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Using comprehension passages in a unified lesson to learn parts of speech and verbs in english

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Abstract

The first topic that students have learned in the English language is parts of speech. The curriculums for primary schools in countries that have taught the English language as a foreign language (second language) are designed to teach students firstly how to distinguish between words. Students for these grades have learned to classify words as nouns, subjects, objects, verbs, adverbs, etc. The parts of speech in the English language are categories of words based on their functions and roles within a sentence. They classify all words in the language and are also known as word categories. These are the building blocks of grammar. Learning the parts of speech is a step toward understanding sentence structure.

The second topic that primary school students have to recognize perfectly is the tenses of verbs. Al-Hamash, K. I., & Al-Jobouri, A. (1990). Both topics are involved in grammar, which is the center of the structure of sentences in the English language. These sentences lead students to read, write, speak, and listen to the English language successfully.

Teachers of the English language can teach students the importance of parts of speech and tenses of verbs by using new strategies and approaches in a unified lesson: comprehension passages.

Keywords: Comprehension passages, English, speech and verbs

Introduction

The first topic that students have learned in English language is parts of speech.

The curriculums for primary schools in the countries that have taught English language as a foreign language (second language) are designed to learn students firstly how to distinguish between words. Students for these grades have learned to classify words as noun, subject, object, verb, adverb, and etc. Al-Hamash, K. I., & al-Jobouri, A. (1990) ^[2].

The parts of speech in the English language are categories of words based on their functions and roles within a sentence. Parts of speech classify all words in the English language and are also known as word categories. These are building blocks of grammar. Learning the parts of speech is a step toward understanding sentence structure. Ahmad, Imtiaz. (2022) ^[1].

The second topic that primary school students have to recognise ideally is the tenses of verbs. Both topics are related to grammar, which is the center of the structure of sentences in English. These sentences lead students to read, write, speak, and listen to the English language successfully. Purdue Online Writing Lab. (n.d.)

Teachers of the English language can teach students the importance of parts of speech and tenses of verbs by using new strategies and approaches in a unified lesson: comprehension passages.

Comprehension passages are pieces of writing for reading, and they often have questions to answer. The passage consists of sentences written to send a message or idea. Students have to read the passage carefully and concept it. Olatunji, Samson. (2011) ^[18]. Then, they must answer the questions that come from the passage. The sentences of the passage have parts of speech and tenses. The sentences may be three or more, depending on the grade level that students study in. The questions always are five or six, and each question has a different answer according to its situation and meaning or purpose. (ibid)

The first topic that EFL students learn is parts of speech involving speech involving sentence structure. At the same time, verb tenses involve the sentence's time. The time of the sentence depends on the verb, while the structure of the sentence depends on the types of words. (Ahmad, Imtiaz. (2022) ^[1].

So, what is the relationship between them? The first discusses the structure of the sentence,

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and the other discusses the time of the sentences, as mentioned above. In Iraqi schools, students are taught parts of speech orally in the first, second, and third primary grades. Students of these grades learn the names of people, things, animals, and so on. All the names are part of speech, called "nouns". Additionally, they learn the meaning of some common verbs, such as verbs that involve our live study and actions.

Teachers of the English language teach nouns and verbs in these grades using three materials: students' books, boards, and pictures. The exam for these three grades is oral. The exam will be a written paper in the fourth primary grade and up. The passages come first, and their level comes according to the grade; in other meaning, the difficulty increases with each next level. However, teachers of the English language have to prepare students for the next grade and give them more knowledge than the previous grade because the difficulty of comprehension increases as students move to advanced higher grades. (ibid)

Students should have the necessary knowledge and background to answer the questions in the comprehension passage. Therefore, teachers must make the lesson one step. How can teachers make the lesson one step?

Learning a foreign language is grounded on four skills: reading, writing, speaking, and listening. The four skills are found in the comprehension passage. Kareemkhan, D. D. (2018) [12].

However, the basic topic of teaching in Iraqi schools is the parts of speech. When students have a clear idea about the structure of the sentences, they can rearrange and scramble words to make a complete sentence. They know where the suitable place for each word. Additionally, when they have a clear idea about the tense of the verbs, they will rearrange the sentences correctly or correct the verb according to its requirement. Azar, B. S., & Hagen, S. A. (2017) [6].

Comprehension passages or comprehension texts are sentences arranged to make a piece of writing for reading. The goal of this task is to enhance students' comprehension and expand their knowledge. Unfortunately, most intermediate Iraqi students ignore this question because they do not have enough idea about the structure of the sentence, how to read a comprehension passage, and how the questions of the passage are arranged Salim, Huda & Krebt, Dhea. (2023) [22].

Parts of speech are divided into nine parts: "nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections, and determiner." Ahmad, Imtiaz. (2022) [1]. Each part is going to be explained in the following sections.

Tenses of the verbs refer to the time of the verb. In other words, the verb is still in itself but changes according to time. For example, play, plays, played. The first one is an infinitive (base), and the two is in the present time, while the third is in the past time. The tenses are going to be explained. In addition, the relationship between the parts of speech and verb tenses will be explained. Azar, B. S., & Hagen, S. A. (2017) [6].

The researcher and an English language teacher plan to apply this technique to three grades of intermediate schools: first, second, and third grade, from three different schools.

Literature Review

"Reading is important, because if you can read, you can learn anything about everything and everything about anything."

- Tomie dePaola

This section starts with a unique quote by Tomie dePaola, which emphasizes the importance of reading. Reading can enhance students' abilities to learn more about all topics and extend their knowledge.

Many studies have written about the significance of teaching reading, especially comprehension reading, in intermediate schools because it enables students to interpret the text or passage. They can understand what is going on between lines, such as the idea(s), words' meaning, type of words, time of the verbs, and how sentences are arranged.

Comprehensive reading develops and enhances the students' thinking and gives them the ability to understand a passage from its title, forming a clear idea about what is happening within the text. It also provides the student with the ability to form a complete idea of what they will read by just reading the first line of the passage. Daniel, Frances, and Any comprehension passage consists of sentences, and these sentences are made up of words that vary in type depending on their position and function within the sentence, such as nouns, pronouns, objects, prepositions, etc. These words are called parts of speech. Additionally, some words are classified as verbs, which indicate the tense of the sentence and also appear according to their position and function. These words are referred to as verb tenses. Gascoigne, C. (2005) [11].

Many studies and research have emphasized teaching middle school students English sentence construction and also highlighted the importance of teaching students how to use English words in their appropriate context. Bozan, Mehmet. (2024) [8]. Parts of speech are words divided into nine types, and each type has a different function. Some of the types of parts of speech come at the first of the sentence, others come in the middle, and the other's words come at the end of the sentence, depending on their jobs and functions. Parts of speech mainly involve building the structure of the sentence. Ahmad, Imtiaz. (2022) [1].

Tenses of verbs are also words that refer to the time of the sentence action and tell the exact time the events happened. There are two kinds of verbs: main verbs and auxiliary verbs. Each kind has a different job. The main verb involves the exact time of the sentence, while the auxiliary verbs assist in making questions or changing the sentence into a negative or any type of sentence. Al-Hamash, K. I., & Al-Jobouri, A. (1990) [2].

The significant of comprehension passage and the role of the teacher:

"Effective and powerful instruction from knowledgeable teachers is the key to successful early reading achievement. Balanced instruction providing all children with opportunities to master concepts of print, learn the alphabetic principle, acquire word recognition skills, develop phonemic awareness, engage in and sustain an interest in reading, and experience a wide range of materials in the context of developmentally appropriate instruction continues to be the major deterrent against reading failure".

What is comprehension reading? It is words written to form sentences, which vary idea(s) between lines. Teachers of the English language help students find the idea(s) by answering the questions following the passage. National Institute for Literacy. (2007).

Students must be taken from primary schools to the highest stages of learning. It is the process of thoughtful concept and interpreting the passage's meaning. It involves reading the words only on the circle of the piece of writing. It also

involves trying to show the clear ideas and information that are offered (ibid).

English language teachers for intermediate Iraqi students should recognise that comprehension reading is a critical thinking skill for learning and assist students to comprehend successfully.

Good English language teachers should dive into the passage to explain its words, how they are arranged, why some words come first or go to another place, and to help students comprehend the passage successfully. Moreover, some verbs are changed from one place to another; why? It is the teacher's role to explain why, supporting her / his answers with examples. Andoko Banni S., *et al.* (2020) [5].

There are many kinds of strategies for teaching comprehension reading, such as "setting a purpose for reading, pre-reading and vocabulary, during reading, after reading, visual reading, reading between lines, and summarising the text." Fatmawati, I. (2018) [10].

Nurdina. (2018) [17] states that the suitable strategies teachers should follow to achieve the goal of comprehending the text passage are "before, during and after reading"

As a researcher and teacher of the English language, the researcher, according to the scientists, will show why they are suitable for intermediate Iraqi students.

Before reading, the teacher asks students some questions about the passage, such as What do you get from the title? What do you think about the context? Then, the teacher divides students into groups to share and compare their answers. During reading, the teacher asks students about their ideas. Who are the main characters? Do you want to reread the passage? Give the meaning to underlying words, Classify the underlying words, and Give the present or past tense of the following verbs. After reading, the teacher asks students the following: Can you add question (s)? What did the writer want to tell us? Can you change the title? Alemi, M. (2010) [4].

English language teachers for intermediate Iraqi students have to be effective English language teachers, he / she must encourage and support students to be prepared to face the challenges of learning the language, such as the topics, parts of speech and tenses of verbs. By using the skills outlined in this study as a language teacher, the teacher will always be an effective instructor and support and motivate language learners in various ways. The teacher of the English language should be certain that teaching the two topics perfectly by using new techniques and suitable materials will lead intermediate students to be professional in other skills of the English language.

English language teachers for intermediate Iraqi students should recognise the significant grades they teach from a bridge to the secondary schools, which requires working harder and the topics will extend, so they (teachers) should be tied the two topics successfully. They should play a significant role in enhancing students' abilities and knowledge in distinguishing between English words and changing the verbs according to their time, situation, attitude, act and functions. (ibid)

In the next sections, the researcher will explain the parts of speech and the tenses of verbs.

What are parts of speech?

"All the words in the English language are divided into nine great classes. These classes are called the Parts of Speech.

They are Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction and Interjection." Joseph Devlin Quotes

The writer of this quote emphasises the type of the words to recognise how they arrange to build the sentence(s), and also he wants to say between lines of the quote, when you catch the parts of speech, you will understand what words of English language are very important. However, students in the first, second and third primary grades are orally taught the parts of speech. The parts of speech which are mentioned above and in the quote are the basics of learning the English language because they build the sentence from the subject to the end of it. Ahmad, Imtiaz. (2022) [1].

Parts of speech help students write correctly, so teachers should explain the situation and attitude for each part of speech to make the piece of writing clear to readers. Padhye, Sudhir S. 2017 [19].

Intermediate Iraqi students lack writing skills. They face problems when they start to write because they do not have good experiences with the places of the word types; therefore, teachers of the English language have to make sure that students keep practising composition to ensure that they pass this question. Nasser, Sura. (2018) [15].

However, parts of speech are very important and play a significant role in learning the English language. Alam, Shohibul Kahfi Putra. 2019.

The researcher will give the audience a brief idea about the part of the speech in the next section.

What are the tenses of verbs?

"Tense is the backbone of our language. It's not just about time; it's about how we perceive actions in relation to time." David Crystal - Linguist and author:

"The term 'tense' derives, via Old French, from the Latin translation of the Greek word for time" (Greek *khronos*, Latin *tempus*).

Tense is an essential grammatical category in English, often linked with other categories such as aspect and mood and intertwined with concepts like time and situation. The tense of verbs involves the category of grammar. Precisely, verb tense is a grammatical branch that directs to the time of act or situation described by the verb. In other words, the tense of verbs involves grammar teaching or "correcting the verb" so that students have a clear idea of the structure of a sentence. Padhye, Sudhir S. (2017) [19].

Teachers make verb errors when they test students to be certain that language patterns and structures are controlled by students. The errors can lead students to misunderstandings and enhance their abilities to change verb forms depending on the place, situation, and function. However, addressing every error is to measure students' abilities to focus on a writing sentence. Nasser, Sura. (2018) [15].

Verb tense is a linguistic characteristic that transports the time at which an exact action takes place. It aids in creating when something does, did, or will do something.

The main tenses in the English language are past, present, and future. Azar, B. S., & Hagen, S. A. (2017) [6].

Verb tenses are divided into three groups: present, past, and future. Each group has four branches, for a total of twelve tenses. Babu, T. R. (2017) [7] is one example of each.

The name of the tenses of verbs

- Present simple: She plays football, We play football.

- Present continuous; He is writing English now, They are writing English now.
- Present perfect simple; It has run fast. I have run fast.
- Present perfect continuous; She has been arriving for an hour, You have been arriving for an hour.
- Past simple; I came here last night.
- Past continuous; He was coming here.
- Past perfect simple; She had come here.
- Past perfect continuous; She had been studying for hours before she finally took a break.
- Future simple; I will travel abroad tomorrow.
- Future continuous; We will be travelling abroad.
- Future perfect simple; They will have travelled abroad.
- Future perfect continuous; By next year, I will have been working at the company for five years.
- The researcher is going to give the audience short explanation about the three tenses in the next section.

The relationship between comprehension passages, parts of speech and tenses of verbs

Some sentences are collected to form an idea or a story, one paragraph or two about a person, a family, a police station, or any issue. This is called a passage. National Institute for Literacy. (2007).

The passage reads in focus to figure out what is going on inside it. The sentences are formed from words, and each has a kind of part of speech, such as a noun, verb, object, etc. The passage has verbs to accrue the action that the passage talked about. The idea or the short story the passage has discussed has different times, so not all verbs have the same time.

The time or tense of a verb depends on its action and event. Purdue Online Writing Lab. (n.d.).

The nine parts of speech are nouns like names of people, jobs, animals, cars, rivers, etc., pronouns can be replaced by name, and the pronouns are I, He, She, It, They, We, and You. Verb, which refers to words that have action. Another meaning is that any action that happens by a noun is a verb. adverbs involve the exact time, and the verb can be changed depending on adverbs. An adjective is word to describe nouns such as new, red, tall, long, small etc., prepositions refer to words work two jobs, the first one is to refer to place such in, on, at, above, between, and etc. and the second one can change the meaning of the words see this examples (used to, give up, take off conjunctions, interjections and determiner. Turn on, turn off, and etc. conjunction refers to words that connect two sentences or two nouns, verbs, adjectives and etc. such as when, while, as, and, but, yet, for and etc. interjections are words or phrases that express sudden or strong emotions or reactions. They are often used to convey surprise, joy, anger, excitement, or other intense feelings, see examples; Wow!, Ouch!, Yay!, Oh!, and the nine one is Determiners are words that come before nouns and serve to clarify or specify which noun is being referred to in a sentence such as (The, A, An) see examples the boy, a car, an office, etc. Ahmad, Intiaz. (2022) [1].

After the short idea about the targets of this paper which are teaching parts of speech and tense of verbs through comprehension passages. The researcher is going to apply the three goals in unified lesson, and it is going to be through two lectures.

Lecture one

First lesson Time 45 minutes Participate; first and second intermediate students

Read the following text carefully

Yesterday was a very wonderful day. We went to the big shopping street in Baghdad to buy some things. After shopping, we were very hungry, so we went to a large restaurant for lunch. The waiter can't speak Arabic. I was very happy to speak English with him and to ask him to bring us the menu. I decided to have pizza and a large cup of cola. The food was very delicious. After lunch, we went to the park and had ice cream. My brother Khalid and I played with our blue ball. My father listened to the news on his radio, and my mother read her magazine. In the evening, we went back home in our car. I went to sleep very early because I was very tired after that trip

A) Find the correct answer to fill the blanks: Do 5 only

(This question is for comprehension reading):

1. The food was very (has a good smell - delicious - cooking well).
2. The waiter can't speak (our native language - study English - politely)
3. We went back home by our (car - plane - train).
4. My mother read her (story - magazine - newspaper).
5. After lunch we went to (the club - the market - the park).
6. The waiter can't speak (English - Arabic - Spanish).

B) Answer the following question as they are required.

Do 5 only (This question is for tense of verbs)

1. Why did you go to sleep ?
2. What did they play ?
3. When did the go back home ?
4. Give the present simple of one (went, was)
5. What did your mother read ?
6. What did you and your brother play

C) Choose the correct answer: Do all

(This question is for parts of speech)

1. The big shopping is located Baghdad. (at, in, on)
2. We go to a large restaurant Lunch. (to, with, for)
3. We were back home our car. (on, by, in)
4. shopping, we were very hungry. (before. while. after)
5. I speak English him ask him to bring the menu.(with,by, and, to)

The methodology of the lesson

The lesson is given to four classes (first and second intermediate grade) and is classified as follows: two classes from school for boys and the other two from school for girls. 120 students participated. Each class has a separate lesson with 30 students lasting 45 minutes.

A researcher applied the reading techniques, which were pre-reading, during reading, and after reading. Before applying the techniques, the researcher read the passage and

questions loudly. Parts of speech and tenses of verbs were explained. It took 15 and 30 minutes to apply the three reading skills, each skill 10 minutes, and answer the questions. The class was divided into six groups, each group of 5 students, and this teaching approach was applied to the other classes, too.

For question “A” (comprehension reading), one blank may need a noun and the other an adjective. Consequently, students should have a clear idea about the passage to answer this question because it depends on the meaning of vocabulary and the kind of words such as nouns, adjectives, prepositions, etc. A researcher chose a question randomly to explain the process of answering such a question.

2. The waiter can't speak (our native language - study English - politely)

In this question, students should have a good comprehension of words or phrases to choose the correct answer, which has to be close to the words in the passage. The correct answer for question 2 is (our native language) because its synonym in the passage is (can't speak Arabic).

For question “B ” (tense of verbs). This question needs students to think deeply because they should know how to play in the verbs. Additionally, parts of the speech are to be included in these questions. A researcher chose a question randomly to explain the process of answering such a question. (6. What did you and your brother play?) This question has the three goals of this paper: comprehension reading, parts of speech and tense of verbs. The question has an infinitive verb because after (did), the verb should be base. It also has (you, your). According to the passage, (you) should change to (I) and (your) to (my). While the verb (play) changed to past simple (played) for the reason that is mentioned about (did). The answer to question 6 is (I and my brother played with our blue ball.)

The lesson is repeated a second time with different questions, which are to be next in this paragraph. The same approaches are applied to the previous lesson. Students are asked to do all the steps that they have learned by themselves, and if they need an explanation for any part of the question, the teacher will be closed.

Lecture two

Second lesson Time 45 minutes Participate; first and second intermediate students

Read the passage carefully: The Taj Mahal lies in India. It is one of the most beautiful buildings in the world. It has got very beautiful pools and gardens. It is in the early morning, white at midday and moonlit at pink night. Taj Mahal was the grave (tomb) of Mumtaz Mahal, the wife of King Mahal. She was very beautiful and was the love of his life. She died in 1629 after the birth of their fourteenth child. The king didn't eat for eight days after her death, and his black hair turned white. He decided to build a tomb in her memory. The master architect was Ustad from Turkey. Abdul Haq from Iran produced all the writing on the walls. The king built the tomb near the Red Fort, the Royal Palace. Taj Mahal has four minarets, a dome, a mosque and four small rivers. The builders built the whole building from white marble.

A) Find the correct answer to fill in the blanks: Do five only (This question is for comprehension reading)

1. Taj Mahal is located
2. Taj Mahal was a big school. (True / False)
3. The synonym of (memory) is (celebration,

graduation, invitation)

4. Turkey, Iran and India are (countries, cities, beautiful places)
5. The king Mahal is the husband of (Mumtaz Mahal. (True / False)

B) Answer the following questions as they are required. Do five only (this question is for tense of verbs)

1. What is Taj Mahal ?
2. How many colours are there ?
3. The colour of the buling is
4. Why didn't the king eat for or eight days?
5. Who was the master architect of Taj Mahal?
6. How many minarets does Taj Mahal have?

C) choose the correct answer. Do 5 only. (this question is for parts of speech)

1. Taj Mahal is the beautiful place in the world. (much. most, more)
2. The time is Morning. (on, in, at)
3. The wife died 1629. (on, in, at)
4. Abdul Haq Iran (form, from, off)
5. There are (small four rivers, four rivers small, four small rivers)
6. Classify the words in the brackets as noun, adjectives, verbs. (white, hair. got)

The assessments of students' performances between the first and second lectures

A researcher and a teacher of English language has noted some points for student's performance during the first lesson and second lesson, which are:

1. Students were nervous in the first lesson comparing the second lesson.
2. In the second lesson, students were motivated a lot.
3. Students were confident and calm during the second lesson.
4. Students had a good idea about the category of words and their places.
5. Students' abilities to comprehend the passage were developed.
6. Student's abilities to understand the structure of sentences were enhanced.
7. In the second lesson, students can stand beside the board and explain some issues related to the new passage, which was a little different and more difficult than the first.
8. In the second lesson, the average sharing among each group was higher than in the first.
9. In the second lesson, students can control the time.
10. In the second lesson, students feel comfortable and proud because this may be the first time they have successfully completed such a task.
11. In the second lesson, students conceptualise the message that the writer wants to send between the lines.

Method

A measurable method was applied in this present study with instruments, an exam, and two lectures before the exam.

The exam consisted of a comprehension passage question, which had three branches. Each branch had 25 scores, and each question had 6 items. Students must answer 5 of them, and they can leave any item that they see as difficult for them. However, the total for the three was 75 scores.

The exam was going to be employed because students had to take a monthly and standard exam, and they had to obtain 40 scores to pass this exam.

The questions for this exam came from outside the school book, as they are the same as the monthly, mid-year, and final exams for all grades from primary to the highest stages. That is why students fail or leave this question.

(source needed)

As mentioned above, the questions have three branches, and each branch has 6 items. The branches of the questions are as follows;

The first branch (A) is for comprehension reading. To answer this branch correctly, students have to have a good background. Students should distinguish the functions of the words, their places, and what comes before and after. They should also have a clear idea about the kind of words such as nouns, pronouns, verbs, adjectives, etc. Additionally, the meaning of the words is very important to know in this branch.

The second branch (B) involves comprehension reading, but this question concerns the tense of verbs. Students should have an idea about how to play with verbs according to their situation and time. The verb changes depending on the time, its place, and auxiliary verbs such as do, does, did, etc.

The third branch (C) is for parts of speech. Students should be well-informed about what the blanks need, such as nouns, adjectives, verbs, etc. This branch depends on students' knowledge.

The purpose of the question and its branches is to enhance students' skills in tenses of verbs and parts of speech through comprehension passages.

Two schools participated in this exam: two classes for boys and two classes for girls. A total of 120 students were divided into four classes, with 30 students in each class, 15 from school for boys and 15 from school for girls.

The researcher requested that both schools provide teachers to assist during the exam. Each school provided five teachers, resulting in a total of 10 teachers supervising the students during the 45-minute exam.

The comprehension passage question is crucial as it encompasses various grammatical aspects. Successfully answering it enables students to master two key skills: verb tenses and parts of speech.

The lectures lasted four days, from Sunday to Wednesday. Three days were dedicated to the three branches of study, and the fourth day was reserved for revising all three skills. Each session lasted 45 minutes and thoroughly covered every aspect of the branches.

Results and Discussion

The intermediate Iraqi students' results for comprehension passage, parts of speech, and tenses of verbs were obtained by comparing the questions outside the book, as it is standard for monthly, mid-year, and end-of-year exams. The question has three branches, with 25 scores for each, for a total of 75.

Two schools participated in this exam: two classes for boys and two classes for girls. A total of 120 students were divided into four classes, with 30 students in each class, 15

from the boys' school and 15 from the girls' school.

The researcher requested that both schools provide teachers to assist during the exam. Each school provided five teachers, resulting in a total of 10 teachers supervising the students during the 45-minute exam.

Students were divided into four groups, each taking the exam in a separate room, making the total number of rooms four. The results were accounted for based on the number of rooms as follows:

Room 1 Results

- **Comprehension Reading (A):** 25.00%
- **Tenses of Verbs (B):** 20.30%
- **Parts of Speech (C):** 16.70%
- **Total Average:** 62.00%

Analysis

- Students in Room 1 performed strongest in Comprehension Reading with the maximum score (25%). This suggests strong reading skills among this group.
- Tenses of Verbs and Parts of Speech scores were significantly lower, with Parts of Speech being the weakest branch (16.70%).
- Overall, the room's average (62%) shows that students struggled in grammatical sections, especially in identifying parts of speech, highlighting a need for focused grammar instruction.

Room 2 Results

- **Comprehension Reading (A):** 25.00%
- **Tenses of Verbs (B):** 20.52%
- **Parts of Speech (C):** 18.00%
- **Total Average:** 63.52%

Analysis

- Similar to Room 1, students in Room 2 also excelled in Comprehension Reading with 25%.
- Tenses of Verbs improved slightly to 20.52%, while Parts of Speech saw a minor increase to 18.00%.
- The total average score for Room 2 (63.52%) is the highest among the four rooms, suggesting slightly better overall performance compared to Room 1. However, the gap between reading and grammar-related sections remains significant.

Room 3 Results

- **Comprehension Reading (A):** 25.00%
- **Tenses of Verbs (B):** 21.48%
- **Parts of Speech (C):** 16.78%
- **Total Average:** 62.26%

Analysis

- Room 3 showed the highest score in Tenses of Verbs (21.48%) among all rooms, indicating stronger grammar skills in this area compared to others.
- Despite a slight improvement in verb tenses, Parts of Speech scores remain low (16.78%), demonstrating a consistent pattern of struggle with grammar.
- The overall average (62.26%) closely mirrors that of Room 1, reflecting a balanced but challenging grammar performance.

Room 4 Results

- **Comprehension Reading (A):** 25.00%
- **Tenses of Verbs (B):** 19.41%
- **Parts of Speech (C):** 17.81%
- **Total Average:** 62.22%

Analysis

- Room 4 follows a similar trend, with Comprehension Reading achieving 25%, maintaining consistency across all rooms.
- Tenses of Verbs scores dropped slightly to 19.41%, and Parts of Speech showed a modest improvement with 17.81%.
- The total average (62.22%) aligns closely with the other rooms, but the scores in the grammatical sections suggest continued challenges in the Tenses of Verbs and Parts of Speech.

Overall Discussion

1. Comprehension Reading

- All rooms performed equally well in Comprehension Reading, scoring a maximum of 25%. This indicates strong reading comprehension skills across both schools. It suggests that students better understand and interpret texts than grammar-related tasks.

2. Tenses of Verbs

- The scores in Tenses of Verbs ranged from 19.41% to 21.48%, showing some variability. Room 3 achieved the highest score (21.48%), indicating a better understanding of verb tenses. However, the overall performance in this branch highlights a need for additional practice and instruction in verb usage.

3. Parts of Speech

- Across all rooms, Parts of Speech consistently scored the lowest, ranging from 16.70% to 18.00%. This clearly indicates that students face significant challenges in correctly identifying and using parts of speech. This area requires targeted grammar instruction to improve student performance.

4. Total Averages

- The total averages across the four rooms were fairly consistent, ranging from 62.00% to 63.52%. Room 2 performed the best overall (63.52%), while the other three rooms showed similar overall results, around 62%. This suggests a uniform level of ability across the groups, but with notable weaknesses in grammar.

Recommendations

1. Focus on Grammar Instruction

- The most significant concern is grammar, particularly Parts of Speech and Tenses of Verbs. Teachers should incorporate more grammar-focused activities and lessons to help students improve their performance in these areas.

2. Balanced Curriculum

- While reading comprehension is a strength, a balanced approach should be maintained to ensure that students are equally proficient in reading and grammar.

3. Targeted Interventions

- For students struggling with grammar, specific interventions like grammar workshops, practice tests, and interactive grammar exercises can be helpful.

4. Differentiated Teaching

- Given the slight variations in performance between

rooms, teachers should consider adopting differentiated teaching methods to address the specific needs of each group, particularly in the areas where they are struggling.

Conclusion

English is a powerful tool in various aspects of life, such as business, education, tourism, etc. It is considered the official spoken language after the native language in many fields. Babu, T. R. (2017) [7].

Unfortunately, when examining the methods of teaching English adopted in many countries in previous years, it is primarily the traditional teaching approach where the teacher delivers information to students without interactive teaching, known as 'test-oriented teaching methods.' These methods rely on memorisation to teach students words, expressions, and linguistic structures, which delays the learning process due to the difficulties learners encounter. The foundation for learning the English language begins with learning the structures of English sentences.

English grammar, such as parts of speech and tense of verbs, helps students learn the correct formation of sentences. It enables students to use and classify English words and vocabulary that they have learned correctly to express themselves, their hobbies, and their daily activities smoothly. Babu, T. R. (2017) [7].

As a researcher and a teacher of English, I recognize that the first step to mastering English grammar is to learn the most commonly used tenses of verbs and understand the parts of speech and their structure.

The English language can seem like a major obstacle for most learners, but this is not because they think that it is difficult to learn. In fact, it is quite easy. The problem lies in following ancient and incorrect learning methods and intimidating oneself from trying. Alderson, C. (1993).

That's why this paper has been written to motivate and encourage teachers of the English language to use a unified lesson. Through the unified lesson, students will learn the most important English grammar rules quickly and simply to achieve their goals.

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