

Exploring EFL Learners' Mastery of Parts of Speech: Syntax Module as a Case Study

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ABSTRACT

Understanding parts of speech is one of the indispensable components of foreign language acquisition. To communicate proficiently and precisely, EFL learners must develop a thorough understanding of parts of speech and its correct application throughout their learning experiences. There are limited researches about the learners' competency in identifying parts of speech in the syntax module, particularly among student at the university level. Thus, this study aims to investigate the competence of English foreign language learners in parts of speech in syntax course as a case study. Furthermore, it intends which part of speech students are best and worst at identifying in a sentence. This study follows a descriptive quantitative research design using statistical data. Twenty-eight students at the university level in the Kurdistan region participated in a tree diagram test in the syntax course. Then, all the participants' grades were put in SPSS and a descriptive analysis was run to find the percentage of correct answers for each part of speech. According to the results, Students' overall accuracy could be labelled as fair with a score of 52.5% and also the results demonstrated that students are best in identifying verbs at 82% percentage and worst in identifying adverbs at 28%

percentage. Finally, based on the results, this study provided some recommendations to students and employing tailored instructional strategies for teachers to enhance students' overall syntactic understanding and competence, and students' mastery of less familiar parts of speech.

1. Introduction

One of the key factors for mastering English language is not just understanding the vocabulary itself. However, proficiency in arranging words and phrases into well-formed sentences governed by syntax requires more than just recognizing parts of speech. When learners lack a systematic understanding of grammatical categories (e.g., confusing adjectives with adverbs), they often produce syntactically ill-formed sentences. (Tibus, Mino, & Milla, 2017). It is quite important for English foreign language learners (EFL) to have a solid comprehension of syntax, because it equips them to create sentences that are not only clear and precise but also stylistically appropriate. Being proficient in syntax enables learners to avoid misunderstandings and improve their skills in expressing emotions, thoughts and complex ideas accurately to others, avoiding any sort of ambiguity and maintaining coherence. Understanding syntax is considerably important for those who are their first language is not English and have different syntactic structure just like Kurdish language because it assists them to improve their fluency and confidence (Ahmed, 2020). In syntax, parts of speech are greatly concentrated on due to the confusion that learners encounter while constructing sentences. For this regard, there must be an awareness towards the information that is related to parts of speech. Overall, parts of speech are a fundamental aspect of grammar. The distribution of parts of speech consists of: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. Based on the function and the primary roles in the sentences, words can be classified into eight types of parts of speech (Kovbasko, 2020). Nevertheless, students find difficulties in differentiating between parts of speech. Such as noun, verb, or adjective and adverb. The structure of words, known as morphology, is commonly modified by prefixes, suffixes and affixes. Hence,

these modifications often confuse learners, making it quite challenging for them to distinguish between parts of speech, fundamentally, in writing process or in constructing different types of sentences.

1.1 Research Problem

While prior research has examined parts of speech in general language learning, few studies specifically investigate university-level learners' accuracy in identifying these categories within syntax module a critical gap, given that syntactic competence hinges on mastering word-class distinctions. Existing literature often focuses on early education or non-academic contexts, overlooking the unique challenges faced by advanced learners (e.g., differentiating adverbs from adjectives in scholarly writing or parsing prepositions in disciplinary-specific texts). Without empirical data from this population, educators lack evidence-based strategies to address persistent errors that undermine syntactic precision. This study fills that niche by targeting under researched tertiary-level learners, whose grammatical accuracy directly impacts academic and professional communication.

1.2 Significant of the Study

The findings of this study can lead educators tailoring their instructional strategies to tackle major challenges that students encounter in distinguishing parts of speech. Moreover, the results have a potential to assist learners to recognize the common mistakes that they often do when it comes to sentences constructions. The data will contribute to body of linguistic knowledge of how EFL learners identify parts of speech and how they distinguish them in the syntax courses, particularly, in the university level.

1.3 Aim of the Study

This study aims to investigate the accuracy of use of parts of speech in syntax course as a case study by English foreign language learners in parts of speech in syntax course as a case study.

1.4 Research Questions

1. To what extent can EFL learners accurately identify parts of speech in syntax course in the university level?
2. Which parts of speech are students best and worst at to identify in a sentence?

2.Literature Review

2.1 Parts of Speech in English Language

Generally, the phrase “parts of speech” denotes words that are classified depending on to their primary character within traditional grammar (Ramadhani, 2022). Parts of speech classify words based on their grammatical functions, which helps in understanding and applying the rules of sentence construction. Overall, there are certain definitions of parts of speech. Schachter and Shopen (2007) defines parts of speech as the major word classes in a language. In another term, Herring (2016) defines parts of speech as categories of various es words based on their structure, function, and their meaning in a sentence. The classification of these words are foundational components in grammar. Moreover, parts of speech are considered as a traditional concept to construct sentences. Richard (2002) mentioned parts of speech as important component in which they are mentioned that parts of speech are categorized depending on their roles within sentences such as noun, verbs, adjective or adverb. Overall, parts of speech are divided into eight categories: including nouns, verbs, adjectives, adverbs, pronouns, conjunctions, interjections, and prepositions. Additionally, according to Leech (1969), there are major and minor categories of parts of speech. The major category includes noun, verb, adjective, and adverbs. In the meantime, the minor ones are pronouns, conjunctions, interpunctons, and prepositions.

Nouns identify people, places, things, or ideas (e.g., teacher, Paris, book, freedom) (Celce-Murcia & Larsen-Freeman, 1999). Verbs express actions, states, or occurrences (e.g., run, exist, happen) (Yule, 2020). Adjectives modify nouns by describing qualities (e.g., happy, large, wooden) (Quirk et al., 1985). Adverbs modify verbs, adjectives, or other adverbs, often indicating manner, time, or

degree (e.g., quickly, very, tomorrow) (Greenbaum & Nelson, 2002). Pronouns replace nouns to avoid repetition (e.g., he, they, this) (Aarts, 2011). Articles (a, an, the) specify noun definiteness (Master, 1997). Prepositions show relationships between words (e.g., in, on, between) (Huddleston & Pullum, 2002). Conjunctions connect words, phrases, or clauses (e.g., and, but, because) (Halliday & Hasan, 1976). Finally, interjections convey emotion or reaction (e.g., Wow!, Oops!) (Ameka, 1992).

2.2 Parts of Speech in Learning English Language

In learning English language, parts of speech are a distinctive face of grammar knowledge for the learners. According to Crystal (2003), English language learners must strive to comprehend the different functions fundamental aspects of parts of speech to improve their writing skill and for readers to grasp the content and the purpose effortlessly. Once learners are able to grasp the nuances of parts of speech, it will enable them to interpret complicated texts while they face it in reading or writing, express their thoughts successfully, and most importantly being a part in the meaningful dialogues. Conversely, if learners have limited knowledge of parts of speech, it may negatively impact their performance in all four language skills: writing, reading, listening, and speaking (Khaisaeng and Dennis, 2017).

As highlighted in a study by Choemue and Bram (2020), even with studying English language for more than six years, over 90% of EFL learners continue to encounter grammatical errors when they tend to structure sentences in both writing and speaking. Both researchers observed that learners faced significant difficulties in identifying parts of speech in both written and spoken English contexts, likely due to insufficient explicit instruction, the abstract nature of grammatical categories, and interference from their first language.

Highlighting the importance of parts of speech should be determined as an essential phase for nurturing the linguistic competency of learners and fostering confidence in their learning English language journey. Correspondingly, students claimed in a study by Khaisaeng and Dennis (2017), that learning English language seemed to be pleasurable; however, they struggled with some parts of speech due to the fact that the identification of them is quite complex. Thus, this challenge

hampers the overall English language learning for students. When it comes to recognizing parts of speech, it is often a challenge for students to encounter, because of the morphological changes that occur to words by adding prefixes, and suffixes to them. To be more specific, for example, in some words like “teach” it is a verb, but if we change it to noun it becomes “teaching” by adding suffix (-ing). For the aforementioned example, it is quite prominent that word transformation from one class of parts of speech to another one is a perplexed task for students. This note has been emphasized by Xiaolei and Xijiang (2018) and they have asserted that if there are two words sharing the same meaning but varied in parts of speech, both words must be categorized treat under distinct parts of speech. For instance, to clarify more, we have previously mentioned that “teaching” is a noun. Notwithstanding, it can also function as a verb in the sentence such as “I’m teaching your town”.

2.3 The Importance of Syntax Module

Learning syntax at the university level is an integral component in the curriculum of the English Language Department. Syntax is the study of sentence structure and the rules governing it. According to Tallerman, (2019), syntax is about the construction of sentences and how words are grouped together to form meaningful and accurate phrases and sentences. While some non-specialists use 'grammar' and 'syntax' interchangeably, linguistic scholarship typically defines grammar as a broader system encompassing both morphology (the structure of words) and syntax (the structure of sentences). This distinction is critical for analyzing language acquisition, as learners’ challenges may stem from morphological, syntactic, or interface issues (e.g., inflectional errors affecting sentence structure). (Yule, 2016). The notion is reiterated by Chomsky (1957) that syntax broadly takes a part in how words are combined together to construct phrases and sentences and it is not a simple process as it seems. On the contrary, it is undoubtedly complicated and governed by specific rules, requiring substantial amount of knowledge to master it successfully. Sometimes learners just pay attention to how to recognize parts of speech and the grammatical patterns ignoring how to apply them in different linguistic contexts appropriately which it

the toughest step.

2.3 Previous Related Studies

The identification and having knowledge of parts of speech are critical factors in the process of learning EFL for the learners. According to Finegan (2008), each word class has its distinct function, concept, and a thorough comprehension of lexical categories. There have been some studies conducted previously shedding the light on the parts of speech and it is necessary knowledge by implementing different research methodologies to get a comprehensible picture about this topic. In one of the studies by Husnayaini, Indrawati & Sumiati (2023) which aimed to measure the ability of learners in how they are able to identify parts of speech on narrative texts, the quantitative research was implemented on grade eleven in 4 classes with 124 participants. The data collection was done through tests. In this research study, the focus was on noun, verb, adjective, adverb and conjunction. The mean of data was 58, indicating that, overall, the accumulation of the entire participant's score was in the fair category. There has been some studies conducted to figure out students' competency in parts of speech and their usage in the area of writing. For instance, a study was conducted by Fakhruddin (2019) examined how students use parts of speech, particularly, in writing by focusing only on verb, pronoun, and noun classes. The results revealed that students' comprehension of parts of speech was in the fair category.

Each part of speech plays a vital role in sentences construction by learners. Nevertheless, students often display divergent levels of accuracy when they use parts of speech in structuring sentences. Some of the learners may have a good grasp of verbs or nouns, that is due to the frequently usage of them in the basic sentence structures. On the contrary, some other students might get confused and struggle with less commonly parts of speech and their implementation, like interjections, conjunctions, and prepositions. That was happening in the study by Anggraini and Putri (2022). This study conducted a comprehensive investigation into the ability of students in identifying all the parts of speech including nouns, verbs, adjectives, adverbs, conjunctions, interjections, and pronouns.

This descriptive quantitative research utilized test to pinpoint the common errors

students make while constructing sentences. The tests were derived from several essential English grammar books. The population consisted of second year students from at Universitas Negeri Padang. The results revealed that students often experienced confusion when it came to identifying parts of speech. The main reason was largely due to varying levels of proficiency in this area with overall score 63,85 which can be placed in the fair category. Moreover, the findings indicated that students were challenging with some parts of speech more than others. This highlights the need of targeted instructional strategies to improve students' knowledge, proficiency and understanding in parts of speech.

Ahmed (2020) investigated the application of rules in syntactic structure by Kurdish EFL learners and a descriptive analytical approach was adopted for data collection procedure. The research focused on university-level students in the Kurdistan region. Data were collected through a test administered to the students, and the responses were analyzed using statistical methods. The main findings indicated that the participants had difficulties in differentiating between verbs and adverbs. Furthermore, Kurdish EFL learners were unable to correctly apply appropriate rules of syntactic structure in their writing. Most of the aforementioned studies exemplify the extensive effort of literature to understand, analyze and investigate the significance of parts of speech and their role in learning English language process.

3.Methodology

3.1 Research Design

This study follows a descriptive quantitative research design using statistical data. The researchers employed a systematic approach and unbiasedly collected and analyzed numerical data. The primary aim in such design is to describe and summarize data to understand patterns, trends, and relationships (Coe, Waring, Hedges, & Ashley, 2021).

3.2 Participants

This study involved twenty-eight students from the English department in the College of Education and Languages at Lebanese French University in Erbil,

Kurdistan Region. The selected course for the current study is Syntax, aimed to deepen students' comprehension of sentence structure and grammatical rules, enhancing their linguistic competence. The course is delivered to the fourth stage, in the academic year of 2023-2024. Additionally, one of the researchers of the present study taught the class and also administered the tests.

3.3. Data Collection Tools

The main instrument of the current study is a test, namely a written test that designed by the researchers for the participants. The test consisted of two questions as it is shown in the following examples. In each of them, students needed to draw a tree diagram and identify parts of speech. In this study, the main focus was on noun, verb, adjective, and adverb.

Example of the sentences:

1. The university campus is equipped with modern facilities.

S
 /\
 NP VP PP
 /\ | /\
 Det Adj N V P NP
 | | | | | / \
 The university campus is equipped with modern facilities

- S (Sentence) → NP (Noun Phrase) + VP (Verb Phrase) + PP (Prepositional Phrase)
 - NP → Det (Determiner) "The" + Adj (Adjective) "university" + N (Noun) "campus"
 - VP → V (Verb) "is" + AdjP (Adjective Phrase) "equipped"
 - PP → P (Preposition) "with" + NP ("modern facilities")
 - NP → Adj "modern" + N "facilities"

2. **My father was extremely glad in the graduation ceremony yesterday.**

S

/ | \

NP VP AdvP

/ \ | \ \

Poss N V AdjP Adv

| | | | |

My father was extremely glad in the graduation ceremony yesterday

- S (Sentence) → NP (Noun Phrase) + VP (Verb Phrase) + AdvP (Adverb Phrase - for time)
 - NP → Poss (Possessive) "My" + N "father"
 - VP → V (Verb) "was" + AdjP (Adjective Phrase) "extremely glad"
 - AdjP → Adv (Adverb) "extremely" + Adj (Adjective) "glad"
 - PP (Prepositional Phrase - location/time) → P "in" + NP "the graduation ceremony" + Adv (Adverb of time) "yesterday"

3.4 Data Analysis

For the analysis of the data, these steps are followed:

- One point for each correct identification of the parts of speech and zero for each wrong identification. As such, the total of correct answers for (noun) was 5 points, for (verb) was 2 points, for (adjective) was 2 points, and for (adverb) was 1 point. These points varied because the number of parts of speech in the test was different.
- All the students' grades were put in SPSS and a descriptive analysis was run to find the percentage of correct answers for each part of speech and identify students' weak points.

4. Results

The results showed that students made mistakes differently in identifying the parts of speech. When the total lowest and highest marks of nouns compared to that of the

other parts of speech are the most promising among all. Verbs ranked the second place, followed by adjectives, and finally adverbs received the least promising marks. Among the 28 students who participated in this study ten percent (no. 3) received zero and 25% (no. 7) received full mark. Table 1 shows students' performance in identifying all the nouns in the two sentences.

Table 1: Identification of Nouns

Grades	Frequency	Percentage (%)
0	3	10.7
1	1	3.6
2	5	17.9
3	7	25.0
4	5	17.9
5	7	25.0
Total	28	100.0

The correct identification of verbs ranked second. Out of 28 students five of them (17.9%) received zero for not identifying any verb in the two sentences and 14 of them (50%) identified both verbs correctly. Table 2 shows the details of students' correct identification of verbs.

Table 2: Identification of Verbs

Grades	Frequency	Percentage (%)
0	5	17.9
1	9	32.1
2	14	50.0

Total	28	100.0
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Students were supposed to identify two adjectives in the two sentences they were given. However, 67.9% of them (no. 19) identified none correctly and only 7.1% (no. 2) identified both adjectives correctly. Table 3 shows students' performance in identifying adjectives.

Table 3: Identification of Adjectives

Grades	Frequency	Percentage (%)
0	19	67.9
1	7	25.0
2	2	7.1
Total	28	100.0

Finally, the identification of the adverb was the worst among them all. Although there was one adverb to identify, 71.4% (no. 20) were unable to identify it and only 28.6% (no. 8) were successfully identified the adverb in the sentence. Table 4 show students' ability in identifying the adverb.

Table 4: Identification of the Adverb

Adverb		
Grades	Frequency	Percentage (%)
0	20	71.4
1	8	28.6
Total	28	100.0

Finally, the percentage of students who passed was calculated and the result was 67.9% for nouns, 82% for verbs, 32.1% for adjectives, and 28% for adverbs. So,

students were best at identifying verbs and worst in identifying adverbs. The overall total of passing students was 52.5%.

5. Discussion

Based on the results, students were very good in identifying verbs, fair in identifying nouns, bad in identifying adjectives, and worst in identifying adverbs. Students' overall performance could be labelled as fair (52.5%). There are other studies in the literature found close results to the current study's results. For example, Husnayaini, Indrawati & Sumiati (2023), Fakhruddin (2019), Anggraini and Putri (2022) found that students were fair but not good in identifying parts of speech. Moreover, Ahmed (2020) explored the mistakes made by Kurdish students when they apply the syntactic structure rules. He found that students cannot separate verbs from adverbs, and they are confused about rules of syntax. There are some reasons behind students' weaknesses in identifying parts of speech correctly. First, students might have incomplete knowledge about syntactic structure in English language (Ahmed, 2020). This reason might affect their performance in identifying parts of speech since the syntax of English is different from that of Kurdish language. Second, students do not read a lot to improve their grammatical understanding because Krashen and Terrell (1983) affirmed that reading lots of texts can improve students' grammatical structure in English language. The more texts students read, the better they get in English syntax since they see different sentence structures. Moreover, affixes can change some parts of speech from one category into another and this confuses students more to identify them correctly. When students do not recognize parts of speech in a sentence that will hinder their understanding of the sentences and break down in the communication. Moreover, this hinder will also make it difficult for them to create correct and meaningful sentences in English language. As a result, many Kurdish EFL learners after studying English language for so many years still they cannot hold a successful communication with English language speakers. Therefore, teachers and students need to quest for a solution of this important problem and overcome it to successfully communicate in the language.

6. Conclusion

According to the results of the current study, students are not quite accurate in identifying parts of speech since their average score of passing was 52.5%. The results also answered the second question by showing that students are best in identifying verbs (82%) and, interestingly, worst at identifying adverbs (28%). Unfortunately, these parts of speech are the major ones in English sentences, i.e., a sentence neither could be understood nor could be created without mastering these four parts of speech.

7. Recommendations

- Teachers also need to focus more on effective methods and strategies to teach this important topic to EFL learners. One of the strategies is that teachers can use tests and quizzes to analyze students' errors and highlight the repeated errors in the classroom. Besides giving the students exercises to practice in pair work and group work can enhance their understanding of parts speech.
- This research investigated one aspect of students' identification of parts of speech and future research can delve into it deeper. For instance, researchers can investigate types of feedback that would possibly improve students' identification of parts of speech.
- Students' accuracy in syntax of English can be explored in writing or speaking skills.

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زمانی ئینگلیزی وهک زمانی بیانی لیهاتوویی فیرخوازان له بهشهکانی قسهکردندا: کۆرسی رستهزانی وهک لیکۆلینهوهیهکی دیاریکراو

پوخته:

تیگه‌یشتن له بهشهکانی قسه‌کردن یه‌کیکه له پیکهاته‌ گرنگه‌کانی فیربونی زمانی بیانی. بۆ ئه‌وه‌ی گفتوگۆیه‌کی پرۆفسنه‌لانه و ته‌واو هه‌بیت، ده‌بیت فیڕکار گرنگی بدات به به‌ره‌و پێشبردنی به‌شه‌کانی قسه‌کردن وه‌ چۆنیه‌تی به‌کاره‌ینانیان له‌ ماوه‌ی ئەزمونی فیربونیان. لیکۆلینه‌وه‌کان سنووردان سه‌باره‌ت به‌ لیهاتوویی فیرخوازان له‌ ناسینه‌وه‌ی به‌شه‌کانی قسه‌کردن له‌ وانه‌ی رسته‌سازیدا، به‌تایبه‌تی له‌ ئاستی زانکۆدا. به‌م شیوه‌یه‌، ئەم توێژینه‌وه‌یه‌ ئامانجی لیکۆلینه‌وه‌ بوو له‌ لیهاتوویی فیرخوازان‌ زمانی بیانی ئینگلیزی له‌ به‌شه‌کانی قسه‌کردن له‌ وانای رسته‌سازیدا وه‌ک توێژینه‌وه‌یه‌کی تایبه‌ت. جگه‌ له‌ وه‌ش، مه‌به‌ست لێی ئه‌وه‌ بوو که‌ بزانی‌ت خۆپندکاران له‌ کام به‌شه‌ له‌ قسه‌کردندا باشترین و خراپترین له‌ ده‌ست‌نیشان‌کردنیاندا له‌ رسته‌یه‌کدا. بۆ ئەم مه‌به‌سته‌ش، ئەم توێژینه‌وه‌یه‌ به‌ شیوازیکی لیکۆلینه‌وه‌ی ژمیریاری وه‌سفی ئەنجام‌دراوه‌، به‌ به‌کاره‌ینانی داتای ئامار. بیست و هه‌شت خۆپندکار له‌ به‌شی زمانی ئینگلیزی له‌ باب‌ه‌تی رسته‌زانیاندا له‌ زانکۆی لبنانی فهره‌نسی، کوردستان به‌شداریان‌کرد له‌م لیکۆلینه‌وه‌ دا‌کرد. داتا‌کانی

تأقیرکردنوهی وانهی رسته زانین توانرا شیبکریته وه له ریگی بهرنامه. (SPSS) به پیی ئه نجامه کان، ده توانریت ئه دای گشتی خویندکاران به 52.5% دادپهروهانه ناوزه د بکریت و ههروهه ئه نجامه کان ده ریانه خستوهه که خویندکاران باشتیرین له ناسینه وهی کار به ریژهی 82% و خراپترین له ناسینه وه ئولکار به ریژهی 28%. له کۆتاییدا، به پشتبهستن به ئه نجامه کان، ئه م توژیینه وه به هه ندیک پیشنیاری پیشکەش به خویندکاران و به کارهینانی ستراتیژی فیرکاری تایبه تمه ند بۆ مامۆستایان کرد بۆ بهرزکردنوهی تیگه یشتن و لیها تووی گشتی رسته سازی خویندکاران، و شاره زایی خویندکاران له به شه که متر ئاشناکانی قسه کردن.

كفاءة متعلمي اللغة الإنجليزية كلغة أجنبية في أقسام الكلام: مقرر النحو دراسة حالة

ملخص:

فهم أقسام الكلام هو أحد المكونات الأساسية لاكتساب اللغة الأجنبية. لكي يتواصل متعلمو اللغة الإنجليزية كلغة أجنبية (EFL) بطلاقة ودقة، يجب عليهم تطوير فهم شامل لأقسام الكلام وتطبيقه الصحيح خلال تجاربهم التعليمية. هناك عدد محدود من الأبحاث حول كفاءة المتعلمين في تحديد أقسام الكلام في مقرر النحو، خاصة بين طلاب الجامعة. لذا، هدفت هذه الدراسة إلى التحقق من كفاءة متعلمي اللغة الإنجليزية كلغة أجنبية في أقسام الكلام في مقرر النحو كدراسة حالة. علاوة على ذلك، سعت إلى تحديد أي قسم من أقسام الكلام يجيد الطلاب تحديده وأيها يكون الأضعف لديهم. اتبعت هذه الدراسة منهج البحث الكمي الوصفي باستخدام البيانات الإحصائية. شارك ثمانية وعشرون طالباً على مستوى الجامعة في إقليم كردستان في اختبار الرسم البياني الشجري في مقرر النحو. ثم تم إدخال درجات جميع المشاركين في برنامج (SPSS) وأجري تحليل وصفي لإيجاد النسبة المئوية للإجابات الصحيحة لكل قسم من أقسام الكلام. وفقاً للنتائج، كان أداء الطلاب بشكل عام مقبولاً بنسبة 52.5%. كما أظهرت النتائج أن الطلاب كانوا الأفضل في تحديد الأفعال بنسبة 82% والأسوأ في تحديد الظروف بنسبة 28%. أخيراً، بناءً على النتائج، قدمت هذه الدراسة بعض التوصيات للطلاب واستراتيجيات تعليمية مخصصة للمعلمين لتعزيز الفهم النحوي الشامل والكفاءة لدى الطلاب، وإتقانهم لأقسام الكلام الأقل شيوعاً.