Self-Assessment to improve Word Recognition in Readings

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Abstract

The objective of this action research was to recognize parts of speech to improve word recognition in readings. The participants were a group of 24 students, 12 females and 12 males from a public high school located in Babahoyo. The students attended the 12th grade and their range of ages was 15-16. The instruments to collect data were pre and post-test and checklists. These instruments provided quantitative data. The results showed a significant impact of Cohen’s $d = 2.69$ demonstrating a real improvement in recognition of words in reading passages after the intervention. Self-assessment activities were included and evidenced a gradually significant progress in word recognition during the five weeks of application of the innovation. Adjectives were the most recognized and articles the least. Finally, due to the necessities of Ecuadorian students from public schools, it is advisable to continue investigating and applying this innovation with other groups of students.

Key words: Self-assessment, parts of speech, reading comprehension, word recognition, high school.
El objetivo de esta investigación fue reconocer las partes del discurso para mejorar el reconocimiento de palabras en las lecturas. Los Participantes fueron un grupo de 24 estudiantes, 12 mujeres y 12 varones de un colegio público localizado en la ciudad de Babahoyo. Los estudiantes asistieron al doceavo grado y sus rangos de edades fueron de 15-16. Los instrumentos para recolectar información fueron un pre y post-test de reconocimiento de palabras y una lista de cotejos. Los instrumentos proporcionaron información cuantitativa y cualitativa. Los resultados mostraron un impacto significativo de Cohen’s $d= 2.69$ demostrando un mejoramiento real en el reconocimiento de palabras en pasajes de lecturas después de la intervención. Actividades de autoevaluación fueron incluidas e indicaron un progreso gradualmente significativo en reconocimiento de palabras durante las 5 semanas de la aplicación de la innovación. Los más reconocidos fueron los adjetivos y los menos reconocidos los artículos. Finalmente, debido a las necesidades de los estudiantes Ecuatorianos de colegios públicos, es aconsejable seguir investigando y aplicando esta innovación con otros grupos de estudiantes.

*Palabras claves*: Autoevaluación, partes del discurso, comprensión lectora, reconocimiento de palabras, colegio.
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Self-assessment to improve Word Recognition in Readings

Vocabulary knowledge plays a crucial role in the process of improving reading comprehension (Ali & Ayub, 2016). In this regard, a survey conducted in Singapore in the year 2002 with secondary students showed 80% of participants did not understand passages because of unknown words from texts (Zhang & Anual, 2008). Likewise, in Iran, fifty-two participants from Pazhuholes University were tested in two sessions. The findings of the study showed a positive correlation between vocabulary knowledge and reading comprehension (Tavanpour & Biria, 2017). As reported by Hunt and Beglar (cited in Moon, 2017), students can be good readers if they know 98% of vocabulary presented in a passage. To reinforce this claim, Curtis and Nation (as cited in Baleghizadeh & Golbin, 2010) mentioned that difficulties in word recognition affect comprehension during the process of acquiring a new language. This means word recognition is a fundamental skill to expand students’ abilities to comprehend texts. According to Kamil, Borman, Dole, Salinger and Torgesen (2008), the amount of vocabulary knowledge was critically important for students’ success in the process of acquiring a new language through reading skills.

Moreover, in Pakistan, the University of Gujrat tested 60 students of four different schools; they found that one of the main factors that affect reading comprehension was the lack of mastery over vocabulary which affected the comprehension of texts (Iqbal, Kazemian, & Noor, 2015). Similarly, in Ecuador an implementation applied to university students in order to investigate the effectiveness of classification of words into parts of speech to improve reading comprehension showed that incidental and depth vocabulary have a correlation with comprehension of texts (Almache, 2019).

In addition, a research carried out in Guayaquil to examine eighth grade students’ problems in the development of reading comprehension skills demonstrated that 86% of the participants did not understand words from texts (Cajo & Mora, 2019). It seems there is a
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problematic situation related to reading skills caused by the deficient knowledge of vocabulary in students of public institutions.

Furthermore, a similar research has not been applied in twelfth grades students, this study was conducted in a public high school from Babahoyo where most students have difficulties in understanding short texts from the books given by the Ministry of Education. A pre-reading test applied to a sample of twenty-four students showed that 90% did not recognize unknown words from short passages and 9.08% could do it but not accurately. This innovation aimed at analyzing the effects of self-assessment of word recognition to improve reading comprehension. Based on the students’ needs the following questions were addressed:

a. To what extent will students improve word recognition through self-assessment?
b. Which part of speech will be most and least impacted by self-assessment?

Literature Review

This research made analysis of learning vocabulary through self-assessment of word recognition to improve reading comprehension. Both independent and dependent variables were sustained by theories and concepts in this section. Definition of backward design model is included. In addition, considering that the innovation included communicative activities, principles of Communicative Language Teaching (CLT) were added to this study.

Vocabulary

Word recognition played an important role in this study. Schmitt and Meara (1997) placed vocabulary as the main core in the communicative competence as a nucleus in the acquisition of a second language. Perfetti and Hart (2001) stated that there are two kinds of vocabulary on the process of learning English: breadth and depth. Both are predictive of the reading skills in students. Gu (2017) did a research with EFL Chinese students about vocabulary framework and concluded that breadth and depth are significant predictors for
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reading comprehension and they are positive correlated with each other. This means that quantity and quality of words are important to enhance reading comprehension.

Choi (2013) advocated that depth vocabulary plays a vital role in reading comprehension performance. Similarly, Schmitt, Jian and Grab (cited in Elmasry, 2012) stated that depth of vocabulary knowledge provides the foundation for language proficiency and enhance the reading abilities that contribute to comprehension of texts.

According to Haynes and Backer (1993) the lack of vocabulary influences the comprehension of a text. Furthermore, texts are not understood without knowing what words mean in each paragraph so there is a connection between vocabulary and reading comprehension (Anderson & Freebody, 1981). A research conducted by Proctor, Silverman, Harring, and Montencillo (2011) about vocabulary development in dual language learners (DLLs) showed that vocabulary learning skills were strongly associated with reading comprehension. Similarly, another study of 112 Spanish-English DLLs showed that vocabulary knowledge predicted effectiveness in reading comprehension (Uchikoshi, Yang, & Liu, 2018).

Moreover, Hatch and Brown (1995) stated that there are two kinds of vocabulary knowledge: receptive and productive. The first one refers to the ability to understand a word when it is heard or seen, while productive vocabulary knowledge is when students produce a word in a written or speaking form.

An investigation developed with 29 primary school students in Germany analyzed the individual differences in the efficiency of word recognition process. The results showed that poor comprehension with inefficient word recognition abilities moderated the effects of reading strategies interventions. In contrast, poor comprehension with efficient word recognition skills tended to benefit training of reading strategies (Muller, Ritcher, Karageorgos, Krawietz, & Ennemoser, 2017).
Word Recognition

Jeon (2012) claimed that word recognition involves two sub-processes: the first one related to visual recodifications of orthographic forms of words, and the second one associated with semantic resources through a word dictionary in the mind or mental lexicon. For Perfetti (2007), it is a recurring cognitive activity in first and second language reading. Findings of a study developed with Japanese EFL learners in order to examine the three components word recognition (decoding, sight word reading, and lexical meaning access) and English Language ability showed that they were significant predictors of reading comprehension and reading rate (Yamashita, 2013).

Parts of Speech

Parts of speech are the traditional name to refer to different classes of words such as nouns, verbs, adjectives and adverbs that belong to a sentence (Schachter & Shopen, 2010). In addition, the study of parts of speech provides English learners with the opportunity to increase lexicon, use vocabulary correctly and improve reading skills (Lin, 2014). A study conducted by Chua (2008), related to the roles of different, POS found that nouns are effective to describe category’s contents. Thus, Purgina, Mozgovoy, and Ward (2017) demonstrated that the use of word recognition and the classification into parts of speech helped the learners to acquire and enrich vocabulary.

Reading Comprehension

Reading comprehension is an ability that lets readers interpret information, acquire vocabulary and get new knowledge about a topic. Hafiz and Tudor (1989) stated there are two kinds of reading instruction: intensive and extensive. Intensive reading students read short texts with specific purpose. A study conducted in Nigeria with a sample of 140 students from schools demonstrated that intensive reading affects positively students’ academic performance (Benwari & Nemine, 2014). On the other hand, Grabe and Stroller (as cited in
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Waring & McLean, 2015) stated extensive reading is related to pleasure; it is more general and voluntary. Extensive reading is based on the assumption that the exposition of learners to large quantities of meaningful material will produce an effective command of the language use in students of L2.

Similarly, Hedge (cited in Alyousef, 2006) claimed that through extensive reading learners can build language competences, track their own reading skill progress, and as a result, they become independent and develop confidence when getting new information from texts. A research study in Japan reported that more students enjoy extensive reading and the total numbers of books read increased from 153 in the first year to 261 in the second year (Powell, 2005). However, In Iraq, Ishik University Preparatory school conducted a study with undergraduate participants, the results showed that the combination of intensive and extensive reading is effective with learners from elementary level (Celik, 2017). Anderson (1999) advocated that intensive reading in the classroom helps students to develop skills and strategies to be transferred to extensive reading contexts. Therefore, there is a connection between intensive and extensive reading because both provides a complete benefit to improve reading skills (Harmer, 2007).

Self-assessment

Andrade and Valtcheva (2009) defined self-assessment as a process that involves students’ own evaluation of work and progress. Orsmond, Merry and Reiling (2006) mentioned that self-assessment gives learners the opportunity of developing objective judgments about quality of work, enhancing abilities and recognizing strengths and weakness related to the language.

Furthermore, according to Boud (1989) self-assessment lets students identify their weaknesses and strengths and focus their attention in the process of learning, as well as its practices allows teachers the opportunity to evaluate a large number of students, and establish
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realistic goals. In addition to Ross (2006), it is a reliable technique that produces consistent results across items, tasks and contexts. Papanthymou and Darra (2019), in their study with high school students, supported that self-assessment increases communication and encourages students’ participation in classroom discussion, as well as it reduces anxiety for final assessment. However, Tan and Keat (cited in Zayed, 2017) said that self-assessment can be subjective and not trustful because students tend to over-mark answers when comparing with tutor assessments.

**Backwards Design**

Backwards Design is a modern method that breaks out and challenges the traditional curriculum. It consists in establishing desired educational goals before the instructional methods or activities and forms of assessment (Wiggins & McTighe, 2015). A study based on implementing backward design in a public school in order to improve students’ academic assessment showed that the experimental group (G2), in which backward design was applied, got better results than the control group (G1) who did not apply it, so backward design application was meaningful (Ontaneda & Sanchez, 2019). In Iran a backwards design model was applied to 100 Iranian intermediate EFL learners in order to determine any significant effect on improving writing ability as well as to evaluate the superiority of backwards design in EFL. The participants were divided in control and experimental. The control group received instruction through a conventional method of forward design meanwhile the experimental group through backwards design, the results showed that backwards approach was significantly superior to conventional forward models (Hosseini, Chalak, & Biria, 2019).

**Communicative Language Teaching (CLT)**

Communicative Language Teaching is an approach that gives emphasis to the language use and provides opportunities to students to practice target language (Thamarana,
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2015). Moreover, Wu (2019) stated that CLT encourages students to learn vocabulary naturally instead of intentionally within authentic contexts. One of the advantages of using CLT is based on task-oriented and student-centered language teaching practice that gives students the opportunity to use the language for communication and interaction inside and outside classroom (Richards, 2006). Similarly, Brown (2001) advocated that CLT enables learners to be confident through the interaction with other people.

Wu (as cited in Chung, 2006) claimed that semantic and lexical pattern instructions can be supplemented by CLT activities in order to provide natural contexts to students. Today CLT can be seen as a revolutionary approach composed of a set of principles based on communication in authentic scenarios (Almari, 2018). A study conducted in Loja with 6 English Teachers and 105 students of a public school showed that modeling, pair and group work helped students to develop communicative skills and promoted active participation in the classroom (Toro, Camacho, Pinza & Paredes, 2018).

In Iran, a quantitative study was developed to measure the impact of the implementation of Communicative Language Teaching. Forty secondary students were divided in two groups the experimental group (20) and the control group (20), communicative activities based on the principles of CLT were assigned to the experimental group, meanwhile traditional and non-communicative instructions with structural based methods were assigned to the control group. The results showed that the experimental group had a positive effect on students’ listening and speaking performance in comparison with the control group (Aalaei, 2017).

In addition, in South Korea, a research study was conducted which explored the perceptions of eighteen EFL South Korean secondary English teachers toward CLT found teachers faced challenges in adopting and implementing CTL classes. The problems were related to the lack of proficiency in the use of the language, misinterpretation in the CLT
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principles, insufficient coaching, poor command of English level in students, large size classes, and the absence of adequate instruments to access purposes in Communicative Language Teaching (Li, 1998).

Musthafa (2001) investigated the applicability of CLT and revealed that the application of CLT is not beneficial for students because of the problematic current educational system of that country. The critical challenges teachers had to face were related to the lack of self-confidence of teachers to use the target language in class, the lack of authentic material and the scarce opportunity for students to use English outside the classroom.

As, there is not much research in self-assessment of Word recognition and the difficulties that participants faced on recognizing parts of speech when reading, this action research was carried out.

Innovation

This innovation helped students to improve reading comprehension through the recognition and classification of words into parts of speech. It aimed at 12th graders with an A1 level of English according to CEFR. The implementation was applied in five weeks with five hours per week. The researcher used the backwards design model. The teacher made a selection of passages of the book “English A1” according to the level and interest of students. The innovation was based on intensive reading, identification of unknown words and classification into their function in a sentence.

During the first week, parts of speech: Nouns, verbs, adjectives and articles were introduced through short texts. In addition, students recognized and classified vocabulary into their right category. After each activity of word-recognition students filled out a check-list containing nine questions in English and Spanish. This activity was done after tasks of word-recognition and classification into parts of speech. Furthermore, students developed authentic
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pair and group work activities to transfer the acquired knowledge. At the end of the implementation, participants completed a summative performance assessment task. They created a scrapbook with pictures and wrote a short paragraph containing physical description of their family members.

Methodology

According to Dick (2015), action research is related to different methods and tools used to measure specific situations in order to promote a positive change. This was an action research with analysis of quantitative data. Quantitative instruments were developed in order to collect information and answer the research questions.

Participants

Twenty- four students from a public school formed the target group. The high school was located in Babahoyo in the province of Los Rios. The sample group was composed of twelve males and twelve females in 12th grade. Participants’ ages ranged from 15 to 16. Their mother tongue was Spanish. Students had an A1 level according to the Common European Framework of Reference for Languages (CEFR).

Instruments

The following instruments were applied:

Demographic survey.

The demographic survey had the objective to collect background information of students about age, English level, native language and ethnicity.

Pre and post reading Test.

To address the first research questions: To what extent will students improve word recognition through self-assessment? The instruments considered were the pre-post reading tests. The pre- reading test was taken at the beginning of the innovation. It was used to determine if students recognized and classified words into parts of speech correctly. It was
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composed of three short passages. There was a section containing questions to measure the comprehension of students. On the other hand, the post-reading test was used to assess the improvement and effectiveness of the innovation. The post-reading test was administered at the end of the study. Both pre and post reading tests were evaluated over 25 marks.

Check-list.

To address the second question “Which part of speech will be most and least impacted by self-assessment?”, the researcher applied seven check-lists, each one composed of nine yes/no questions and related to the parts of speech but just three check-list sessions were used to measure the frequency, one from the beginning, middle and end of the innovation.

Data Collection and Analysis

RQ# 1. To what extent will students improve word recognition through self-assessment?

It was calculated from the classification of words into parts of speech of the pre-post reading test. The information was coded and transferred to SPSS statistical software. Minimum, maximum, and standard deviation were calculated. A t-test was applied to compare the different scores and determine if the results were statistically significant. In addition; Cohen’s *d* was calculated to define the effect size of this study.

RQ# 2. Which part of speech will be most and least impacted by self-assessment?

Students filled out a check-list each day after tasks of recognizing parts of speech. The answers were according to the frequencies. These results are shown in a table. It contained yes/no questions about word-recognition of parts of speech.

Ethical Considerations

According to Winter (cited in Nugent, Malik, & Hollingsworth, 2012), students’ participation in an action research is free, voluntary, and confidential. With regard to this, learners were invited to participate in the innovation and identities and results were not
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revealed to other members of the community. Additionally, the researcher obtained the respective authorities’ permissions before collecting data or making observations.

Results

The findings of this study are presented according to the research questions. The first research question, “To what extent will students improve word recognition through self-assessment?” results are reported in Table 1.

Table 1

Word Recognition Pre-Post results

<table>
<thead>
<tr>
<th></th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Standard D</th>
<th>P Value</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>0</td>
<td>12</td>
<td>7.37</td>
<td>3.10</td>
<td>0.00</td>
<td>2.69</td>
</tr>
<tr>
<td>Post-Test</td>
<td>11</td>
<td>17</td>
<td>14.16</td>
<td>1.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean of the pre-test was 7.37 (SD=3.10) and the post-test 14.16 (SD1.76). Cohen’s d was 2.69. Outcomes evidenced that word recognition was minimum at the beginning but at the end, after the implementation, there was a significant improvement. The p. value was 0.00 which means that the results did not happen incidentally.

The second research question: “Which part of speech will be most and least impacted by self-assessment?” The outcomes were gotten from checklists applied during the intervention. They contained nine questions applied during the intervention. Results are shown below.

Table 2

Students’ Progress of self-assessment

<table>
<thead>
<tr>
<th>Questions</th>
<th>First</th>
<th>Middle</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. - Can you recognize nouns?</td>
<td>8</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>2. - Can you recognize adjectives?</td>
<td>5</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>3. - Can you recognize verbs?</td>
<td>10</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>4. - Can you recognize articles?</td>
<td>0</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>5. - Do you recognize parts of speech?</td>
<td>0</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>6. - A noun refers to a person</td>
<td>8</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
Table 2 reported that Adjectives were the most impacted, since 24 from 24 students could recognize them. Participants showed accuracy because they established a connection of their mother tongue with L2. Instead, 2 from 24 students could not recognize articles. As is shown in table 2, participants improved gradually along the application of the innovation.

**Discussion**

The objective of the present study was to examine the impact of self-assessment to improve word recognition in readings through communicative activities. The outcomes obtained in this action research reflected a Cohen’s $d$ of 2.69 which demonstrated a significant improvement after the intervention. At the beginning of the implementation students got a low grade in the pre-test, it was caused by the lack of knowledge about function of words. As Orsmond, Merry and Reiling (2006) stated self-assessment gives the students the opportunity to develop, enhance abilities and recognize strengths and weaknesses related to the language, checklists used in this intervention helped participants to judge the quality of their work and boost their word recognition abilities in almost 100%.

Purgina, Mozgovoy and Ward (20017) claimed that the use of word recognition and classification into parts of speech helped the learners to acquire and enrich vocabulary. This intervention allowed participants to enlarge their vocabulary knowledge. Otherwise, Hafiz and Tudor (1989) advocated that intensive reading let students read short texts with a specific purpose and acquire vocabulary; in this innovation, students read different passages and gained vocabulary depth.

This action research was based on the principles of CLT. According to Richards (2006), CLT provides opportunities to students to use the language for communication inside
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classroom, participants had the opportunity to interact, work in pairs with their classmates and transfer their knowledge each day. Finally, the use of backward design model helped the researcher to replace the traditional teaching methods. Students were active participants during the process of the innovation. According to, Hosseini, Chalak and Biria (2019), backward designed methods are superior to conventional forward models.

Conclusion

The aim of this study was to determine whether self-assessment helped students to improve word-recognition in readings. Based on the evidence, after five weeks of intervention participants reduced their difficulties to recognize and retain vocabulary knowledge in passages and as a consequence they did not have problems understanding basic short readings from books given by the Ministry of Education.

Functions of words played an important role in the intervention. Students established differences within parts of speech: nouns, verbs, adjectives and articles and applied them in short tasks. Post results of the study demonstrated that they improved gradually word recognition and classification of words into parts of speech during the intervention.

It was the first time they studied part of speech in English so they worked actively during the innovation, students looked involved in pair-work activities which encouraged them to interact with each other. The results of this investigation can be taken as a support to including vocabulary instruction in the process of acquiring reading skills.

Limitations

The following limitations were faced during the application of this action research. First, the innovation was applied during the winter season; therefore, the climate made the students feel anxious and influenced in their behavior. Second, there were unexpected extra-curricular activities with the students which modified the established schedule of the innovation. Third, students presented problems with punctuality in English classes so there
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was pressure to reach the planned objective in period of short time. There was not a control
group available to reinforce the obtained results.

Recommendations

For future action researches some recommendations are given: First, the time to carry
out the action research should be extended for five weeks more. Second, based on the
achieved results, it is important to promote vocabulary instruction in order to improve reading
comprehension in public schools. Third, encourage teachers to use communicative tasks in
order to enhance students’ knowledge. Fourth, the application of innovation should be done
in the middle of the school year not at the beginning or almost end of year. Finally, do more
investigation about other parts of speech and its influences in reading comprehension.
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Appendix 1

Backward Design Lesson Plan

Instructional Design of Units for transfer of learning to real life contexts

<table>
<thead>
<tr>
<th>Institution:</th>
<th>“Emigdio Esparza Moreno” High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of study:</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Student description:</td>
<td>12th Grade from a Public School in Babahoyo. A1 level</td>
</tr>
<tr>
<td>Professor:</td>
<td>Lcd. Blanca Ordoñez Yagual</td>
</tr>
<tr>
<td>Unit title:</td>
<td>People Around Us</td>
</tr>
<tr>
<td>Weeks:</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Hours:</td>
<td>5 hours per week</td>
</tr>
</tbody>
</table>

I. Transfer Goal (Stage 1)

Standards the unit will work with:

- Can understand short texts on subjects of personal interests (e.g. stories, travel, etc.)

  Written with simple words and supported by illustrations and pictures

Goal:

I want my students to learn how to recognize words according to their function so that in the long run and on their own they will classify them into parts of speech to improve word recognition in reading comprehension.
### Breakdown of transfer goal

<table>
<thead>
<tr>
<th>A. If we see and hear them do this, they CAN transfer this learning.</th>
<th>B. If we see and hear them do this, then they CANNOT (yet) transfer:</th>
</tr>
</thead>
</table>
| Classify words into parts of speech according to their function.  
Identify words and its position inside the sentence.  
Increase their vocabulary repertoire and use them in real context.  
Identify main and secondary ideas from a text. | Cannot classify words into parts of speech correctly.  
Cannot use words and identify their function in a sentence appropriately.  
Cannot use and adapt vocabulary repertoire to real life.  
Struggle identifying main and secondary ideas from a text. |
| C. What I will commit to doing differently in my classroom to ensure my results look like Column A. |

| Cannot classify words into parts of speech correctly.  
Cannot use words and identify their function in a sentence appropriately.  
Cannot use and adapt vocabulary repertoire to real life.  
Struggle identifying main and secondary ideas from a text. | Provide students assessment and self-assessment activities.  
Monitor students’ progress as well as supply feedback constantly.  
Encourage students to produce new short texts with new vocabulary repertoire.  
Ask questions to students to maintain their attention on main and secondary ideas. |

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Students meet an old friend they haven’t seen in long time in the street. They start talking about their families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Friends</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Audience</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation</strong></td>
<td>Students from a classroom need to create a scrapbook with pictures and physical description of their friends’ family members so they need to ask and answer questions about physical appearances of each member.</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>Students will describe, ask and answer questions about physical appearance of members of their family.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>Use of descriptive vocabulary and word choice</td>
</tr>
</tbody>
</table>

### III. Knowledge and skills

The students need to succeed in the assessment. (Stage 1)

<table>
<thead>
<tr>
<th>What students will need to know</th>
<th>The skills students will need to be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts of speech</td>
<td>Classify and identify words according to their function.</td>
</tr>
<tr>
<td>Vocabulary of physical appearance</td>
<td>Describe physical appearance.</td>
</tr>
<tr>
<td>Simple Present Tense</td>
<td>Identify main ideas.</td>
</tr>
</tbody>
</table>
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IV. Essential Questions (Stage 1)

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can recognizing words from a text and classifying them into parts of speech help me to understand a text better?</td>
</tr>
<tr>
<td>2. How can understanding definition of words from a text help me to increase and improve my vocabulary repertoire?</td>
</tr>
</tbody>
</table>

V. Learning Activities

**Transfer goal:** I want my students to identify and classify words from texts into parts of speech in order to improve reading comprehension.
### SELF-ASSESSMENT OF WORD RECOGNITION

**Abbreviated Performance Task:**

<table>
<thead>
<tr>
<th>Learning Activities (from student’s perspective)</th>
<th>Intention</th>
<th>A</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1- December from 17th to 18th, 2019.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday- 2 hours (80 minutes)</strong></td>
<td>Initiating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation about the application of the research program. (15 minutes)</td>
<td></td>
<td></td>
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<tr>
<td>Demographic survey (25 minutes)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students take placement test (25 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test. (15 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday- 1 hour(40 minutes)</strong></td>
<td>Initiating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warm up</strong>: Students associate the word “Nouns, Verbs and Adjectives with as many words as they can think of (5 minutes)**</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Introduction of the topic</strong>. Teacher will use realia to introduce the topic “Parts of Speech” (5 minutes).</td>
<td>Initiating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activate Prior Knowledge</strong>: Students answer questions about their family? (5 minutes)</td>
<td>Initiating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SELF-ASSESSMENT OF WORD RECOGNITION

<table>
<thead>
<tr>
<th>Developing</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>X</td>
</tr>
<tr>
<td>Formative</td>
<td>X</td>
</tr>
<tr>
<td>Checklist #1</td>
<td></td>
</tr>
</tbody>
</table>

**Friday- 2 hours (80 minutes).**

- Students will review “Parts of speech” and ask questions to teacher about any doubt. (10 minutes).
- Introduction of new vocabulary using (realia, flash cards, etc) (5 minutes)

**Who lives with you? How old is he/she? How does he/she look like?**

Students will scan a short passage and classify the unknown words into nouns, verbs and adjectives. (10 minutes)

**Who lives with her daughter? How is Karen’s daughter?**

**What does Karen look like?**

**Who is Karen’s son? What does he look like?**

Students will create an own A part of speech story board using sentences from a short passage. (10 minutes)

Look up for definition of each new word using an English dictionary (5 minutes)

Students will answer questions about the passage:

- Who lives with her daughter? How is Karen’s daughter?
- What does Karen look like?
- Who is Karen’s son? What does he look like?

Checklist #1

**Friday- 2 hours (80 minutes).**

- Students will review “Parts of speech” and ask questions to teacher about any doubt. (10 minutes).
- Introduction of new vocabulary using (realia, flash cards, etc) (5 minutes)
Students will match each new word with its definition. (5 minutes)

Students will brainstorm ideas about festivals in Ecuador (10 minutes)

Students will preview the passage “Famous Fest” by looking at the layout, photos, and pictures. (5 minutes)

Students will read the passage and color different parts of speech: Nouns with color red, verbs with color blue and adjectives with color yellow. (20 minutes)

Checklist #2

Students will check true or false. (10 minutes)

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Art festivals are special celebrations</td>
<td></td>
</tr>
<tr>
<td>b. Food festivals are famous in South America</td>
<td></td>
</tr>
<tr>
<td>c. The World Tango Festival is famous in Chile</td>
<td></td>
</tr>
<tr>
<td>c. The Ibero American Theater Festival is a Colombian celebration</td>
<td></td>
</tr>
<tr>
<td>d. The theater fans prepare different activities.</td>
<td></td>
</tr>
</tbody>
</table>

Students will work in groups, choose a festival from Ecuador and complete a paragraph about them. (15 minutes)
SELF-ASSESSMENT OF WORD RECOGNITION

Ecuadorian People celebrate___________in___________.

(name of festival)
(city)

a beatiful city in_____________. The festival is_______

(country) (date)

The_______________prepare differentactivities. For

(artists)
example,__________________________

(activities)

Week 2-January from 7th to 10th, 2019

Tuesday- 2 hours ( 80 minutes)

Students will chant a song “Parts of Speech” in order to review definitions of nouns, verbs and adjectives (20 minutes)

Introduction and explanation of a new part of speech: “Articles”( 20 minutes)

**Articles**

An article is a word that comes before a noun.

the boy a bee an apple

Students will work in pairs and read some sentences then they will classify each word according to the part of speech.( 15 minutes)

Assessment

| Hook | X |
| Initiating | X |
| Developing | X |
Hi! My name is Lara and I live in Rio de Janeiro.

I am reporting on my neighborhood, Copacabana.

It is summer, so people are wearing sunglasses and a cap.

The weather is perfect for practicing sports.

Copacabana is famous for its beaches and it’s also a fantastic place to relax.

Students will cross out the right part of speech (10 minutes)

- summer-sunglasses (nouns-adjectives-articles)
- perfect-famous (nouns-adjectives-articles)
- live-reporting (nouns-adjectives-verbs-articles)
- A-the (nouns-adjectives-verbs-articles)

Students will write a short paragraph about their peer neighborhood. (15 minutes)

Thursday-1 hour (40 minutes)

Active prior knowledge about action verbs with the questions “What do you do everyday? (5 minutes)

Students will look at the pictures and fill out with action verbs. (5 minutes)
SELF-ASSESSMENT OF WORD RECOGNITION

Students will work in pairs and ask and answer questions about the same picture: What does she/he do? (5 minutes)

Students will read a dialogue and then identify the characters in the picture. (10 minutes)

Students will describe each character of the picture. (10 minutes)

Using the cell phone take pictures of classmates’ activities and then describe what they do. (5 minutes)

Students report to the class about classmates’ activities (5 minutes)

Friday- 2 hours (80 minutes)

Students will work in pairs and write down as many personality adjectives as they can (10 minutes)

Students will classify each personality adjective in three columns: Positive, Negative and Neutral adjective (10 minutes)

Students will work in groups and match the faces with...
the corresponding personality adjective. (10 minutes)

Students will write definition of each word (15 minutes)


Students will answer question about What is his/her daily routine?

Students will read and organize the passage into the correct order. (15 minutes)

The Dog Whisper

_In my free time I visit my children Andre and Calvin. They are lovely. We go for a walk on the beach or go to the movies._

_Hi! I’m Cesar Millan. I’m from Mexico but I live in Los Angeles, California. I’m friendly and patient and I have a foundation: a dog psychology center with 40 dog approximately. I practice sports and play with dogs._

_In the afternoon, I eat vegetables for lunch. I don’t eat junk food. The, I go to film my program The Dog Whisper on Nat Geo channel until 5:00 pm._

_My routine is the following: First, I get up at 4:30 am, take a shower and walk my dogs in the morning._

Students will classify words in bold into parts of speech

Checklist # 4 (5 minutes)

Circle the right word (10 minutes)

1. I get up at 4:30 am, take a (shower/walk)
2. - I (look/check) my agenda.
3. - I am very (shy/friendly)
4. - In my (lovely/free) time I (visit/have) children.
5. - I (drink/eat) vegetables for lunch.
6. - At 4:30, I (walk/feed) my dogs in the morning.
7. - I like (disorganized/organized) schedules.

**Students will write their own routines and then share the information with their classmates (5 minutes)**

In the morning: ________________________________

In the afternoon: ________________________________

At night: ________________________________

---

**Week 3-January from 14th to 17th, 2020.**

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

Brainstorm ideas about possessive adjectives through presentation of sentences (5 minutes)

Introduction and explanation about possessive adjectives: My, your, his her, its, our their (15 minutes)

Students will read some sentences and underline with red pencil the possessive adjective, blue pencil common adjectives. (10 minutes)

1. Her eyes are small and blue
2. Her hair is long, wavy and black
3. His eyes are big and green
4. His nose is small
5. Their eyes are brown
6. My hair is long, wavy and brown

---

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating</td>
<td>X</td>
</tr>
<tr>
<td>Developing</td>
<td>X</td>
</tr>
</tbody>
</table>
**Checklist #5**

Students will read the passage and draw Jimmy and Paula’s hair, eyes and nose. **(10 minutes)**

In pairs students will make a description of each other **(20 minutes)**

Students will make a report with descriptions of each other **(20 minutes)**

Students will present the report to the class **(20 minutes)**

**Week 4-January 21 to 24th, 2020**

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

Students will brainstorm ideas about the word Family **(20 minutes)**

Students will answer questions about their families **(5 minutes)**

a. - Is your family big? b. - Is your family diverse?

c. - Is your family small? Where is your family from?

Students will work in pairs and ask and answer questions to their classmates **(10 minutes)**

Students will look at some pictures and answer questions **(10 minutes)**

a. - Is this family big?

b. - Is this family diverse?

c. - Is this family small?

d. - Where is this family from?

Students read a short paragraph and classify words into parts of speech: nouns, verbs, adjectives, articles **(15 minutes)**
SELF-ASSESSMENT OF WORD RECOGNITION

Checklist #6 (5 minutes)

Students will write M (Monica) or A (Ana) for each sentence according with the text (5 minutes)

a. - Her father is tall and chubby.______

b. - Her mother is young.________

c. - There are three in her family_____ 

d. - She lives with her grandparents_____

e. - There are seven in her family______

Students in pairs will ask and answer questions about the short text. (10 minutes)

a. - What does Monica look like?

b. - What does Ana look like?

c. - What does Alicia and Hector look like?

Students will write a short paragraph about their families.

Thursday- 1 hour (40 minutes)

Students will brainstorm ideas about the word Weather. (5 minutes)

Students will answer the question “What’s the weather like in Ecuador.” (5 minutes)

Students will work in groups of 4 and ask and answer questions What’s the weather like in your city? (5 minutes)

Students will read some short text and match with each picture. (5 minutes)

Students will classify the words according to their function. (5 minutes)

Students will cut and paste picture and make a creative...
collage and present to the class giving a short description (20 minutes)

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

- Students will read and find out all verbs, articles and adjectives. (10 minutes)
- Students will make sentences with each word. (20 minutes)
- Students will match the word with the right definition. (20 minutes)
- Students will create a short story with words. (20 minutes)
- Students will share their story with their classmates (10 minutes).

**Week 5 - January from 28 to 31st, 2020**

- **Tuesday - 2 hours (80 minutes)**
  - Students will answer questions about their daily routines. (10 minutes)
    1. - What do you do in the morning?
    2. - What do you do in the afternoon?
    3. - What do you do at night?
  - Students will ask questions about daily routines to their classmates. (10 minutes)
  - Students will read and classify each word from the text according to the part of speech: nouns, verbs, adjectives. (20 minutes)

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<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating</td>
<td>X</td>
</tr>
<tr>
<td>Developing</td>
<td>X</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>X</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>X</td>
</tr>
<tr>
<td>Initiating</td>
<td>X</td>
</tr>
<tr>
<td>Developing</td>
<td>X</td>
</tr>
</tbody>
</table>

---

This is Nelly. She's a nurse. She's tall and thin. She works at the hospital. She looks after sick people. She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. Then she eats breakfast at half past six. At seven o'clock, she drives her car to the hospital. Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock. At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.
### SELF-ASSESSMENT OF WORD RECOGNITION

**Checklist (5 minutes)**

Students unscramble sentences (**15 minutes**)

1. walks/ Mario/ dog/the/
2. music/ to/ listen/ John and Pedro/
3. phone/talks on /the/ Luis/
4. eats/ Turkey/ Elena/
5. in / park /the/ Oswald/ walks/
6. bike/ a/ rides/ Jairo/

Students will write a short report about activities their classmates do every day (**20 minutes**)

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

**Post-Test**

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

Review about parts of speech: nouns, verbs, adjectives and articles. (**10 minutes**)

Students will work in pairs; they will ask and answer questions about physical appearance of members of their family. (**15 minutes**)

Students will write a report (**15 minutes**)

Students will create a scrapbook with pictures and physical description of their friends’ family members (**20 minutes**)

Students will present their scrapbook to other groups. (**20 minutes**)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>5 minutes</td>
<td>Developing</td>
</tr>
<tr>
<td>Students unscramble sentences</td>
<td>15 minutes</td>
<td>Developing</td>
</tr>
<tr>
<td>1. walks/ Mario/ dog/the/</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. music/ to/ listen/ John and Pedro/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. phone/talks on /the/ Luis/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. eats/ Turkey/ Elena/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. in / park /the/ Oswald/ walks/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. bike/ a/ rides/ Jairo/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will write a short report about activities their classmates do every day</td>
<td>20 minutes</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Thursday - 1 hour (40 minutes)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-Test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday - 2 hours (80 minutes)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review about parts of speech: nouns, verbs, adjectives and articles</td>
<td>10 minutes</td>
<td>Initiating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students will work in pairs; they will ask and answer questions about physical appearance of members of their family</td>
<td>15 minutes</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students will write a report</td>
<td>15 minutes</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students will create a scrapbook with pictures and physical description of their friends’ family members</td>
<td>20 minutes</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students will present their scrapbook to other groups</td>
<td>20 minutes</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
VI. On-going Self-Assessment

<table>
<thead>
<tr>
<th>As I reflect on student learning, what will I do if my plan is not yielding my expected results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In that case, I will continue implementing new strategies, games and activities to reach my expected results taking into account their English level and their limitations</td>
</tr>
</tbody>
</table>
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,

Lic. Blanca Ordoñez
Candidata a Master

Demographic Information/Información Demográfica

Name: ______________________________
Nationality: ______________________________
Check school type/ Selecciones el tipo de institución:
Public ( ) Private ( ) Bilingual ( ) IB ( ) Foundation ( ) Co-financed ( )
Pública ( ) Privada ( ) Bilingue ( ) IB ( ) Fundación ( ) Cofinanciada ( )
School name/Nombre de la institución: ____________________________
City/Ciudad: ______________________________
Course-parallel/level – Curso-paralelo/nivel: _____________
Gender/Género: Male/Masculino ( ) Female/Femenino ( )
Age/Edad:
( ) 12 ( ) 13 ( ) 14 ( ) 15 ( ) 16 ( ) 17 ( ) 18
SELF-ASSESSMENT OF WORD RECOGNITION

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

English level/Nivel de inglés: Beginner/principiante ( ) Basic/básico ( )
Intermediate/intermedio ( ) Advanced/avanzado ( )

English learning background/Describa su experiencia aprendiendo inglés (donde, 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: ____________________________________________________________

Knowledge about technology/Conocimientos sobre tecnología:
None/nada ( ) Beginner/principiante ( ) Basic/básico ( )
Intermediate/intermedio ( ) Advanced/avanzado ( )

Professional/Employment Status-Estado professional/empleo:
Student/estudiante ( ) employed/empleado ( ) self-employed/independiente ( )
Retired/jubilado ( ) Unemployed/desempleado ( )
SELF-ASSESSMENT OF WORD RECOGNITION

Appendix 3

Pre-Post Reading Comprehension Test

Readings taken from: www.educacion.gob.ec
## SELF-ASSESSMENT OF WORD RECOGNITION

### Appendix 4

### Check-list

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you recognize nouns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>¿Puedes reconocer sustantivos?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you recognize adjectives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>¿Puedes reconocer adjetivos?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you recognize verbs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>¿Puedes reconocer verbos?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you recognize articles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>¿Puedes reconocer artículos?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you recognize parts of speech?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>¿Puedes reconocer las partes de una oración?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A noun refers to a person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Un sustantivo se refiere a una persona</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A verb refers to an action</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Un verbo se refiere a una acción</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An adjective refers to a description of a noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Un adjetivo se refiere a una descripción de un sustantivo</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An article is used to indicate whether a noun in a sentence is specific or general.

| An artículo es usado para indicar si el sustantivo a una oración es específico o general. |   |   |