



Self-Assessment of Classifying Words into Parts of Speech to Improve Word  
Recognition and Reading Comprehension

Karla Dennisse Moreira Méndez

Guide: María Rossana Ramírez Ávila

Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los  
Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. CES: RPC-  
SO-25-N°. 416-2016. Cohort 2018 - 2020. Author's email:  
karla.moreira@casagrande.edu.ec. Guayaquil, April 13<sup>th</sup>, 2020.

## CLASSIFYING WORDS

### Abstract

The goal of this action research was to recognize parts of speech in order to improve reading comprehension. This action research was carried out at a public high school situated in the north sector of the city of Guayaquil. Participants were a group of 43 students, 20 males and 23 females of eighth basic education whose ages ranged from 11-13. The instruments used in this quantitative action study were pre- and post-test and a checklist. Results showed a big impact of the action research Cohen's  $d$  2.48, indicating an improvement in their reading comprehension after the application of the innovation. The self-assessment process evidenced a considerable increase of word recognition by means of the daily checklists, three of them were considered the analysis being the nouns the most recognized and the adjectives the least. Finally, the application of this study showed a positive learners' perspective in the classification of words to improve reading comprehension. Implications of this research involve other teachers who would like to improve their students' reading comprehension and English proficiency.

*Keywords:* self-assessment, reading comprehension, parts of speech, word recognition.

## CLASSIFYING WORDS

### Resumen

El objetivo de esta investigación fue reconocer las partes del discurso con el fin de mejorar la comprensión lectora. Esta investigación fue llevada a cabo en un colegio público situado en el sector norte de la ciudad de Guayaquil. Los participantes fueron un grupo de 43 estudiantes, 20 hombres y 23 mujeres de octavo año de educación básica cuyas edades variaron de 11 a 13 años. Los instrumentos usados en este estudio fueron pre/ post test y lista de cotejo. Resultados mostraron un gran impacto en la investigación la cual obtuvo un Cohen's  $d$  2,48, indicando una mejora en su comprensión lectora después de la aplicación de la innovación. El proceso de autoevaluación evidenció un incremento considerable por medio de listas de verificación diarias, tomando en cuenta tres de estas para el análisis, siendo los sustantivos los más reconocidos y los adjetivos los menos. Finalmente, la aplicación de este estudio mostró una perspectiva positiva de los estudiantes en la clasificación de las palabras para mejorar la comprensión lectora. Implicaciones de esta investigación involucran a que otros profesores pongan en práctica este estudio con el fin de mejorar la comprensión lectora y dominio del inglés.

*Palabras claves:* autoevaluación, comprensión lectora, partes del discurso, reconocimiento de palabras.

## CLASSIFYING WORDS

### Self-Assessment of Classifying Words into Parts of Speech to Improve Word Recognition and Reading Comprehension

Reading comprehension is a fundamental skill that means understanding what is being read. To that end, readers make use of different strategies. Teachers also monitor students' comprehension through assessment tools. To aid in the development of reading comprehension, teachers implement interventions (Moore, McClelland, Alef & Vogel, 2016).

According to Gunobgunob-Mirasol (2019), vocabulary size and reading motivation are two of the main factors that affect learners' ability to read and understand texts. Vocabulary size is a measure of the readers' knowledge of the words and the capacity of understanding a meaning. Motivation to read comes with readers' preferences, likes, and behaviors to better understand texts. In addition, limited vocabulary and lack of background knowledge are the difficulties that learners face when reading, so that readers' knowledge is the main tool to determine that the texts be understood, learned and remembered (Alyousef, 2016).

Burrows and Holsworth (2016) explored word recognition in a Japanese university with 151 EFL students at a lower-intermediate reading proficiency level using explicit effect training. The other hand classifying parts of speech to improve reading comprehension has been developed at a Babahoyo university with EFL learners (Contreras, 2019), but a similar study has not been applied in eighth graders from high schools in Guayaquil.

Self-assessment had positive effect on students' performance when reading in English (Baniabdelrahman, 2010).

During the first weeks of the school year, a diagnostic test was applied. The lowest grade was in reading comprehension. For that reason, this action research was

## CLASSIFYING WORDS

carried out at a public high school with participants of 8th grade whose English level was A1.

### **Literature Review**

This research involved self-assessing students' classification of words into parts of speech to improve word recognition and reading comprehension. Concepts of vocabulary, parts of speech, reading comprehension and self-assessment are explored in this section. In addition, definition of backward design is included to lesson plan used that design; and, CLT (Communicative Language Teaching) principles because the activities of the class were developed observing its principles.

### **Vocabulary**

Learning vocabulary is a vital component in language learning since it allows improvement in all areas of communication (Long, 2001). Groot (2000) stated that to show an appropriate comprehension of texts, readers must know more than 90% of the words used in the readings. Reading comprehension and vocabulary knowledge have a strong relationship in developing language. They let students to background knowledge, express ideas, and be able to learn new concepts (Nagy & Stahl, 2009). Nagy and Stahl (2009) also stated that recognizing new words and remembering their meaning is far from reading but if the reader does not understand the meaning of the words in a reading, comprehension will be impossible.

In addition, Moghadam, Zainal and Ghaderpour (2012) said that in order to learn and teach vocabulary two aspects must be taken into account: breadth and depth. Breadth of vocabulary knowledge refers to a quantity or number of words that a learner knows at the moment of reading. On the other hand, depth is a wide variety of word characteristics.

## CLASSIFYING WORDS

Lastly, Mofareh (2015), stated that learners can guess the meaning of unfamiliar words according to two kinds of context. The first kind is the context within the text that covers morphological, semantic, and syntactic information, while the second one refers to the background knowledge that the learner has about the readings that have been read before.

### **Parts of Speech**

According to Haslam (2019), there are necessary parts of speech for teaching English such as: noun, verb, adjective, adverb, and prepositions. Nouns refer to people, places or things. Example: John, China, cat. Verbs are the words that show actions. For example: study, read, eat. Adjectives describe a noun indicating size, shape, color and more; for example: happy, red, quick. Adverbs modify verbs, adjectives, and other adverbs; for example: quickly, easily, slowly. Prepositions indicate the connection between a noun and other words in a sentence. For example: to, into, on (Croft, 2000).

Each one is defined by their syntactic relationship of the word to other words in sentences rather than the meaning of the word. However, grammatical awareness takes advantage in context in order to read words that cannot be read in isolation (Gelder & Morais, 2018).

### **Reading Comprehension**

Spratt, Pulverness, and Williams (2005) defined that reading is a receptive skill, this means to make sense of a text rather than producing it. It is also required to link the message of the text to its knowledge of the world. According to Glenberg (2011), the simulation of the reading intervention is taught by means of two stages. Physical manipulation is the first stage when learners manipulate real objects in order to simulate content while they are reading. After having success with physically

## CLASSIFYING WORDS

manipulating, learners are taught to manipulate real objects by means of imagination. Physical and imagined manipulation lead wide advantages in memory and comprehension when reading.

Reading comprehension takes a vital part when acquiring a foreign language learning, for that reason; educators have to ensure enough vocabulary's knowledge in order to read and understand texts correctly. Although, the link between reading comprehension skill and vocabulary measurements are complex and dynamic (Ibrahim, Sarudin, & Muhamad, 2016).

### **Self-Assessment**

Self-assessment process helps students to evaluate their own work and learning progress. It is a valuable tool that involves and encourages self-reflection and responsibility of the learners in order to actively promote their achievement (Andrade & Valtcheva, 2009). Orsmond, Merry, and Reiling (2006) stated that self-assessment has a lot of advantages in helping learners achieve their learning goals. Furthermore, self-assessment allows learners to develop their own conscious judgment when making their tasks, improving skills with the purpose of acknowledging strengths and weakness.

According to Boud (1989), the use of self-assessment let educators assess a big quantity of learners and reduce time when grading tests. In addition, self-assessment helps learners improve reliability when evaluating their own activities. Through self-assessment, students will be able to:

- Identify their weaknesses and strengths
- See where to focus their attention in learning
- Set realistic goals
- Revise their work

## CLASSIFYING WORDS

However, Harris (1997) said that self-assessment makes learners often become passive in their learning approach, and can become demotivated if they do not see any clear progress when assessing their own advancements.

### **Backward Design**

The backward design starts its process by identifying the desired learning objectives to later create optimal instruments in order to measure and assess them. Thereafter, the specific content is put into practice (Burkholder, 2018). Pasesani (2017) said that backward design helps teachers clarify and organize teaching skills so that students' achievement and advancement are focused on what they know and are able to do at the end of completing a unit.

According to Wiggins and McTighe (2015), backward design diagnoses what learners need to know and guide educators to teach language towards achieving the desired objectives. In addition, backward design was designed to make curriculum and assessment more effective and productive. In other words, all the methods and materials of the backward design are used to help teacher have a clear idea of the needs, interests, and level of learners when planning.

### **Communicative Language Teaching (CLT)**

Wan (2017) mentioned that communicative language teaching promotes self-learning, group interaction in real situations, and peer teaching. Communicative language teaching approach is becoming a major language used worldwide. It allows learners to express by themselves and stimulates learners' interests by means of new kind of activities and materials used during classes. The main goal of communicative language teaching is to make learners able to communicate with the help of interactive and authentic tasks (Alamri, 2018). Hosseini and Javad (2014) stated some of the major characteristics of CLT:



## CLASSIFYING WORDS

- The use and function of the language is important.
- Fluency and accuracy are complementary principles.
- Language teaching strategies provide students meaningful activities for a real communication.
- Grammar is important but it must not be taught in a traditional way, instead learners focus on grammar according to their needs and experiences.
- Students usually work in groups or pairs in order to transfer their knowledge.
- Errors are natural in the learning process.
- Teachers are just facilitators in the students' learning, the teachers' role is less dominant, taking into account that the teaching-learning process is students -centered rather than teacher-centered.

Due to the difficulty that learners faced when recognizing the parts of speech when reading, this action research was carried out. There are studies of word recognition regarding reading in international, national and local but none has been explored using self-assessment.

The objective of this innovation is to recognize parts of speech for improving reading comprehension. For that reason, the present research addressed the following questions:

1. To what extent will students improve word recognition through self-assessment?
2. To what extent will word recognition improve students' reading comprehension?
3. Which part of speech will be most and least impacted by self-assessment?

## CLASSIFYING WORDS

### **Innovation**

The goal of the innovation consisted of classifying words into parts of speech to improve reading comprehension using self-assessment. The lesson plan was developed for this purpose using the backwards design model. Backward design was based on CLT activities in order to increase the ability to read on learners. Parts of speech activities were included in order to improve word recognition and reading comprehension using small passages from the book.

The application of this research lasted five weeks during which students learned and applied the parts of speech at the moment of reading with the help of meaningful resources for a real communication. Parts of speech were explained and practiced by means of hands on activities.

The first days of the innovation, students completed a demographic survey in order to know students' background. Explanation of the innovation was given to all the students. In addition, a pre-test was taken due to knowing student's knowledge at the beginning of the implementation.

After that, students started working on scheduled activities by their own. The hands on activities were made following teachers' instructions carefully. Even though, learners worked alone, they were able to help and share information that the others did not know.

Learners, especially girls used their creativity on each task, being a great option to increase motivation when reading in a second language. They also communicated with a purpose in mind. They read about real topics and situations allowing learners to be engaged in the daily activities made in class.

The role of the teacher was based on CLT principles, such as: guide and facilitate the reading process, taking into account that reading was a big challenge for

## CLASSIFYING WORDS

students because they did not like to read. Another principle applied was that the reading topics were chosen based on the interests, age, needs, and level of students.

The role of the learners was changed from passive receiver to an active participant as was mentioned in the CLT context, this means that learners were encouraged to work actively by means of meaningful tasks that promoted a second language learning.

Readings was also focused on acquisition of words, new words were introduced according to its function in different activities. Some of the passages were presented with the help of visual aids linking learners' previous experiences with new knowledge.

After each implementation students completed a checklist to monitor their progress when classifying parts of speech, in this way learners were conscious of their own learning. Apart from the three taken into account, learners wrote them on the notebook in order to reduce expenses on copies.

At the end of the implementation, students completed a summative performance assessment task, following a passage example from the book, learners presented a paragraph indicating the weather, kind of clothes, tourist attractions and different activities to do in their city.

Finally, in order to measure what students learned during the five weeks of innovation, a post-test was taken at the end of the implementation. Great results were evidenced on the recognition of words to improve reading comprehension.

### **Methodology**

This is an action-research with analysis of qualitative and quantitative data. Qualitative and quantitative instruments were developed in the design of the action research in order to collect information and answer the research questions.

## CLASSIFYING WORDS

### **Participants**

This action research was conducted at a public high school with A1 level participants. There were 43 students, 20 males and 23 females, from ages 11-13 of 8th grade; all were from the coastal region. They belonged to the middle class. The high school was situated in the north sector of the city of Guayaquil. Their mother tongue was Spanish and they were all from Ecuador. Most of the students were Catholic. The ethnicity of them was mestizo.

Regarding the access to technology, most of the students had internet at home and the knowledge of this tool was intermediate. In addition, their English learning background was low due to lack of English teachers in previous years.

### **Instruments**

To report the first and the second research question: *To what extent will students improve word recognition through self-assessment? To what extent will word recognition impact students' reading comprehension?* Pre- and post-test instruments were used in order to measure students' recognition of the parts of speech and reading comprehension at the beginning and at the end of the implementation. This test contained three small passages taken from the internet, which included classifying parts of speech and reading comprehension questions. In the first and second question, learners read small passages and identified parts of speech, the third question there were two exercises to answer, one of them had open questions about the reading and the second one to complete blanks. They were all graded over 30 points.

Next, to report the third research question: *Which part of speech will be most and least impacted by self-assessment?* The checklist was made of nine yes/no questions. They were closed questions related to parts of speech (verbs, nouns and

## CLASSIFYING WORDS

adjectives). The nine questions reflected how well learners recognized each part of speech.

### **Data Analysis**

**Research Question 1 and 2:** Students' grades from pre- and post-test were analyzed in an Excel spreadsheet and later transferred to the SPSS program to calculate descriptive statistics: minimum, maximum, mean and standard deviation to examine differences between the pre- and post- test scores. In addition, Cohen's *d* was calculated to define the effect size of this study. It gave information about how this action research affects learners' results.

**Research Question 3:** Checklists were used to get students' experiences and progress when applying the innovation. Students completed the checklists every day after doing the activities of recognizing parts of speech. For effect of the analysis, three checklists are chosen for the analysis: one at the beginning, one in the middle of the innovation, and the last. Results were reported in a frequency table.

### **Ethical Considerations**

It is important to mention that before this innovation was carried out, a letter was presented to the Principal in order to have the permission to put it into practice. Once the permission was given, students were informed about the project verbally. It was indicated that learner's faces in photos of videos would not be displayed. It was also mentioned that the participation was voluntary and the tasks were not be graded. Finally, it was necessary to mention that the materials were given by the teacher without any charge.

## CLASSIFYING WORDS

### Results

The results of the action research are shown according to the research questions. Regarding the first question: *To what extent will students improve word recognition through self-assessment?* The word recognition part in the question 1 and 2 of the pre and post test was considered for this question. The mean of the pre-test was 6.79 (SD=2.55) and the post-test 13.09 (SD=1.75). Cohen's *d* was 2.88. Outcomes evidenced that word recognition was minimum at the beginning. At the end of the implementation, results increased significantly. The *p* value was 0.000 which means that the results did not happen by coincidence. Word recognition question one was about eight points and the second about six points, having a total of 14 points in the word recognition section.

Table 1

*Results of the word recognition questions*

	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Standard Error Mean</b>	<b>Cohen's <i>d</i></b>
<b>Pre-test</b>	43	6.79	2.55	.38	2.88
<b>Post-test</b>	43	13.09	1.75	.26	

The second question: *To what extent will word recognition impact students' reading comprehension?* Results showed that recognition of words grades were low at the beginning. The mean of the pretest was 13.32 (SD=6.04). After the five weeks of the implementation, the post test achieved 26.46 (SD=4.44). Cohen's *d* was calculated and was 2.48 which means that the innovation had a significant effect. The *p* value was 0.000 which indicates that the results did not happen by chance. In other words, the data reflected that classifying words to improve reading comprehension improved after the innovation was put into practice.

## CLASSIFYING WORDS

A significant discovery was that learners knew the answers of the reading comprehension part in the pre-test. They indicated that they saw the same words in the reading and copied the words that follow in their answers without knowing the meaning of the words. This means that, learners got good grades in the second part of the tests at the beginning and at the end of the implementation. Furthermore, learners believed that every single word that finishes in ING is a verb, as in “spring”. Finally, lack of interest for improving reading skills was improved because of classification of words that let learners have a better comprehension from the English readings.

Table 2

*Results of the pre and posttests*

	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Standard Error Mean</b>	<b>Cohen's <i>d</i></b>
<b>Pre-test</b>	43	13.32	6.04	.92	2.48
<b>Post-test</b>	43	26.46	4.44	.67	

The third question: *Which part of speech will be most and least impacted by self-assessment?* Outcomes showed that nouns were the most improved, since 41 from 43 students can recognize them, considering that learners make connection with their background knowledge in their mother tongue. Instead adjectives that show 11 from 43 cannot recognize them. As it is shown in table 3, from question 1 to 6, the checklist shows that there was a considerable increase during the daily classes, taking into account that just three checklists were calculated question by question. For questions 7, 8 and 9, students already had an idea of parts of speech because of their background knowledge in L1 language so it was a big advantage when the innovation was carried out.

Nouns were most impacted due to learners' relationship with their previous knowledge in their native language. Learners knew the function of this kind of words,

## CLASSIFYING WORDS

this allowed learners have a better comprehension when explaining the classes. On the contrary, adjectives were the least impacted because learners had struggle with the function and the use of this part of speech when making the activities.

Additionally, the rest of checklists were written on students' notebooks in order to reduce copies expenses due to the high quantity of students where the innovation was applied.

Table 3

### *Progress of students' self-assessment*

Questions	First		Middle		Last	
	Yes	No	Yes	No	Yes	No
1.- Do you recognize parts of speech?	0	43	24	19	39	4
2.- Do you know what parts of speech are?	0	43	30	13	40	3
3.- Can you give examples of parts of speech?	3	40	6	37	30	13
4.-Can you recognize a noun?	9	34	12	31	41	2
5.- Can you recognize a verb?	3	40	33	10	37	6
6.- Can you recognize an adjective?	0	43	12	31	32	11
7.- Does a verb tell an action?	34	9	35	8	42	1
8.- Does a noun refer to a person?	20	23	23	20	36	7
9.- Does an adjective describe a noun?	22	21	38	5	40	3

## Discussion

The present action research examined the classification of words to improve word recognition and reading comprehension by means of hands-on activities. The Cohen's  $d$  was 2.48 which showed a large impact for education of this study. As Groot (2000) mentioned, learners who know the meaning of a higher quantity of words in L2 will have a better understanding when reading text in a new language. Due to the lack parts of speech knowledge, students got a low grade in the pretest that was taken at the beginning of the implementation. Otherwise, in the posttest grades improved significantly when classifying words and reading.

Background knowledge also let students get a better notion of what is being taught, as is demonstrated in the three last questions of the checklist, where learners



## CLASSIFYING WORDS

have a clear idea of the parts of speech (verbs, nouns, adjectives) in their mother tongue, thus facilitating the teaching-learning process in L2 (Nagy & Stahl, 2009).

Learning vocabulary allowed learners to have a remarkable improvement in writing skill related to all areas of communication due to most of the activities were written (Long, 2001). Furthermore, regarding breadth and depth aspects when vocabulary is learned, this study was focused on depth more than breadth since learners remember the meaning of few words due to their age and level. When a lot of words are taught, learners forget them easily (Moghadam, Zainal & Ghaderpour, 2012). Learners took less time in the post test since vocabulary size and motivation at the moment of reading took place during the five weeks of innovation, so that, these two principal factors were reduced (Gunobgunob-Mirasol, 2019).

Ibrahim, Sarudin, and Muhamad, (2016) said that reading comprehension and vocabulary are connected, in other words learners have to know what they are reading in order to transfer that information into written activities.

According to Glenberg (2011), the simulation of the title of the readings and new words was made by means of pictures. Pictures stimulates students' brain, this means that learners remembered with more facility the meaning of new vocabulary. The use of visual aids also provided learners to use their imagination and the ability to comprehend what is being read.

Finally, by means of self-assessment students were aware of their own learning process, considering the positive and negative points when performing the activities (Andrade & Valtcheva, 2009). Self-assessment helps learners feel confidence since their progress is evidenced by themselves without getting embarrassed for other learners' feedback or comments (Baniabdelrahman, 2010). In any moment, students behaved passive as was mentioned by Harris (1997).

## CLASSIFYING WORDS

### **Conclusions**

In order to help learners in improving their proficiency and move from A1 to A2, this action research demonstrated that the application of self-assessment of classifying words into parts of speech to improve word recognition and reading comprehension reduced the difficulties of students in reading, self-assessment through checklist proved to help students not only to retain their vocabulary knowledge but also to read faster and write more.

The use and function of the language took a relevant place in this study since learners understood the different functions and uses that every word has, letting learners have better comprehension when reading and classifying words in the passages (Hosseini & Javad, 2014).

The following conclusions demonstrated that the classification of words into parts of speech had a successfully impact in order to improve reading comprehension using self-assessment. At the beginning of the implementation, students achieved a low grade in the pre-test, but after five weeks of innovation grades were boosted in a high measurement in the post test.

The use of checklists class by class showed that the majority of learners identified parts of speech. Even though, adjectives were the most difficult words for students to recognize. For that reason, it is advisable for future researchers go deeper in the use of them.

Finally, this action research evidenced that learners were more motivated and active about learning vocabulary with the help of hands on activities and the use of self-assessment that let them improve their reading comprehension showing a positive students' perspective after the application of the innovation.

### **Limitations**

## CLASSIFYING WORDS

During the action research some limitations were presented. These can be taken into account for future studies. School schedule was one of the problems due to the fact that English hours were before and after the break. Sometimes before the break, students did not want to participate in activities because of their anticipation for going to recess. On the other hand, after the break students took time to enter the classroom and that caused shorten the time of some tasks in order to cover all the learning activities.

The second limitation was the quantity of students in the classroom which hindered the teaching-learning process from being totally effective. The teacher had to be aware of students from the back, since disorder could have formed when they borrow the materials in the elaboration of the hand-on activities.

The third limitation was the evaluation time. During the five weeks of the application, lessons and exams were taken. For that reason, some classes were suspended and replaced in other days.

The fourth limitation was the lack of another available group with the same characteristics of the group that were implemented the innovation. This action research did not use a control group in order to have more reliable results.

### **Recommendations**

In order to improve the present action research study some recommendations are made for future studies: First, the application should be for more weeks so that students have more time for doing activities. In addition, with extra time students will have more opportunities to acquire wide knowledge about other kind of words to improve reading comprehension.

Second, the continuous use of different hands on activities in the daily classes which let students be more enthusiastic and active in the development of the lesson

## CLASSIFYING WORDS

plan, taken into consideration some factors that can impede the realization of them, for example the lack of didactic materials, time, and quantity of students.

In addition, technology would be a big help, since with internet there are more possibilities to access to updated resources related to parts of speech; for that reason, it is important the use of the laboratory during the implementation.

Third, the implementation of the innovation must be in other months, because at the end of the year students do not want to do anything so it is hard to catch students' attention.

Fourth, because the most impacted words were nouns and the least were adjectives, for future studies is recommended to include surveys, interviews or learning logs in order to know students' difficulties in recognizing adjectives to make adjustments in the lesson plan.

## CLASSIFYING WORDS

### References

- Alamri, W. (2018). Communicative Language Teaching: Possible Alternative Approaches to CLT and Teaching Context. *English Language Teaching*, 11(10), 132-138. doi: 10.5539/elt.v11n10p132
- Alyousef, H.S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of Language and Learning*, 5(1), 63-73. Retrieved from [https://www.researchgate.net/publication/235771368\\_Teaching\\_reading\\_comprehension\\_to\\_ESLEFL\\_learners](https://www.researchgate.net/publication/235771368_Teaching_reading_comprehension_to_ESLEFL_learners)
- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into Practice*, 48(1), 12-19. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/00405840802577544>
- Baniabdelrahman, A. (2010). The effect of the use of self-Assessment on EFL students' performance in reading comprehension in English. *ERIC*, 22, 14(2). Retrieved from <https://files.eric.ed.gov/fulltext/EJ899764.pdf>
- Boud, D. (1989). The role of self-assessment in students grading. *Assessment & Evaluation in Higher Education*, 14 (1), 20-30. Retrieved from: <https://doi.org/10.1080/0260293890140103>
- Burkholder, P. (2018). *Faculty focus*. Retrieved from: <https://www.facultyfocus.com/articles/course-design-ideas/backward-design-forward-progress/>
- Burrows, L., & Holsworth, M. (2016). The effects of explicit word recognition training on Japanese EFL learners. *Reading Matrix: An International Online Journal*, 16 (2), 81-97. Retrieved from <http://www.readingmatrix.com/files/15-53i723q.pdf>

## CLASSIFYING WORDS

- Contreras, J. (2019). *Classifying parts of the speech to improve reading comprehension in EFL university learners* (Master's Thesis, Universidad Casagrande, Guayaquil, Ecuador). Retrieved from:  
<http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/18201/Tesis1996CONc.pdf>
- Croft, W. (2000). *Parts of speech as language universals and as language-particular categories*. Berlin: Mouton de Gruyter. Retrieved from:  
[https://books.google.com.ec/books?hl=en&lr=&id=paHcboHda3cC&oi=fnd&pg=PA65&ots=brmzSERPV7&sig=MVp2IFI19pYZMjHKAZs-c&redir\\_esc=y#v=onepage&q&f=false](https://books.google.com.ec/books?hl=en&lr=&id=paHcboHda3cC&oi=fnd&pg=PA65&ots=brmzSERPV7&sig=MVp2IFI19pYZMjHKAZs-c&redir_esc=y#v=onepage&q&f=false)
- Gelder, B., & Morais, J. (2018). *Speech and reading*. New York: Routledge.
- Glenberg, A.M. (2011). How reading comprehension is embodied and why that matters. *International Electronic Journal of Elementary Education*, 4(1), 5-18. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1070457.pdf>
- Groot, P. (2000). *Computer assisted second language vocabulary acquisition*. Retrieved from  
[https://scholarspace.manoa.hawaii.edu/bitstream/10125/25087/04\\_01\\_article2.pdf](https://scholarspace.manoa.hawaii.edu/bitstream/10125/25087/04_01_article2.pdf)
- Gunobgunob-Mirasol, R. (2019). Vocabulary size, reading motivation, reading attitudes and reading comprehension performance among Filipino college learners of English. *International Journal of Evaluation and Research in Education (IJERE)*, 8(1), 64. doi: 10.11591/ijere.v8i1.15335
- Harris, M. (1997). Self -assessment of language learning in formal settings. *ELT Journal*, 51(1), 12–20. Retrieved from <https://doi.org/10.1093/elt/51.1.12>

## CLASSIFYING WORDS

- Haslam, M. (2019). *Parts of Speech*. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118784235.eelt0088>
- Hosseini, A., & Javad, M. (2014). *Communicative language teaching*. Retrieved from <https://pdfs.semanticscholar.org/846e/bf7790f7d19ff1283cb603dd5b3d81dd1d4c.pdf>
- Ibrahim, E., Sarudin, I., & Muhamad, A. (2016). The relationship between vocabulary size and reading comprehension of ESL learners. *Canadian Center of Science and Education*, 2(9), 116-123. doi:10.5539/elt.v9n2p116
- Long, N. (2001). *Further strengthening vocabulary teaching — on the importance of vocabulary teaching*. Retrieved from [https://en.cnki.com.cn/Article\\_en/CJFDTotal-WYJY200103015.htm](https://en.cnki.com.cn/Article_en/CJFDTotal-WYJY200103015.htm)
- Mofareh, A. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34. Doi: 10.20472/TE.2015.3.3.002
- Moghadam, S.H., Zainal, Z., & Ghaderpour, M. (2012). A review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia-Social and Behavioral Sciences*, 66, 555-563. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042812052858>
- Moore, J.J., McClelland, S.S., Alef, E.C., & Vogel, E.D. (2016). The simplicity and complexity of reading comprehension. *International Journal of Business and Social Science*, 7(6), 1-7. Retrieved from [http://ijbssnet.com/journals/Vol\\_7\\_No\\_6\\_June\\_2016/3.pdf](http://ijbssnet.com/journals/Vol_7_No_6_June_2016/3.pdf)
- Nagy, W., & Stahl, S. (2009). *Teaching word meanings*. New York: Routledge.

## CLASSIFYING WORDS

- Orsmond, P., Merry, S., & Reiling, M. (2006), A study in Self-assessment: Tutor and students' perceptions of performance criteria. *Assessment and Evaluation in Higher Education*, 4(22). <https://doi.org/10.1080/026029397022040>
- Paseani, K. (2017). *Redesigning an Introductory Language Program: A Backward Design Approach*: Retrieved from <https://escholarship.org/uc/item/8ht6q019>
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT teaching knowledge test course*. Edinburgh: Cambridge University Press. Retrieved from <http://assets.cambridge.org/052160/9925/sample/0521609925ws.pdf>
- Wan, Y. (2017). *The English Teacher*. Retrieved from <https://journals.melta.org.my/index.php/tet/article/view/479>
- Wiggins, G., & Mc.Tighe, J. (2015). *Understanding by Design. What is Backward Design?* Virginia, USA: ASCD



## CLASSIFYING WORDS

### Appendix 1

#### Lesson Plan

Instructional design of units for transfer of learning to real life contexts

Institution:	"Ficoa de Montalvo" High School
Year of study:	2019-2020
Student description: (include English Level)	Eighth grade students from a Public School in Guayaquil. A1.1 Level.
Professor:	Lcda. Karla Moreira
Unit title:	Street Life
Weeks:	5 weeks
Hours:	5 hours per week

#### **I. Transfer Goal (Stage 1)**

##### **Standards the unit will work with:**

Can understand texts that consists of mainly high frequency words associated with familiar topics.

##### **Goal:**

I want my students to know parts of speech so they can understand texts.

## CLASSIFYING WORDS

### Breakdown of transfer goal

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
<p>Identify words into parts of speech according to the passages.</p> <p>Use the parts of speech to improve their reading comprehension.</p>	<p>Incorrect classification of the parts of speech.</p> <p>Cannot find verbs, adjectives and nouns in the context.</p>	<p>Monitor students' progress using checklist.</p> <p>Provide individual feedback according to he/she needs.</p> <p>Review parts of speech and reading comprehension component.</p> <p>Answer questions about the topic.</p> <p>Help students monitor their learning with a checklist.</p>

## II. Summative Performance Assessment Task (Stage 2)

Goal	Apply classification of words into parts of speech to improve reading comprehension in short passages.
Role	Reporters
Audience	Classmates
Situation	Students' foreign family wants to visit their city and they need to know what the weather is like, kind of clothes that they have to bring, any tourist place to visit and different activities to do in order to have fun near to the city.
Performance	Students use their real information to present a paragraph of their city, specifying details that they want to know.

## CLASSIFYING WORDS

Standards	Use of vocabulary, structure and word order.
-----------	--

### III. Knowledge and skills the students need to succeed in the assessment. (Stage

1)

What students will need to know	The skills students will need to be able to do
Vocabulary weather, clothes Parts of Speech	Classify words Describe their neighborhood using real information. Understand the function of the words.

### IV. Essential Questions (Stage 1)




Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	
1. How can word recognition help me to improve reading comprehension? 2. Why is reading important?	

### V. Learning Activities


**Transfer goal:** I want my students to know parts of speech to improve reading comprehension.

<b>Learning Activities</b> (from student's perspective)	<b>Intention</b>	<b>A</b>	<b>M</b>	<b>T</b>
---	------------------	----------	----------	----------


## CLASSIFYING WORDS

<b><u>Week 1 – December from 16th to 18th, 2019.</u></b>			
<b>Monday - 1 hour (40 minutes)</b>			
General information of the action research. (10 minutes)	<b>Initiating</b>	<b>X</b>	
Students take a demographic survey. (15 minutes)			
Pre-test. (15 minutes)			
<b>Tuesday - 2 hours (80 minutes)</b>			
Brainstorming about parts of speech. (verbs, nouns, adjectives) (10 minutes)	<b>Hook</b>	<b>X</b>	
Presentation of the class. (20 minutes)	<b>Initiating</b>	<b>X</b>	
			
 			
Identify and underline parts of speech on a small passage. (10 minutes)	<b>Developing</b>	<b>X</b>	
Using a grid on the board, students classify the words into verbs, nouns, and adjectives. (10 minutes)	<b>Developing</b>	<b>X</b>	
Students ask some doubts about the class. (10 minutes)	<b>Developing</b>	<b>X</b>	
Students write a paragraph adapting the information of the passage to their own personal data.(15 minutes)	<b>Formative</b>		<b>X</b>
Students complete a checklist to monitor their learning of parts of speech. (5 minutes)	<b>Assessment</b>		

## CLASSIFYING WORDS

<p><b>Wednesday – 2 hours (80 minutes)</b></p>	<p><b>Hook</b></p>	<p>X</p>		
<p>Students will look at pictures of some actions verbs. (10 minutes)</p>	<p><b>Initiating</b></p>	<p>X</p>		
<p>Students answer questions about what they are doing. (10 minutes)</p>		<p>X</p>		
<p>Present Progressive structure is explained. (20 minutes)</p>	<p><b>Initiating</b></p>			
<p>Students read an e-mail and complete the blanks using present progressive structure. (10 minutes)</p>	<p><b>Developing</b></p>		<p>X</p>	
				
<p>Students interchange the exercise between two in order to compare their answers. (10 minutes)</p>	<p><b>Developing</b></p>		<p>X</p>	
<p>Underline the nouns and circle the adjectives. (10 minutes)</p>	<p><b>Developing</b></p>		<p>X</p>	
<p>Students complete a checklist. (10 minutes)</p>				
<p><b><u>Week 2 – January from 6th to 8th, 2020.</u></b></p>				
<p><b>Monday - 1 hour (40 minutes)</b></p>				
<p>Clarify some doubts about the previous class. (10 minutes)</p>			<p>X</p>	
<p>Students write an e-mail with their own personal information using the previous e-mail format. (20 minutes)</p>	<p><b>Developing</b></p>			<p>X</p>
<p>Students complete a checklist to monitor their learning of parts of speech. (10 minutes)</p>	<p><b>Formative Assessment</b></p>			
<p>Homework: An alphabet sheet is given to students, they cut it letter by letter and each one of them is pasted on pieces of color cardboard.</p>				
<p><b>Tuesday - 2 hours (80 minutes)</b></p>				

## CLASSIFYING WORDS

<p>Students will form groups and take out the alphabet letters. (10 minutes)</p>		X		
<p>Students listen to instructions of the game. (10 minutes)</p>	<b>Initiating</b>			
<p>Students play a game, forming the word that teacher says. Later, students have to classify them into parts of speech. (20 minutes)</p>			X	
<p>Of all formed words, students choose one verb, one adjective and one noun to write one sentence for each one. (20 minutes)</p>	<b>Developing</b>			
<p>Students tell the group his/her sentence. (10 minutes)</p>				X
<p>Students complete a checklist. (10 minutes)</p>	<b>Formative Assessment</b>			
<p><b>Wednesday – 2 hours (80 minutes)</b></p>				
<p>Open the class with the following question: What kind of clothes do you like to wear? (10 minutes)</p>				
<p>Introduction of some nouns and practice the correct pronunciation. (20 minutes)</p>		X		
	<b>Initiating</b>			
<p>Answer some doubts of students. (10 minutes)</p>				
<p>Put the correct number on the pictures according to the word bank. (5 minutes)</p>			X	
<p>Students tell partners the kind of clothes they like to wear. (10 minutes)</p>			X	
<p>Students read a small paragraph, underline the nouns and write a description according to the picture. (15 minutes)</p>	<b>Developing</b>			

CLASSIFYING WORDS



Students complete a checklist. (10 minutes)

**Week 3 – January from 13th to 15th, 2020.**

**Monday - 1 hour (40 minutes)**

Brainstorming: What's the weather like? (10 minutes)

Presentation of three passages, students read and match with the correct hat picture. (10 minutes)



Students classify the parts of speech (noun, verb, adjectives) by coloring. (15 minutes)

Students complete a checklist. (5 minutes)

**Tuesday - 2 hours (80 minutes)**

Students write on different forms of pieces of paper (starts, clouds, drops) the verbs, nouns and adjectives of the previous reading. (30 minutes)

A template of an umbrella is given to students, they copy the model, cut it and paste the pieces of paper on three

Formative Assessment

Hook

Initiating

Developing

X

X

X

X

X

## CLASSIFYING WORDS

different columns of wool, the first one for nouns, second one for verbs and the last one for adjectives. (40 minutes)				X
Students complete a checklist. (10 minutes)	<b>Developing</b>			
<b>Wednesday – 2 hours (80 minutes)</b>				
Students recall the parts of speech, taking into account the explanation in order to recognize them. (20 minutes)	<b>Formative Assessment</b>			
Students interact with the teacher, clarifying some doubts. (10 minutes)		X		
In pairs, students talk about new words taken from the umbrella. (20 minutes)		X		
Share with the rest the meaning of one new word. (10 minutes)	<b>Hook</b>		X	
Write one sentence with the chosen word using real information. (10 minutes)	<b>Initiating</b>		X	
Students complete a checklist. (10 minutes)	<b>Developing</b>			
<b><u>Week 4 – January from 20th to 22nd, 2020.</u></b>				X
<b>Monday - 1 hour (40 minutes)</b>				
Prediction of new words. (10 minutes)	<b>Developing</b>			
Unit vocabulary glossary is checked. (10 minutes)	<b>Formative Assessment</b>			
Write on a side of each word if they are nouns, verbs or adjectives. (20 minutes)		X		
<b>Tuesday - 2 hours (80 minutes)</b>			X	
Dots Charts Template is given to students. (5 minutes)	<b>Initiating</b>		X	
	<b>Developing</b>			
		X		
	<b>Developing</b>			



# CLASSIFYING WORDS

<b>DOTS Chart</b> (Determine, Observe, Talk, Summarize) Topic: _____					
A-B	C-D	E-F			
G-H	I-J	K-L			
M-N	O-P	Q-R			
S-T	U-V-W	X-Y-Z		X	
Glossary words are written on the dots chart in alphabetical order. (20 minutes)				X	
On one side of the sheet is written NOUN (green color), VERBS (blue color), and ADJECTIVES (red color). (5 minutes)					
After that, each word of the dot chart is colored according to the parts of speech using the colors mentioned. (20 minutes)					
Students complete glossary activities on the book. (20 minutes)					
Complete a checklist. (10 minutes)					
<b>Wednesday – 2 hours (80 minutes)</b>					
Brainstorming: Check what you know about Dubai. (10 minutes)					
<b>Initiating</b>					
<b>Developing</b>					
<b>Developing</b> <b>Formative Assessment</b>			X		
<b>Hook</b>					

# CLASSIFYING WORDS

## The Future City

1. Check  what you know about Dubai. Then, listen and confirm.

a. Dubai is a city located in  Africa.  Europe.  Asia.

b. It is famous for  coffee.  oil.  plants.

c. You see artificial  animals.  trees.  islands.

2. Read the text and put the following headings into the correct paragraph.

**Extraordinary Architecture**    **High-tech Transport**    **Geography and Weather**

**a. Geography and Weather**

Dubai is a city on the Arabic Peninsula in Asia. It is famous for its oil industry mainly. The city is in a desert, there is no rain and the weather is sunny, so the climate is very **wild**. Summers are hot and windy. The temperature is different depending on the month, from 32°C to 49°C, but the **average** temperature is 40°C on a regular day. Winters aren't cold but warm and short.

**b. Extraordinary Architecture**

Dubai is an **innovative** city. There aren't any old buildings just new ones. There is also an amazing construction project: The Palm Jumeirah, an island in the shape of a **palms**. It is similar to a tropical plant but it isn't natural. The Palm Jumeirah is the first artificial archipelago with apartments and restaurants for tourists.

**c. High-tech Transport**

T**ransport** is also popular. There aren't any camels in the center of the city but there is an **automated** train: The Dubai Metro. There aren't any drivers but there are electronic systems operating the train. In the interiors of the metro, there are artistic and decorative **themes**. They represent ideas; for example, the four elements: earth, water, fire and air.

X




X

Initiating

Developing

Read the three passages and put the correct headings in each one. (10 minutes)

Words from the three passages are dictated and students copy them on the "listen" column, after that they draw on the "sketch" column, finally on the "label" column they classify if they are nouns, verbs, or adjectives. (30 minutes)

Listen 	Sketch 	Label 

All those words are used to play bingo game. (20 minutes)

## CLASSIFYING WORDS

Students complete a checklist. (10 minutes)

### **Week 5 – January from 27th to 29th, 2020.**

#### **Monday - 1 hour (40 minutes)**

Preparation for the final project.

#### **Tuesday - 2 hours (80 minutes)**

Presentation of their projects in pairs, reporting their city, weather, kind of clothes, tourist places to visit and different activities to do, after that write it on a sheet and paste it on the wall using pictures.

#### **Wednesday – 2 hours (80 minutes)**

Students share their experiences about the innovation.

All works are put on a folder.

Students complete the final checklist.

Post test

## **VI. On-going Self-Assessment**

As I reflect on student learning, what will I do if my plan is not yielding my expected results?

After the implementation of the lesson plan activities, I will continue using hands-on activities to engage students in the learning process, taking into account students' level and interests.

## CLASSIFYING WORDS

### Appendix 2

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Classifying parts of speech to improve reading comprehension” (Clasificación de palabras de acuerdo a su función para mejorar la comprensión lectora”. Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Lcda. Karla Moreira  
Candidato(a) a Máster.

#### Demographic Information/ Información Demográfica

**Name:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**School name /Nombre de la institución:** \_\_\_\_\_

**City/Ciudad:** \_\_\_\_\_

**Course-parallel/level – Curso-paralelo/nivel:** \_\_\_\_\_

**Religion:** \_\_\_\_\_

**Gender/Género:** Male/ Masculino ( ) Female/ Femenino ( )

**Ethnicity/Étnia:** \_\_\_\_\_

**Social-economic class/ Clase socio-económica:**

( ) low-income/bajos ingresos ( ) middle class/clase media ( ) high-income/clase  
alta

**Age/Edad:** \_\_\_\_\_

**Language/Idioma:** Spanish/Español ( ) English/Inglés ( ) Quichua ( )

**Marital status/Estado Civil:** \_\_\_\_\_

**English level/ Nivel de inglés:** Beginner/principiante ( ) Basic/básico ( )

Intermediate/intermedio ( )

Advanced/avanzado ( )

## CLASSIFYING WORDS

**English learning background/Describe su experiencia aprendiendo inglés** (dónde, por cuánto tiempo, dificultades):

---

---

**Special needs/Necesidades especiales:**

---

---

**Other skills/otras destrezas:**

---

---

**Access to technology/Tiene acceso a tecnología:** Yes/Si ( ) No ( )

**Access to technology from/Tiene acceso a tecnología desde:**

Home/casa ( ) School/institución educativa ( ) Municipality/Municipio ( )

**Other/otro:**

---

**Do you have internet?/Tiene internet:** Yes/Si ( ) No ( )

**From/Desde:**

Home/casa ( ) School/institución educativa ( ) Municipality/Municipio ( )

**Other/otro:**

---

**Knowledge about technology/ Conocimientos sobre tecnología:**

None/nada ( ) Beginner/principiante ( )

Basic/básico ( ) Intermediate/intermedio ( )

Advanced/avanzado ( )

Appendix 3

PRE AND POSTTEST

1.- For each underlined word in the following sentences, identify and then write the part of speech on the line.

noun—N	verb—V	adjective—ADJ
--------	--------	---------------

**PASSAGE 1: My Wonderful Family (adapted from Lingua.com).**

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

- 1.- I live in a house near the mountains. \_\_\_\_\_
- 2.- I have two brothers and one sister. \_\_\_\_\_
- 3.- My father teaches mathematics. \_\_\_\_\_
- 4.- My mother is a nurse at a big hospital. \_\_\_\_\_
- 5.- My brothers are very smart. \_\_\_\_\_
- 6.- My sister is a nervous girl. \_\_\_\_\_
- 7.- She is very kind. \_\_\_\_\_
- 8.- My grandmother also lives with us. \_\_\_\_\_

2.- Classify the VERBS, ADJECTIVES and NOUNS in the following passages:

**PASSAGE 2: Lupita's Day (adapted from Reading Comprehension Tests For Level 1 of English)**

Hello. My name is Lupita Gonzalez. I work in a large company in Monterrey, Mexico. We make bottles and cans for soft drinks. I am a secretary. I answer the telephone and take messages. I also use a fax machine and a computer. My first language is Spanish but sometimes I speak English. Many of our clients are from the

## CLASSIFYING WORDS

United States. My supervisor is Mr. Torres. He is an engineer. I start work at 8:00. I usually drive to work.

VERBS	ADJECTIVES	NOUNS

### 3.- Read and answer the following questions (adapted from Lorena Garcia):

Hello, Friend.

Hi. This is me, Nina Herrera. I'm 10 years old. My birthday is on July 14<sup>th</sup>. My family is from Mexico, but I am from United States. So, we speak English and Spanish. I live in a small town with my mom and dad. I study in a big school near home. All teachers are really nice people and help you in everything you need. My favorite subject is Science. I love it. I like animals and plants. I'm definitely an explorer.

My mom and dad are teachers, too. My mom teaches Math, so she is good at numbers. My dad teaches Spanish, so he is good at reading and writing. They are very special to me. We go every weekend to the parts and play sports.

So, Kim. Tell me please. Where are you from? How old are you? What's your favorite subject? Are your parents teachers, too?

Bye,

Nina.

#### a.- Understanding details:

1.- What's Nina's surname?

---

2.- How old is Nina?

---

3.- Where is Nina from?

---

## CLASSIFYING WORDS

4.- Where do Nina's parents live?

\_\_\_\_\_

5.- What is Nina's favorite subject?

\_\_\_\_\_

6.- What is her mom good at?

\_\_\_\_\_

7.- What is her dad good at?

\_\_\_\_\_

8.- What's Nina's friend name?

\_\_\_\_\_

**b.- Complete with 1 or 2 words:**

1.- Nina's teachers are \_\_\_\_\_ people.

2.- Nina speaks \_\_\_\_\_ and \_\_\_\_\_.

3.- Nina's school is \_\_\_\_\_.

4.- Nina likes \_\_\_\_\_ and

\_\_\_\_\_.

5.- Nina's mom is a \_\_\_\_\_ teacher.

6.- Nina's dad is a \_\_\_\_\_ teacher.

7.- Nina's mom and dad are very \_\_\_\_\_.

8.- Nina and her family like to \_\_\_\_\_.



## CLASSIFYING WORDS

### Appendix 4

#### CHECKLIST

QUESTIONS	YES	NO
1.- Do you recognize parts of speech?		
2.- Do you know what parts of speech are?		
3.- Can you give examples of parts of speech?		
4.- Can you recognize a noun?		
5.- Can you recognize a verb?		
6.- Can you recognize an adjective?		
7.- Does a verb tell an action?		
8.- Does a noun refer to a person?		
9.- Does an adjective describe a noun?		