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CARRERA DE IDIOMAS

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Theme:

"MAD LIBS AND THE PARTS OF SPEECH AWARENESS"

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2021

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I, PhD. Verónica Elizabeth Chicaiza Redín, holder of the I.D No.1715106322, in my capacity as supervisor of the Research dissertation on the topic: “Mad Libs and the Parts of Speech Awareness” investigated by Mr. Francisco Javier Mariño Arboleda with I.D No. 1803591716, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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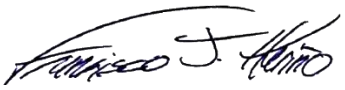

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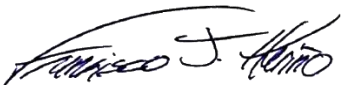

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DEDICATION

TO:

My mother for her infinite patience, support and for never stop believing in me despite everything.

This one is for you.

Francisco.

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Above all, I thank my mother for all her support, patience, and endurance on her behalf put in me to not give up and being a bona fide professional.

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Last, but not least, I would like to thank the *Unidad Educativa Atenas*, for giving me an opportunity to pursuit my chosen career path and have the best job in the world.

Francisco.

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CARRERA DE IDIOMAS

TOPIC: Mad Libs and The Parts of Speech Awareness

AUTHOR: Francisco Javier Mariño Arboleda

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ABSTRACT

Teachers are always in the hunt for new tools to develop certain skills of the English language inside the classroom. In the case of the parts of speech awareness, these are most often taught by traditional means of a wide array of exercises, drills, and whatnot. Enter Mad libs, this timeless phrasal template word game is a general staple of American children inside and outside the classroom. The nature of this tool in working specifically with parts of speech as a game mechanic made it ideal for this endeavor. This research endeavor has set to identify the influence of this tool in the awareness regarding the parts of speech, an important part of the English learning process.

For this study, it was first necessary to give instruments to determine the awareness level regarding the parts of speech on a group comprised of fourteen 9^{th} grade students attending Unidad Educativa Atenas, then the aforementioned tool was applied on them, and finally, the instrument was further employed to observe the effects of Mad Libs in the parts of speech awareness of the group. The results within this research were promising and encourage the pursuit of more ways to develop this particular skill in learners.

Keywords: Mad Libs, awareness, parts of speech

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CARRERA DE IDIOMAS

TEMA: "Mad Libs" y el Conocimiento de las Partes de la Oración

AUTOR: Francisco Javier Mariño Arboleda

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RESUMEN

Los maestros están siempre en la búsqueda de nuevas herramientas para desarrollar las habilidades del idioma inglés dentro del aula de clase. En el caso de las partes de la oración, estas son comúnmente instruidas empleando métodos tradicionales a través de una amplia gama de ejercicios, repeticiones, y demás. Presentado a "Mad Libs", este juego tradicional de plantillas de palabras es comúnmente conocido por los niños estadounidenses dentro y fuera de las aulas de clase. La naturaleza de esta herramienta en particular en que emplea las partes de la oración como su mecánica de juego la hace ideal para este esfuerzo en particular. El investigador se dispuso a identificar la influencia de esta herramienta en el conocimiento de las partes la oración; una parte importante del proceso de aprendizaje de la lengua inglesa.

Para este estudio, fue en primero necesario tomar instrumentos para determinar el nivel de consciencia acerca de las partes de la oración en un grupo compuesto de 14 estudiantes de 9no grado, asistiendo a la Unidad Educativa Atenas, entonces se aplicó la herramienta ya descrita, y finalmente el instrumento de dio nuevamente para analizar los efectos de los "Mad Libs" en el conocimiento de las partes de la oración. Los resultados contenidos dentro de esta investigación fueron promisorios y estimulan la búsqueda de más maneras de desarrollar esta habilidad en particular en los estudiantes.

Palabras clave: Mad Libs, conocimiento, partes de la oración

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CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

As basis and inspiration for this research, several works have been considered to have a solid basis for everything that was developed onwards. In “Mad Libs for the Classroom” (Tjie, 2001), it is shown a definite attempt at employing Mad Libs in a classroom context with certain success. Despite not directly addressing parts of speech, the use of the tool itself by the education professional certain lays some groundwork for the present research work. For the author, the experience with Mad Libs in an educational context is not novel at all as he has dealt with them from a learner’s standpoint several times. This of course is a mere empiric encounter, but with a context of proper research being done, gives more confidence for the development of this work.

In “The effectiveness of using poetry writing activities to teach parts of speech in “Malaysian secondary language classroom” (Eve, 2014**),** an attempt is made to use a sort of authentic materials on activities not often used in a language learning context and proves that using a certain means of expression may work in an environment where parts of speech may be taught through more traditional means. The author thinks that using this particular experience serve as an important foundation for the forthcoming research work, as it, although not dealing directly with one of the variables, definitely deals with at least one of them in a similar context; furthermore, in “ESL Classroom Activities for Teens and Adults: ESL games, fluency activities and grammar drills for EFL and ESL students.” (Vernon, 2015), it is demonstrated that applying games into the classroom is a great way to focus energy, avoid getting overwhelmed and injecting dynamism into a lesson, therefore she heavily suggests employing games as a standard activity for students. On a personal note, this work is quite relevant as it provides insight on the importance of applying ludic and novel tools in the classroom in order to teach English.

In the search for appealing ways to teach English as a foreign language, there has always been an omnipresent challenge for teachers, especially when he or she is dealing with young learners. In “Impromptu speech gamification for ESL/EFL students” (Girardelli, 2017), it is mentioned that there exists an intrinsic need to yield an understanding of the organizational features used on the production of language, therefore, providing them with an appealing and entertaining way for students is quite important, if not also an absolute must. Considering most learners are in the young side of age range, it can be

assumed that injecting gamification in the classroom provides a powerful ally for teaching a second language.

If anything, the English language offers a wide array of options in the realm of ludic activities, this of course constitutes a huge advantage for the English teacher as it makes for a virtually unlimited source of tools, now for the teacher it is important to find which ones are those who actually are capable of yielding the best results in this regard; in "Learning by Gaming: Investigating the Influence of Playing Video Games on Vocabulary Level among Swedish ESL Learners" (Hadin, 2019), it was found that the employment of certain communicative tools applied in a gaming environment influences the vocabulary level of students in a significant manner. Although not focusing specifically on video games, the previous research work comes as relevant for the present one as it is an endeavor to teach vocabulary through something appealing to learners.

Touching on some psychological aspects of education, in "Games and Fun Activities to Build Vocabulary" (Dodigovic, 2018), it is stated that employing games in the classroom leads to a stimulation of both learning and motivation. Stimulating learning and motivating learners themselves is a cornerstone of the teaching process as it opens the doors on the learner's mind to acquire the language in a more successful way. Games, fun, and learning should be seen as mutually exclusive. Furthermore, in the same holistic realm, in "Necessity of Drills and Language Games in ESL Classrooms" (Dave, 2018), it is expressed that the employment of these activities not only enhances the academic experience, but also improves the atmosphere inside the classroom and create positive habits in students. ESL classrooms are often carried in a tedious and too traditional manner. Allowing language games and such into it, facilitates reaching for the objectives and aims.

It is worth mentioning, that opposition still exists regarding the employment of gamification inside classroom related activities, in "Games in the ESL and EFL Class" (Deesri, 2002), there are mentions of instances where such activities are still viewed and regarded inside the English teaching community as an activity entirely bound to enjoyment and leisure and not with intrinsic value as didactic or with a true educational purpose; yet such attitudes are certainly shifting to a more pragmatic focus on using a wide array of materials and techniques that once were disregarded by teachers everywhere.

To summarize, the author found overwhelming support for the repurpose of gamification tools in the classroom, yet it should be mentioned that was also confronted by very few conservative points of view on this regard that challenge the positive attitude towards the practice. Balancing the aforementioned perspectives, it is the point of view of the author of this research that the antagonistic views should be of low consideration in contrast to the overwhelming support for the practice. In the end, a positive attitude in this regard can lead to discover opportunities in the ever-existing room for improvement that is a constant in this educational field.

1.2 Theoretical Framework

1.2.1 Independent Variable: Mad Libs

1.2.1.1 Didactic Resources

Didactic resources are varied inside the English learning classroom, they can rely either on physical (hardware, recycled material, of body language), or digital means (online and offline software) (Saborío-Taylor, 2019). The nature and properties of each one of them is varied, but the purpose is quite similar; to facilitate learning, as well as teaching (Manuel Antonio Basurto Velez, 2019). Creating resources for specific purposes is nothing new, but many times the teacher must adapt existing resources, many times brought for less educational realms, which regardless of their intrinsic value, certainly provide with a great deal of usefulness inside the classroom (Rioseco, 2017). Using games as didactic resources provides a great deal of didactic function, and it has been proven to be effective (Araujo, 2020); therefore, the same path has been chosen in order to be able to employ something regarded as a game for academic purposes.

1.2.1.2 Mad Libs

As for the specifics on the tool to be employed for this research, it is necessary to mention that Mad Libs is not new in language teaching, as a matter of fact it is not new at all, and it has been in circulation since 1957 when it was created by Roger Price and Leonard Stern (Nabil Hossain, 2017); In a nutshell, Mad Libs is a game in which players must fill in blanks in a given text, the content of such blanks must be filled with specific parts of speech. The ludic appeal of the game resides in the ability of the players to give any word they desire, as long as it fits the aforementioned part of speech. While the text is in itself something regular, the fact of the randomness and often purposefully comedic nature of

the inputs results in an absurd and entertaining reading. Having explored the entertainment potentiality of Mad Libs, now only remains to prove their worth as an academic tool.

Many scholars have done work this tool to an assortment of fields such as the application in the field of web archives analysis (Ryan Deschamps, 2019). Mad Libs originally started as a printed publication (Price, 2017), therefore it was originally meant for an analogue application; nowadays the digital age has brought new ways for it to be played. The most notable one is a mobile application available for both Android and iOS (Penguin Random House LLC, 2020), this application offers a more personal and convenient way to engage the activity, but sadly, less versatile for the purposes of this research effort. It is worthy of being mentioned that both; the printed publication and the official application are either paid or limited when free products. In a time when the search for cheap, and more importantly, free applications are sought in the realm of education, an open and non-paid alternative is of utmost relevance. Luckily, it seems that although Mad Libs is a registered trademark, the basic premise of the game is not copyrighted, therefore the Internet offers many free of charge alternatives, these of course vary in quality, variety and usefulness, but during the development of this research, it has been found that the web site "redkid.net" offers the best alternative for the purposes of the present research and from this point on, all Mad Libs will be sourced and applied from this web site (D, 2007).

1.2.2 Dependent Variable: Parts of Speech Awareness

1.2.2.1 Words as Elements of Speech and Writing

Any language is comprised of basic elements called words, which eventually constitute more complex structures which then people use convey ideas (Katamba, 2015), this general concept gives a clear perspective on how important these elements are not only for the English language, but also for pretty much any other around the world. Words are not just originated out of nothing, they are acquired through specific means; such as the process of interacting with one's environment; this often conveys meaning, but not always purpose or the mechanics which through those words become functioning units of the language (Cowie, 2017), therefore the why of words should also be accompanied by the how of words; in the sense of not only providing meaning but also purpose to them.

From this point, using words just as a mean to give a name to things (Zettersten, 2020), falls short because words not only need to mean something, but also have a specific

purpose inside the language; and therefore, the classification of these as “parts of speech” is applied; the aforementioned classification finds a wide arrange of different parts of speech, but for the purpose and intents of this research endeavor, its author has chosen to focus on the four that are dealt with in the tool to be applied onwards; these are noun, adjective, verb, and adverb (Taylor, 2011).

1.2.2.1.1 Nouns

Nouns are probably the most basic of all the parts of speech, as they basically provide the name dynamic of a certain language; in order to define them, this basic building blocks of language provide meaning to an array of subjects ranging from people, to animals, to places, events, and ending in common objects (Haslam, 2019). Its importance lays on its function, as it provides in both sentences and common utterances as well the role of either subject or object, providing both a sense of context and agency to them. (Miller, 2020). For the purposes of this research effort, this will be the more fundamental part of speech to be assessed as it is equally important and basic in its linguistic condition.

1.2.2.1.2 Adjectives

Adjectives provide a very important role, as they accompany the noun and provide it with the status of quality or state of being to it (Mamatov, 2020). Adjectives also provide great usefulness in yielding a sense of amount to the noun, these both roles made them the second cornerstone of the language as often in an exchange of expressions they shape useful communicative utterances. (Fyshe, 2019). These important parts of speech are probably the second thing taught to students after nouns, most likely because they are a perfect way to report the condition of the noun on a variety of communicational settings.

1.2.2.1.3 Verbs

Now that both the nouns and the adjectives have been covered, which yield on one hand identity, and on the other the quality of being to the former, it is time to focus on what denotes the action either being exerted by or onto the noun. Verbs are the parts of speech that express movement and fluidity inside a sentence or utterance (Zhu, 2019). Verbs, in contrast to ramify further that the first two parts of speech mentioned in this research, for example, while nouns move from singular to plural, verbs go beyond providing a time to an action by the means of tenses and conjugations. (Westbur, 2019).

1.2.2.1.4 Adverbs

While nouns receive transformation on their state from adjectives; and are given linguistic motion by verbs; adverbs take this role for the latter two; adjective and verb (Fitriani, 2019). From that very simple definition, it is necessary to move beyond denominations and more into how adverbs fit in a category of purpose; as such, they might serve functions of time, degree, location, frequency, or manner, given this level of diversity, it becomes clear how useful adverbs are in order to produce a more complex, purposeful and accurate sentences and more meaningful utterances. (Haslam, 2019). This is probably the most complex of the four and the one that is more obscure for students from a deductive point of view but is nevertheless as fundamental as the others.

1.2.2.2 Part of Speech Awareness

It must first truly be understood what a part of speech is and its utmost importance for learning the language. To have a general idea of what a part of speech is, it could be expressed in layman's terms, that a part of speech is basically a word, and as such, is generally regarded as the most basic and essential part of the language (Hirtle, 2017); now for the purposes of this research there is not going to be a focus on what a word is at its core, but on its functionality and role in language learning. It is at this point that there mut be a reversion back from word to part of speech which is a categorization for words divided in different morphological characteristics and their semantic and syntactic roles within a given sentence. (Anora, 2020). The parts of speech alone cannot do much, as it was previously mentioned, they are just words; therefore, there must be a focus on its purpose in language production, and such is the sentence.

A sentence is a set of words assembled together in order to convey any given message in a structured and meaningful way (Alexander, 2019). Now that it is clear that every part of speech is attached to its function inside a given sentence, they can be categorized as such: determiner, conjunction, preposition, adverb, adjective, verb, pronoun, and noun (John Wiley & Sons, Inc, 2018); from here it is important to focus on the specific ones that will be object of the tool proposed for this research project. Although in theory every single part of speech can be applied to a Mad Lib, the ones that are employed the most in the game are: nouns, verbs, adjectives, and adverbs (Penguin Random House LLC., 2020). These four core parts of speech have value not only in sentence construction, but they also offer a great way to engage new vocabulary in a practical and meaningful way

for learners; this of course is related to the intrinsic value of knowing them, but on the other hand the ability of being able to differentiate them is of similar importance as this constitutes a very important skill in language production (Booij, 2018).

1.3 Objectives

1.3.1 General objective

- To determine the influence of Mad Libs in the awareness regarding the parts of speech.

1.3.2 Specific objectives

- To measure the level of awareness regarding the parts of speech in students.
- To apply Mad Libs as a learning tool for the English learning classroom.
- To demonstrate the effects of Mad Libs in the awareness of the parts of speech.

1.3.3 Description of the fulfillment of objectives

In order to establish that Mad Libs indeed influence the part of speech awareness in students, it was taken as an endeavor to use technical means in order to determine within an academic context the existence of such influence between the two aforementioned variables that constitute the core of this research work; therefore, making it the main objective pursued by its development.

Regarding the first objective, an extensive search was initiated for appropriate instruments to measure how aware are students regarding the parts of speech of the English language; when such instruments were either not found, or found to be either lacking or appropriate, it was necessary to create instruments of his own; which were appropriately validated previous to their application.

Then, Mad Libs as a tool inside a classroom context was applied for five times in order to achieve improvement in the parts of speech awareness of the group of students, subjects of this research.

Finally, a careful analysis was performed in order to be able to demonstrate how Mad Libs influence the parts of speech awareness in a given group of students.

CHAPTER II. METHODOLOGY

2.1 Resources

The resources to be used on this research consist of; on the human side, the person in charge of this research effort himself, the students of the 9th grade, level 2, group 2 of the "Unidad Educativa Atenas" school, and The PhD. Verónica Chicaiza as Tutor.
On the technological side, ICT resources provided by The Universidad Técnica de Ambato and the Unidad Educativa Atenas were employed, plus hardware of personal property.

2.2 Methods

The research approach employed in this research was quantitative as it was meant to gather the level of awareness regarding the parts of speech of the group of students chosen for this research through the use of measurable instruments that were applied to the students in order to yield numeric results on both: pre, and posttests in order to determine if changes occurred after the selected tool was applied on the group.

2.3 Research modality

The research modalities employed for this research were bibliographical, and field research. First, it was bibliographical as resources such as publications and books were employed to establish the foundation for it; then field research was carried by means of giving the aforementioned instruments before and after a tool was applied to a group of students, all of this done in the context of a classroom undergoing a period of regular classes and inserted in the curricular activities in order to make it into a seamless and nonintrusive process for the group.

2.4 Research Level

The types of research used for the present research were: Descriptive; as enquiries in the form of tests were given to the students that were subjects of this research to find a way to measure and describe the level of awareness regarding the parts of speech they displayed; previously, currently, and afterwards the tool was applied, and correlational which compared the two variables towards finding a determinate level of relation between them.

2.5 Design

The design employed for this research was quasi-experimental, as the data involved in the collection of data was represented numeric and statically aimed to stablish a cause-effect relationship between the two variables involved. Also, it is worth mentioning that the group assigned for the research was the most apt to deal with the materials involved in this effort.

2.6 Procedure

The procedure for the research was the following:

1. The selection of a group of students which were going to be the subjects for this research. The chosen ones being the 9th grade, level 2, group 2 of the "Unidad Educativa Atenas", as they were readily available.
2. Research of instruments to evaluate the dependent variable.
3. Due to not a suitable one being found, own instruments had to be created and validated to be employed during the development of this research effort.
4. Giving the first iteration of the instrument as a pre-test to gather the initial data necessary for later contrast.
5. The tool, Mad Libs was applied on the students on 5 different, non-consecutive, occasions in a span of two weeks. Initially the tool was meant to be applied in its classic, written form, but due to the current situation imposed by the pandemic caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), the tool had to be applied by means of a website: http://www.redkid.net/madlibs/, which features Mad Libs either converted or faithfully based on the commercial material; the Mad Libs applied were: *"Chatting With a Teen Idol", "Great Excuses For Being Late", "Recipe For an Upside-Down Cake", "Report by Student Protest Committee",* and *"Video Games";* (RedKid's Mad Libs, 2007) all of them taken from the aforementioned website in that order.

   The tool was applied as either a warm-up or a wrap-up, in order to not disrupt the ongoing academic program, the students were coursing, and it was given outside of any class that might be related to the parts of speech awareness, so to not have any influence on the results and let the tool be the only influence on the dependent variable the students were receiving.

6. After applying the tool 5 times on the subjects, a second iteration of the instrument was given as a post-test, in order to measure the level of influence the tool had on the subjects.
7. Measurement and analysis of the data provided by the two instruments mentioned above.

2.7 Population and sample

The sample for this research consisted of 14 students of both sexes, ranging on ages 13 and 14 of the 9th Grade, Level 2, Group 2, English class, attending the "Unidad Educativa Atenas" School. For this research, it has been considered noteworthy to mention that it was not possible to gather a larger group due to constrains put in place to contain the ongoing COVID-19 (SARS-CoV-2) pandemic.

2.8 Data collection technique and instruments

The data collection techniques used for this research endeavor were questionnaires meant to measure the parts of speech awareness in English learners. These instruments, properly validated by the Universidad Técnica de Ambato Language Teaching Program's own faculty members (See annexes 2, 3, and 4), were applied as a manner of a pre-test and a post-test by digital means, due to the current educational situation imposed by the measures taken to alleviate the effects of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) in the population, in the form of the "Google Forms" test and survey administration online service.

The tool had to be applied digitally due to the already mentioned pandemic situation by means of the website: *redkid.net* which features Mad Libs either converted or faithfully based on the commercial material (RedKid's Mad Libs, 2007).

In all instances the contact with the students was virtual through the "Google Meet" virtual meeting tool.

The results were interpret using the virtual calculator included in the Windows 10 operating system, and in a minor degree; Microsoft Excel

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In order to measure the level of influence the proposed tool had in the parts of speech awareness of the students, a pre-test was taken before applying the tool proposed in this research, and then a post-test in order to determine changes in the awareness mentioned above.

The same test was taken before and after applying the tool. The test consisted of 2 sections, in the first one the students were required to select the correct part of speech requested to fill a blank in a story, in the second one, they were required to identify what part of speech was the required item, also in the context of a short story.

The results will be analyzed by contrasting the same item from the pre, and the post-test respectively.

3.1.1 Pre-Test Results

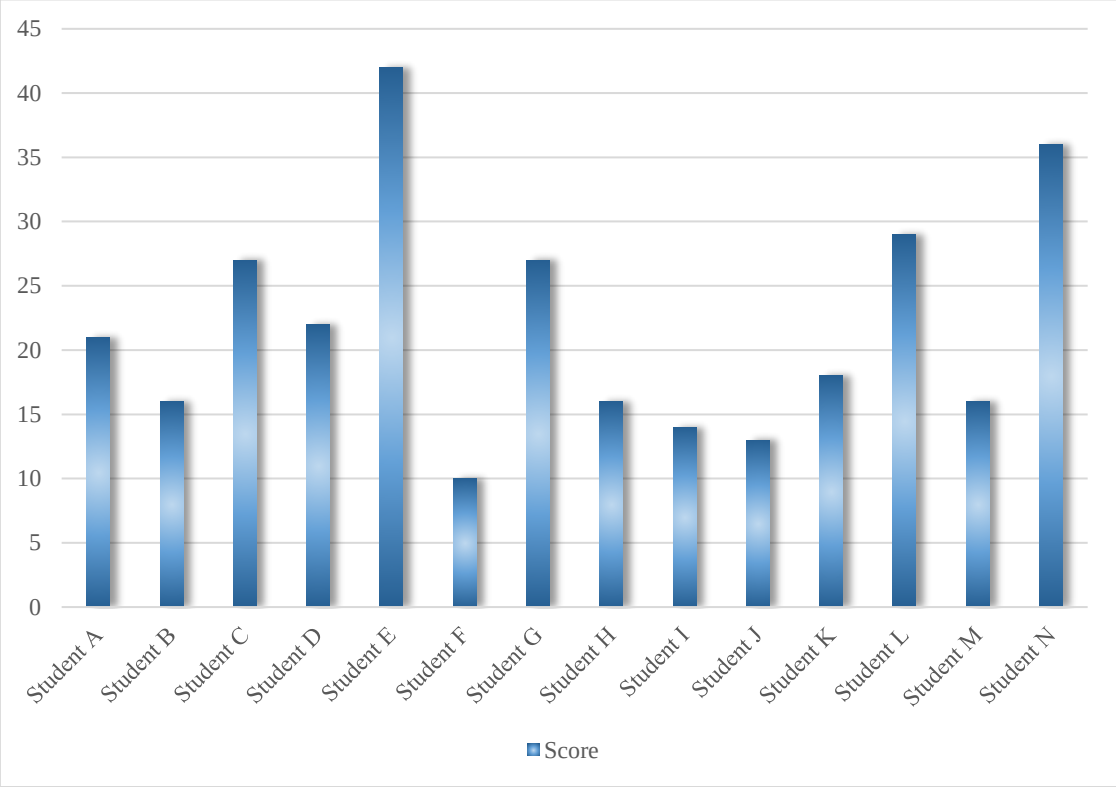
Table 1 *Pre-test results*

Number	***Student***	***Score***
1	Student A	21 / 43
2	Student B	16 / 43
3	Student C	27 / 43
4	Student D	22 / 43
5	Student E	42 / 43
6	Student F	10 / 43
7	Student G	27 / 43
8	Student H	16 / 43
9	Student I	14 / 43
10	Student J	13 / 43
11	Student K	18 / 43
12	Student L	29 / 43
13	Student M	16 / 43
14	Student N	36 / 43

Source: Pre-test at Google Forms. (Mariño, PRE-TEST | Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas, 2019)

Elaborated by: Mariño F. 2022

Figure 1 *Pre-test results*



Source: (Mariño, PRE-TEST | Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas, 2019)

Elaborated by: Mariño F. 2022

Table and figure 1 display the individual scores on the pre-test of each student part of the group subject of this research. The maximum attainable score is 43; on this run no student achieved the maximum score. The maximum score was 42, and the minimum was 10. The group's average was 21.93 points, or 51% over the total, this result was considered marginal within the spirit which this research was meant to hold; although a lower result was expected given the group belong to the lowest level of the 9th grade English classes. At this point a plan was developed to apply the tool proposed in this research. It is worth mentioning that the students never received either their score or the answers to avoid any type of detriment of the results of the post-test.

3.1.2 Post-Test results

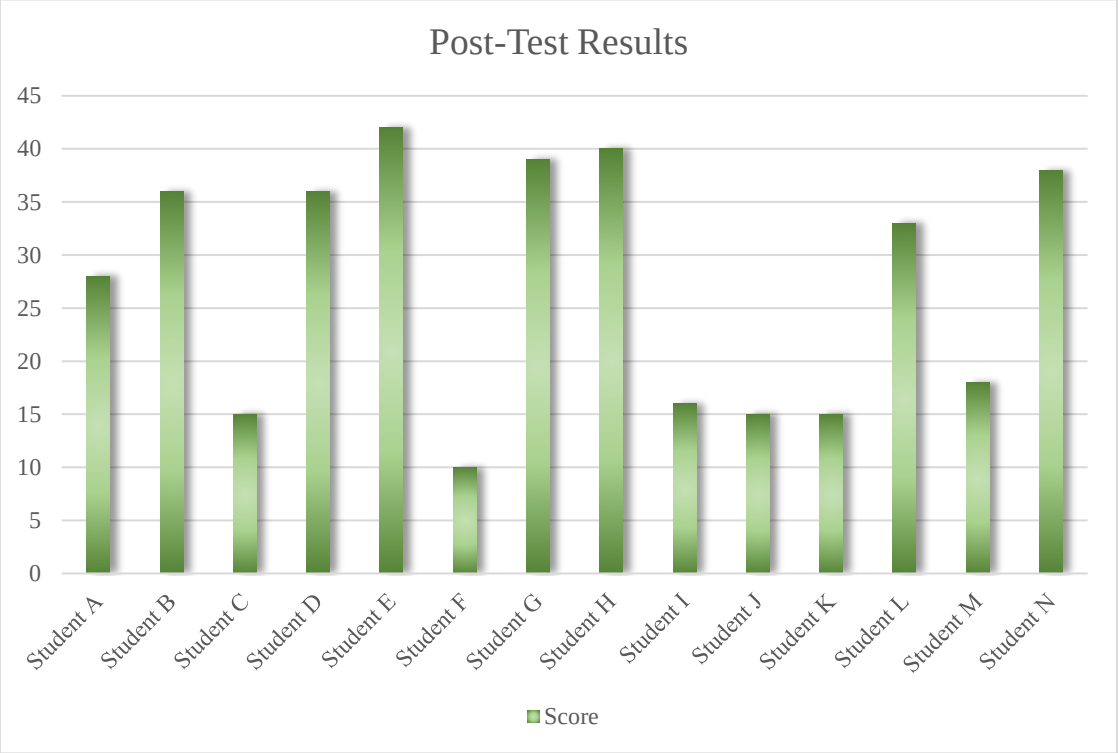
Table 2 *Post-test results*

Number	***Student***	***Score***
1	Student A	28 / 43
2	Student B	36 / 43
3	Student C	15 / 43
4	Student D	36 / 43
5	Student E	42 / 43
6	Student F	10 / 43
7	Student G	39 / 43
8	Student H	40 / 43
9	Student I	16 / 43
10	Student J	15 / 43
11	Student K	15 / 43
12	Student L	33 / 43
13	Student M	18 / 43
14	Student N	38 / 43

Source: (Mariño, POST-TEST | Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas, 2019)

Elaborated by: Mariño F. 2022

Figure 2 *Post-test results*



Source: (Mariño, POST-TEST | Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas, 2019)

Elaborated by: Mariño F. 2022

Table and figure 2 display the individual results of the students after the tool was applied to them. The maximum result was 43 as the same instrument was applied in this round. Again, none achieved the maximum score, with the highest score being 42 achieved by, unsurprisingly, the same student who got it on the pre-test, and the lowest again 10, achieved again by the same student. The author, being also the teacher in charge of this class declares this to be quite predictable as both students were the best and worst academically performing respectively. Now for the group in general, the average increased was 27.21 (63.27%).

3.1.3 Comparative results

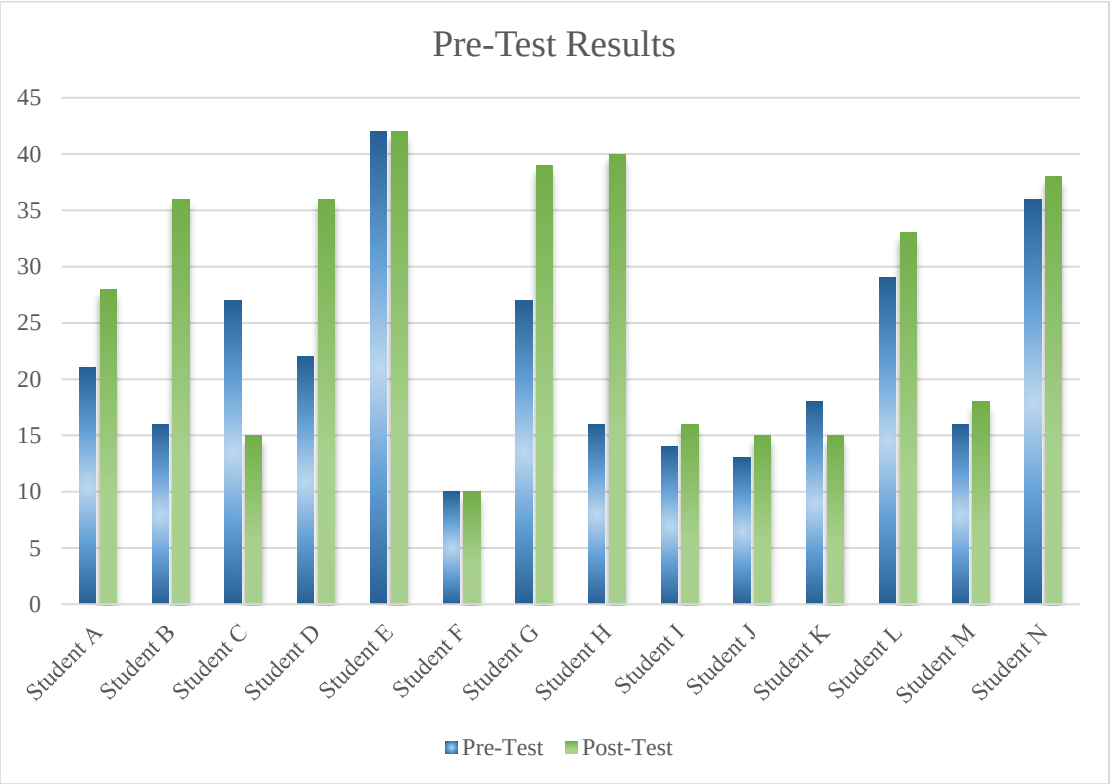
Table 3 *Comparative Results*

Number	***Student***	***Pre-Test - Score***	***Post-Test - Score***
1	Student A	21 / 43	28 / 43
2	Student B	16 / 43	36 / 43
3	Student C	27 / 43	15 / 43
4	Student D	22 / 43	36 / 43
5	Student E	42 / 43	42 / 43
6	Student F	10 / 43	10 / 43
7	Student G	27 / 43	39 / 43
8	Student H	16 / 43	40 / 43
9	Student I	14 / 43	16 / 43
10	Student J	13 / 43	15 / 43
11	Student K	18 / 43	15 / 43
12	Student L	29 / 43	33 / 43
13	Student M	16 / 43	18 / 43
14	Student N	36 / 43	38 / 43

Source: Results from the Pre and Post Tests

Elaborated by: Mariño F. 2022

Figure 3 *Comparative Results*



Source: Results from the Pre and Post Tests

Elaborated by: Mariño F. 2022

In table and figure 3, the results can be compared and contrasted. Given average results between the two tests, there are 21.93 over 43 points (51%) for the pre-test and 27.21 over 43 (63.27%) for the post-test, yielding a 5.28 points (12.27%) difference between both. This constitutes a small, but nonetheless measurable difference between tests towards a positive outcome., give a clear and measurable level of improvement among the majority of items that were tested.

As for clustered results, three can be determined. First, the ones that denoted a detrimental level of improvement, 2 students decayed their scores, fortunately they barely represent a 14.28% of the total of students, second, there are those that shown no change after the tool was applied, once more only 2 students denote this situation making then again also a 14.28% of the group, finally 10 students denoted improvement, these represent the 71.42% of the total sample, constituting a sizable majority of the group. Regarding the level of improvement of the third cluster, the best level of improvement was 24 points; showing an 55.81% of improvement, and the worst 2 points, a 4.65% of positive outcome.

3.1.4 Discussion of the results

After both tests were applied, it should be noted that although the results were not as dramatic as it was expected, they still show a sign of improvement after the tool was applied to the students; therefore, showing a positive influence of Mad Libs in the parts of speech awareness of the student group subjects of this research. Additionally, the students interacted in a positive way towards the application of the tool. After getting comfortable with the workings of the tool, they eventually became eager to engage with it and participate. According to their own comments, they found the tool to be fun and entertaining, some of them actually expressed feelings that the tool was teaching them something new. Given this situation, it can be agreed that beyond measurements of improvement of the parts of speech awareness in the group, the tool proved to be a competent tool inside the classroom.

Just as a manner of personal concern, this situation was inquired informally the whole group (without naming anyone particularly) about the two drops in performance, and some students expressed technical difficulties as the reason for their lackluster performance during the latter test. No further inquiry was done about these two particular cases.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Through this research it has been determined that Mad Libs indeed influence the awareness regarding the parts of speech when applied to a determinate group of students. It is worth mentioning that in the case of this research the level of influence was not dramatic, but it was able to be determined, nonetheless.
- The level of awareness regarding the parts of speech is able to be measured in students through instruments; on that regard some instruments were found online, but were deemed not apt for this research, therefore they had to be created from scratch. Regardless, this particular skill has avenues for assessment that can be searched or developed as needed.
- Mad Libs, beyond any intrinsic nature of the product itself, it can be used and applied as a tool with real academic value inside the English learning classroom. In the case of this research the tool was applied as a standalone effort but is there is the belief that it can also successfully be applied next to other tools and as part of any other given strategy or technique.
- Through the efforts part of this research work, it was successfully demonstrated that Mad Libs yields effects in the awareness of the parts of speech of the students. Overall, the result yielded a 12.27% level of improvement, that is definitely not a huge increment, but nonetheless denotes bona fide positive outcome. Regardless the levels of success displayed by this research, they might differ depending on the particular group and the amount of time and strategy on how the tool is applied. Beyond any numeric results, the application of the tool meant a positive activity for the group involved due to the amicable and ludic nature of the tool itself.

4.2 Recommendations

- Given that as a result of this research it has been determined that Mad Libs denote influence on the parts of speech awareness when applied to a determinate group of students, it is recommended to employ the aforementioned tool for the improvement of this very ability, which constitutes an important and necessary part of the English learning experience.

- Regardless of the nature of the curriculum a given program might be involved with, the incorporation of ways to determine the awareness of the parts of speech in a group of students has a necessary place in the development of linguistic abilities that might benefit the overall language learning experience for students.
- Mad Libs has a positive worth as a learning tool, and as one that is actually versatile and easy to apply. From warm-ups, to wrap-ups, to practice endeavors, it can be included to any program that any given instructor might welcome for purposes already described in this research.
- Educators must continue to not only use Mad Libs, but also any other tools with the same purpose to give an advantage to their students by giving them a positive effect on their parts of speech awareness. On that same note, this research endeavor's results are also meant to invite educators everywhere to continue pursuing new tools that can also boost and improve this ability. This might not only benefit students, but teachers themselves as it can make the teaching effort a more successful one.

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ANNEXES

Annex 1: Original instruments created for the measurement of the parts of speech awareness.

Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas

Name: _____ Date: _____

Section 1

Directions: Fill the blanks in the story underlining the correct part of speech requested in parenthesis.

Example: The balloon ***red – exploded – fast - hat*** **(verb)** due to excessive air.

The First Day of School

One very nice morning near the end of summer, my mother woke me up at 4:00 A.M. and said, "Wake up and smell the grass, sleepy head! Today is your first day of school and you can't be late." I groaned in my bed for twenty seconds, but eventually I got dressed. I wore a blue and white striped, long sleeve ***shirt – green – wear - completely*** **(noun)** with a collar on it, a red tie, dark gray pants, white socks, black shoes, and a ***dance – silly – slowly – jacket*** **(adjective)** hat. In ten minutes, I made lunch and ***pretty – quickly – toast – ate*** **(verb)** my breakfast. Ten minutes later, the bus came. A few minutes later, I was at school.

In school, I met two really ***people – interesting – wear – nicely*** **(adjective)** kids. All of us became friends very fast. That day we had Science, and luckily my friends and I were at the same ***room – great – run – fast*** **(noun).** My friends' names are ***big – study – Tom - steadily*** **(proper noun)** and ***clumsy – drink – truly – Cindy*** **(proper noun)**. In Math we weren't together, and that really bugged me. We learned what ***draws – steadily – atoms – nice*** **(plural noun)** were, and when to use them. At snack and recess, we played a game together. It was extremely fun. At P. E., we were ***jumping – cash – ancient – oddly*** **(-ing verb)** off of the ropes onto the ***sleep – ground – red - very*** **(plural**

noun). I thought it was a very ***play – poorly – crazy – hair*** **(adjective)** idea. In swimming class, we needed to swim extremely ***green – pool – climb – well*** **(adverb),** or else we would have to swim longer.

Before I knew it, school was over. I grabbed all my belongings and put them into my backpack. In two minutes, the bus came. As I stepped into the bus I shouted, "Goodbye, adios amigos, and shalom," to my friends. Then I went into the bus. In a flash, I was back home. This day was an extremely exciting day!

Section 2

Directions: Read the story. On the line to the right, write what kind of part of speech is the ***bold-faced*** *word, selecting one from the following options:*

Noun * Adverb * Verb * Adjective

Example: They attended the **concert** _*noun*_ last weekend.

Cinderella

Once upon a time, there was a **girl** _____ named Cinderella. She **lived** _____ in a **small** _____ town with her two sisters. They were very **ugly** _____ and unkind. They were also very lazy, and they made Cinderella **do** _____ all the work.

One day, the king and **queen** _____ invited all the girls _____ to an **important** _____ party, to dance and **meet** _____ the handsome prince. The sisters were **obviously** _____ very **excited** _____. They wore **fancy** _____ dresses, but they didn't **allow** _____ Cinderella to come with them. Cinderella was so sad! She **cried** _____ and cried **interruptedly** _____.

Suddenly, a **strange** _____ woman appeared. She was Cinderella's Fairy Godmother. She **magically** _____ gave Cinderella a beautiful **dress**

_____ and some small glass shoes. Cinderella went to the party and had a **wonderful** _____time.

She **cheerfully** _____ **danced** _____ with the **prince** _____ and they fell in love **instantly** _____. When she hurriedly **left** _____ the party, she lost one of her glass shoes.

The next **day** _____, the prince **brought** _____ the shoe to her house and **surprisingly** _____ asked her to **marry** _____ him. They were both very **happy** _____ and **eventually** _____ went to live together in the **big** _____ **castle** _____. The end.

Thank you for your time and cooperation.

Sources:

Compiled and elaborated by:

Francisco Mariño

Text Sourced from:

- *"Mad Libs Worksheet" - https://www.it.iitb.ac.in/~vijaya/ssrvm/worksheetscd/getWorksheets.com/Language%20Arts/madlibsdoc.pdf*

- *How to Make a Mad Lib. (2013). In Shaping the Way We Teach English: From Observation to Action (First ed.). Washington, D.C. 20037: Office of English Language Programs, Bureau of Educational and Cultural Affairs, United States Department of State: https://americanenglish.state.gov/files/ae/resource_files/shaping_frm_observ_508.pdf*

Annex 2: Validation document 1, courtesy of the Mg. Ruth Infante, UTA Professor.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación Mención: inglés.

Theme: "MAD LIBS AND THE PARTS OF SPEECH AWARENESS"

Autor: Francisco Javier Mariño Arboleda

Tutor: PhD. Verónica Chicaiza Redin

Ambato – Ecuador

2021

Objectives

General objective

To identify the importance of Mad Libs in the parts of speech awareness.

Specific objectives

- To determine the reach of the part speech awareness in group of students.
- To analyze the effects of Mad Libs in the parts of speech awareness.
- To categorize Mad Libs as a tool to teach parts of speech.

Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas

Name: _____ Date: _____

Section 1

Directions: For each item, underline the correct part of speech requested between parenthesis.

Example: The balloon ***red – exploded – fast - hat*** **(verb)** due to excessive air.

The First Day of School

One very nice morning near the end of summer, my mother woke me up at 4:00 A.M. and said, "Wake up and smell the grass, sleepy head! Today is your first day of school and you can't be late." I groaned in my bed for twenty seconds, but eventually I got dressed. I wore a blue and white striped, long sleeve ***shirt – green – wear - completely*** **(noun)[1]** with a collar on it, a red tie, dark gray pants, white socks, black shoes, and a ***dance – silly – slowly – jacket*** **(adjective)[2]** hat. In ten minutes, I made lunch and ***pretty – quickly – toast – ate*** **(verb)[3]** my breakfast. Ten minutes later, the bus came. A few minutes later, I was at school.

In school, I met two really ***people – interesting – wear – nicely*** **(adjective)[4]** kids. All of us became friends very fast. That day we had Science, and luckily my friends and I were at the same ***room – great – run – fast*** **(noun)[5].** My friends' names are ***big – study – Tom - steadily*** **(proper noun)[6]** and ***clumsy – drink – truly – Cindy*** **(proper noun)[7]**. In Math we weren't together, and that really bugged me. We learned what ***draws – steadily – atoms – nice*** **(plural noun)[8]** were, and when to use them. At snack and recess, we played a game together. It was extremely fun. At P. E., we were ***jumping – cash – ancient – oddly*** **(-ing verb)[9]** off of the ropes onto the ***sleep – ground – red - very*** **(plural noun)[10].** I thought it was a very ***play – poorly – crazy – hair*** **(adjective)[11]** idea. In swimming class, we needed to swim extremely ***green – pool – climb – well*** **(adverb)[12],** or else we would have to swim longer.

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"Goodbye, adios amigos, and shalom," to my friends. Then I went into the bus. In a flash, I was back home. This day was an extremely exciting day!

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Directions: Read the story. On the line to the right, write what kind of part of speech is the ***bold-faced*** *word, selecting one from the following options:*

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Once upon a time, there was a **girl** _____[13] named Cinderella. She **lived** _____[14] in a **small** _____ town with her two sisters. They were very **ugly** _____[15] and unkind. They were also very lazy, and they made Cinderella **do** _____[16] all the work.

One day, the king and **queen** _____[17] invited all the girls _____[18] to an **important** _____[19] party, to dance and **meet** _____[20] the handsome prince. The sisters were **obviously** _____[21] very **excited** _____[22]. They wore **fancy** _____[23] dresses, but they didn't **allow** _____[24] Cinderella to come with them. Cinderella was so sad! She **cried** _____[25] and cried **interruptedly** _____[26].

Suddenly, a **strange** _____[27] woman appeared. She was Cinderella's Fairy Godmother. She **magically** _____[28] gave Cinderella a beautiful **dress** _____[29] and some small glass shoes. Cinderella went to the party and had a **wonderful** _____[30] time.

She **cheerfully** _____[31] **danced** _____[32] with the **prince** _____[33] and they fell in love **instantly** _____[34]. When she hurriedly **left** _____[35] the party, she lost one of her glass shoes.

The next **day** _____[36], the prince **brought** _____[37] the shoe to her house and **surprisingly** _____[38] asked her to **marry** _____[39] him. They were both very **happy** _____[40] and **eventually** _____[41] went to live together in the **big** _____[42] **castle** _____[43]. The end.

Thank you for your time and cooperation.

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- *How to Make a Mad Lib. (2013). In Shaping the Way We Teach English: From Observation to Action (First ed.). Washington, D.C. 20037: Office of English Language Programs, Bureau of Educational and Cultural Affairs, United States Department of State: https://americanenglish.state.gov/files/ae/resource_files/shaping_frm_observ_508.pdf*

VALIDATION DOCUMENT FOR THE PARTS OF SPEECH AWARENESS ASSESSMENT INSTRUMENT

Section	a. Correspondence of the instrument's contents with the objectives.		Observations	b. Technical quality				Observations	c. Language		Observations
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	x			x					x		
2	x			x					x		

Validator's Information	Ruth Elizabeth Infante Paredes	0603016106	RUTH ELIZABETH INFANTE PAREDES Firmado digitalmente por RUTH ELIZABETH INFANTE PAREDES Fecha: 2021.03.22 20:03:10 -06'00'
	First and last Names	ID Number	
	UTA Professor	March 10th, 2021	
	Position / Occupation	Date	Signature

Instrument elaborated by Francisco Mariño

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Ruth Infante with, I.D. No. 0603016106., certify that I conducted the expert judgment on this instrument designed by Francisco Javier Mariño Arboleda, with I.D. No. 1803591716 for the final research project entitled: "MAD LIBS AND THE PARTS OF SPEECH AWARENESS" since it is a fundamental requirement to qualify for the bachelor's degree in Human and Educational Sciences; Mention: English, at the Universidad Técnica de Ambato.

Ecuador, March 10th, 2021.

Sincerely,

RUTH ELIZABETH INFANTE PAREDES

Firmado digitalmente por RUTH ELIZABETH INFANTE PAREDES
Fecha: 2021.03.22 20:03:23 -06'00'

Mg. Ruth Infante
I.D. 0603016106

Annex 3: Validation document 2, courtesy of the Mg. Wilma Suarez, UTA Professor.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación Mención: inglés.

Theme: "MAD LIBS AND THE PARTS OF SPEECH AWARENESS"

Autor: Francisco Javier Mariño Arboleda

Tutor: PhD. Verónica Chicaiza Redin

Ambato – Ecuador

2021

Objectives

General objective

To identify the influence of Mad Libs in the awareness regarding the parts of speech.

Specific objectives

- To determine the student's awareness regarding the parts of speech.
- To analyze the effects of Mad Libs in the awareness of the parts of speech.
- To categorize Mad Libs as a tool to teach parts of speech.

Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas

Name: _____ Date: _____

Section 1

Directions: For each item, underline the correct part of speech requested between parenthesis.

Example: The balloon ***red – exploded – fast - hat*** **(verb)** due to excessive air.

The First Day of School

One very nice morning near the end of summer, my mother woke me up at 4:00 A.M. and said, "Wake up and smell the grass, sleepy head! Today is your first day of school and you can't be late." I groaned in my bed for twenty seconds, but eventually I got dressed. I wore a blue and white striped, long sleeve ***shirt – green – wear - completely*** **(noun)[1]** with a collar on it, a red tie, dark gray pants, white socks, black shoes, and a ***dance – silly – slowly – jacket*** **(adjective)[2]** hat. In ten minutes, I made lunch and ***pretty – quickly – toast – ate*** **(verb)[3]** my breakfast. Ten minutes later, the bus came. A few minutes later, I was at school.

In school, I met two really ***people – interesting – wear – nicely*** **(adjective)[4]** kids. All of us became friends very fast. That day we had Science, and luckily my friends and I were at the same ***room – great – run – fast*** **(noun)[5].** My friends' names are ***big – study – Tom - steadily*** **(proper noun)[6]** and ***clumsy – drink – truly – Cindy*** **(proper noun)[7]**. In Math we weren't together, and that really bugged me. We learned what ***draws – steadily – atoms – nice*** **(plural noun)[8]** were, and when to use them. At snack and recess, we played a game together. It was extremely fun. At P. E., we were ***jumping – cash – ancient – oddly*** **(-ing verb)[9]** off of the ropes onto the ***sleep – ground – red - very*** **(plural noun)[10].** I thought it was a very ***play – poorly – crazy – hair*** **(adjective)[11]** idea. In swimming class, we needed to swim extremely ***green – pool – climb – well*** **(adverb)[12],** or else we would have to swim longer.

Before I knew it, school was over. I grabbed all my belongings and put them into my backpack. In two minutes, the bus came. As I stepped into the bus I shouted,

"Goodbye, adios amigos, and shalom," to my friends. Then I went into the bus. In a flash, I was back home. This day was an extremely exciting day!

Section 2

*Directions: Read the story. On the line to the right, write what kind of part of speech is the **bold-faced** word, selecting one from the following options:*

Noun * Adverb * Verb * Adjective

Example: They attended the **concert** _*noun*_ last weekend.

Cinderella

Once upon a time, there was a **girl** _____[13] named Cinderella. She **lived** _____[14] in a **small** _____ town with her two sisters. They were very **ugly** _____[15] and unkind. They were also very lazy, and they made Cinderella **do** _____[16] all the work.

One day, the king and **queen** _____[17] invited all the **girls** _____[18] to an **important** _____[19] party, to dance and **meet** _____[20] the handsome prince. The sisters were **obviously** _____[21] very **excited** _____[22]. They wore **fancy** _____[23] dresses, but they didn't **allow** _____[24] Cinderella to come with them. Cinderella was so sad! She **cried** _____[25] and cried **interruptedly** _____[26].

Suddenly, a **strange** _____[27] woman appeared. She was Cinderella's Fairy Godmother. She **magically** _____[28] gave Cinderella a beautiful **dress** _____[29] and some small glass shoes. Cinderella went to the party and had a **wonderful** _____[30] time.

She **cheerfully** _____[31] **danced** _____[32] with the **prince** _____[33] and they fell in love **instantly** _____[34]. When she hurriedly **left** _____[35] the party, she lost one of her glass shoes.

The next **day** _____[36], the prince **brought** _____[37] the shoe to her house and **surprisingly** _____[38] asked her to **marry** _____[39] him. They were both very **happy** _____[40] and **eventually** _____[41] went to live together in the **big** _____[42] **castle** _____[43]. The end.

Thank you for your time and cooperation.

Sources:

Compiled and elaborated by:

Francisco Mariño

Text Sourced from:

- *"Mad Libs Worksheet" - https://www.it.iitb.ac.in/~vijaya/ssrvm/worksheetscd/getWorksheets.com/Language%20Arts/madlibsdoc.pdf*

- *How to Make a Mad Lib. (2013). In Shaping the Way We Teach English: From Observation to Action (First ed.). Washington, D.C. 20037: Office of English Language Programs, Bureau of Educational and Cultural Affairs, United States Department of State: https://americanenglish.state.gov/files/ae/resource_files/shaping_frm_observ_508.pdf*

VALIDATION DOCUMENT FOR THE PARTS OF SPEECH AWARENESS ASSESSMENT INSTRUMENT

Section	a. Correspondence of the instrument's contents with the objectives.		Observations	b. Technical quality				Observations	c. Language		Observations
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X				X				X		
2	X				X				X		

Validator's Information	Wilma Suárez	1802859841	WILMA ELIZABETH SUAREZ MOSQUERA
	First and last Names	**ID Number**	
	UTA Professor	March 11th, 2020	
	Position / Occupation	**Date**	**Signature**

Instrument elaborated by Francisco Mariño

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Wilma Elizabeth Suárez Mosquera with, I.D. No. 180285981, certify that I conducted the expert judgment on this instrument designed by Francisco Javier Mariño Arboleda, with I.D. No. 1803591716 for the final research project entitled: "MAD LIBS AND THE PARTS OF SPEECH AWARENESS" since it is a fundamental requirement to qualify for the bachelor's degree in Human and Educational Sciences; Mention: English, at the Universidad Técnica de Ambato.

Ecuador, March 11th, 2021.

Sincerely,

Firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

Mg. Wilma Elizabeth Suárez Mosquera
I.D. 1802859841

Annex 4: Validation document 3, courtesy of the Mg. Lorena Parra, UTA Professor.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación Mención: inglés.

Theme: "MAD LIBS AND THE PARTS OF SPEECH AWARENESS"

Autor: Francisco Javier Mariño Arboleda

Tutor: PhD. Verónica Chicaiza Redin

Ambato – Ecuador

2021

Objectives

General objective

To identify the importance of Mad Libs in the parts of speech awareness.

Specific objectives

- To determine the reach of the part speech awareness in group of students.
- To analyze the effects of Mad Libs in the parts of speech awareness.
- To categorize Mad Libs as a tool to teach parts of speech.

Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas

Name: _____ Date: _____

Section 1

Directions: For each item, underline the correct part of speech requested between parenthesis.

Example: The balloon ***red – exploded – fast - hat*** **(verb)** due to excessive air.

The First Day of School

One very nice morning near the end of summer, my mother woke me up at 4:00 A.M. and said, "Wake up and smell the grass, sleepy head! Today is your first day of school and you can't be late." I groaned in my bed for twenty seconds, but eventually I got dressed. I wore a blue and white striped, long sleeve ***shirt – green – wear - completely*** **(noun)[1]** with a collar on it, a red tie, dark gray pants, white socks, black shoes, and a ***dance – silly – slowly – jacket*** **(adjective)[2]** hat. In ten minutes, I made lunch and ***pretty – quickly – toast – ate*** **(verb)[3]** my breakfast. Ten minutes later, the bus came. A few minutes later, I was at school.

In school, I met two really ***people – interesting – wear – nicely*** **(adjective)[4]** kids. All of us became friends very fast. That day we had Science, and luckily my friends and I were at the same ***room – great – run – fast*** **(noun)[5].** My friends' names are ***big – study – Tom - steadily*** **(proper noun)[6]** and ***clumsy – drink – truly – Cindy*** **(proper noun)[7]**. In Math we weren't together, and that really bugged me. We learned what ***draws – steadily – atoms – nice*** **(plural noun)[8]** were, and when to use them. At snack and recess, we played a game together. It was extremely fun. At P. E., we were ***jumping – cash – ancient – oddly*** **(-ing verb)[9]** off of the ropes onto the ***sleep – ground – red - very*** **(plural noun)[10].** I thought it was a very ***play – poorly – crazy – hair*** **(adjective)[11]** idea. In swimming class, we needed to swim extremely ***green – pool – climb – well*** **(adverb)[12],** or else we would have to swim longer.

Before I knew it, school was over. I grabbed all my belongings and put them into my backpack. In two minutes, the bus came. As I stepped into the bus I shouted,

"Goodbye, adios amigos, and shalom," to my friends. Then I went into the bus. In a flash, I was back home. This day was an extremely exciting day!

Section 2

*Directions: Read the story. On the line to the right, write what kind of part of speech is the **bold-faced** word, selecting one from the following options:*

Noun * Adverb * Verb * Adjective

Example: They attended the **concert** *noun* last weekend.

Cinderella

Once upon a time, there was a **girl** _____[13] named Cinderella. She **lived** _____[14] in a **small** _____ town with her two sisters. They were very **ugly** _____[15] and unkind. They were also very lazy, and they made Cinderella **do** _____[16] all the work.

One day, the king and **queen** _____[17] invited all the girls _____[18] to an **important** _____[19] party, to dance and **meet** _____[20] the handsome prince. The sisters were **obviously** _____[21] very **excited** _____[22]. They wore **fancy** _____[23] dresses, but they didn't **allow** _____[24] Cinderella to come with them. Cinderella was so sad! She **cried** _____[25] and cried **interruptedly** _____[26].

Suddenly, a **strange** _____[27] woman appeared. She was Cinderella's Fairy Godmother. She **magically** _____[28] gave Cinderella a beautiful **dress** _____[29] and some small glass shoes. Cinderella went to the party and had a **wonderful** _____[30] time.

She **cheerfully** _____[31] **danced** _____[32] with the **prince** _____[33] and they fell in love **instantly** _____[34]. When she hurriedly **left** _____[35] the party, she lost one of her glass shoes.

The next **day** _____[36], the prince **brought** _____[37] the shoe to her house and **surprisingly** _____[38] asked her to **marry** _____[39] him. They were both very **happy** _____[40] and **eventually** _____[41] went to live together in the **big** _____[42] **castle** _____[43]. The end.

Thank you for your time and cooperation.

Sources:

Compiled and elaborated by:

Francisco Mariño

Text Sourced from:

- *"Mad Libs Worksheet" - https://www.it.iitb.ac.in/~vijaya/ssrvm/worksheetscd/getWorksheets.com/Language%20Arts/madlibsdoc.pdf*
- *How to Make a Mad Lib. (2013). In Shaping the Way We Teach English: From Observation to Action (First ed.). Washington, D.C. 20037: Office of English Language Programs, Bureau of Educational and Cultural Affairs, United States Department of State: https://americanenglish.state.gov/files/ae/resource_files/shaping_frm_observ_508.pdf*

VALIDATION DOCUMENT FOR THE PARTS OF SPEECH AWARENESS ASSESSMENT INSTRUMENT

Section	a. Correspondence of the instrument's contents with the objectives.		Observations	b. Technical quality				Observations	c. Language		Observations
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	x				x				x		
2	x				x				x		

Validator's Information	LORENA PARRA	1803103520	Firmado electrónicamente por: LORENA FERNANDA PARRA GAVILANEZ
	First and last Names	ID Number	
	UTA Professor	March 10th, 2020	
	Position / Occupation	Date	Signature

Instrument elaborated by Francisco Mariño

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Lorena Parra with, I.D. No. 1803103520 certify that I conducted the expert judgment on this instrument designed by Francisco Javier Mariño Arboleda, with I.D. No. 1803591716 for the final research project entitled: "MAD LIBS AND THE PARTS OF SPEECH AWARENESS" since it is a fundamental requirement to qualify for the bachelor's degree in Human and Educational Sciences; Mention: English, at the Universidad Técnica de Ambato.

Ecuador, March 10th, 2021.

Sincerely,

Firmado electrónicamente por:
LORENA FERNANDA
PARRA GAVILANEZ

Mg. Lorena Parra
I.D. 1803103520

Annex 5: Sample instrument as applied through the Google Forms service to be able to be applied remotely during the SARS-CoV-2 pandemic: (Mariño, 2019)

Parts of Speech Awareness for the 9th Grade, Level 2, Group 2 of the U.E. Atenas

Date: Tuesday, March 23, 2021

Researcher: Francisco Mariño

Instructions: Complete the test according to the instructions for each section. Please be honest, and make sure you finish the test. Thank you for your cooperation.

The respondent's email (**ellerena@atenas.edu.ec**) was recorded on submission of this form.

Write Your Name Please *

ELIANY LLERENA

Section 1 - "The First Day of School"

Directions: Open the document provided by the teacher.
Read and for each numbered item, select the correct part of speech requested.

1. Noun * 1 point

- ○ shirt
- ○ green
- ◉ wear
- ○ completely

2. Adjective * 1 point

- ○ dance
- ◉ silly
- ○ slowly
- ○ jacket

3. Verb * 1 point

- ◉ pretty
- ○ quickly
- ○ toast
- ○ ate

4. Adjective * 1 point

- ◉ people
- ○ interesting
- ○ wear
- ○ nicely

5. Noun * 1 point

- ○ room
- ○ great
- ◉ run
- ○ fast

6. Proper Noun * 1 point

- ○ big
- ○ study
- ◉ Tom
- ○ steadly

7. Proper Noun * 1 point

- ○ clumsy
- ○ drink
- ◉ truly
- ○ Cindy

8. Plural noun * 1 point

- (●) draws
- ( ) steadily
- ( ) atoms
- ( ) nice

9. -ing verb * 1 point

- ( ) jumping
- ( ) cash
- ( ) ancient
- (●) oddily

10. Noun * 1 point

- ( ) sleep
- ( ) ground
- (●) red
- ( ) very

11. Adjective * 1 point

- (●) play
- ( ) poorly
- ( ) crazy
- ( ) hair

12. Adverb * 1 point

- ( ) green
- ( ) pool
- (●) climb
- ( ) well

Section 2 - "Cinderella"

Directions: Read the story on the section 2 of the document provided. Check the bold-faced words and selecting the correct part of speech according to one of the following options:

Noun * Adverb * Verb * Adjective

Example: They attended the concert (NOUN) last weekend.

*

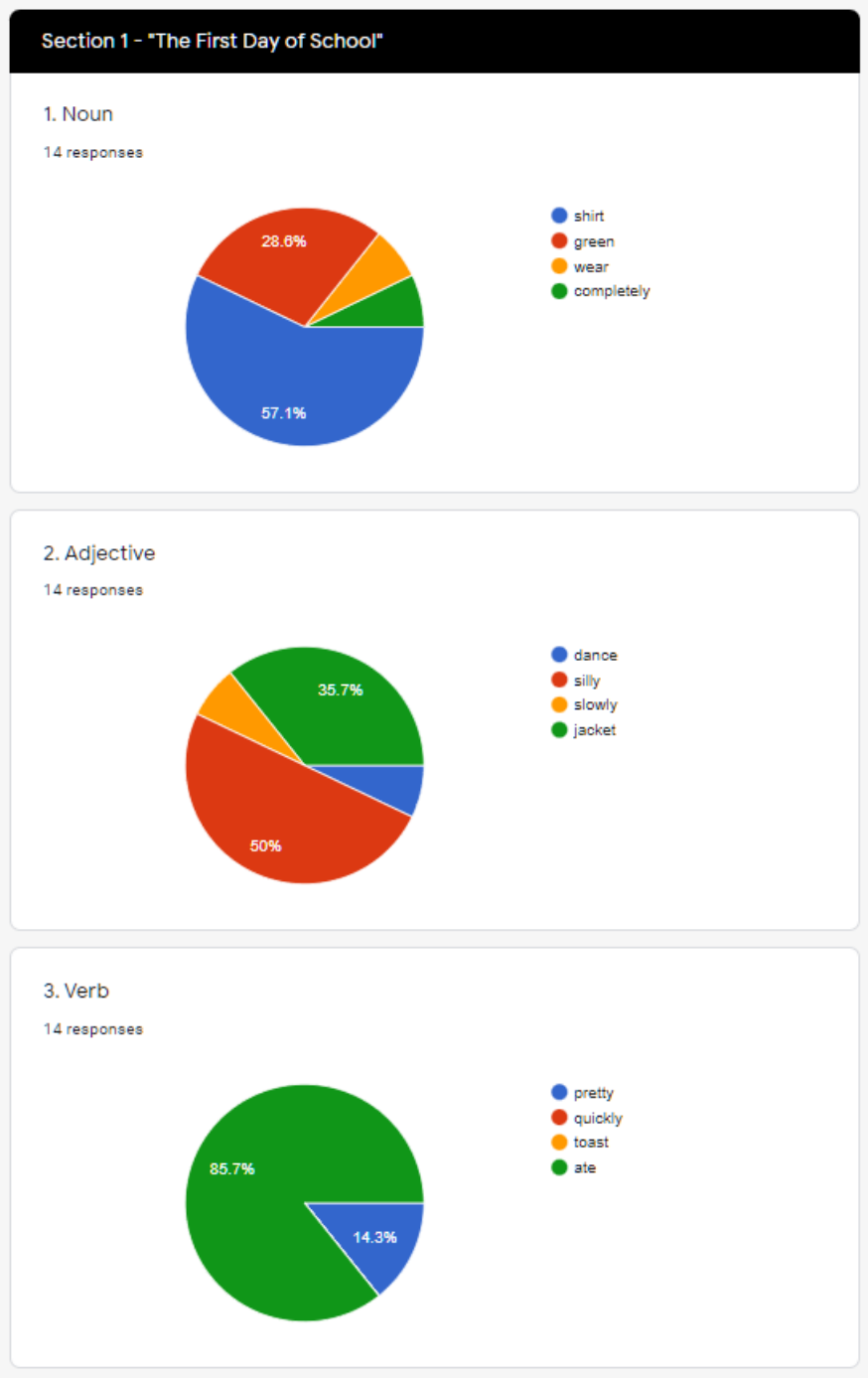
31 points

	Noun	Adverb	Verb	Adjective
13	○	○	○	◉
14	○	○	◉	○
15	○	◉	○	○
16	○	○	○	◉
17	○	○	○	◉
18	○	○	◉	○
19	○	◉	○	○
20	○	○	◉	○
21	◉	○	○	○
22	○	○	○	◉
23	◉	○	○	○
24	○	◉	○	○
25	○	○	○	◉
26	○	○	◉	○
27	○	○	○	◉
28	○	◉	○	○
29	○	○	◉	○

Source: Evaluation Instrument, digital version

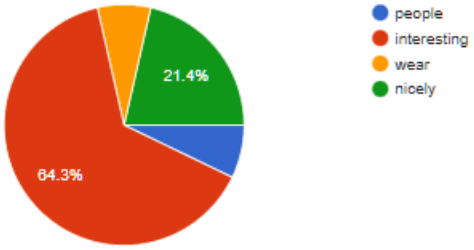
Elaborated by: Mariño F. (2021)

Annex 6: Pre-test, per-question responses



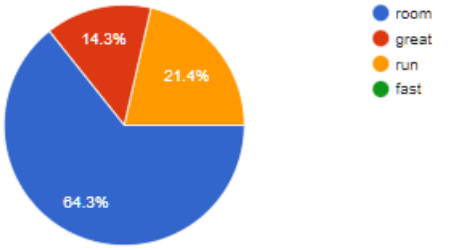
4. Adjective

14 responses



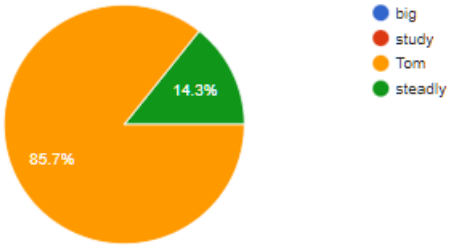
5. Noun

14 responses



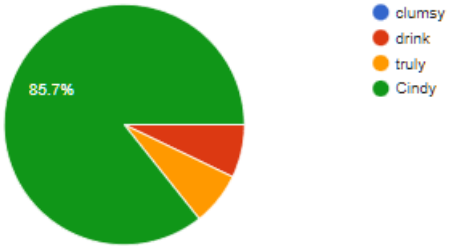
6. Proper Noun

14 responses



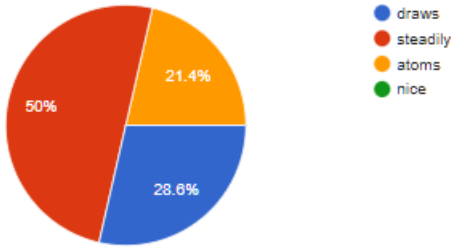
7. Proper Noun

14 responses



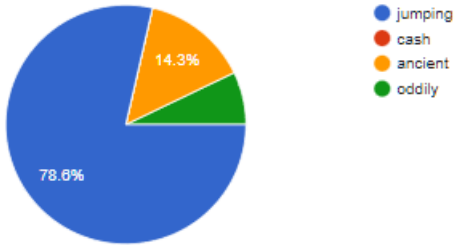
8. Plural noun

14 responses



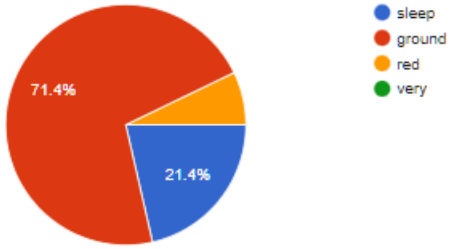
9. -ing verb

14 responses



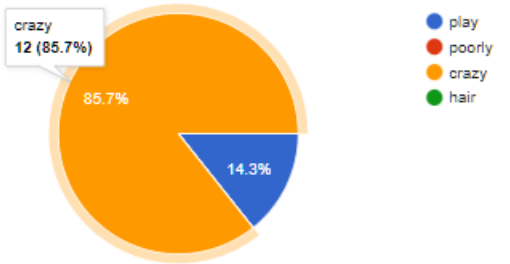
10. Noun

14 responses



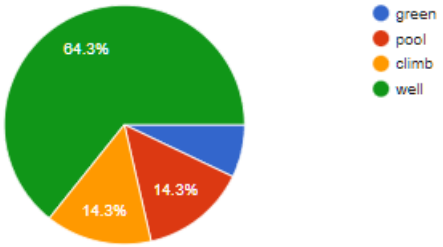
11. Adjective

14 responses

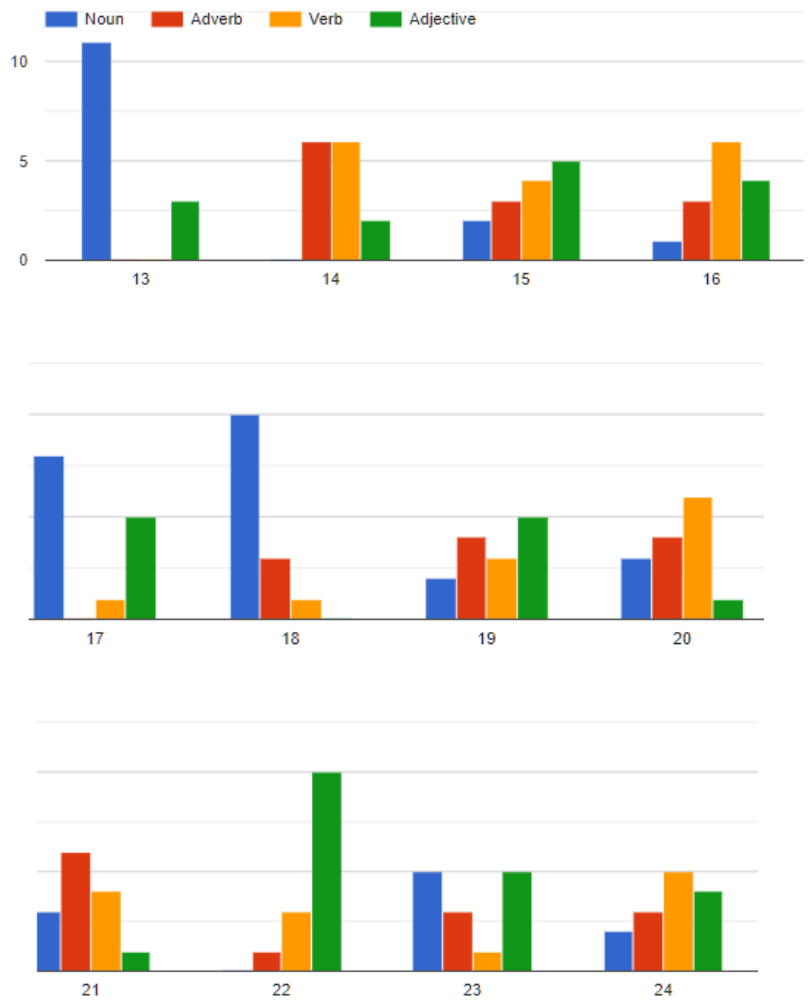


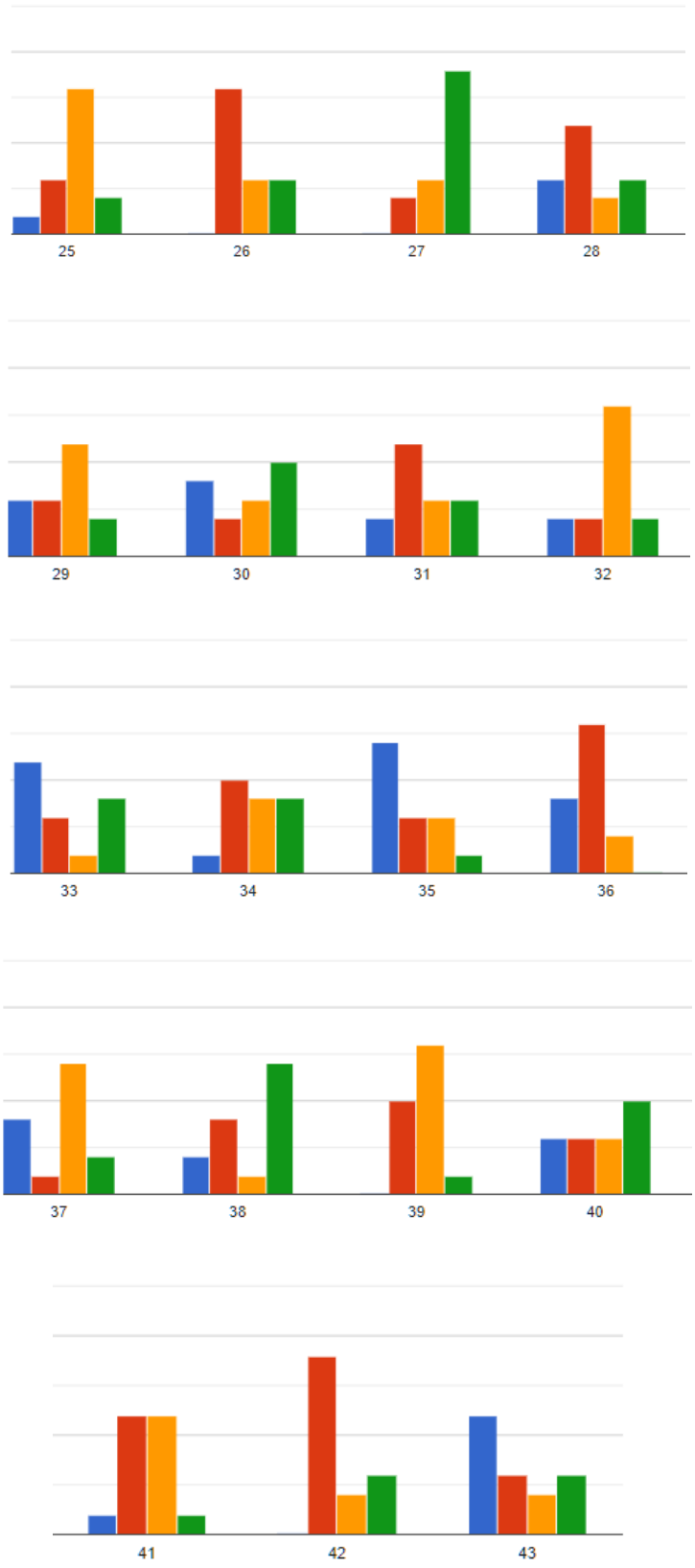
12. Adverb

14 responses



Section 2 - "Cinderella"

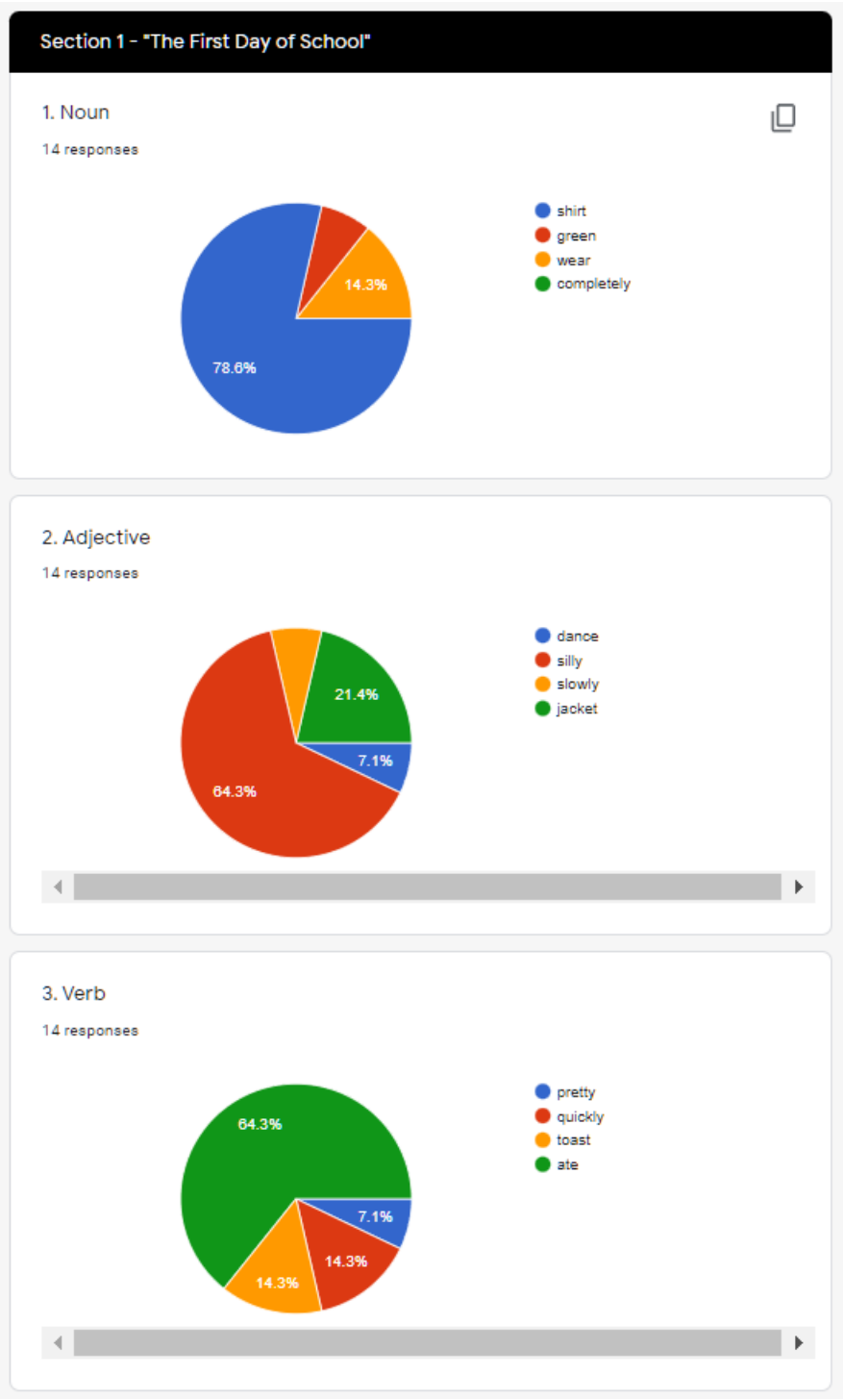




Source: Pre-test, Google Forms

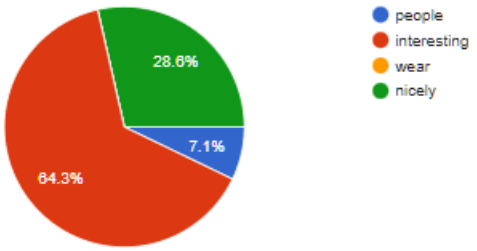
Elaborated by: Google LLC (2021)

Annex 7: Post-test, per-question responses



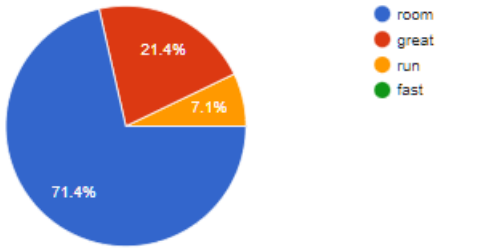
4. Adjective

14 responses



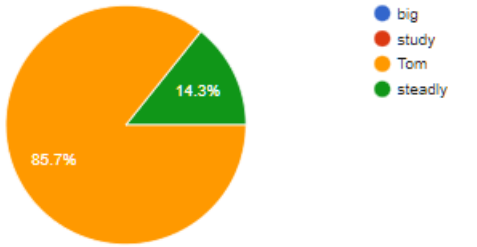
5. Noun

14 responses



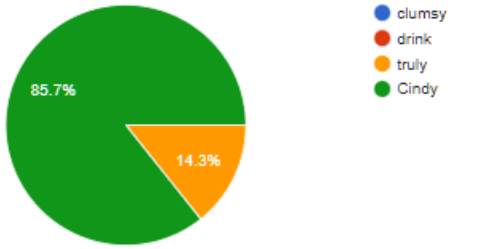
6. Proper Noun

14 responses



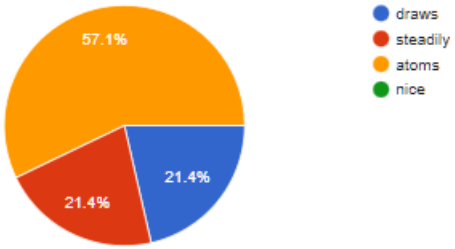
7. Proper Noun

14 responses



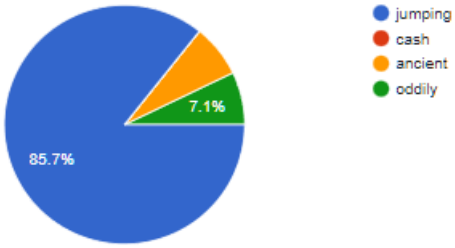
8. Plural noun

14 responses



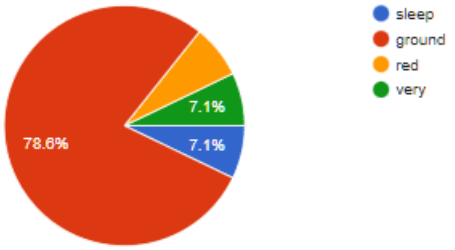
9. -ing verb

14 responses



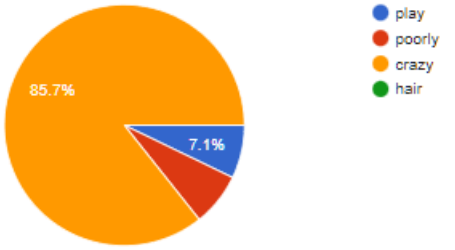
10. Noun

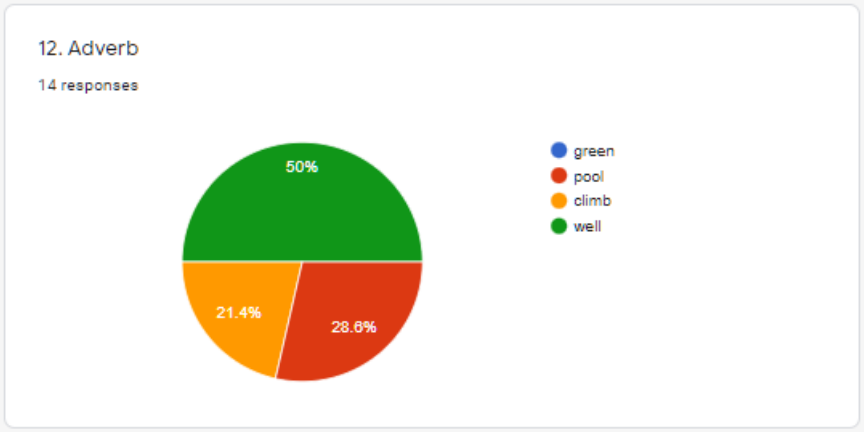
14 responses



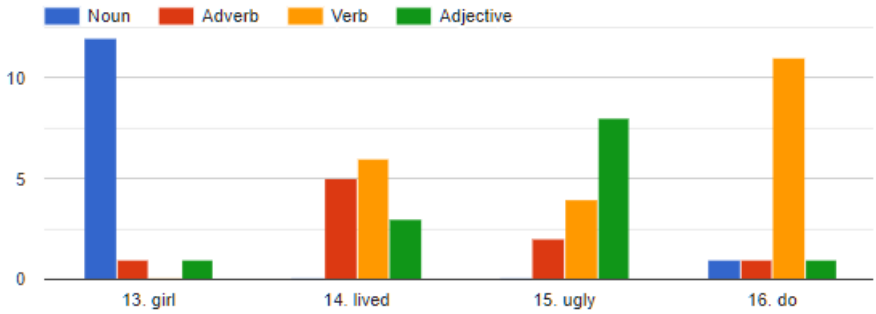
11. Adjective

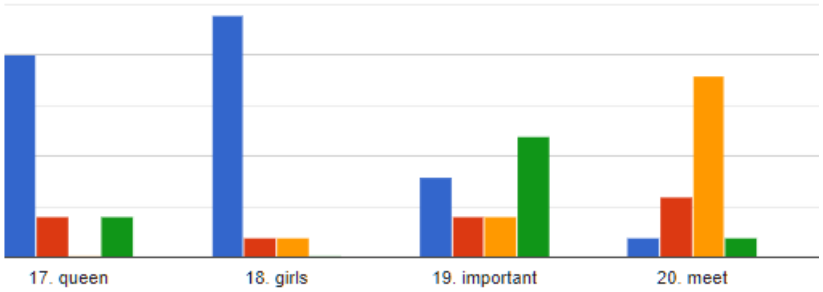
14 responses

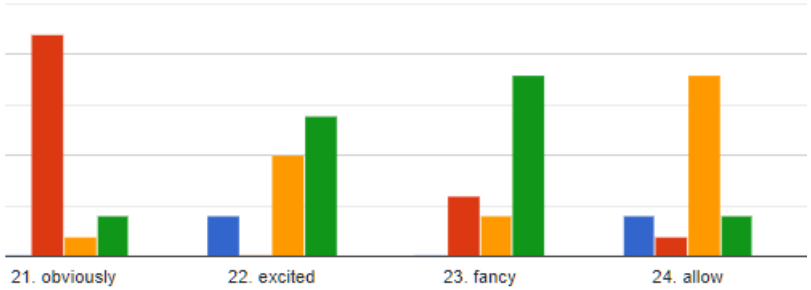


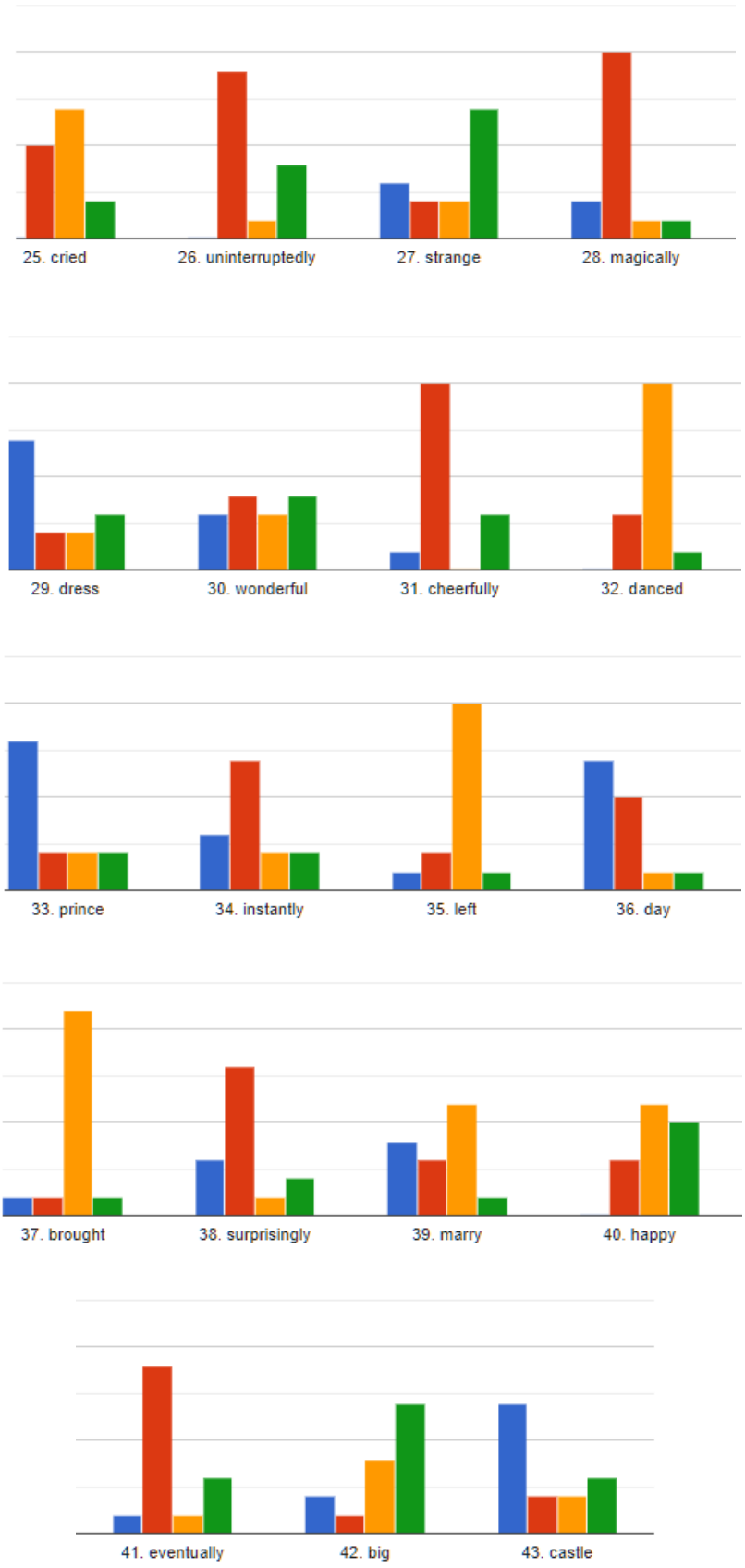


Section 2 - "Cinderella"









Source: Post-test, Google Forms

Elaborated by: Google LLC (2021)

Annex 8: Commitment Letter

ANEXO 3

CARTA DE COMPROMISO

Ambato, 12 de septiembre de 2019

Doctor
Marcelo Núñez Espinosa
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias de la Educación
Ciudad

De mi consideración:

Yo, Manuel Jesús Fierro Vásquez, en mi calidad de Rector de la Unidad Educativa Atenas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Mad Libs in the Written Production Skill"** propuesto por el estudiante **Francisco Javier Mariño Arboleda**, portador de la Cédula de Ciudadanía: **1803591716** estudiante de la **Carrera de Idiomas**, Facultad de Ciencias de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Manuel Jesús Fierro Vásquez
RECTOR
UNIDAD EDUCATIVA ATENAS
C.I.: 1802274892
Teléfono convencional.032854281 ext. 140
Teléfono celular: 0995481174
E-mail: mfierro@atenas.edu.ec

U.E.P. EDUCATIVA "ATENAS" RECTORADO AMBATO

Calle Gabriel Román y Av. Pedro Vásconez, Yacupamba - Izamba
Telfs.: (03) 285-4281
atenas@atenas.edu.ec - www.atenas.edu.ec Ambato, Ecuador

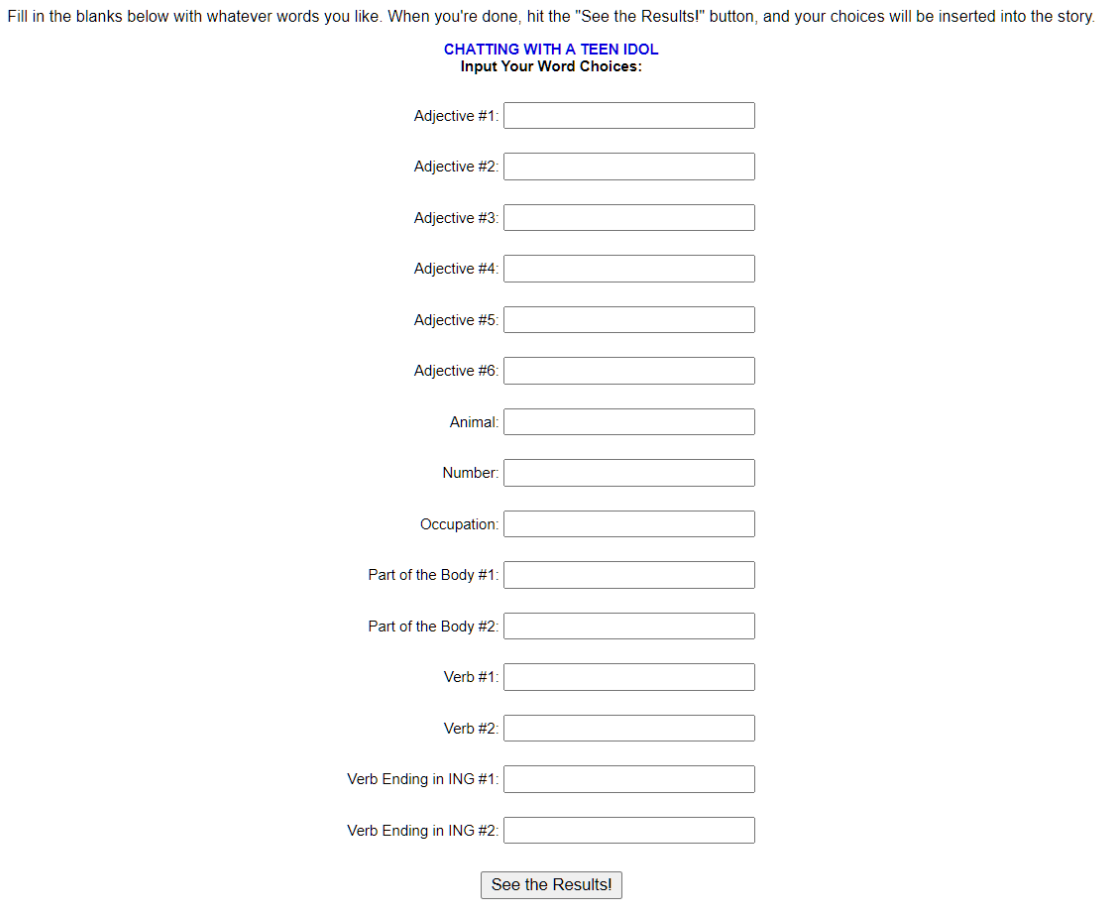
ISO 9001

Annex 9: Application Plan

Universidad Técnica de Ambato – Unidad Educativa Atenas		
Tool Application Plan		
Teacher / Author: Francisco Mariño	**Starting Date:** March 8, 2021 **Final Date:** March 23 2021	**Grade / Level:** 9th L2 G2 **Ages:** 13 - 14
Objective: To employ Mad Libs to enhance the parts of speech awareness in students.		
Date	**Description**	**Materials**
March 8 2021	The author / teacher gives the pre-test to measure the group's parts of speech	shorturl.at/eghFQ
March 9 2021	The author / teacher applies the tool by using the website "redkid.net", the title of the Mad Libs activity is: *"Chatting with a Teen Idol"* The activity is applied as a warm-up before the group's regular classes.	http://www.redkid.net/cgi-bin/madlibs/chattingwithteenidol.pl
March 11 2021	The author / teacher applies the tool by using the website "redkid.net", the title of the Mad Libs activity is: *"Great Excuses for Being Late"*. The activity is applied as a wrap-up after the group's regular classes.	http://www.redkid.net/cgi-bin/madlibs/excusesforbeinglate.pl
March 15 2021	The author / teacher applies the tool by using the website "redkid.net", the title of the Mad Libs activity is: *"Recipe for an Upside-Down Cake"*. The activity is applied as a warm-up before the group's regular classes.	http://www.redkid.net/cgi-bin/madlibs/recipeforupsidedowncake.pl
March 18 2021	The author / teacher applies the tool by using the website "redkid.net", the title of the Mad Libs activity is: *"Report by Student Protest Committee"* The activity is applied as a wrap-up after the group's regular classes.	http://www.redkid.net/cgi-bin/madlibs/studentprotest.pl

March 22 2021	The author / teacher applies the tool by using the website “redkid.net”, the title of the Mad Libs activity is: The activity is: *“Video Games”* applied as a warm-up before the group’s regular classes.	http://www.redkid.net/cgi-bin/madlibs/videogames.pl
March 23 2021	The author / teacher gives the post-test to gather information on the influence the tool had in the group’s parts of speech awareness.	shorturl.at/tuPUV

Annex 10: Applied Tool (Mad Libs) Samples

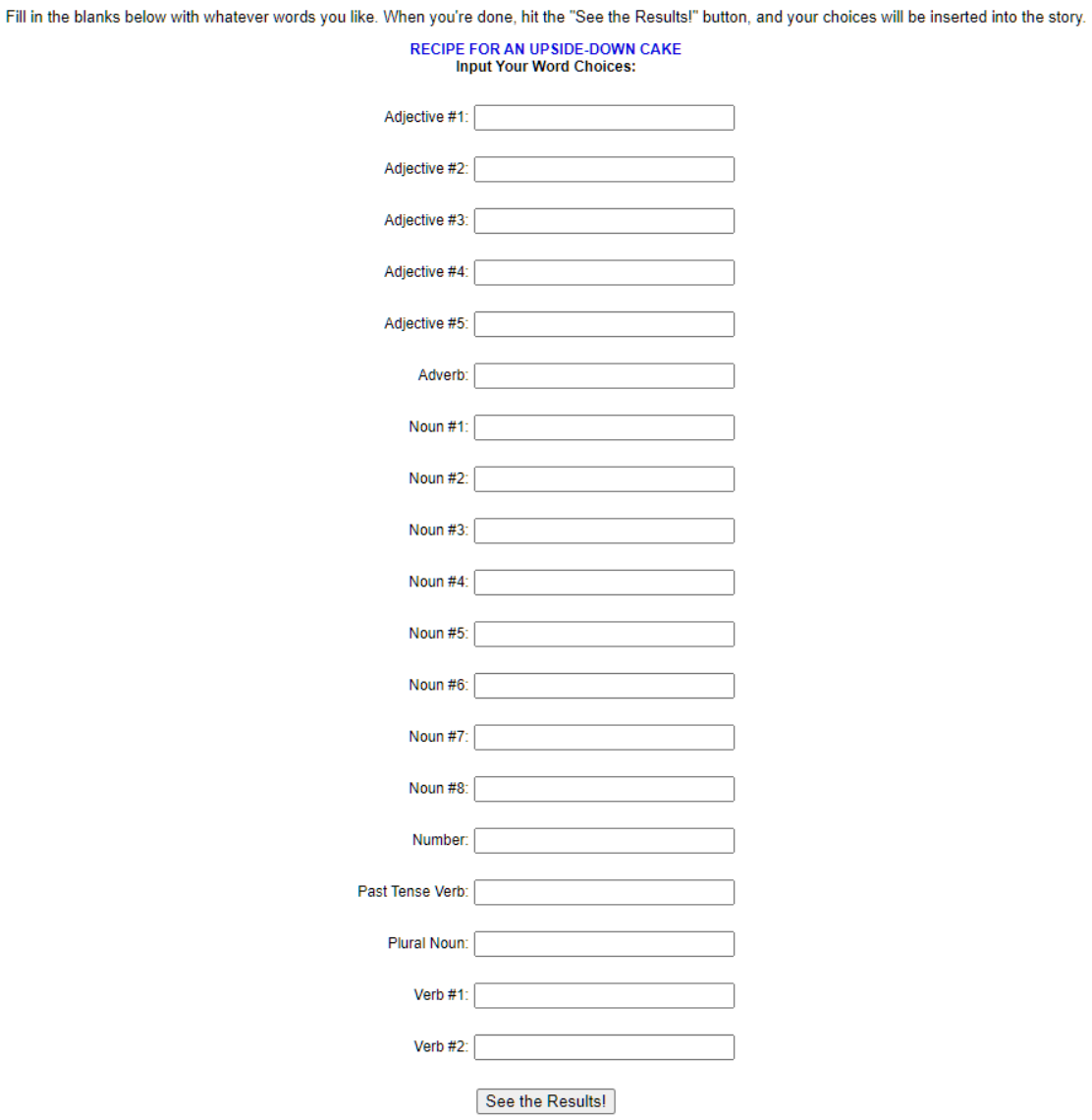


Source: Tool Iteration 1: "Chatting with a Teen Idol"

Elaborated by: RedKid.net (2007)

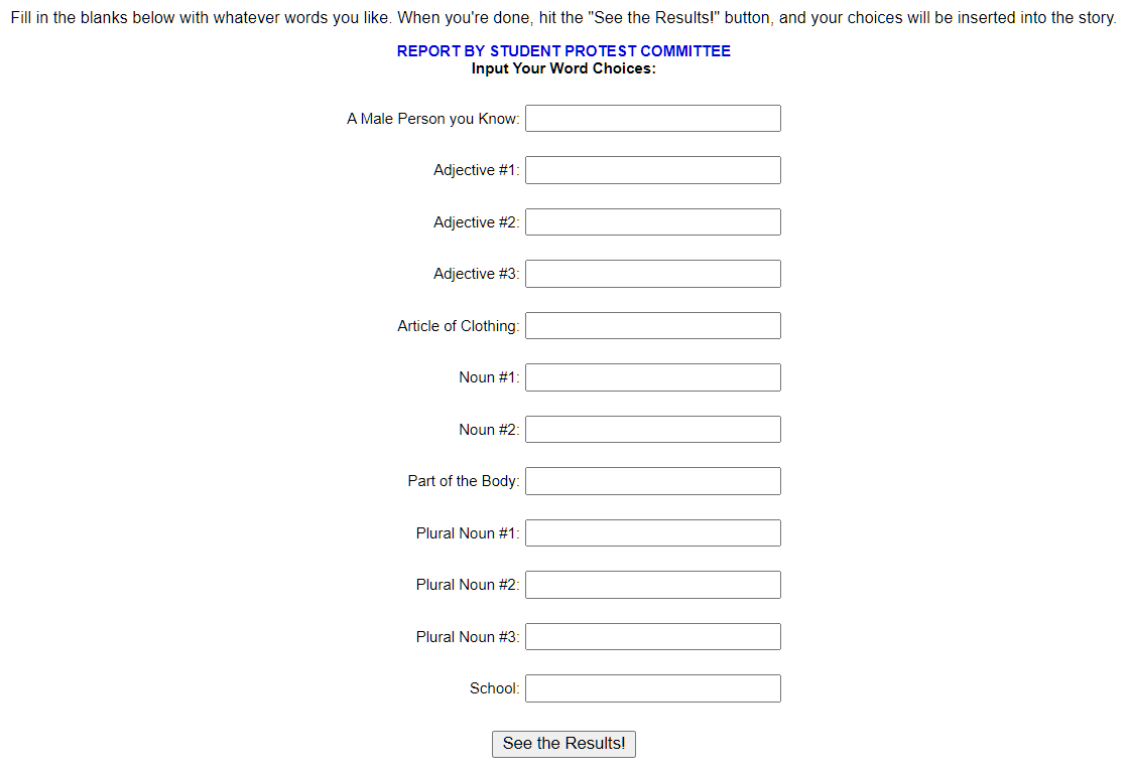
Source: Tool Iteration 2: "Great Excuses for Being Late"

Elaborated by: RedKid.net (2007)



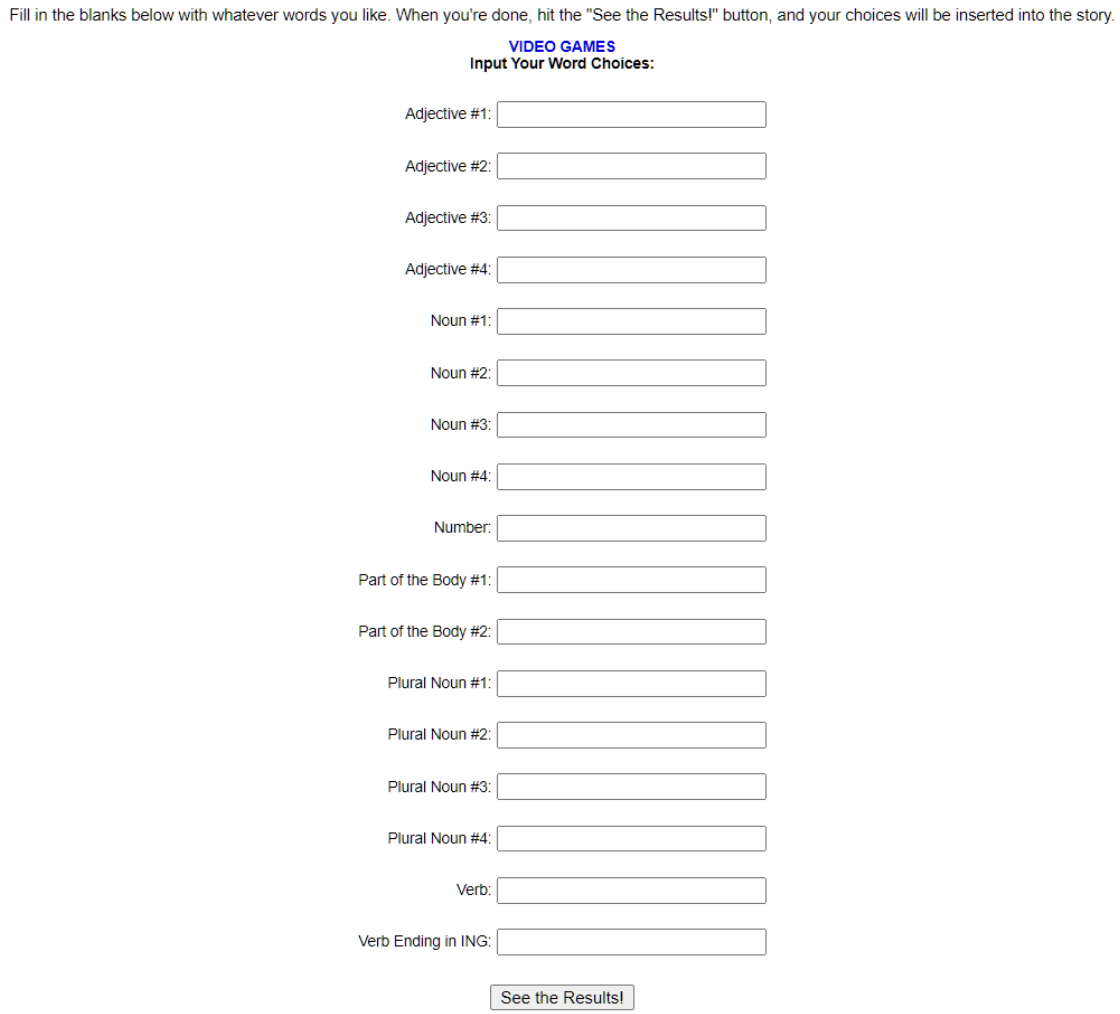
Source: Tool Iteration 3: “Recipe for an Upside-Down Cake”

Elaborated by: RedKid.net (2007)



Source: Tool Iteration 4: “Report by Student Protest Committee”

Elaborated by: RedKid.net (2007)



Source: Tool Iteration 5: "Video Games"

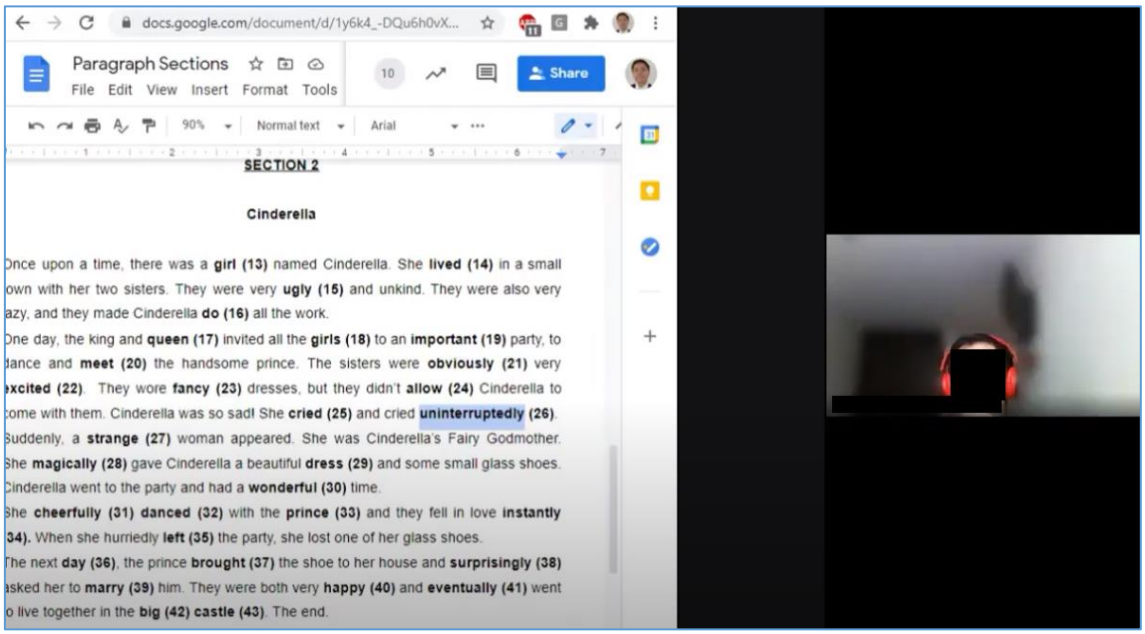
Elaborated by: RedKid.net (2007)

we

Annex 11: Screen Captures of the Author /Teacher – Students Interactions

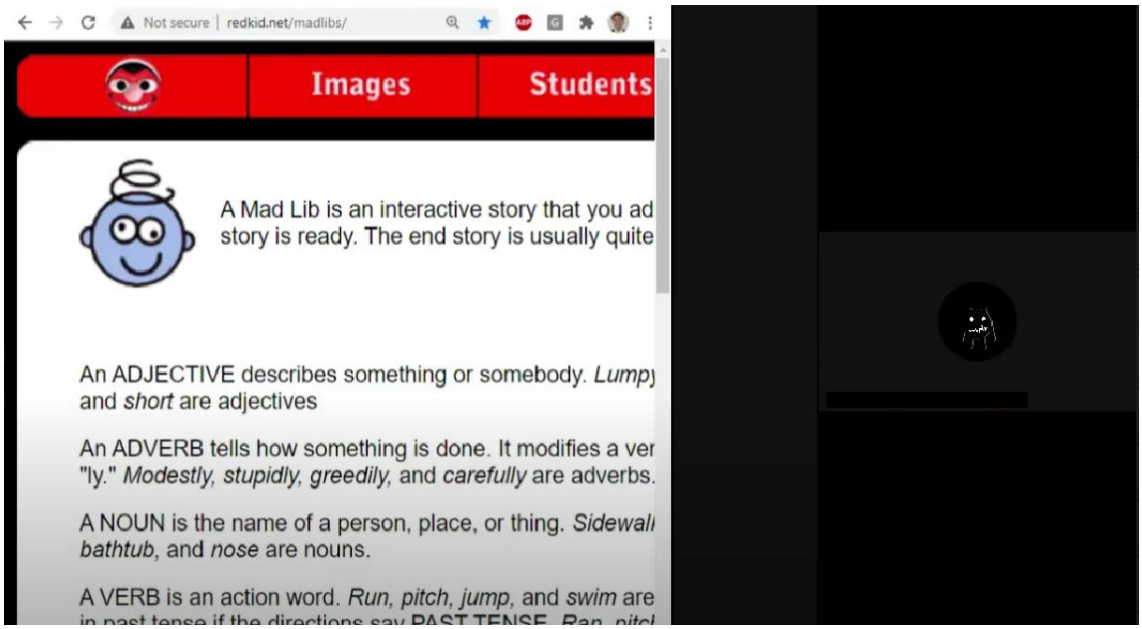
Source: The Author /Teacher in Action

Elaborated by: Mariño F. (2021)



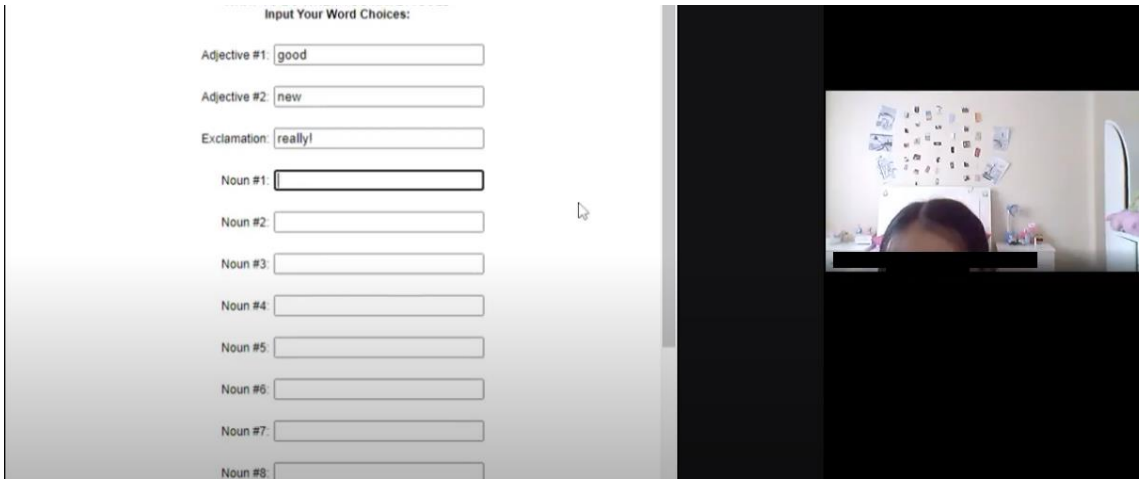
Source: Pre-test socialization

Elaborated by: Mariño F. (2021)



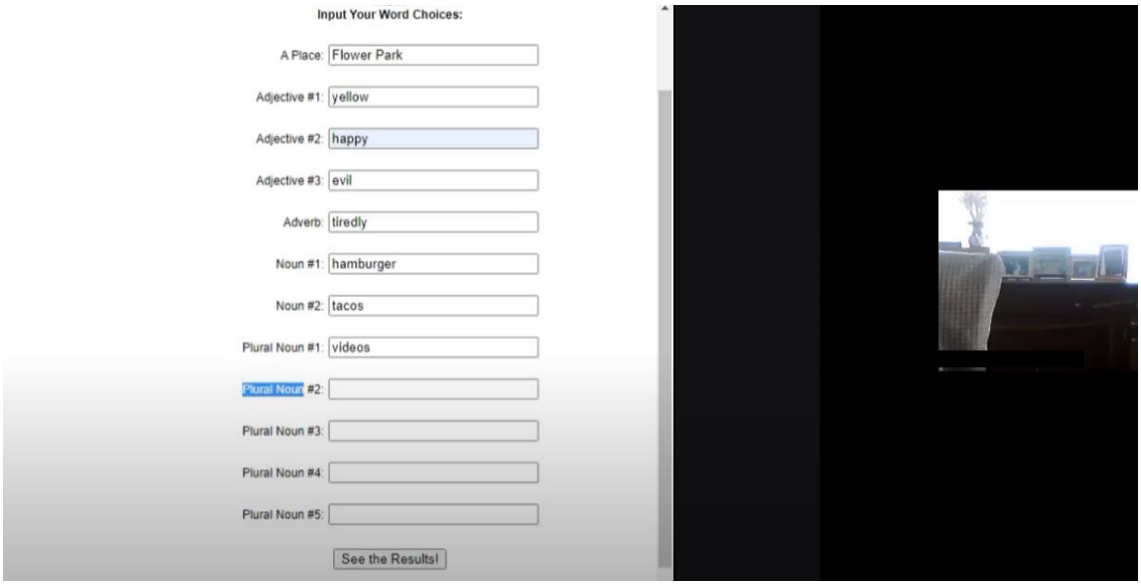
Source: Tool (Mad Libs) socialization

Elaborated by: Mariño F. (2021)



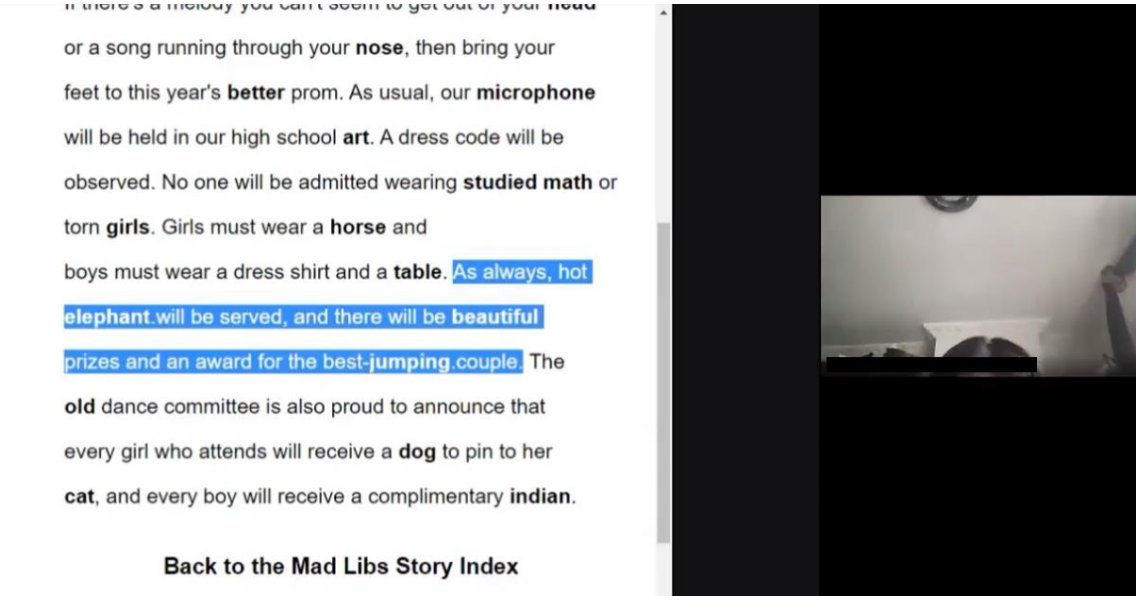
Source: Tool (Mad Libs) Application as a Warm-up

Elaborated by: Mariño F. (2021)



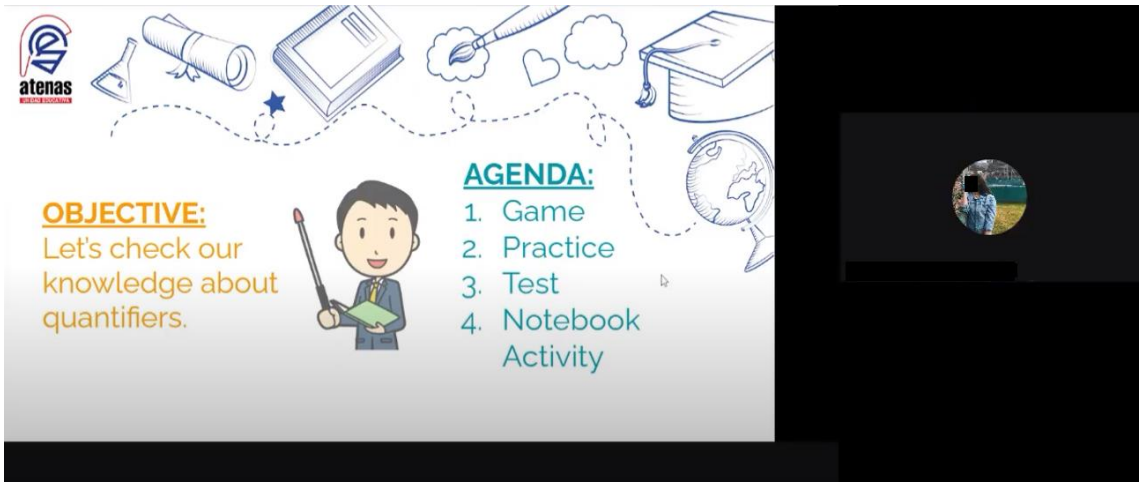
Source: Tool (Mad Libs) Application as a Warm-up

Elaborated by: Mariño F. (2021)



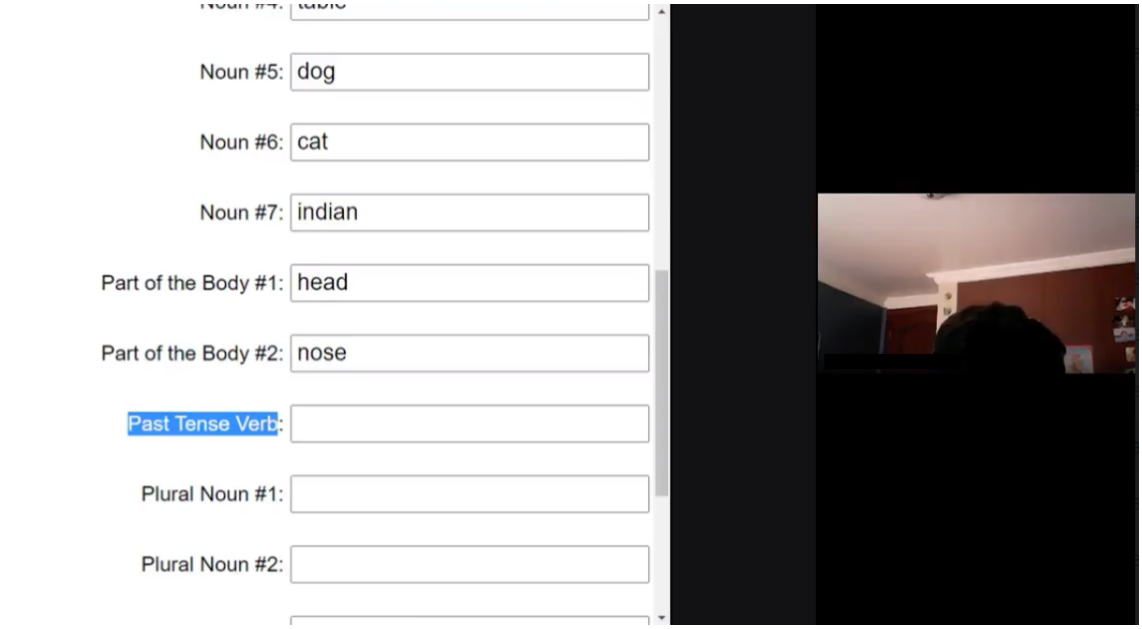
Source: Tool (Mad Libs) Application as a Warm-up

Elaborated by: Mariño F. (2021)



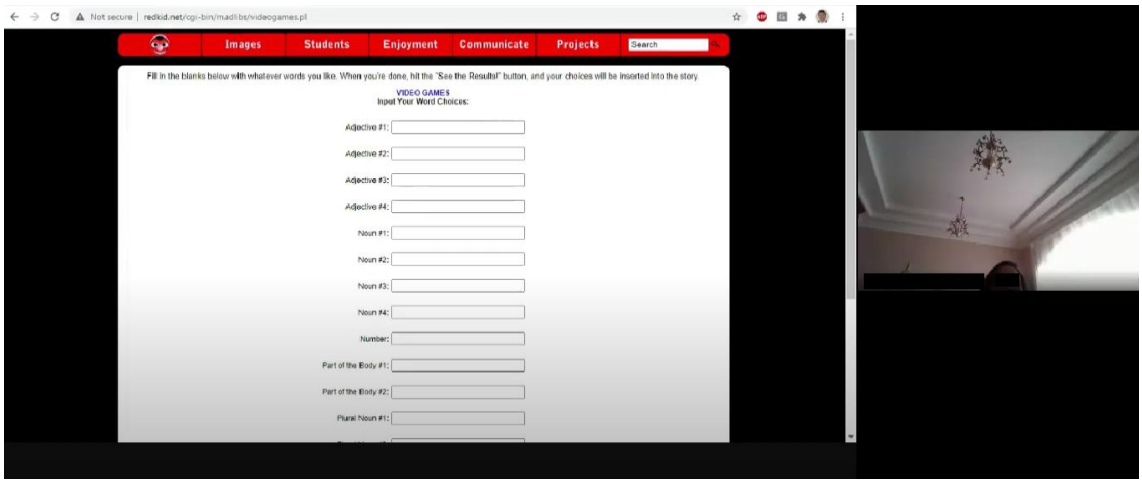
Source: Inclusion of the Tool in the Regular Activities of the Students

Elaborated by: Mariño F. (2021)



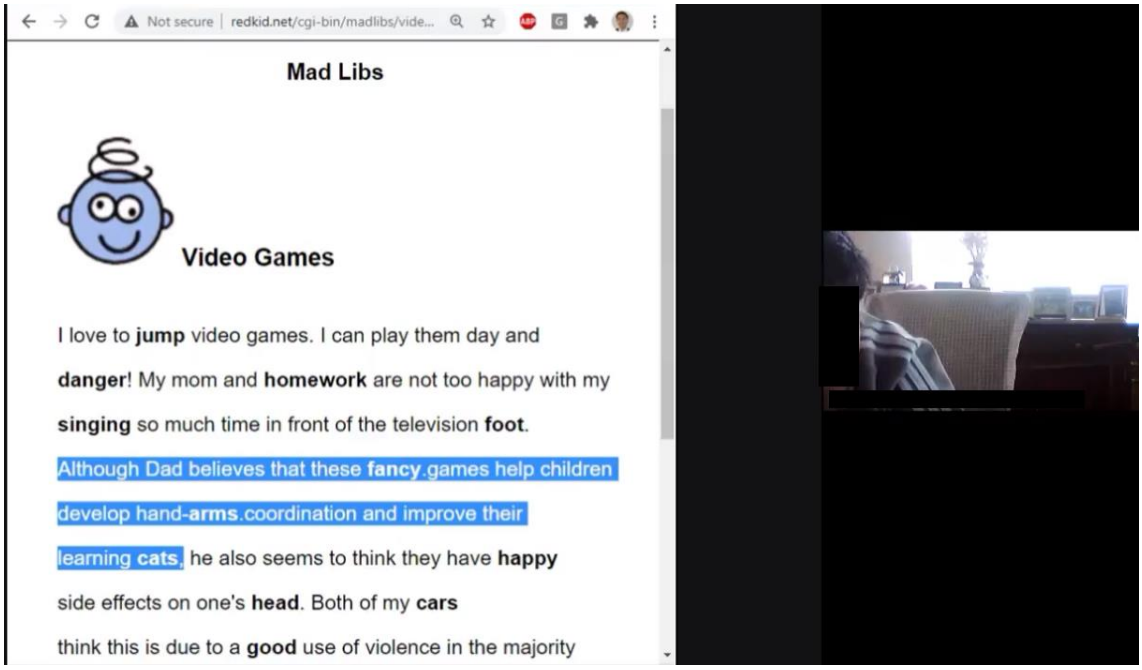
Source: Tool (Mad Libs) Application as a Wrap-up

Elaborated by: Mariño F. (2021)



Source: Tool (Mad Libs) Application as a Wrap-up

Elaborated by: Mariño F. (2021)

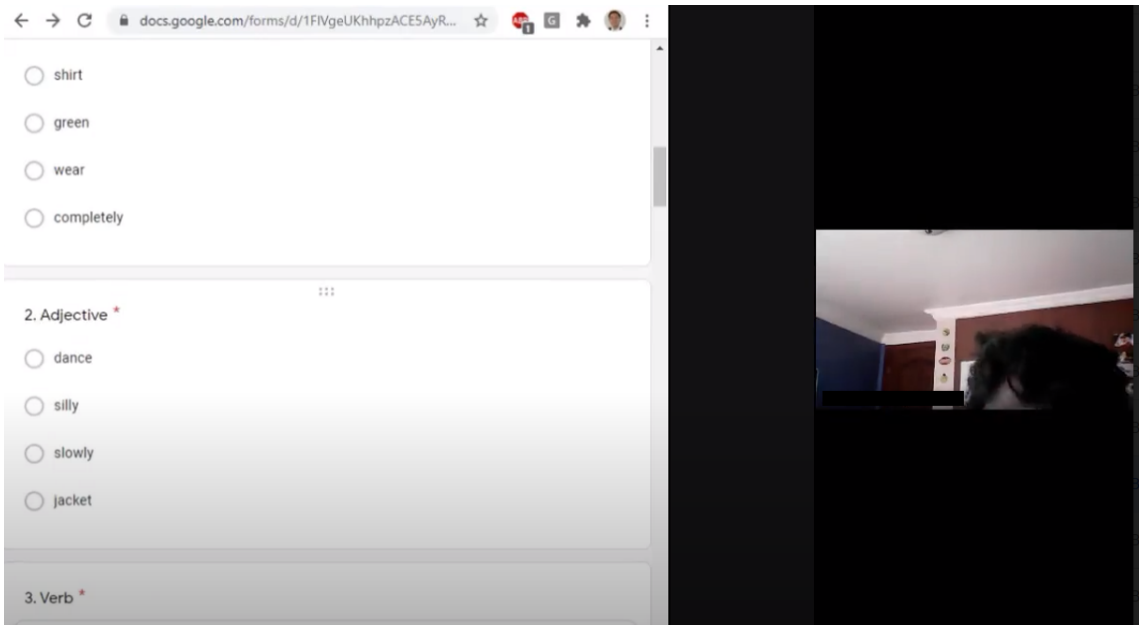


Source: Tool (Mad Libs) Application as a Wrap-up

Elaborated by: Mariño F. (2021)

Source: Post-test event

Elaborated by: Mariño F. (2021)



Source: Post-test development

Elaborated by: Mariño F. (2021)

Annex 12: Urkund Verification

Curiginal

Document Information

Analyzed document	Mariño F - Project Core.docx (D127613866)
Submitted	2022-02-11T06:17:00.0000000
Submitted by	
Submitter email	fmarino1716@uta.edu.ec
Similarity	0%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report

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DN: cn=VERONICA ELIZABETH CHICAIZA REDIN c=EC o=SECURITY DATA S.A. 2 ou=ENTIDAD DE CERTIFICACION DE INFORMACION
Motivo:Soy el autor de este documento
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Fecha:2022-02-11 06:50-05:00