SUBJECT-VERB AGREEMENT ON THE 1ST AND 3RD PERSON PLURAL: PEDAGOGICAL GAMES AS METHODOLOGICAL TOOLS FOR PORTUGUESE TEACHING

A CONCORDÂNCIA VERBAL DE 1ª E 3ª PESSOAS DO PLURAL: JOGOS PEDAGÓGICOS COMO FERRAMENTAS METODOLÓGICAS PARA O ENSINO DE LÍNGUA PORTUGUESA

EL ACUERDO VERBAL DE 1ª Y 3ª PERSONAS PLURAL: JUEGOS PEDAGÓGICOS COMO HERRAMIENTA METODOLÓGICAS PARA LA ENSEÑANZA DE LA LENGUA PORTUGUESA

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ABSTRACT: This work aims to submit an intervention proposal based on the use of Pedagogical Games for the teaching of Subject-Verb Agreement in relation to 1st and 3rd person plural in their proper order, and which were put into practice in an Elementary School among 8th graders. To that end, we have conducted action research with the following steps: identification of a problem, planning, intervention, and evaluation of the result. Regarding its theoretical contribution, this work was based on discussions dealing with grammar teaching and the teaching of subject-verb agreement, as well as with the functionalities of Pedagogical Games in the classroom. Previously, participating students were not used to properly differentiating the 1st and 3rd person in writing. Once this problem was detected, games were created. Using these games, we have registered a decrease in the occurrences of such errors – greater than 50% in each variable – which involved morphosyntactic constructs where there was no identification of the plural form in the 1st and 3rd persons plural.
KEYWORDS: Teaching. Portuguese Language. Grammar. Subject-Verb Agreement. Pedagogical Games.

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RESUMO: Este trabalho tem como objetivo apresentar uma proposta de intervenção, a partir de Jogos Pedagógicos, para o ensino da Concordância Verbal de 1ª e 3ª pessoas do plural, em sua ordem canônica, o qual foi vivenciado em uma turma do 8º ano do Ensino Fundamental. Realizamos, para tanto, uma pesquisa-ação, com: identificação de um problema, planejamento, intervenção e avaliação do resultado. No tocante ao aporte teórico, baseamo-nos nas discussões sobre o ensino de gramática e o ensino de concordância verbal e a respeito das funcionalidades de Jogos Pedagógicos em sala de aula. Os estudantes participantes não realizavam a concordância de 1ª e 3ª pessoas na escrita. Detectada a problemática, elaboramos jogos. Com o uso dos jogos, registramos uma diminuição de ocorrências, superior a 50% em cada variável, de construções morfossintáticas nas quais não havia a marcação de plural nas 1ª e 3ª pessoas do plural.
PALAVRAS-CHAVE: Ensino. Língua Portuguesa. Gramática. Concordância Verbal. Jogos Pedagógicos.

RESUMEN: Este trabajo tiene como objetivo presentar una propuesta de intervención basada em Jogos Pedagógicos para la enseñanza de concordancia verbal en 1ª 3ª persona plural, en su orden canónico, vivenciada en una clase de 8º grado de la Educación Primária. De esa forma, llevamos a cabo una investigación-acción con: identificación de un problema, planificación, intervención y evaluación del resultado. En cuanto al aporte teórico, basamos nuestras análisis en la enseñanza de la gramática y la enseñanza de la concordancia verbal y de las funcionalidades de los juegos pedagógicos en la clase de Portugués. Los alumnos participantes no marcaron, durante las producciones escritas, la concordancia de 1ª e 3ª personas del plural. Una vez detectado el problema, creamos juegos. Con su uso, registramos una disminución de ocurrencias superior a 50% en cada variable de construcciones morfosintácticas en las que no se había marcado la forma plural en la 1ª y la 3ª personas del plural.
PALABRAS-CLAVE: Enseñanza. Lengua Portuguesa. Gramática. Concordancia Verbal. Juegos pedagógico.

1 INTRODUCTION

Some language scholars, such as linguists, textbook authors, and grammarians have recommended divergent proposals on how the basic contents and the general syllabus of the discipline Portuguese Language ought to be approached: studying the text exclusively, focusing on writing, studying the rules of the language or reflecting on its nature. Among such perspectives, our work has adopted the approach that focuses on the teaching of grammatical aspects from the standpoint of active learning (cf. PILATI, 2017) by playful activities (cf. KISHIMOTO, 2011), which involves the use of pedagogical games as a tool for advancing the teaching-learning process of grammar in schools.

We argue that the importance of grammar teaching in the school context is fundamental, since grammar is a constituent part of language. However, it should not be carried out in a purely traditional way, since language is dynamic, and the linguistic system naturally allows for the emergence of linguistic variety.

Given this assumption, we have chosen as our corpus of research the phenomenon of Subject-Verb Agreement on the 1st and 3rd person plural – henceforth "SVA1PP[1]" and "SVA3PP[2]", respectively – as found in the writing of 8th graders from a state school in the city of Palmeira dos Índios, state of Alagoas (AL), Brazil, due to the recurrence of incorrect morphosyntactic constructs such as "*eles chegou*[3]" and "*nós tomou*[4]" in these students' texts. To that end, we made use of the 'Personal Diary' genre since it does not demand a degree of formality in language, which allows students to use SVA in their own writing attempts in a manner that is closest to the way they usually speak.

In this sense, our goal is to propose a pedagogical intervention based on the use of pedagogical games that offer students the

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[1] "Subject-Verb Agreement on the 1st Person Plural".

[2] "Subject-Verb Agreement on the 3rd Person Plural".

[3] Although "*eles chegou*" roughly translates into "they arrived" in English, the verb "*chegou*" should agree with the plural form of the subject "*eles*": "*eles chegaram*".

[4] Although "*nós tomou*" roughly translates into "we drank" in English, the verb "*tomou*" should agree with the plural form of the subject "*eles*": "*nós tomamos*".

opportunity of engaging in pertinent reflections regarding the accuracy of 1st and 3rd person plural agreement in their own writing. Hence, our working assumption is that pedagogical games, when used as a methodological tool for teaching 1st and 3rd person plural agreement in their proper order, can significantly contribute for each 8th grader's ability in making subjects and verbs agree in number in his/her texts.

This research has drawn its theoretical framework from the studies conducted by Bortoni Ricardo (2004, 2005, 2011, 2014) and his contributions on Educational Sociolinguistics, as well as Faraco & Zilles (2015) and Bagno (2007; 2012) for their discussions on how one should address linguistic variation in the classroom and on the topic of Sociolinguistics. Silva (2004), Travaglia (2009) and Vieira & Brandão (2013, 2018) have also been drawn upon for their discussion about grammar teaching in Portuguese classes, as well as Vieira (2018), who proposes three axes for grammar teaching. Moreover, Scherre (2005) and Possenti's (2011) thoughts on Subject-Verb Agreement were also taken into account for their discussion of its social impact and how this issue is addressed in school and society. We have linked this context with the aforementioned 'three axes' for grammar teaching suggested by Vieira (2018), but applied to the teaching of Subject-Verb Agreement. This study also draws on the discussions implemented by Pilati (2017), who delves on the use of methodologies based on the principle of active learning in grammar classes; and it also draws on Kishimoto (1993, 2011), who addresses the use of pedagogical games in the classroom as a learning tool that assists in the construction of knowledge.

In light of this, our study is thus defined as an 'Action Research' (TRIPP, 2005), since it is based on the cycle of identifying a problem, planning and experiencing an intervention, and then overcoming the difficulties which had been initially identified – which occurs through the evaluation of the results obtained.

Initially, this involved the analysis of one text written by each 8th grader – 20 texts in total. The assessment focused especially on finding syntactic constructions in which students would use the 1st and 3rd person plural in order to see whether they were identifying them properly. Afterward, we separated the constructions in which the plural form was properly identified in the 1st and 3rd person plural. At this point, however, we noticed that most occurrences where students did not identify the plural form of the 1st and 3rd person actually appeared in the proper order (subject + verb).

After collecting the data, we developed the following pedagogical games: (1) "Syntagm Wheel: singular or plural?"; (2) "Subject-Verb Agreement Cards: 3rd person plural"; (3) "We has arrived[5] at school, now what?"; (4) "Subject-Verb Agreement Reflective Trail". Using this material, we conducted the five intervention workshops with pedagogical games whose development was based on the occurrences of subject-verb agreement of the 1st and 3rd person plural which were found in the students' 'Personal Diary' activity initially requested.

Next, we made a new analysis of the students' texts to check if there was a reduction in the number of occurrences where 8th graders would not identify the plural form of the 1st and 3rd person.

From this perspective, we believe that the use of pedagogical games in Portuguese classes can be an effective tool for promoting thought exercises about the grammatical rules that permeate subject-verb agreement, since, as Kishimoto (2011) suggests, pedagogical games stimulate the construction of knowledge.

Therefore, we regard this work as deeply relevant for segments of linguistic studies that are dedicated to grammar teaching through active learning and play. After all, it is based on a view that reflects on the linguistic phenomena that permeate the Subject-Verb Agreement of the 1st and 3rd person, and it also suggests the use of methodological tools which may help elementary school teachers.

Our study has been divided into the following segments: '*Introduction*', '*Educational Sociolinguistics and Grammar Teaching in Portuguese Classes*', '*Subject-Verb Agreement on the 1st and 3rd Person*', '*Active Learning and Pedagogical Games in Portuguese Classes*', '*Methodological Procedures of Action Research*', '*Analysis Procedures*', and '*Closing Remarks*'.

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5 "*Nós chegou na escola, e agora?*" is the original sentence. It suffers from the same inconsistency as described in footnote 5.

2 EDUCATIONAL SOCIOLINGUISTICS AND GRAMMAR TEACHING IN PORTUGUESE CLASSES

Sociolinguistics, in short, is a field of Linguistics concerned with exploring language in use by considering the situational context of the speaker, their culture and historicity, with the purpose of explaining the main factors that motivate linguistic variation, in addition to elucidating the importance of each of these factors in the process of linguistic development. Thus, its aim is to understand language as a variable social phenomenon, including the speakers themselves as active agents in the construction of their own languages. This approach differs from those of Saussurian structuralism and Chomskyan generativism, which sought to study language as an abstract system, disregarding its historical and social factors.

In view of this, Sociolinguistics not only assures the position of the subject as the constructor of their own discourse, but also emphasizes the importance of context, of the social group to which the speaker belongs, and of the environment outside the subject. In sum, Sociolinguistics is concerned with observing linguistic phenomena in their dialectal and variational circumscription, highlighting how language functions in a speech context, and what factors play a role in the occurrence of linguistic variation.

When discussing the origins of Variational Sociolinguistics and its object of study, Bortoni-Ricardo (2014, p.52) explains that the authors of this segment of Sociolinguistics stated that in language, in a speech situation, "[...] what should be considered strange would be the absence of structured heterogeneity, because, for them, a native speaker's mastery of heterogeneous structures should not be considered a matter of multidialectalism or mere performance, but as part of the speaker's monolingual linguistic competence".

In light of this, sociolinguistic studies are also concerned with studying the phenomena that permeate language, namely the modifications introduced in it by its speakers (whether orally or in written form). However, Sociolinguistics is not limited only to Variation Theory or Variational Sociolinguistics; there are other branches such as 'Dialectology' and 'Interactional Sociolinguistics' (cf. BORTONI-RICARDO, 2014).

From this perspective, Bortoni-Ricardo (2004) sought to study how knowledge obtained from Interactional Sociolinguistics can contribute to the quality of Brazilian education – in particular, what are the contributions of this branch of Sociolinguistics to Portuguese teaching. Hence, her approach considers language in relation to its external and internal factors, which can range from the social context to grammatical aspects.

Bortoni-Ricardo's (2004) sociolinguistic research aims to solve problems in Brazilian education. This effort started what the author has named as '*Educational Sociolinguistics*' in Brazil, whose goal is to develop sociolinguistic research that can contribute to the existence of a pedagogy that does not ignore the differences found in language and which also seeks to "[…] create learning environments in the classroom that develop patterns of social participation, ways of speaking, and communicative routines that are present in the students' culture" (BORTONI-RICARDO, 2005, p.128).

In view of this, with the advent of Sociolinguistics in the second half of the 20th century, the phenomena of linguistic variation began to be considered inherent to language in the classroom as well, since it is based on the study of the educational performance of children from socially disadvantaged groups. It is in this context that Educational Sociolinguistics begins in Brazil with Bortoni-Ricardo (2004) as its main advocate, and it can be defined as a reflection of the relationship between language teaching and the communities from which students come from. Furthermore, the author conceptualizes it as "all sociolinguistic research and proposals that aim at contributing to the improvement of the educational process". This is possible thanks to the studies that have been conducted on the linguistic reality of language speakers, analyzing both internal and external factors to it. As Faraco (1991, p. 58) adds,

> Sociolinguistics gives new empirical strength to the principle that change does not occur by the mere subtle substitution of one element for another. Rather, the historical process, always presupposing a synchronic framework of variation, involves phases in which variants coexist, in the case of which one ends up overcoming

the other. And due to the vicissitudes of the process, there may remain social and/or geographical areas in which change does not occur.

The research based on Educational Sociolinguistics focuses on pedagogical practices that may, through language, promote the inclusion of students from underprivileged social groups. Hence, this theoretical standpoint is concerned with building new educational practices which will be able to direct Portuguese teaching so that educators may improve the skills that are necessary for providing students with meaningful learning, developing their cognitive competence, and expanding their communicative competence without any prejudice against one or another language variant. In this way, students would be able to effectively participate in various social practices that require prior linguistic knowledge.

Our adoption of such a teaching approach for Portuguese classes is based on the assumption that language is heterogeneous. We believe this proposal is justified by its overarching goal of expanding the communicative competence of the subjects of language, i.e., their ability to properly use their own language in different communicative situations, as stated by Travaglia (2009). From this perspective, Portuguese classes should be responsible for developing the students' ability to read, understand and produce texts in different socio-communicative settings, knowing and using standard norms when necessary. And it should also familiarize them with the linguistic varieties present in the Portuguese language.

However, grammar teaching still faces serious obstacles. Portuguese classes in which educators do not encourage students to think about the mechanisms that constitute it are still mostly the norm. Often, they do not consider the fact that the speaker (student) comes to school knowing his or her mother tongue, and that, in that educational space, he or she should be led to reflect on the systematization of this language. Hence, "[…] the teacher must start from the institutions and previous knowledge of their students about the functioning of language in order to make them fully aware of information that they already have about their own language" (PILATI, 2017, p.90).

In our view, grammar teaching is not the problem itself. Yet, it becomes an issue once the adoption of these usual teaching methods and notions comes into play. We believe that methodological tools ought to be used at school for stimulating students to engage in the study of grammar. In this way, educational institutions would fulfill one of their functions, namely, to lead students to reflect on our mother tongue, which they all use with some efficiency in view of their interactional practices.

Even though discussions on the teaching of grammar content have become more present in the literature, Portuguese classes are still experienced in a genuinely traditional way which disregards the existence of linguistic variants and does not consider the social context where language is produced. This reality maintains a conflicting situation in the classroom: on the one hand, we find someone who cannot seem to form a connection between the classroom and his/her own linguistic reality; on the other hand, we find someone who wonders whether teaching grammar is truly necessary. Ultimately, such a dilemma has direct implications for the methodology used by the school, which sometimes ends up ignoring the speakers of the language (the students) in their context by still allying grammar teaching to a strictly traditional pedagogical practice that does not understand the need to reflect on language nor its dynamic nature. In fact, the way grammar teaching has been practiced has not effectively contributed to the understanding of grammatical phenomena that permeate language, nor has it contributed to the formation of citizens who are confident about their implicit grammatical knowledge and their abilities for linguistic expression (cf. PILATI, 2017).

In light of such perspectives, we perceive the need to propose methodologies that encourage effective grammar teaching, which is not based solely on the teaching of rules, but on stimulating students to think about the inner mechanisms of language as described in the three axes proposed by Vieira (2013): (i) *Elements that allow a reflective approach to grammar*, leading students to consciously use their language through linguistic, epilinguistic, and metalinguistic activities; (ii) *Expressive resources for constructing textual meaning* (VIEIRA, 2018), which consists of the production and construction of textual meaning through grammar teaching, allowing students to confirm the "articulation between grammar teaching and reading and writing exercises" (VIEIRA, 2017, p.55); (iii) *Instances of manifestation of norms/variants*, which focuses on grammar teaching as a reflective activity where there is a production of meaning capable of identifying the variation and the norms that are present in language.

We believe that a grammar teaching approach based on the three axes mentioned above would be able to address the functioning of language in a thoughtful manner, as well as to stimulate the development of the student's communicative competence, whereby he/she understands language as a dynamic phenomenon that is subject to variations. Hence, we have selected axes 1 and 3, respectively, as the basic elements of our work; their themes are approaching grammar reflectively and recognizing the variation present in the language. These axes are relevant to our objectives, which, among others, propose the teaching of the Subject-Verb Agreement through methodological tools that promote reflection on the phenomena studied.

3 SUBJECT-VERB AGREEMENT ON THE 1ST AND 3RD PERSON

During elementary school, we are always faced with the teaching of rules and concepts in Portuguese classes, which are indeed necessary steps for the understanding of language as a linguistic system. However, these do not make sense to most students, either because of a lack of stimulus to reflection or because of the methodologies used to approach the content, and this scenario is no different when it comes to the teaching of subject-verb agreement.

Subject-verb agreement consists of the conformity between the subject and the verb, in which there is a consensus between the verb forms and their subject, in which "[…] the verb 'copies' the number and person features of the subject. If the subject is singular and 1st person (I), the verb is changed into the 1st person singular. If the subject is plural and 3rd person (They), the verb is changed into the 3rd person plural" (POSSENTI, 2011, p.167). That is to say, we have categorical rules in which verbs are given desinences to agree in number and person with their subject – be it implicit or explicit[6]. Thus, according to the general rule of agreement, the verb and the subject should always agree.

Therefore, students are expected to categorically follow the rules of SVA according to the grammatical tradition by making the subject and the verb agree both in number and person. Yet, when SVA is not maintained from this perspective, that is, when the subject does not express the identification of plural and person in accordance with traditional grammar, the speakers may be stigmatized since non-conformity with SVA rules also leads to a certain degree of social exclusion.

Bechara (2010) states that SVA is the adjustment of the verb to a word that was already determined – in this case, the subject. The author emphatically points to the existence of rules, which is to say that the constructions have a verb that must conform to the person and number indicated by the subject. If the subject is plural, so is the verb, and if it is singular, so is the verb. Furthermore, this relationship is dictated by the subject and is materialized in the sentence through the desinences expressed in the verb.

In the descriptive view addressed by Castilho (2012), the subject determines the identification of the plural form of the verb because the integration between the subject and the verb is materialized through its verbal desinences, both number, and person, as seen in: (1) *Nós caímos na areia*[7]; (2) *Nós fomos pra casa*[8]; (3) *Nós dançamos*[9].

Castilho (2012) further argues that the verb agrees with its subject and not with complements or adjuncts, which means there is an asymmetrical relationship between subject and verb (in the direct order) because the verb agrees with what comes before it, and not after.

In the case of subjects that have more than one nominal syntagm or constructions in which they are plural, with respect to number,

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[6] Unlike English, sentences without a subject or sentences in which the subject is not clear are very common in Portuguese.
[7] "We fell in the sand".

[8] "We went home".

[9] "We danced".

the verb changes into the plural, as in[10]: (1) *Elas pegarão o caderno*[11]; (2) *As vacas correram atrás da gente*[12]; (3) *Eles não tinham bola*[13]. We find, then, that in these perspectives traditional grammar understands SVA as a relationship of equivalence between a subject and a verb in number and person, being a standard rule.

However, such an analysis does not explain some syntagmatic constructions that are used by Portuguese speakers, as sometimes they may not produce a consonance of number and person between the subject and the verb, as in: (1) *Os meninos chegou atrasado*[14]; (2) *Elas pegou os cadernos na bolsa*[15]; (3) *Eles gosta de jogar bola*[16].

In this regard, Bortoni-Ricardo (2011, p.222) asserts that in Portuguese spoken in Brazil, there was a reduction in the verb categories of number and person. She also points out that "subject-verb agreement has become a variable rule and very often 1st and not 1st person plural subjects compete with unmarked verb forms", as seen in (1) *Nós se arrumou pra festa*[17]; (2) *Eu e Bia foi a primeira que terminou*[18]; (3) *Nós comprou maquiagem pra esse dia*[19].

In light of this, we can state that the agreement between subject and verb does not come in the form of an "exact formula" in which the rule will always be the same and cannot arise in any other way. Rather, we readily admit that it is a variable construction. However, its absence in speech is often seen by society as an index of one's social status and can be detrimental to communication (Scherre, 2005). The author argues that the absence of the identification of SVA leads to a higher social stigma than other usages in Portuguese that also present variations.

In his *Pedagogical Grammar of Brazilian Portuguese*, Bagno (2012, p.641), states that SVA is "the linguistic phenomenon that has most lent itself to serve as a sociocultural instrument of separation between those who speak 'correctly' and those who speak 'incorrectly'". Such a statement corroborates, once again, the need for more work focused on SVA, not only on studies focused on the phenomenon itself and its variations, but also on ways to address it in the classroom with the aim of developing methodological tools which may contribute to more efficient teaching.

4 ACTIVE LEARNING AND PEDAGOGICAL GAMES IN PORTUGUESE CLASSES

Discussions on student-centered methodologies have expanded over the years, with the goal of making students more and more active in the educational process. The understanding that the educational atmosphere needs to go through transformations leads some teachers to seek new tools with the intention of obtaining satisfactory results in the teaching-learning process. By doing this, the educator provides students with a more dynamic classroom in which they may have the opportunity to understand themselves as subjects in the construction of their own knowledge.

In this perspective, Pilati (2017) reflects on the subject of classes based on the teaching and learning methods proposed by Cagliari

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[10] All examples cited here have been taken from the corpus of our research.

[11] "They will grab the notebook".

[12] "The cows ran after us".

[13] "They did not have a ball".

[14] "The boys arrived late".

[15] "They took the notebooks in the bag".

[16] "They like to play soccer".

[17] "We dressed up for the party".

[18] "I and Bia were the first to finish".

[19] "We bought make-up for that day".

(2009) with the aim of discussing how the distinction between them becomes important for pedagogical practice. Generally speaking, in this teaching method the teacher plans his class without considering his student as the main subject, placing the content as the starting point of the didactic situation. There is a sequential outline of what will be taught in which students are given pre-made lessons as models to be followed repetitively until they assimilate what is set before them. It is a model focused on repetition and memorization, as described by Pilati (2017, p. 96): "[...] In a traditional classroom, the following didactic sequence is adhered to: presentation of the definition of the content, followed by the application of the learned concept in sentences or in certain grammatical contexts, and then the assignment of decontextualized activities".

Still on the subject of teaching methods centered only on the drilling aspect, one should also mention that they set up an assessment model centered on errors (cf. PILATI, 2017). Cagliari (2009, p. 50) adds that "[…] the problem with this teaching method is its emphasis on the student's errors, not on what he learns". The author points out that this happens due to the model of repetition that is adopted, since the right answer is already predictably expected, but errors diverge from what was already planned.

On the other hand, there is the method centered on learning, in which the student is considered to be the subject of his own learning since he is no longer seen as a 'blank page' arriving at school, but as someone who has some modicum of linguistic knowledge. In this sense, the student can use his previously acquired knowledge and build upon it by following the teacher's mediation. This method is centered on reflection and on the development of critical thinking skills, using the student's reality as a starting point and considering him as a unique entity endowed with reflective capabilities, and therefore as an active subject of his own learning (cf. CAGLIARI, 2009). Another important aspect of this method is the evaluation process, in which the teacher assumes the role of a mediator and helps his students to build their own knowledge, understanding where they are getting things wrong and why (cf. PILATI, 2017). Thus, evaluation is no longer focused on the students' mistakes, but on their learning path, so that one may eventually compare their starting and ending points.

It is worth noting that neither Cagliari (2009) nor Pilati (2017) meant to defend one method or the other as the most assertive option that ought to be followed in the classroom. Rather, they examined two proposals that apply to the educational context according to each teacher's plan for his class and school setting.

It becomes clear, then, that there is a need for pedagogical tools that may contribute to Portuguese teaching under a perspective that is applicable to the learning method proposed by Cagliari (2009), i.e., a method that takes the students' previous knowledge into account, their linguistic competence, critical thinking, and reflective skills. Pilati (2017) points out that by seeking this kind of methodology we can transform grammar classes, making them more effective, meaningful, and, most importantly, capable of contributing to the understanding of the phenomena that make up the linguistic system.

In this sense, Pilati (2017, p.101) advocates three basic principles educators should follow in order to promote active learning in Portuguese classes, with a methodology whose purpose is to allow students to learn grammar in the classroom in a meaningful and valid way:

(i) Take into consideration the student's prior knowledge;
(ii) Develop in-depth knowledge of the phenomena studied;
(iii) Promote active learning through the development of metacognitive skills.

The first principle stresses the importance of considering the knowledge that students already have of their own language, implying that it is necessary to start from one's implicit (tacit) knowledge in order for the student to reach the level of explicit knowledge. Pilati (2017) also points out that the first principle should be understood from two perspectives: innate linguistic knowledge and pedagogical linguistic knowledge.

The second learning principle consists in deepening the students' knowledge about the subject studied, developing their competence in understanding the language in a similar way to how linguists understand it, i.e., by stimulating their investigative capabilities. Hence, by means of the stimulation of the investigation and identification of grammatical patterns, students will have the chance of

becoming aware of linguistic phenomena and thus apply this knowledge during his or her reading and writing activities.

The last principle of active learning points to the importance of student participation in the educational process for them to understand the subject studied. As stated by Pilati (2017, p. 108-109), for active learning to occur students must feel as though they are a part of their pedagogical setting.

On these grounds, one concludes that Portuguese classes must provide students with moments for reflection, for self-evaluation, moments of creation, and reflection on what is being studied so that they may assume the role of protagonists and investigators of their language – be it spoken or written – and not mere spectators.

Pilati's (2017) active language learning proposal holds that grammatical reflections in Portuguese classes should be provided with the use of concrete materials, with which students can manipulate the concepts studied and create different forms of organization so as to understand the functioning of Portuguese as a linguistic system.

From this perspective, educational games have been used in recent times as important complementary and supporting tools to the kind of teaching-learning process that focuses on the active learning of students.

These games have proven to be relevant for the teaching-learning process due to the opportunities that they can create in the classroom, ranging from the construction of knowledge through playful and enjoyable activities to encouraging students to play active roles through challenging exercises. In that sense, Lopes (2005, p. 22) has argued that "[…] if the syllabus has practical applicability, it will be more likely to be learned than loose theories, which are often taught in an incomprehensible, discouraging, and pointless way.

Pedagogical games act as an important ally in the form of educational tools for teachers who are in search of meaningful methodologies, since through them educators are able to teach content, evaluate and promote dialogue, interaction, and teamwork in a playful, captivating, and motivating way, while still achieving their intended goals.

Hence, when we utilize methodological tools such as games, we will be stimulating students to reflect on what they are studying, motivating them and igniting their interest in subjects that are important to their education, such as grammar. When the student perceives the goal of grammatical content through something concrete like a pedagogical game, learning becomes an active endeavor (cf. PILATI, 2017). Thus, it is worth noting that for a game to be understood as educational, it must have previously established educational goals. From this perspective, we can argue that an educational game must have a format that stimulates learning, involves rules, competition, and an educational purpose.

Therefore, we believe that pedagogical games are important educational tools that contribute to learning and can, in this way, promote reflection on the organization of linguistic systems, especially about the Subject-Verb Agreement.

Pilati (2017) argues that the understanding of grammar as an organized system may be difficult for elementary school students to grasp, since it is an abstract task. However, by transforming this abstract system into a game and thus materializing it so as to enable the student to manipulate it and reflect on it, we are working with the concreteness of this system's inner mechanisms, since "[...] students will only be fully aware of their linguistic system once they see the functioning of this system" (PILATI, 2017, p.90).

On these grounds, we believe that the pedagogical games produced from the data obtained in the diagnosis about how the subjects of our research materialized SVA1PP and SVA3PP can serve as important resources to help students think clearly about Subject-Verb Agreement on the 1st and 3rd person plural.

In our study, we proposed to conduct six pedagogical workshops aimed at providing students with the opportunity to reflect on Subject-Verb Agreement on the 1st and 3rd person plural. In four of them, we have used pedagogical games which were developed in light of the difficulties students displayed while identifying the plural form in sentences with SVA1PP and SVA3PP in the proper

order in their written assignments.

The first game was the "Syntagm Wheel: singular or plural?", where we explored the Subject-Verb Agreement on the 1st and 3rd person plural in its proper order with the aim of reflecting on the syntactic structure of the sentence. Conceiving grammar as a structured system (cf. PILATI, 2017), we set out to represent in the game the concrete structure of the functioning of this system in order to transform what was once abstract (the concept) into something concrete, something palpable.

This game gives participants the opportunity to reflect on the organization of phrasal syntagms and on the relationships of agreement found in SVA1PP and SVA3PP in their proper order, since students need to meet the standards of SVA according to the subject they receive.

One should also point out that after the end of each game, it is an essential step that the teacher systematizes what was learned until then, because at this point students should be encouraged to talk about their perceptions during the game, which will lead them to frame and share their knowledge.

Game 01: "Syntagm Wheel: singular or plural?"; Structure of the sentence (Subject + Verb + Object/Adjunct)

Source: prepared by the researchers

Goals: Identifying the organization of the syntagms of a sentence, establishing the order of the words in the sentence axis; materializing SVA on the 1st and 3rd person according to the subject; reflecting on the relationships of agreement between 1st and 3rd person in the proper order of the language.

Our next game aims to intervene in the distinction between the verb form used in the 1st person plural and the verb form used in the 3rd person singular, based on the reflection about SVA1PP. The game "Dominoes: "We *has* arrived at school, now what? – 1st person plural" asks students to do the complementation of each subject (we, he, she), as long as it is in agreement with the sentence presented. In this way, by defining which sentence agrees with the subject, the student reflects on SVA1PP.

Game 02: Dominoes: "We *has* arrived at school, now what? – 1st person plural"

Source: prepared by the researchers

Goals: Reflecting about SVA on 1st person plural; distinguishing the verb form used in the 1st person plural from the 3rd person singular; understanding the relationship between not identifying the plural form in SVA1PP and instances of linguistic prejudice.

The next game is called "Subject-Verb Agreement Cards: 3rd person plural" and aims to reflect on the SVA3PP to stimulate linguistic reasoning about SVA in the 3rd person plural by analyzing the formed sentences. As they observe the cards placed on the table, students analyze whether or not there is an agreement between each subject and sentence.

**Game 03**: Subject-Verb Agreement Cards: 3rd person plural

Source: prepared by the researchers
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Goals: Reflecting on the syntactic relationships of SVA3PP; distinguishing the verb form used in the 3rd person plural from the 3rd person singular; stimulating linguistic reasoning about the agreement between the terms of a sentence.

The last game suggested by our study is named "Subject-Verb Agreement Reflective Trail" and it challenges students to watch closely how excerpts from some songs they already know have instances of SVA in them, analyzing whether or not there is the identification of the plural form when necessary.

Game 04: Subject-Verb Agreement Reflective Trail
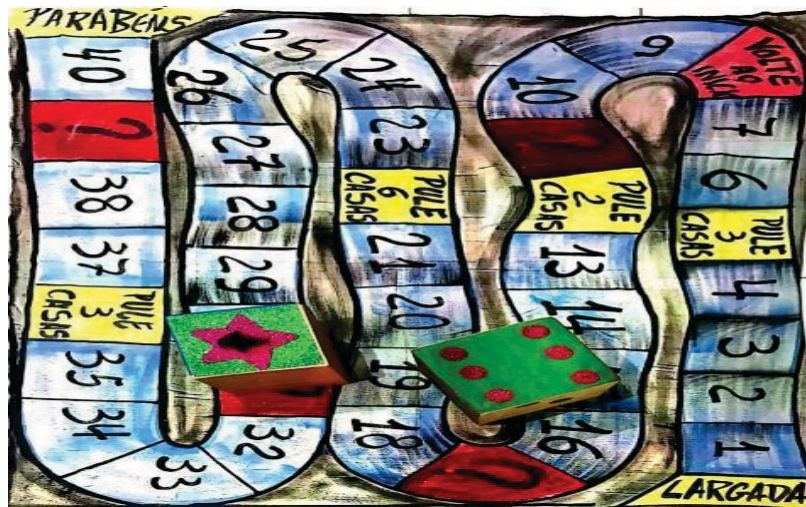
Source: prepared by the researchers

Goals: Reflecting on the relationships of agreement pertaining to SVA1PP and SVA3PP in various texts; using SVA in accordance with Portuguese standard norms; comparing the Subject-Verb Agreement on the 1st and 3rd person plural used in various texts with the topics that were studied throughout the other games for detecting SVA relations and reflecting on them; applying the knowledge obtained in the previous workshops.

We would like to emphasize that the pedagogical games proposed in our work can be used with any group of students, as long as the teacher performs an initial diagnosis that may accurately represent the students' real learning needs, and based on these results, uses either these or other games to aid them in their specific reality.

5 METHODOLOGICAL PROCEDURES OF ACTION RESEARCH

This research has been conducted from the viewpoint of an '*Action Research*' (cf. TRIPP, 2005), since it not only identifies a problem that needs intervention, but also acts directly on the problem in order to further the teaching-learning process and then verifies the effectiveness of its action on the problem that was detected initially. Thus, it involves "[…] planning, implementation, description, and evaluation", as described by Tripp (2005, p.9).

Educational Action Research necessarily implies action planning by the researcher so that he/she can, in fact, intervene in the problem-situation that was identified. It is a procedure that seeks a systemic methodology whose aim is to modify the observed problem. In this type of study, the researcher moves from the role of observer and assumes a participative, having as its dual objective the development of pedagogical practice and student learning.

Thus, starting with a quantitative survey of the amount of occurrences of SVA in the 1st person plural and later also of SVA in the 3rd person plural in texts written by 8th graders, we set out to understand the factors which may influence the variations used by the students.

To that end, our goal was to reflect on the use of SVA in the 1st and 3rd person plural found in texts written by 8th graders and thus propose an intervention that offers students the opportunity of thinking critically about the identification of plural forms in writing. Specifically, these were our main objectives: to analyze the identifications and/or the absence of identification of SVA in students' texts; to identify the phenomena of SVA for the creation of games as intervention proposals; to conduct intervention workshops and put into practice the pedagogical games which were elaborated with the intention of stimulating reflection about SVA in the 1st

and 3rd person plural; and lastly, to decrease the incidence of cases where students would not identify the plural forms in the morphosyntactic constructs with SVA in the 1st and 3rd person plural, as a consequence of the experience of playing pedagogical games that explore this phenomenon.

Our research was conducted in a state school in the city of Palmeira dos Índios – AL between June and December 2019, with activities divided into cycles: before, during, and after the intervention proposal.

Data collection was carried out in different stages, since we did a diagnostic collection in order to identify the occurrence of the phenomena studied, as is usually the case in Action Research. This step preceded the intervention, and the next data collection took place after the intervention workshops, which allowed us to verify the validity of the actions which were applied. This study was distributed into 24 classes of 50 minutes each.

In the step that preceded the intervention, we studied a specific textual genre, the 'Personal Diary'. At this moment, we started the data collection of our object of study: Subject-Verb Agreement on the 1st and 3rd person plural. We chose this genre because it does not require students to adhere to strictly formal usages of language, allowing them to write much in the same way as they use the SVA in their socio-interactional situations and thus reflect on their own language in real situations in which they would normally use SVA1PP and SVA3PP.

Regarding the proposal for data collection, our next activity consisted of an individual assignment where we asked students to write a single diary page. After this step, the students who felt comfortable doing so read their texts aloud to their classmates. At this point, we orally evaluated whether the texts read presented the characteristics of the genre studied. However, we would like to stress that such discussions were not the object of study of our research, since these textual assignments were used here with the purpose of identifying the occurrences of SVA in the 1st and 3rd person plural, i.e., their presence or absence.

After the students' writing exercise, the texts were analyzed in order to quantify the deviations in relation to SVA on the 1st and 3rd person plural in light of standard language norms. After that, we divided into a table the occurrences where the subject was identified and those that did not contain an explicit subject.

Once we verified a high number of cases where students did not make subjects and verbs agree in the 1st and 3rd person in the proper order (subject + verb), we devised four pedagogical games that would provide them with the opportunity to reflect on the aforementioned morphosyntactic relationships.

Right after producing these games, we built the five intervention workshops. This is a mandatory part of any Action Research, as Tripp (2005, p.447) has pointed out: "action research requires action in both areas of practice and research", with the ultimate purpose of intervening in a given problem. Out of these workshops, one required 4 classes of 50 minutes, 4 were organized into 2 classes of 50 minutes, and 1 was organized into 3 classes of 50 minutes.

During the first intervention workshop, we did an initial thought exercise about SVA in the 1st and 3rd person by listening to and reading excerpts from Brazilian songs that contained deviations from that rule. In this workshop, the students identified the deviations, formulated hypotheses that could have motivated this specific usage, and reorganized the lyrics by eliminating the deviations and establishing SVA, thus abiding by standard norms. In the workshops that followed (2, 3, 4 and 5), we applied each of the pedagogical games focused on the topic of Subject-Verb Agreement: (1) "Syntagm Wheel: singular or plural?"; (2) "Subject-Verb Agreement Cards: 3rd person plural"; (3) "Dominoes: We has arrived at school, now what? – 1st person plural"; (4) "Subject-Verb Agreement Reflective Trail". Each game was played in a workshop, and at the end of each workshop, we reflected on what we had studied in that game and conducted a self-evaluation of the participation and knowledge built in those classes.

After the intervention workshops, we conducted the last one, which was oriented toward a new writing exercise with the same purpose as the initial one: to identify the occurrences of SVA in the 1st and 3rd person. However, at this stage, we aimed to find a higher number of plural forms than in the first activity, and we encouraged students to keep in mind the agreement between the

subject and verb.

6 ANALYSIS PROCEDURES

As we analyzed the 20 texts written by 8th graders from elementary school, out of the 125 syntactic constructions of SVA1PP that were collected, we found that SVA1PP was not identified in 60% of all occurrences. Initially, SVA1PP was supposed to be the exclusive focus of our research; however, due to the recurrence of SVA3PP in the students' texts, we chose to address the latter as well. Regarding SVA3PP, we obtained a total of 67 constructions, and once again the absence of plural forms in instances where these would be grammatically necessary prevailed, as these were found in 51% of occurrences.

In light of these findings, we will present the number of occurrences of Subject-Verb Agreement contrasting the data that show the absence and the presence of plural forms in the first person, considering what standard language norms prescribe.

From a total of 138 syntactic constructions in which it would be necessary to materialize SVA1PP, we found 82 occurrences in which the plural was not marked as recommended by the standard norm. Thus, the data found has shown that 8th graders (the subjects of our research) do not effectively use the first person plural in most cases.

In view of this, Vieira (2013) suggests that in order to understand what leads the speaker to opt for a particular form of subject-verb agreement, 7 variables should be taken into consideration: (1) the subject's position in relation to the verb; (2) the distance between the nominal syntagm and the verbal syntagm; (3) parallelism at the sentence level (between subject and verb); (4) animacy of the subject; (5) parallelism at the discourse level (the absence of plural form in a verb would lead to the absence of the verb that comes next); (6) phonic salience and (7) verb tense.

Based on Vieira's (2013) perspective, we considered it a good idea to separate the most recurrent SVA1PP situations in the students' texts into distinct groups to delineate a reliable picture of the phenomenon and its variables, with the purpose of creating pedagogical games that would meet the needs of our research subjects. Thus, we have listed 3 variables for our research: (1) the presence of a subject composed of more than one element (I + he/she = we), (2) the presence of a pronominal subject (we) in the sentence axis and (3) cases of the pronominal subject (we) with the absence of pronominal subject (we) in the sentence axis. We obtained the following data:

Variables	Absence of SVA1PP (Number of occurrences %)	Presence of SVA1PP (Number of occurrences %)
Presence of a subject composed by more than one element (He/she + 1st person singular = we);	67%	33%
Presence of pronominal subject (we)	79%	21%
Absence of pronominal subject (we) (HIDDEN SUBJECT)	21%	79%

Table 1: SVA1PP Variables

Source: prepared by the researchers

In view of these results, we found that when students needed to establish the SVA1PP with the presence of a compound subject, that is, formed by two elements, there were 67% of occurrences in which the plural forms were not identified. But we believe that the most interesting piece of data was the fact that students showed a tendency to use the plural forms in situations where the subject

was not explicit, when it was in another sentence that was syntactically distant.

In these situations, when students needed to mark the SVA1PP in situations where the pronominal subject was not explicit in that same sentence axis, they actually did so. The data obtained contradicts what Vieira (2013, p. 88) calls "[…] parallelism at the discourse level": in other words, if there is a verb sequence and one of them is without SVA, the others tend to also present the absence of SVA. Thus, we believe that the absence of the explicit subject favors the occurrence of SVA1PP.

Another aspect of subject-verb agreement that we analyzed in the students' texts was the SVA3PP. This was not an approach initially intended by our study; however, after delving into the students' texts we noticed that the absence of the identification of SVA in the 3rd person plural was also recurrent, even though it would manifest in a smaller number than SVA1PP. Hence, we have also looked into the amount of occurrences of SVA in the 3rd person plural, contrasting the data that show the absence and the presence of plural forms according to what the standard norm suggests.

From a total of 67 syntactic constructions in which students would need to perform SVA3PP, we have identified 34 occurrences in which the plural was not marked according to standard language norms. Thus, the data shows that most 8th graders in the school where we conducted our research do not use SVA in the 3rd person plural.

For this analysis, we have used the error categorization model suggested by Bortoni-Ricardo (2005), which is based on a sociolinguistic perspective. In this model, the author postulates that SVA3PP is part of category 3: "Errors resulting from the interference of gradual variable phonological rules" (BORTONI-RICARDO, 2005, p. 54). This is one of the most common examples of errors that arise from the "[…] interference of rules that alter lexical morphemes, implying changes into the rules of subject-verb agreement" (BORTONI-RICARDO, 2005, p.56). Hence, there may be a change in the number-personal suffix of the verb, which would ensure the absence of SVA as the difference between singular and plural forms becomes almost imperceptible.

Variables	Absence of SVA3PP (Number of occurrences %)	Presence of SVA3PP (Number of occurrences %)
Presence of a subject composed by more than one element	50%	50%
Presence of pronominal subject (they)	55%	45%
Absence of pronominal subject (they)	45%	55%

Table 2: SVA3PP Variables
Source: prepared by the researchers

In view of these results, we found that 8th graders would oscillate in their identification of SVA3PP, and that in syntactic constructions with a pronominal subject in the 3rd person plural, they tend not to use SVA according to the standard norms of language. This shows, once again, the need for interventional actions which may lead them to think critically about this phenomenon.

As one of the main goals of Action Research is intervening in a given problem that has been detected, we have built 6 pedagogical workshops: 1 involving reflection, 4 with educational games, and 1 involving writing exercises – all of which have approached the topic of SVA on the 1st and 3rd person plural in different ways.
Workshop 1, which was oriented towards reflection on SVA, was a significant moment for our initial discussions about this topic, especially regarding the risk of social stigma that is attached to it. In light of this, students were able to reflect on the morphosyntactic

relationships between subject and verb, as well as on the linguistic prejudice involved in this phenomenon.

In workshop 2, we focused on a reflection-oriented action, which means students had to build a correct word sequence and thus establish the agreement between the terms of each sentence. During the game, this moment of systematization was extremely important for them to think about constructs such as "*eles estudou para a prova*[20]" and "*nós fez o trabalho*[21]" and consider factors like when and why would a sentence of this kind be accepted or not in certain situations.

Workshop 3 has put a stronger emphasis on the SVA in the 1st person plural in an effort to differentiate the verb form that is characteristic of the 1st person plural from that used in the 3rd person singular. At this stage of the workshop, we also identified to which person the syntactic constructs without plural forms could belong. We also reflected on the subjects and contexts in which syntactic constructions like "*nós vai*" or "*nós perdeu*" could be used by speakers. Some students felt encouraged to open up and said that they sometimes would write "*nós foi*", but that they were able to understand with that game that "*foi*" matches "*ele*", not "*nós*[22]".

In workshop 4, we addressed the syntactic relationships of SVA3PP, distinguishing the verb form used in the 3rd person plural from the 3rd person singular, trying to develop the students' linguistic reasoning about the agreement between the terms of a sentence.

In workshop 5, we encouraged students to think about the relationships of SVA1PP and SVA3PP in some randomly selected texts, asking them to fill in the gaps in them so that they would use SVA in the standard norm, applying the knowledge which had been obtained in the previous workshops.

Lastly, in workshop 6, we focused on SVA and written assignments, proposing a new writing activity based on the 'Personal Diary' genre – the same one we used in the initial diagnosis – since students already knew how its structure worked. We were able to notice a greater concentration of the class as a whole, which has led us to conclude that before writing certain syntactic constructions, the students could be thinking about the SVA they would use.

We analyzed the texts written by the students hoping to assess whether our intervention proposal actually had a positive effect or not. To that end, we initially conducted a new quantitative survey, considering the occurrences of SVA1PP and SVA3PP in the students' assignments. After this survey, we obtained 254 syntactic constructions of SVA in 1st and 3rd person plural, of which 153 were occurrences of SVA1PP and 101 of SVA3PP.

The subject-Verb Agreement in the 1st Person Plural was analyzed in the 20 texts handed in by the students who participated in our research. After we applied our intervention proposal, from a total of 153 syntactic constructions in which it would be necessary to perform SVA1PP, we identified only 40 occurrences in which the plural was not marked, whereas, in 113 constructions, the plural was marked according to the standard norm. We observed, thus, a considerable reduction in the number of faulty syntactic occurrences, showing that the pedagogical workshops with the use of educational games were successful in achieving their main goal.

In order to draw a more reliable picture regarding the analysis of the post-intervention data, we organized the variables used in the diagnosis in order to separate the phenomena contemplated by the subjects of our research, considering the 153 occurrences of SVA1PP:

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[20] "They studied for the test".

[21] "We have finished the assignment".

[22] "*Nós vai*" translates into "We go", but the pronoun is plural and the verb is singular. The correct form would be either "*Nós fomos*" (We went – plural) or "*Ele foi*" (He went – singular).

Variables	Absence of SVA1PP (Number of occurrences %)	Presence of SVA1PP (Number of occurrences %)
Presence of a subject composed by more than one element (He/she/it + 1st person singular = we)	38%	62%
Presence of pronominal subject (they)	26%	74%
Absence of pronominal subject (we) (HIDDEN SUBJECT)	19%	81%

Table 3: SVA1PP variables after the intervention proposal
Source: prepared by the researchers

We have found that when students needed to establish the SVA1PP in front of a compound subject (formed by more than one nominal syntagm) there was a predominance of plural forms. In the sequence, in the last two variables, when we analyzed the plural forms in relation to SVA1PP, we noticed that there was a balance between them (this analysis focused on the presence of plural forms that would appear in front of pronominal, explicit, and hidden subjects) with 74% and 81%, respectively.

Along with the analysis of SVA1PP, we also conducted a survey of the occurrences of SVA in the 3rd person plural since, in the diagnostic phase, we had a substantial number of syntactic constructions in which the agreement between subject and verb was not found. In order to evaluate whether the pedagogical games we developed also contributed to encouraging students to reflect on SVA3PP, improving their linguistic awareness, we evaluated the 20 texts written by them.

After students played the games that were presented in the pedagogical workshops, out of 101 syntactic constructions in which they would need to use the SVA3PP, we identified 69 occurrences in which there were plural forms, totaling 69%, and 32 without plural forms, 31% of the total. That said, while in the data collection phase, we had a 51% absence of plural forms, and, after the intervention, we had 31%, it is noticeable that there was a change in the way students used SVA on the 3rd person plural after the introduction of these games.

Furthermore, in order to present a detailed overview of the analysis of the SVA3PP data after the classroom experienced the intervention proposal, we would like to bring back the variables that were listed in the diagnostic phase of our study, classifying the 101 occurrences of 3rd person plural sentences.

Variables	Absence of SVA3PP (Number of occurrences %)	Presence of SVA3PP (Number of occurrences %)
Presence of a subject composed by more than one element	30%	70%
Presence of pronominal subject (they)	32%	68%
Absence of pronominal subject (they)	33%	67%

Table 4: SVA3PP variables after the intervention proposal
Source: prepared by the researchers

In view of the results showed above, we can see that the 8th graders from the school where we conducted our research have identified the plural in the syntactic constructions with SVA3PP predominantly in the three variables listed, showing a certain balance between them. Thus, we reaffirm the effectiveness of our pedagogical games in working with SVA3PP.

In conclusion, before and after experiencing the intervention proposal, we found that the subjects of our research began to build more sentences with the proper plural forms in relation to SVA1PP, with a lower incidence of absence when compared to the diagnostic data.

7 CLOSING REMARKS

Portuguese teaching still faces many challenges regarding the education of subjects who are capable of thinking critically about their language and their own reality. Among them, grammar teaching represents one of the greatest difficulties, since it usually involves the study of grammatical aspects of language in a superfluous manner that does not stimulate reflection on what is being studied and its importance for the student.

In our study, by means of textual assignments, we set out to analyze how a class of 20 8th graders used the SVA1PP and SVA3PP in the proper order in written language, and we found that the syntactic constructions produced by them did not present the correct plural forms as recommended by the standard norms of language. Thus, we have proved our hypothesis that, even after several years of schooling, they could not understand the syntactic relationships that guide SVA1PP and SVA3PP.

In light of this, after analyzing the data obtained, we proposed an intervention using educational games which were developed with the needs of these students in mind, with the goal of making them reflect on SVA1PP and SVA3PP, and also about the functioning of language as a linguistic system.

We believe we achieved our research's goal, which was to identify, analyze, and reflect on the use of the plural in the syntactic constructions of SVA1PP and SVA3PP, and propose a pedagogical intervention that could give students the opportunity of thinking about their own adherence to SVA on 1st and 3rd persons plural, and thus reduce the incidence of absent plural forms in these morphosyntactic constructs.

In view of the data obtained after the application of the intervention proposal, we have found a reduction of more than 50% of syntactic constructions in SVA1PP and SVA3PP without the correct plural forms. Also, we have concluded that pedagogical games can serve as important and effective tools in the grammar teaching-learning process, since they allow students to reflect on their language, interact with their classmates, and have a concrete perception of the linguistic system, since they are given the opportunity of handling concrete structures which until then used to be abstract.

We believe that our research can help make elementary school teachers aware of the need to reflect on their practices in face of the difficulties that students eventually display in the classroom in relation to their level of mastery of standard language norms. Hence, this perspective could also lead them to recognize that each student brings to school their previously acquired linguistic knowledge, as an entity that is endowed with variables from their social environment, and we believe that this aspect should be valued. After all, this does not eliminate the action of providing the student with access to the standard variant of their own language and the organization of the linguistic system; on the contrary, it further encourages this, so that each student may master them, since having access to this knowledge represents one of the most important possibilities of changing the reality of less favored social groups.

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