceptive evidence. Besides, using pre- and post-tests as the only means of appraisal may not completely imprison the variety of learning purposes for pupils. To boost the generalizability of the results, future studies influence inspect different evaluation instruments and take into justification a larger variability of pupil demographics. Nevertheless, despite these weaknesses, the study increases discerning evidence to the form of literature previously accessible on efficacious teaching approaches and their influence on students' academic reaching. This inquiry fills research essential in experimental studies on the certain ending letter activity and offers useful direction for future improvements as well as convenient propositions for teachers and politicians. Conferring to [Watkins' \(2013\)](#) study, formative calculation and couturier teaching had a satisfactory effect on students' educational achievement levels. The results indicated that students' understood motivation had developed, consistent test scores were increasing, and teachers supposed they were positively helping each student's unique learning necessities.

Recommendations

Specific Strategies for Implementation:

Teachers should think about customizing the ending letter exercise to fit the unique needs and interests of their students to use it effectively in a variety of learning contexts. To improve student engagement and involvement, educators might include technology-based platforms or multimedia tools.

Teachers can also find variations of the last letter exercise tailored to various subjects, like science or maths, to promote multidisciplinary learning and skill development.

Future Research Directions:

Expanding on the results of this investigation, other studies might examine more attributes of the concluding letter task and its influence on the educational outcomes of students. The activity's generalizability and applicability might be determined by researchers by examining its efficacy across a range of student groups, grade levels, and educational contexts. However, examining the long-term impacts of the letter-ending exercise on academic achievement and maintenance can provide important new perspectives on how it can support students' learning in the future.

Tailored Teaching Strategies:

Teachers should adapt their teaching strategies to meet the unique requirements and learning preferences of their students, even if the concluding letter exercise helps improve vocabulary achievement and student assignments. This might involve offering students opportunities for choice and self-sufficiency through individualized education, scaffolding strategies, and contributions. A more thorough and effective learning environment may be created by teachers by tailoring their approaches to the interests and abilities of their students.

Professional Development Opportunities:

Educators can benefit from professional development opportunities that center on incorporating cutting-edge teaching strategies, like the closing letter exercise, into their lesson plans. Collaborative learning societies, workshops, and seminars can provide teachers

with the information, abilities, and attributes needed to carry out the activity effectively and maximize its impact on the learning outcomes of the students.

Conclusion

In precipitate, the research findings offer strong support for the value of using activities such as the ending letter activity to help eighth-graders learn more vocabulary. The assessment conducted for this study provided strong evidence of the ending letter activity's efficacy as a teaching tool, demonstrating that it significantly improved students' vocabulary memory and understanding. These findings are in line with other educational research, which emphasizes the importance of interactive and engaging learning strategies for vocabulary acquisition (Wong & Neuman, 2019). By focusing on the outcomes of the ending letter exercise in particular, this study offers valuable insights into the practical application of targeted vocabulary learning tactics, which may greatly enhance and enlighten teaching practices. Incorporating evidence-based approaches such as the ending letter exercise into the curriculum will potentially yield greater results in English language acquisition for teachers and lawmakers. The study's encouraging findings emphasize the need for more investigation into and application of innovative vocabulary-learning strategies, which can significantly enhance educational opportunities for students and foster greater academic success.

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AppendixClass 8th MCQs Test:

Time 12 minutes

Marks 10

Tick the correct option Find the meaning of the underlined words

1. He was twanging the strings of the guitar
 - a) Remove
 - b) Put
 - c) Plunk
 - d) Hang
2. The bell of a fire engine is clanging
 - a) Ringing
 - b) Bouncing
 - c) clapping
 - d) Jumping
3. Police and protesters clashed yesterday
 - a) Cooperation
 - b) friendship
 - c) Disagreement
 - d) Agreement
4. The cell phone rang, its jangling tune starting her out of her thoughts
 - a) unpleasant
 - b) Melodic
 - c) peaceful
 - d) unique
5. A roar in the hallway made him whirl
 - a) Rumble
 - b) silence
 - c) Thunder
 - d) String
6. There were more shrieks of laughter as they splashed about
 - a) Loud
 - b) Silence
 - c) mimic
 - d) whisper
7. A Martian meteorite fuelled speculation and debate in 1996
 - a) forming of a theory
 - b) Investment in stock
 - c) Problematic
 - d) sure thing
8. The rock, called ALH84001, had a peculiar chemical makeup
 - a) Common
 - b) funny
 - c) unique
9. In recent months, they have made a series of astounding discoveries
 - a) extremely surprising or impressive
 - b) big event
 - c) insignificant
 - d) boring
10. The evidence was not absolute proof of past Martian life
 - a) flexible
 - b) partial
 - c) established