



DECONSTRUCTION OF LANGUAGE SPEECH THROUGH GAMES

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ABSTRACT

This Master's research aims at the effectiveness of implementation of a didactic sequence following the proposal of the deconstruction of the parts of the speech through communicative grammar games with a group from eighth grade during the first academic term in 2025 at Diez de Mayo School in Cali Valle. This research sought to foster students' ability to analyze and correctly use the parts of the speech such as nouns, verbs and adjectives. This research was carried out by collecting and analyzing the data from a pre-test and a post test, an structured interview before the implementation of the didactic sequence. Finally, an unstructured interview was applied to find out students' experience about the implementation of this teaching strategy. According to the findings, the application of the didactic sequence helped students to improve their English skills, being grammar and vocabulary the most benefited. The findings demonstrated that learners could analyze and accurately use the parts of the speech; nouns, verbs and adjectives and the students enjoyed and learnt about grammar in a playful way.

keywords:Linguistic competence, deconstruction, grammar awareness, games, parts of the speech, students' analysis.

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1. INTRODUCTION

The identification of the parts of the speech in the English teaching process is an essential activity to foster in the students an effective communication with an accurate language comprehension which provides them a solid language knowledge. As soon as students crack the language code they can improve their oral and writing communication. According to Dragomir et al,(2021) “the key to teaching grammar communicatively consists in presenting language in a manner that corresponds with the ways that our brains actually process and encode language.” Also the author emphasizes that “language is internalized through meaningful deconstruction and unpacked so as to provide discrete elements for future use”

In the role of teachers, it is important to explore and apply the accurate strategies to help students to improve their learning process, there are different variables: Number of students, context, levels, methodologies, materials, needs, behaviors, interests, and their impact in the English teaching and learning as a foreign language (EFL).

It is clear that most students in public schools have a lack of appropriation of grammar during their school life. Brown (2001), defined grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence. This shows the importance for students to learn the language acquisition system.

In consonance with Saussure (1916), who considered language as a system of signs and signification, elements of which are understandable only in relation to each other and to the system; it is crucial to understand the speech through the identification and appropriation of the meaningful and structural elements. That is why teachers must back again and again on the same basic speech structure. Even when teachers follow the proposed syllabus, the grammar topics can not be reached at the end of the courses and a possible reason is that there is not an accurate identification of some basic grammar concepts as meaningful elements of the speech.

In the public schools' context, grammar teaching is a deep subject for most of the teachers taking into account the students' real context. A strategy used by teachers is the use of games. In concordance with Nguyen(2021), through games teachers will engage and motivate students facilitating learning in context, providing a collaborative environment and rehearsing students' communicative skills.

Most students at public schools in Cali, Colombia do not develop the grammar competence effectively during the process of foreign language acquisition. And it is evident in our students in the focused institution. According to the English scores in the ICFES 2023 at Diez de Mayo School were: A- 4.88%, A1: 60.98%, A2: 17.07%,B1: 6.50%, B+: 2.44% from 123 evaluated students.

The lack of identification of grammar structure hinders the L2 competence in our students because they do not identify grammar structure in fragments. Due to the traditional method to teach grammar which affects students' attitude and the learning process. Based on our observation as teachers in this school it was found that it is

relevant to start the decoding process of grammar in eighth grade students because they have the linguistics ability and disposition to change.

This research offers an interesting strategy of designing and implementing a didactic sequence from the concepts to the discourse such as: noun, verb and adjective through communicative games. Thus, teachers can use it to help students to develop the ability to analyze and accurately use parts of the speech in English and improve their understanding and proficiency.

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2. JUSTIFICATION

Teaching grammar through games is a way to learn and practice grammar structure, interact in a meaningful activity with others and motivate students to learn. It is important to reflect about the different strategies that teachers use to teach grammar in class because it impacts the learning and teaching practice. As it is stressed in the Major Trends in the Global ELT Field - Sun, (2014, p.15) “while teachers can make a difference in students’ lives in the classroom, teachers can also make a difference in their own professional lives.”

Teaching English at public institutions in Cali is complicated due to the learning conditions such as the physical state at schools, the number of students per group, the variations during the school schedule, the evident lack of facilities in the classroom and the obsolete conditions of the existing equipment. The purpose of this project with eighth graders at Diez de Mayo School, is to generate in the students a reflection and conscious application of the basic elements of the speech such as nouns, verbs and adjectives using the games in order to encode the grammar structure of the language.

Using games is one of the most used tools to teach a foreign language. The objective of games is to develop language competence in students. Learners need to reinforce their knowledge and perspectives towards English grammar. For that reason, facilitating the learning process with a creative strategy could help them to increase their competences in L2, improve their interactions and attitudes in class. As soon as students understand the use of grammar they gain confidence in the EFL acquisition and improve their communicative skills.

With these particularities this study can contribute to motivate students to learn grammar through games and help them to improve their outcomes in the assessments. One advantage of this research for educators is to transform our teaching practice as a result of the process of design, implementation and evaluation of a didactic sequence.

Taking into account the differences in perspective regarding how we teach grammar, one of the researchers tends to avoid grammar which is scarcely covered in class, focusing on games. In contrast, the other teacher bases her classes around grammar and pays less attention to ludic aspects.

On the other hand, as researchers the peer work enhances the teaching quality through a collaborative effort to plan and implement an academic sequence in class. Also our academic performance is improved creating an agreeable environment in the classroom. This study leads us to analyze the results in order to interpret the findings and the possible impact to adjust the grammar training techniques. English syllabus is affected by the students' attitude to grammar because they are not very motivated to learn it and for that reason, as educators we propose this didactic sequence in an attractive way.

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3.RESEARCH QUESTION AND OBJECTIVES

Research Question(s)

How could our eighth-grade students at Diez de Mayo schools improve their analysis and use of nouns, verbs, and adjectives in English, through the use of communicative grammar games?

General Objective

Foster eighth grade students' ability to analyze and accurately use parts of speech in English through the use of communicative grammar games.

Specific Objectives

1. Design a didactic sequence based on the speech deconstruction strategy and communicative games.
2. Implement the didactic sequence based on the speech deconstruction strategy and communicative games.
3. Evaluate eighth grade students' ability to analyze and accurately use parts of the speech before and after the implementation of the didactic sequence based on the speech deconstruction strategy and communicative games.

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5. LITERATURE REVIEW

Talking about the teaching practices in the foreign language and the way students analyze some parts of the speech; it is crucial to understand and accurately use them through the use of communicative grammar games to achieve both the teacher's academic goals with the class and students' outcomes. In spite of the aim of teaching English nowadays is focus on communicative competence, it is important to foster the use of the language structure in class. Hence, in this research the proposal is the design and implementation of a didactic sequence based on the speech deconstruction strategy and communicative games.

This chapter is a review of the relevant theoretical teaching aspects in the linguistic competence such as, grammar, deconstruction, and teaching grammar through games in the acquisition of a language to enhance eighth grade students' ability to analyze and accurately use parts of speech in English through the use of communicative grammar games. This review of the literature helps us to clarify relevant aspects to adapt the way to teach grammar in a public school from Cali according to our experience as official educators, the academic contents, the context and the student's needs.

Linguistic Competence

Following the area of interest of this project, the literature research is based on the language, linguistic and learning and teaching field. According to Chomsky(1957), linguistic competence refers to knowing a language and how it works, competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by grammatically irrelevant conditions such as speech errors which will be a useful strategy to accomplish our professional development and students' English learning process. It is crucial to enhance in the students the linguistic competence since the more they know the language structure the more they become competent and confident even when they struggle to have effective communication. This research help our teaching development and allow us as educators to analyze the way the linguistic competence have been presented or neglected in class and how could be included in an attractive and meaningful way.

Grammar and Teaching Grammar

Teaching grammar is a significant element of linguistic competence, it plays a big role in the process of language learning and acquisition. Brown (2001) defined grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence. In a traditional way also is defined as The rules by which words change their forms and are combined into sentences, Richards and Rodgers (2003, p.7) they said that grammar is taught deductively. However, in this research the focus is to address and transform grammar in an inductive way to be practical for teachers and attractive for learners.

Decapua(2016) mentions “for teachers of ESL/EFL learners, knowledge of how English works is essential, teachers need to be able to talk about how sentences are constructed, about the types of words and word groups that make up sentences, and about the functions of these words and word groups within sentences and in larger contexts.” This evidences the importance to reinforce the analysis of parts of the speech to achieve an effective use of them. With this in mind, teachers first present and clarify the rules and functions of grammar before having students engage in assigned tasks to practice the concepts they have learned. So enhance the students' linguistic competence. Although for some learners it is difficult to apply correct rules of grammar when constructing simple sentences. According to this situation teachers need to design suitable tasks that fulfill the learner's needs.

These ideas lead this research and support the presented didactic sequence to make our students in the experimental group get closer to grammar analysis through games and in this way guarantee a meaningful learning and teaching experience. As Bahar (2013) asserts, learning English is not an isolated process of mastering grammar rules, with focus on building correct sentences, but has to be seen as a process of developing both accuracy and fluency by resorting to the functional and social aspects of the language. With the application of the focus grammatical activities, it is expected to have a desirable communicative outcome and a meaningful impact on the way teachers and students face the grammar learning issue, linguistic competence at school.

Deconstruction

Due to our experience as public school teachers and looking for grammar teaching strategies, the deconstruction of a grammatical structure offers an inductive tool in order to take students from the simple or practical way to see the grammar to its former use. According to Mendiel, Udofia 2(2020), since language is a social structure, its deconstruction is seen as a continuous process of breaking down a sentence into smaller pieces such as verbs, adjectives, nouns, in order to identify their particular meaning and its function in an entire sentence. Academic language uses highly complex sentence structures. Sentence deconstruction is a strategy that helps students break down dense and lengthy sentences found in academic texts.

Addressing the publication of Deconstruction in a nutshell, Rolfe(2004) the aim of deconstruction is to dismantle a sentence to reconstitute what is already described. The text also shows three clear strategies, to locate the promising marginal text only to displace it: First to disclose the undecidable moment, second, to pry it loose with the positive lever of the signifier, third, to reverse the resident hierarchy. In this way, the deconstruction will be a possible tool for teachers and a benefit to students to get into the grammar practice from a personal learning activity experience.

In concordance with Fillmore (1982, p.233) who points out that “assembling the meanings of elements in a text into the total meaning of a text.” Thus, the deconstruction of the part of speech is a valuable option to make this process simpler for learners. In his theory, every utterance is understood to be a combination of multiple different constructions, which together specify its precise meaning and form. In this way, when the functionality of the structure is understood, meaning is acquired.

Teaching Grammar through Games

The most common and preferred teaching strategies is the utilization of games to facilitate the acquisition of various skills. Games are a prevalent feature in the grammar classroom for teaching foreign languages. While certain English educators perceive language games as time-consuming or classroom activities primarily for amusement, Yolageldili & Arikan(2011) argued that games hold a unique position in any foreign language curriculum. This is because they support the acquisition of foreign languages, particularly for young students.

Nonetheless, there are some research studies that have used a variety of language games to assess their impact on students' knowledge, perception, motivation, and acquisition in language learning. In fact, they revealed some findings that if teachers teach in a relaxed manner that can change the attitude and the perception of the students about grammar class, Ayumi(2020). It is enlightening because as educators all of us have frequently experienced some negative attitudes of the students in the learning process.

In addition, one of the studies shows that the use of games is effective in teaching English grammar. The games increase learning motivation inside and outside the classroom. Nguyen (2021), he concluded that games help change students' attitudes towards learning English in general and learning English grammar in particular. Other research, Chanseawrassamee(2012, p.1372) presented that adult learners have a positive attitude towards activities or fun games. These replies have shown that games are useful for adult learners' learning just like the children's. And this principle for this research is significant and valuable in our context to teach grammar in an attractive way to motivate our learners.

One of the alternative methodologies to build students' interest in English learning is game-based learning. This method helps the students to learn the material in the class and makes them more interested in learning English. Game-based learning can make the students feel happy, motivated and increase their creativity. In Tamima(2019) Prensky said that game-based learning is able to stimulate the emotional, intellectual, and psychomotor of the children. Some research showed that "game-based language activities can change students' negative perspectives of EFL learning, particularly grammar learning" (Fithriani, 2019, p.16).

Another search described by Chambers' & Yunus(2017) is the use of the wheel of grammar to improve students' understanding of SVA (the rules of Subject-Verb Agreement) in constructing simple sentences. Overall, the frequent use of WOG can rebuild better confidence among learners when constructing grammatically simple sentences. However, teachers need to investigate more about this topic and continue to learn about this issue in future studies. It is clear that games are a useful tool to teach grammar. One study showed that there was no significant difference between the control and experimental group of students, although the experimental group had a small advantage over the control group (Parvin & Yarahmadzahi, 2018).This is a relevant input to take into account in our thesis because it can give us more tools to have an accurate analysis and motivate our students during their learning process.

Despite the idea of deconstruction to have a meaningful linguistic competence, there are authors who consider that it is not the most accurate way to evidence proficiency in second language acquisition. For instance, Krashen(2019) considers that it is not necessary the deep use of conscious grammar in order to acquire a language. Comprehensible input is needed. On the other hand, we agreed with some other authors who consider the use of task based approach is the most accurate strategy because the students can reach linguistic and communicative competence in a meaningful way, such as Hismaglu and Hismaglu(2011).

Chun et al.(2019) mention in their research study that even when there will be advances on those students with lower levels there are not meaningful improvements in the learning process of the students. With a higher English level. As we considered this idea could affect the students' process with better achievement, so it will be analyzed during the study. Nonetheless Hashim (2023) points out in his research that a constraining factor in the learning process is the limiting learning condition in the school context and this factor makes the teachers' activity more difficult. Also, this fact has negative effects on learners' acquisition process. This relevant factor will be demonstrated in our school context.

The observable teachers' behavior in class and the strategies that they use could be modified positively or negatively, according to Sucuoğlu(2017) stresses that although teachers are aware of new techniques in communicative language teaching to improve their teaching practices and so the students' learning process, they seem not to learn deeply about these techniques. According to the aim of this project, it is aligned with the mentioned articles in these ideas that help in coping with learning grammatical competence. Dragomir and Oana(2021, p.123) "The scaffolding created through the accumulation of contextualization, noticing and processing activities supports the most important element of this recipe –practice."

These readings enlighten the topic of this proposal and support the aim of it because they show that grammar is a wide study concern in the Language teaching. Chu, et al.(2019). To conclude, these articles were useful to analyze, compare and evaluate grammar learning for us in this research process. The reading research was valuable, seeing that it could be evidence of similar study and in that way this proposal will be modified taking in account the findings, conclusions, and some missing features of this research.

In the Colombian context the discussion about the way to teach grammar is very complex and necessary to transform the students' perceptions about this subject. One of the research similar to our study is "Introducing game based learning to develop grammar skills in elementary students" Salazar(2016) which is an implementation of game based learning approach to promote grammar skills in elementary students and the impact of using games in a Colombian context. The author points that the results showed that the production or output of students was almost immediately and the use of the structures were done by the students right after the game was performed and more naturally as students were able to tell their information after listening to the teacher and their other partners doing it in the game. So, the aim of our research is to guarantee meaningful learning for our students in their process.

On the other hand, Mendoza(2004) presents an investigation about the methodologies of implicit and explicit EFL instruction accounting for the improvement of university students' performance on a test over two grammar topics. However, it was focused on university context. This research is about the view of grammar teaching implicit instruction has theoretical and practical instructions and it could be related with this research because the proposal is to present an inductive way to center on grammar teaching.

Based on the research of this conceptual framework to enhance in the students the linguistic competence is crucial for learners to understand how the language works. Due to teaching grammar is how teachers reinforce the analysis of parts of the speech to achieve an effective use of them. Also the deconstruction of the part of speech is a valuable option to make this process simpler for learners because when the functionality of the structure is understood, meaning is acquired. Finally, the utilization of games to facilitate the acquisition of various skills is significant and valuable in our context to teach grammar in an attractive way to motivate our learners.

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6. METHODS

This research project aims to design and evaluate a didactic sequence to foster the grammar acquisition in eighth grade students in a public school in Cali-Valle. This chapter presents the used supplies such as: Research Design, forms the fundamental principles of the study, setting out the chosen methodology, participants, data collection methods, sampling strategy. It provides a comprehensive understanding of how the research was executed.

Research Design

The research philosophy is pragmatism for data collection. The research approach is mixed methods. This research strategy for this project follows the principles of action research in which it is important to have an overview of aspects such as: context, participants, and methods. To achieve the goals a model based on qualitative and quantitative and methods with an action research classroom based on the time horizon is longitudinal.

Sampling Strategy

Setting - Socio-Academic Context

For the sampling strategy this research is to be applied in two public schools located in Santiago de Cali. Diez de Mayo school is in the Aguablanca neighborhood founded in 1958. In this school, there are around 1400 students divided into primary, secondary and the adult program at night. The school has an insufficient internet connection; there is a lack of updated technological devices because the existing ones are in bad condition and obsolete. The classrooms in general have poor internet service for this reason students are allowed to use their cell phones during English class. The students belong to the socio constructivist pedagogical model this institution integrates the social context with the meaningful learning through language interaction. The institutional mission is to form an integral being from preschool, basic primary, secondary and technical secondary education. This is an industrial school with four modalities: Electricity and Electronic, Drawing and Audio visual media, Fashion Design and Metal Working workshops, that enhance the life project and the development of work, citizenship and socio-emotional skills of its students, according to the needs of the educational community and its environment.

The English area at school offers two hours class in primary, three hours class in secondary and four hours class in tenth and eleventh grades. This has been an institutional effort to motivate the foreign language learning in the students, following the Ministry policies. This area follows the general institutional perspective because it motivates students to improve their personal and professional growth by the interaction with the foreign language. This allows students to reflect and value their own culture. English at school aims to motivate the students' EFL learning through the bilingualism project with playful activities to learn vocabulary, grammar of the language, useful expressions and commands. All of this to develop the communicative approach in the classes to enhance learners' communicative skills.

In this way they will be able to know specific industrial vocabulary and expressions to be included into the final school project. In the ICFES Test the school has accomplished good results in eight years process as teachers, we have evidenced the importance of the communicative approach in our classes, however it is necessary to strengthen the appropriation of grammar elements which are proposed in area syllabus every year, nevertheless it is common the students evidence the willingness to learn in classes. One of the strengths is the collaborative work of the students at this school and the empathy reached between the teachers and the students which make the class communication easy to improve communicative competence in our learners. This research about the parts of the speech could improve students' analysis and use of nouns, verbs, and adjectives in English, through the use of communicative grammar games at Diez de Mayo school.

Participants

This research involved an eighth grade group from a public school in Cali. Diez de Mayo school. The study included 25 to 30 students, all of whom are either 13 or 15 years old and they are native Spanish language speakers. The group of 30 students is composed of 16 girls and 14 boys. There is 23,3% percent of the Afro population from the Distrito de Aguablanca and 8% percent of Venezuelan students in this group.

One relevant aspect to take into account is the increasing number of Venezuelan students and the English level is A2, the English class has three hours per week.

One group of eight grades was selected in the institution. In addition, the group will present a pre-test and post-test to evidence the effectiveness of the use of grammar in class. The students were purposefully selected because those students have three English lessons per week and they have a good relationship with the teacher and that is a relevant aspect for the research. Notwithstanding, some students have presented some difficulties in the learning process. For the intervention group we are going to select 12 students. The guide teachers are between 39 and 50 years old with more than 15 years of experience in private and public schools and they have worked together in those public schools. This is a strong aspect because there is a synergy that allows the work in the English area which benefits the teaching process.

Data Collection Methods

The data gathered as follow:

- One quantitative pre-test for the students(12students)
- One unstructured interview (12students)
- Six observation sheets (of each group) that include:
 - Nouns
 - Adjectives Observation sheets
 - Verbs
- One quantitative post-test for the students(12students)
- One structural interview (12students)
- Implementation

Methodology

This research was conducted taking into account the following methodological steps to achieve an appropriate result to our research question.

Step 1: Informed Consent

It was done the informed consent fulfillment by the students' parents or tutors (see appendix 6 consent fulfillment).

Step 2: Didactic Sequence Design

The objective of the didactic sequence design is to encourage the utilization of a deconstruction strategy and communicative grammar games in eight grade students. The check implementation of the didactic sequence occurred within the context of eight class sessions, of three hours per week, during the initial term of the academic year. The communicative target was Colombia's landscape and also the awareness of rights, duties and responsibilities as global citizens, in accordance with the requirements of the syllabus at Diez de Mayo School. The deconstruction strategy emphasized three grammar categories such as nouns, verbs and adjectives through the use of communicative games.

Step 3: Application of the Pre - Test

Application of the diagnostic test using a quantitative pre-test (see appendix 2) Pre-test presented 12 of the 30 students from group 8-3. This was about the English kind of grammar words. (Nouns, adjectives and verbs) This step was done to evaluate the use of the parts of the speech.

This step was executed to know the initial state of the learners' grammar. Although there were 30 students in the class we selected 12 students to analyze how they analyze and accurately use parts of speech in ELF.

A Proficiency Test was used as a pre-test for examining the participants' prior knowledge of general English. It was administered at the beginning of the study to see whether the subjects in both groups were of the same level of grammatical proficiency. It was deemed appropriate for controlling their proficiency level. The test consisted of 18 items which tested the grammar knowledge of participants. The total time allotted for the test was 50 minutes for both groups.

Step 4 Unstructured Interview

A qualitative interview was made to 12 students randomly selected to obtain fair and accurate findings. The interview wants to reveal the students' knowledge about grammar structures and how they feel about the English class.

The questions were designed for the unstructured to gather information on the views of the participating students about communicative competence and the way they develop their learning process in English classes. Each participant was interviewed and videotaped after a signed consent format. Throughout the interview, the participants were asked their views on different aspects which were divided into these categories:

Experience learning grammar, communicative competence, and methodological strategies of the teacher (see Appendix 3).

Step 5 Didactic Sequence Implementation

The sequence was implemented throughout five sessions, which represent eight classes. The main objective was to facilitate the effective utilisation of nouns, verbs, and adjectives in English through communicative grammar games. Each intervention was structured, consisting of an initial warm-up phase, an exploratory component, an explanation phase, an elaborate phase, and an evaluation phase. (See Appendix 1).

Observation Sheets

To collect information during the implementation, six classes were observed to focus on the interaction in class, the materials used by the teacher, the students' behavior, the strengths and weaknesses of the class and the type of activities developed. All the collected information was registered in a form. (See Appendix #5).

There were six observation sheets designed taking into account the main goal of the class, the grammar topic during the session, and the kind of activities developed. These observation sheets also looked to evidence the student behavior, the strengths and weaknesses of each class. It is important to emphasize that in each class we focused on the grammar structure of nouns, verbs, and adjectives in English, through the use of communicative grammar games and the attitudes of the students during the class.

Step 6 Application of the Post - Test

Application of the post test by using a quantitative post test in which the students revealed the results of the application of the didactic sequence. After the experiment was done, to evidence how much of grammatical structures were recognized accurately, an achievement test was given to the students of both groups. This test, like that of pre-test, included 25 items which were equally distributed among three grammatical structures instructed to the subjects during this study. Post-test were replaced, although they tested exactly the same grammatical structure as pre-test.

Step 7 Structured interview

A qualitative interview was made to 12 students, randomly selected to obtain fair and accurate findings after the intervention. The interview wants to reveal the students' points of views about the experience during English classes.

The questions were designed for the structured interview to obtain information on the views of the participating students about communicative competence and the way they develop their learning process after the intervention in English classes. Each participant was interviewed and observed after providing written consent. During the interview, the participants were asked to share their views on different aspects, which were divided into the following categories: Experience learning grammar, communicative competence, and methodological strategies of the teacher (See Appendix 4).

Step 8 Analysis of Data

This section of the research project presents an analysis of the data collected from the students' answers to the interviews, pre- test, post- test, student's behavior during class observations and the findings.

Limitations

It was found that there were few limitations in conducting the needs analysis for the enhancement of the Grammar issue with eighth grade students in a public school in Cali. One of the major limitations is the fact of the changes in the official schedule. Although the study tried to gather comprehensive data through class activities, interviews, and pre and post tests, it might not have captured as many nuances of the class environment as the researching time allowed. Moreover, the research findings might have been influenced by the subjective perspectives and experiences of the participants, which could affect the generalizability of the results. Furthermore, there are some limitations in accessing certain resources and time constraints that might restrict a complete analysis or the fact to conduct a deeper study. Acknowledging these limitations is essential for understanding the context of the needs analysis and highlights the need for caution in interpreting and applying the findings.

Ethical Considerations

Ethical considerations performed in the study were in accordance with the ethical standards and previous authorization of the principal from each public institution. After the project research permission was given by the school principal, in the beginning of this project research all potential participants and their parents or tutors were orally and in a written document informed that they were free to choose to participate, and they can withdraw anytime without any negative repercussions. To do this the groups received an informed consent document where the study was explained expressing what is the study about, that the students' participation and their parents' or tutors' acceptance will not be compensated in any form and way, that the obtained information and results will be anonymized and will be saved, that they accept to participate in some surveys, video recorded observations, that they agree that their comments appear in direct references in the final project research or educative study. The participants in this project were only the one whose parents or tutors accepted and signed the written informed document (see Appendix 6).

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7. RESULTS AND DISCUSSION

The main objective of this research is to foster eighth grade students' ability to analyze and accurately use parts of speech in English through the use of the communicative grammar games. With this in mind, the didactic sequence allows us to achieve the specific objectives of this study.

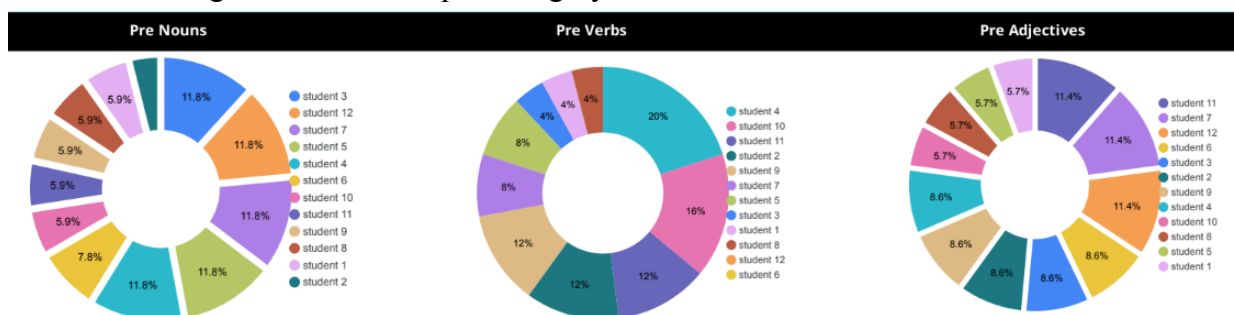
Pre- Test

The pre-test was selected on the basis of an agreement regarding the topics to be covered in relation to a specific component of speech. The pre-test included three sections. The first section concerns nouns, with questions from 1 to 6. The second section concerns verbs, with questions from 7 to 13. The third and final section concerns adjectives, with questions from 14 to 18. This resource was designed to assist teachers in assessing the proficiency levels of their learners. In the chart below (graph 1) evidence findings about students' performance in speech structure identification.

Pre-Test Results-Group- Graph #1

Students	Total question Pre nouns	Correct answer Pre nouns	Total question Pre verbs	Correct answer Pre verbs	Total question Pre adjectives	Correct answer Pre adjectives
1. student 3	6	6	7	1	5	3
2. student 5	6	6	7	2	5	2
3. student 6	6	4	7	0	5	3
4. student 7	6	6	7	2	5	4
5. student 9	6	3	7	3	5	3
6. student 10	6	3	7	4	5	2
7. student 11	6	3	7	3	5	4
8. student 12	6	6	7	0	5	4
9. student 8	6	3	7	1	5	2
10. student 4	6	6	7	5	5	3
11. student 2	6	2	7	3	5	3
12. student 1	6	3	7	1	5	2

Students' Average of Correctness per Category



The results showed that in the trait of the identification of the parts of the speech the 12 students partially recognized these grammar categories. Students were generally more confident identifying nouns, however verbs showed the greatest difficulty, which represents a challenge in identifying verb forms. This indicates the need for instruction and practice. Adjectives range, questions 14 to 18 were about filling blanks with the

correct adjectives according to the pictures. (see appendix 2) indicating a partial understanding suggesting mixed understanding.

The pre-test sample showed that 5 students(59%) recognized nouns, 1 student (20%) recognized verbs in a low level and 8 students (77,2%) partially recognized adjectives. The Highest scoring student: Student 4 with 14 correct answers (6 nouns, 5 verbs, 3 adjectives). The lowest scoring students: Student 1 and Student 8 with 6 correct answers each with an average performance clusters around 9-10 correct answers, indicating mid-level grammar competence. As educators it's important that learners improve the grammar skills. Decapua (2017) mentions "for teachers of ESL/EFL learners, knowledge of how English works is essential, teachers need to be able to talk about how sentences are constructed, about the types of words and word groups that make up sentences.

Unstructured Interview

This section presents the results of the applied interview to 12 students from eighth grade at Diez de Mayo school on February 24th 2025 during the first session of the implementation (see appendix 3). The formulated questions are simplified in three main aspects: general aspects about students' point of view about English class, their previous knowledge about grammar and their opinion about games for academic purposes in English class. It is important to clarify that the interview was carried out in Spanish looking for real points of view and feelings from students.

The first aspect was about students' opinions about English class, covered in questions 1,2 and 3(see appendix 3). The students demonstrated preference for the subject ;this indicates their positive attitude to the class. And they recognize the opportunity and status for their life's project. It can be noticed when the student number 1 reports that he likes English because the teacher teaches English very well and makes it easy, "*Si, porque la profesora hace ver y enseña el Inglés fácil*"(Initial unstructured interview, February 22nd, 2025). The second aspect was referring to students' previous knowledge about grammar. They are aware of the use of grammar in English class and how it is practiced during the classes. This is evident when the student number 10 reports that for him grammar is a set of rules and this regulates the language use, "*Es el conjunto de unas reglas que regulan el uso de una lengua*"(Initial unstructured interview, February 22nd, 2025). The third aspect was students' opinion about games for academic purposes in English class. Students said that they can learn it easily and also learn the language in an entertaining way. This is clear cut when student number 6 expresses: "*Porque aprendo mejor y de manera divertida*" (Initial unstructured interview, February 22nd, 2025).

These points of view showed that learners had good motivation in relation to English class; thereby the relevance of learning grammar and the importance of fun strategies to keep the learning process simple and easy. Ayumi (2020) clarifies this when she states that if teachers teach in a relaxed manner, this can change the attitude and perception of students towards grammar lessons. This highlights the fact that all of us as educators have often experienced some negative attitudes from students in the learning process. This explained our aim as educators and researchers to implement this

proposal at school. First of all to evidence the appropriated concepts during this M.A studies and how suitable they are for our students and their learning development. Secondly because through the speech deconstruction learners can not only develop their grammar skill but also change their perspective from structural grammar learning to a playful one.

The Didactic Sequence

The first specific objective was to design a didactic sequence based on the speech deconstruction strategy and communicative games. Our first purpose was to motivate the students' ability to use and analyse grammar concepts in a simple and joyful way. Taking into account the students' needs and context at Diez de Mayo school we created a friendly sequence about basic grammar concepts that are relevant in the learning process of a language (see Appendix 1 Didactic sequence).

The creation of the sequence presented a number of challenges, the first of which was to integrate two different perspectives: The deconstruction and the communicative grammar games in one academic proposal.

The second challenge was the amount of activities that should be planned taking into account the specific context of the school and the general plan of the area there. Besides these activities had to be planned to be more authentic to make them meaningful for the students. A third challenge was the fact that public school's schedule used to have an impact on the daily class activities. So we had to prepare the activities thinking of the different scenarios and be ready to adapt them without affecting the main target.

Another challenge was to keep focus and fulfill the whole activities during the proposed time of execution. A complex challenge during the creation of the didactic sequence was to expect the technological tools we selected to apply in class, could work properly during each session. That is because of the poor internet capacity at school and this fact represented a constraint in the sequence application. In the moment of the application it was gratifying to evidence to what extent the relationship between the teacher students impacts positively in the class environment. Another positive aspect was the way students helped each other in the moment to solve some tasks and how beneficial is the collaborative work when students should reach a specific target.

The correct use of a video in students' L1 helped them to feel confident about the topic the teacher was presented during the session # 1 of the didactic sequence.

Our main intention was to combine language deconstruction with communicative games that would be interesting and fun. Our aim was to ensure that students continued to engage with grammatical structure. Thanks to all the skills and resources developed in this Masters programme, this design was enriching and valuable as public school teachers, allowing us to apply our knowledge, scaffold a meaningful experience for our students and transform our teaching practice. The didactic sequence consisted of an initial warm-up phase, an exploratory component, an explanation phase, an elaborate phase, and an evaluation phase.

The third purpose in the research was to implement the didactic sequence based on the speech deconstruction strategy and communicative games. This part included a pre-test , structured and unstructured interviews, observation sheets and a post test.

Class Observation

In order to analyse the impact of the didactic sequence proposed in the second specific objective, we designed an observation sheet to evaluate this implementation (see appendix 5). To monitor the effectiveness of the parts of speech identification, the deconstruction strategy and the use of grammar games in class, these observations produced the following data.

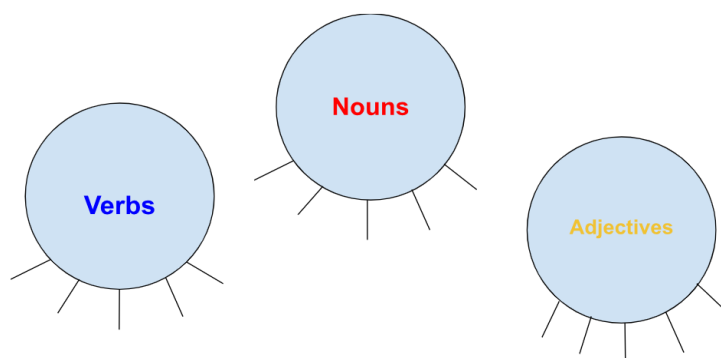
In general terms, it could be said that this proposal worked with the experimental group and was satisfactory for the students' ability to analyze and accurately use parts of speech in English through the use of communicative grammar games. In the class observation number 1 about the Colombian landscape video, the students showed a great participation when they should classify the grammar concepts with familiar words to say names, actions and description, using colors for each category. Another successful task was the individual activity used during the class observation number 5 about grammar category using the accurate word noun, verb and adjective to classify vocabulary related to duties and rights .In this task the most of the students have a good enough performance because at that point they could relate the colloquial concepts (name, verb and description) with standard concepts: Noun, verb, adjective (see graph #2 Individual activity).

A constraint factor during each class was the fact that the class starts at 6:30 am in the morning and students arrived sleepy in the beginning part of the class and the practice of the initial game during the warming up students engaged and connected with the goal of each class. In concordance with Nguyen (2021), when he concluded that games help change students' attitudes towards learning English in general and learning English grammar in particular. This shows that games have a crucial role to teach grammar to engage learners in the linguistic competence.

Individual Activity

1. Classify the words and fill the following charts, then complete the sentences below.

Right, duties, education, name, safe, place, do homework, Obey, Clean, play, wash, respectful,



Graph #2

A further productive exercise was: “From side to side” movement game, in which students were required to identify the grammar category and respond by jumping according to the correct word as indicated by the teacher. This experience was demonstrated through the observation of students kept moving with the teacher's word list. It was evident that the participants were motivated and in a positive attitude as they engaged in the activity, with the objective of achieving the intended outcome. See Appendix # 1, Class Number 2, of the didactic sequence for further details. This fact was underpinned by Yolageldili and Arikan(2011) arguing that games hold a unique position in any foreign language curriculum. This is because they support the acquisition of foreign languages, particularly for young students. Games are a prevalent feature in the grammar classroom for teaching foreign languages.

A closing activity to wrap-up the aim of implementation was during class number 8, it was valuable and entertainment for the students. “The yincana game” included three stations to work on grammar concepts; noun station, verbs stations and adjective stations because the learners felt confidence in the collaborative work and knowledge acquired during the previous classes to accomplish the objective of each station. Dragomir and Oana argue (2021, p.123) that “the scaffolding created through the accumulation of contextualization, noticing and processing activities supports the most important element of this recipe –practice.” This activity is a proof of the eighth grade students’ ability to analyze and accurately use parts of speech in the English class through the use of communicative grammar games.

In spite of the good results with games there were some of them in which students did not feel engaged enough with the aim of those games. In a certain way because of the poor conditions of the devices and low quality of the internet connection. Are extrinsic factors that could affect in a negative way the teaching and learning process.

The deconstruction feature in this implementation provided adequate results during the writing task developed in class number 3 of the didactic sequence. Students must use five key words related to the grammar categories to try to reconstruct a text.

However, it was difficult at the beginning for the learners to organize their ideas. Finally, most of them could make coherent and good written texts using these selected words (see appendix 7, Flashcards.) This fact is supported by Rolfe (2004) when he states that the aim of deconstruction is to dismantle a sentence to reconstitute what is already described. This indicates that the deconstruction is useful in the grammar learning process. Because when students have the teacher's instruction they can scaffold their linguistic competence and get a meaningful tool to enhance students’ communicative skills.

It is important to clarify that deconstruction provides advantages in appropriating meaningful elements and structure to understand language, that is when students despecialized language they understand the structure and how it works acquiring meaning. Considering these thoughts, the communicative resources proposed have the potential to facilitate interaction in the acquisition of a language.

In the course of this class observation we could notice two negative aspects that limited the correct execution of the implementation. The time for this implementation

was restricted due to the school year schedule and the M.A agenda requirements. This factor influenced the suitable development of the activities which demand more time to practice and achieve the proposed target.

During the observation of the class, it was noted that there were two negative aspects that hindered the effective execution of the implementation. The time for this implementation was constrained by the academic schedule and the requirements of the M.A. curriculum. This factor had a significant impact on the effective execution of the activities, which demand a significant time to achieve the proposed objective.

On the other hand, it was observed that the pre-test and post-test must be adjusted in the verb category questions to be aligned in a better way with the research objectives. In short, as educators the assessment process must be evaluated constantly to be adjusted according to the students' learning process.

A number of extrinsic factors influenced the implementation of the sequence. Firstly, the class intermission due to some school features. Secondly, the accurate and healthy relationship between the teacher and the group, which allowed the accomplishment of the tasks in class. Also, students felt comfortable with the spectator teacher because they already knew her, and for that reason, learners' reactions during the classes were genuine and spontaneous.

Implementation Reflections

The knowledge acquired during this master's programme was significant in the accurate implementation of the research project. The inspiration for this initiative was the expressed desire of two teachers from a public school to employ an alternative approach to the delivery of grammar instruction, with a view to more effectively aligning the curriculum with the needs and context of the students.

This experience was fostered by the positive attitude of the students towards the activities and games presented in the different classes. It was evident that students were motivated to participate, and as educators, we were excited about the scaffolding of this proposal, which was built class by class following an evaluation and analysis of learners' reactions during each section. It was evident that students consistently demonstrated adequate levels of response to each proposed task, as they were guaranteed of the teacher's guidance.

Concerning the creative proposal of deconstruction, evidence was presented that students achieved superior results through implementation in comparison to the control group. This finding signifies a substantial advancement and demonstrates the value and relevance of deconstruction in fostering linguistic competence in learners. One advantage of presenting grammar in an appealing manner is that it serves to decrease the mismatch in motivation levels that is often observed among students and educators when confronted with this subject. For this reason communicative games were a convincing resource for the development of this proposal. A general overview about the implementation was the effectiveness of the planned sequence which demonstrated that as educators we have a wide range of options to transform our classes and improve students' grammar skills.

Being aware of an observed peer in the English grammar class was useful to evaluate the effectiveness of the grammar teaching practice. This awareness provided elements that could be used to make changes, generate adjustments and apply new strategies to encourage students in the learning process. The analysis of my teaching practice was a pleasant and exciting process. It provided the opportunity to identify more effective ways to present the grammar issue and to improve as a facilitator.

On the other hand, the fact that attending a class as a spectator provides us the possibility to appreciate situations we can improve in our classes or those actions as teachers can include in the classroom. Also offer objective feedback to our observed peer. The experience during this implementation was gratifying because it gave us the opportunity to explore some features that contribute to our professional development and allows us to identify which aspects as educators should strengthen in our classes.

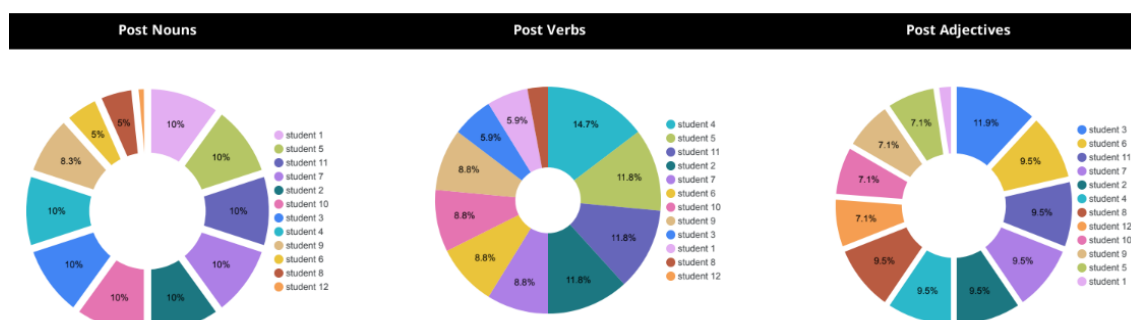
Post-Test

The post-test includes the same sections evaluated in the pre-test to obtain reliable results at the moment of this analysis (see appendix 2). The first section concerns nouns, with questions from 1 to 6. The second section concerns verbs, with questions from 7 to 13. The third and final section concerns adjectives, with questions from 14 to 18. This resource is designed to assist teachers in assessing the proficiency levels of their learners. In the chart below (graph 3) evidence findings about students' performance in speech structure identification.

Post-Test Results-group- Graph #3

Students	Total question Post nouns	Correct answer Post nouns	Total question Post verbs	Correct answer Post verbs	Total question Post adjectives	Correct answer Post adjectives
1. student 3	6	6	7	2	5	5
2. student 5	6	6	7	4	5	3
3. student 6	6	3	7	3	5	4
4. student 7	6	6	7	3	5	4
5. student 9	6	5	7	3	5	3
6. student 10	6	6	7	3	5	3
7. student 11	6	6	7	4	5	4
8. student 12	6	1	7	0	5	3
9. student 8	6	3	7	1	5	4
10. student 4	6	6	7	5	5	4
11. student 2	6	6	7	4	5	4
12. student 1	6	6	7	2	5	1

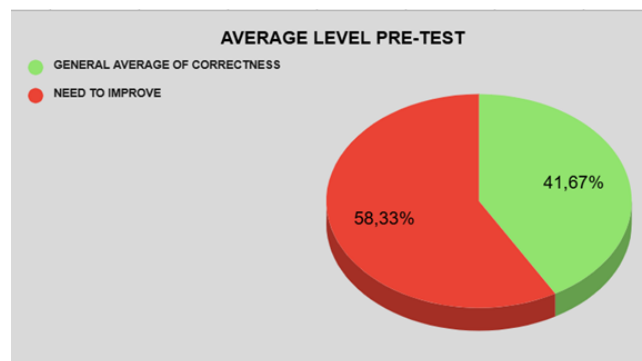
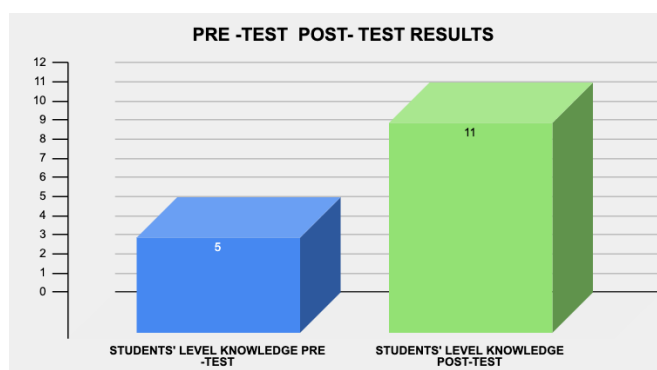
Students' Average of Correctness per Category



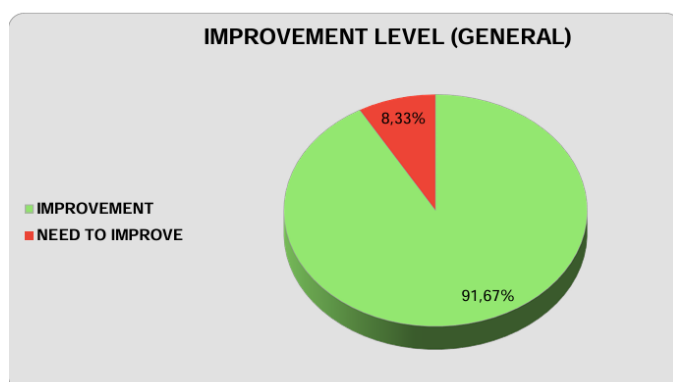
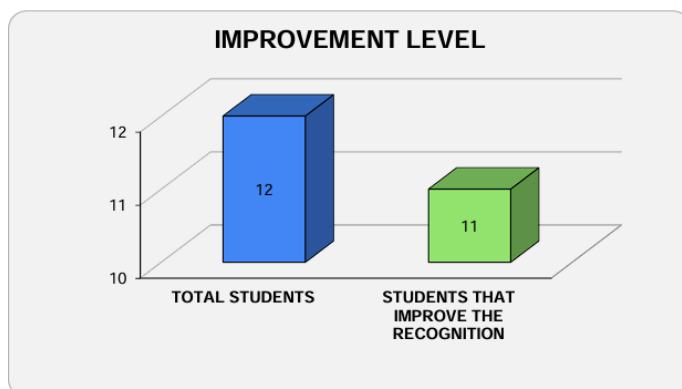
The results showed that in the trait of the identification of the parts of the speech the 11 students improved the recognition of these grammar categories that means a 91,67 % of improvement(See graph# 4 and 5). Students kept the mark identifying nouns, however verbs still showed the greatest difficulty, which represents a challenge in identifying verb forms. This aspect demonstrates the need for instruction and practice. Adjectives range, indicate understanding in the learners.

The post-test sample showed that 9 students(75%) recognized nouns and this is an increase compared to the pre test results (See graph# 6). 4 students(33%) recognized verbs at an adequate level (See graph# 7) and 11 students (91%) improved in the identification of adjectives(See graph# 8). The highest scoring student: Student 4 with 15 correct answers (6 nouns, 5 verbs, 4 adjectives).The lowest scoring students: Student 12 with 4 correct answers with an average performance clusters around 13-14 correct answers, indicating an advance in the grammar competence. As educators it is important that learners improve the grammar skills.Bahar (2013) asserts, that learning English is not an isolated process of mastering grammar rules, with focus on building correct sentences, but has to be seen as a process of developing both accuracy and fluency by resorting to the functional and social aspects of the language. Therefore, these results assert that the proposed implementation enhances the grammar competence in learners. The use of deconstruction and communicative games foster the analysis and use of nouns, verbs, and adjectives in English.

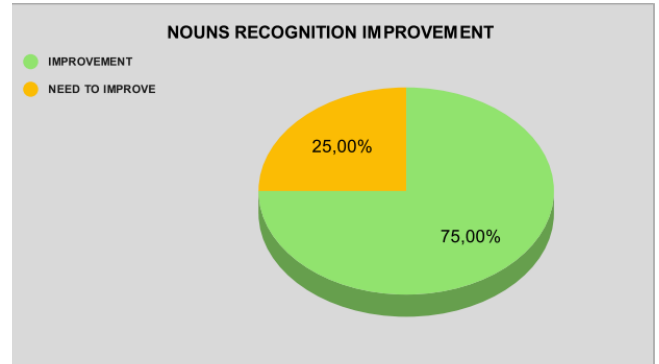
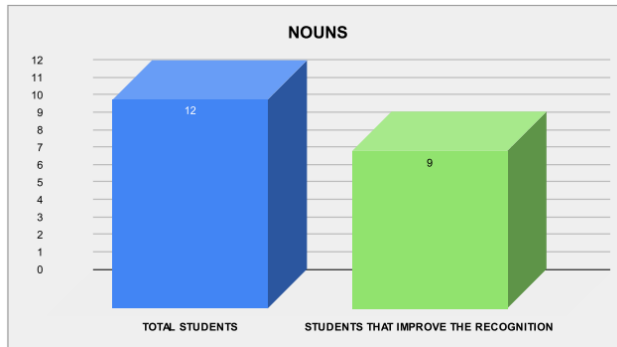
Graph # 4



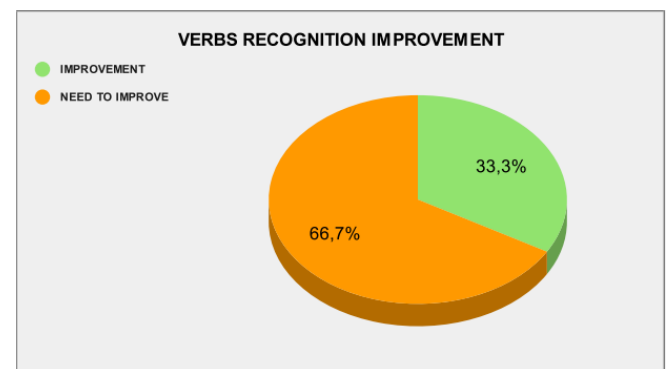
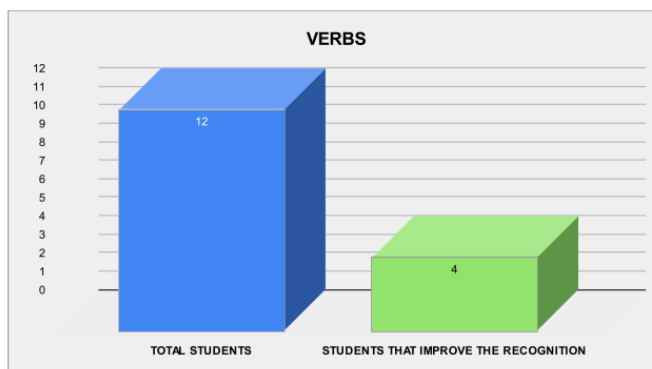
Graph #5



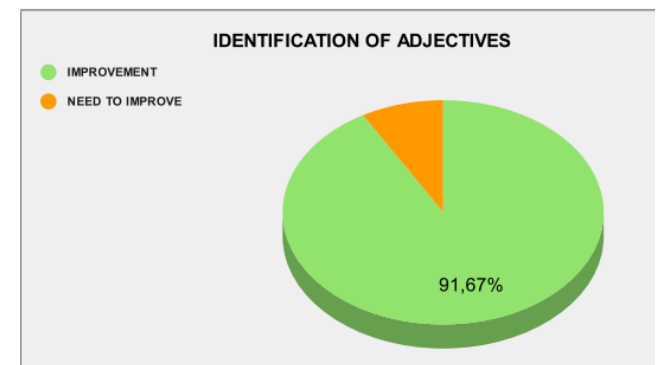
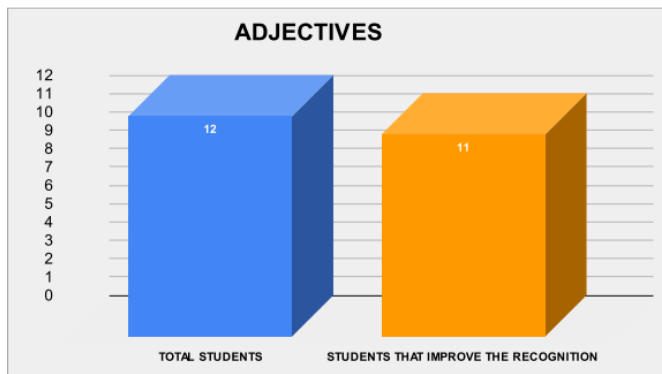
Graph# 6 Students' average of correctness of nouns



Graph# 7 Students' average of correctness of verbs



Graph# 8 Students' average of correctness of adjectives



Structured Interview

This section presents the results of the applied structured interview to twelve students. The formulated questions are simplified in three main aspects: general aspects about students' point of view about the implementation, their preferences about grammar games for academic purposes and appropriation of the parts of the speech. It is important to clarify that the interview was carried out in Spanish looking for real points of view and feelings from students.

In the first aspect, most of the students said that they felt very well with the implementation and they recognize the importance of the study of the grammar

concepts. It is evident with the student # 7 when he said that games had been good and entertaining and is good to know grammar for the future *“han sido buenas y entretenidas y bueno saber esto para el futuro”* (Final structured interview, April 9th, 2025).

In the second aspect, all the students agreed to learn through games. For instance, student # 2 indicates that is better with games because is entertain and learn easy *“Es mejor a través de juegos, es mejor hacer el aprendizaje más divertido”* (Final structured interview, April 9th, 2025). The final aspect about students' appropriation of the grammar knowledge most of the students could use the three grammar categories; nouns, verbs and adjectives for instance the student number 4 said *“adjetivos- safe, verbos-clean y sustantivos-Colombia Noun”* (Final structured interview, April 9th, 2025).

These points of view showed that learners enjoyed and learnt about grammar in a playful way. Citing Salazar(2016) “Introducing game based learning to develop grammar skills in elementary students” and points that the results showed that the production or output of students was almost immediately and the use of the structures were done by the students right after the game was performed and more naturally. To encourage student's abilities, the implementation of playful methodologies at public school represents an excellent opportunity to strengthen communicative grammar skills in the learners.

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8. CONCLUSIONS

This research project included an implementation of a didactic sequence about the deconstruction of language speech through the use of communicative grammar games. It was applied in an experimental group at IETI Diez de Mayo public school in Cali. Moreover, this research provided a valuable tool for researchers about the importance of teaching grammar and speech deconstruction in a playful way. This study also provided information on the academic aspects that both audiences, educators and learners can take advantage to improve their teaching and learning process. Through the data analysis of a pre-test, a post-test, an unstructured and structured interview and the observation of a didactic sequence implementation the following findings can be mentioned.

The pre-test showed that the students partially recognised parts of speech and were generally more confident in identifying nouns, but verbs showed the greatest difficulty, posing a challenge in identifying verb forms. The post-test showed that even if the students improved in recognising parts of speech, they still needed to reinforce the verb category. According to the results in both tests we can evidence an increase of 50% percent in the students' performance, this leads us to conclude that the proposed implementation enhances the grammar competence in learners.

General aspects during the unstructured interview were about students' point of view about English class, their previous knowledge about grammar and their opinion about games for academic purposes in English class. The findings revealed students' positive attitude to the class, their awareness of the use of grammar in English class through games and the recognition of the opportunity and status of English for their life's project.

The structured interview showed that the students felt very well with the implementation and they recognized the importance of the study of the grammar concepts. The findings demonstrated that learners could analyze and accurately use the parts of the speech; nouns, verbs and adjectives and the students enjoyed and learnt about grammar in a playful way.

The main finding of the didactic sequence observation was the benefit of developing students' ability to analyze and accurately use parts of speech in English through the use of communicative grammar games. This shows that games have a crucial role to teach grammar and to engage learners in the linguistic competence.

The implementation nourished our creative aspect to cover topics that could be difficult for students and as teachers, provide us different ways to adapt and transform our teaching practice. Furthermore, this application contributes to our professional development and allows us to identify which aspects as educators should be strengthened in our grammar classes.

As educators it must be taken into account the school's poor conditions of the devices and low quality of the internet connection are extrinsic factors that could affect in a negative way the teaching and learning process.

The implementation of the proposed sequence evidenced the fact that as educators we should be aware of a whole scenario before planning our classes to balance what the school program demands to accomplish and what students need to experience a meaningful learning process. Besides the application of the deconstruction strategy through games was helpful and motivating to face the grammar teaching in class. Finally, the evaluation of the activity showed us that after the implementation students evidenced improvements in their grammar skills thanks to the use of appealing strategies such as grammar games.

Aligned with the objectives of this research project, it can be concluded that Diez de Mayo School asserts that the design of a didactic sequence is to be considered a highly beneficial aspect for the teaching and learning process of any educational community, with particular reference to the context of students and teachers.

This research project allows students to have a suitable learning strategy to analyze and use parts of the speech in a lively way, providing the opportunity to teachers to implement positive changes at the moment to plan classes. This proposal can directly impact the perception of the educators and learners in their teaching and learning activities, emphasizing the academic use of games in class to enhance the understanding of grammar and the deconstruction of language speech because it is a strategy to simplify grammar concepts for our students and foster their level of analysis.

Games are useful and playful resources to teach grammar. They activated and motivated the desire to learn in the students and games were simple and easy to acquire the grammar structure at Diez de Mayo school.

Based on the findings and analysis of the research project we can consider implementing these activities to improve our practices as educators. This proposal can be easily adapted to the school's syllabus owing to the fact that it is aligned to the public school's context and can be adapted to other schools. To take advantage of this strategy it is crucial to adjust some features about time of execution of the lesson plan, align the items of the evaluation to the topics of the class and provide more time to practice and foster the valuable subject of deconstruction.

As researchers we learnt how to conduct a study, analyzed data, and developed new strategies to enhance the effectiveness of educational practices in grammar. The experience of the observation practice allowed us to give and receive objective feedback about our teaching practice both from the critical perspective on the notion to apply deconstruction as a pedagogical approach for grammar instruction, characterised by its playful nature.

In addition, this research project is open to further adaptations as it offers the opportunity to enrich basic grammar topics to develop communicative competence. Continuing to work on the deconstruction of speech allows students to scaffold their level of analysis, to focus on the importance of some key concepts to strengthen language speech, to identify their particular meaning and their function in a whole sentence.

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10. APPENDICES

Appendix 1

GRAMMING, BREAKING, LEARNING RULES

The following didactic sequence has as an objective to foster in eighth grade students from public schools, the identification of kind of words such as: nouns, adjectives and verbs based on the speech deconstruction strategy and communicative grammar games. This methodological strategy can help teachers to make evident the appropriation of the grammar structure in learners.

HIGH SCHOOL - GENERAL SEQUENCE INFORMATION	
Basic Learning Rights	-Recognizes specific information in short oral and written texts on topics of general interest.
Sequence Main Goal	Students will identify grammatical structures related to Colombian landscapes.
Sequence Topic	Colombia, where I come from.
Course /level	Eighth Grade
Language Developed	kind of words and Simple present.
Parts of speech	
Skills developed	Reading - Listening - Speaking-Writing
LESSON PLAN 1	
Duration	1 Class (2 hours)
Language/Grammar Objective	Use nouns, verbs and adjectives and vocabulary to describe landscapes.
Communication Objective	Build the concept of national identity and cultural background.
Grammar / Vocabulary	Kind of words and Simple present. Vocabulary: Earth-island-moon-love-sun-rain-river-calm-wind-scare-surf-move-loved-hearth-life-paradise-beautiful-carry- home- remembered-flowers,landscapes
Materials	Videos - Projector - notebook - postits,
Lesson Stages	Description
Engage (warm-up)	WARM UP Teacher presents a video to activate feelings and emotions about Colombia in the students. The teacher plays “hot potato” and the student who stays with the ball should write as many words as he or she can write about Colombia in English in a postit. If the students can not do it he or she has a punishment.

Explore	Teacher motivates some volunteers to link the words in the postits in a specific cardboard color on the board. Names- Yellow Actions- Blue Descriptions - Red With a movement-oriented activity the teacher pronounces each word and checks if the words are in the correct category with the class. After this the students should write the final chart in their notebooks.
Explain	Teacher motivates students to draw their favorite place in colombia. After finishing their drawings the teacher switches the notebooks and every student should guess and write the name of the landscape that he or she is watching.
Elaborate	Teacher stimulates students to analyze the right titles of some drawings with a positive point.
Evaluation	Students should recover their notebooks and the teacher asks the class to write three lines of description to present his or her landscape. Students should use the words taken from the video and the class used during the color game.
LESSON PLAN 2	
Duration	2 Classes (3 hours)
Language Objective	Classify the kind of words according to the grammar category.
Communication Objective	Building awareness about Colombian features.
Grammar / Vocabulary	kind of words. Vocabulary:Island, love, move, paradise,beautiful, surf, flower,home, Cartagena, river, fly,watch, take, strong, long,small, mountain, beach, lake,forest.
Materials	Notebooks, projector, cardboards of colors.
Lesson Stages	Description
Engage (warm-up)	Warming up: From side to side The teacher divides the group into two teams. First, one team makes a line near the words on the floor(names, description and actions). The students have to jump from side to side according to the category the teacher says. Words: Island, love, move, paradise,beautiful, surf, flower,home, Cartagena, river, fly,watch, take, strong, long,small.

Explore	The teacher asks students about the last assessment by doing questions. What is your favorite place in Colombia? Say something about your favorite place. Each student asks the question to another one.
Explain	-Teacher presents a reading comprehension to the students about Colombia and invites them to observe the pictures and read the text in pairs . - Students should select 5 clue words. After a few weeks in Colombia, I've discovered so much to love: the incredibly friendly people, warm greetings, delicious food, and adorable students. My host family has been amazing, and I love the walkable city, perfect weather, and wonderful mountain views. There are challenges too, like cold showers, the weather, the pollution, and the insecurity. The language barrier is difficult, and cultural differences. At the end of my trip I concluded that Colombia is a great place to visit in South America. A hiker with curly hair, wearing a plaid shirt and a large green backpack, is looking at a map of Colombia. The map is a small graphic with the word 'Colombia' written on it. Two people are standing under a wooden sign that says 'COLOMBIA'. They are in a mountainous area with a Colombian flag in the background. A variety of Colombian food and drink, including a bowl of soup, a plate of fruit, a bottle of beer, and a hat. A colorful collage of Colombian culture, featuring a parrot, a person in traditional dress, a sign that says 'TE QUIERO', and a sign that says 'CAFE DE COLOMBIA'.

Elaborate	-Each couple of students should try to rewrite something about the text with the selected words. Example: Colombia- family - trip- discover-place -Teacher exchanges impressions with students about the difficult or easy way to reconstruct the text for them with those words.
Assessment	-After the socialization the teacher asks the students to write in the notebook the words and classify them into these categories: Names Actions descriptions red blue yellow

LESSON PLAN 3	
Duration	2 Class (3 hours)
Language Objective	Analyze and accurately use some parts of the speech.
Communication Objective	Use the parts of the speech into sentences about rights and duties.
Grammar / Vocabulary	Rights, duties, education, name, safe place, do homework, obey, clean, play, wash the dishes,
Materials	Notebooks, projector, flashcards, Power Point, online game Word Wall, video and worksheet.
Lesson Stages	Description
Engage (warm-up)	-The teacher presents a memory game to rehearse the grammar category. Students should match adjectives with adjectives, nouns with nouns and verbs with verbs. MEMORY GAME.pptx
Explore	After this the teacher clarifies the general concept of noun, verb and adjective using a video. VIDEO Students take key notes.
Explain	Students create an infographic in groups to explain the learned concepts. (Collaborative work)
Elaborate	Then the teacher presents a classifying game to strengthen the topic. This game will be a participation group. https://wordwall.net/es/resource/4002624/adjectives-nouns-and-verbs
Evaluate	The teacher presents an empty chart and students should classify some words from a list into the practiced categories to complete sentences. INDIVIDUAL CLASS ACTIVITY

LESSON PLAN 4	
Duration	1 Class (2 hours)
Language Objective	Students produce a
Communication Objective	Building awareness about rights and duties.
Grammar-Vocabulary	Rights, duties, education, name, safe place, do homework, Obey, Clean, play, wash the dishes.
Materials	Notebooks, projector, online game Word Wall, flashcards.
Lesson Stages	Description
(warm-up)	- The teacher motivates students to organize groups by lines. - One student of each group goes to the board and draws in a limited time (25 seconds) the picture they watch in the flashcard. The rest of the group guess the right word. After this the teacher clarifies the general concept of duties and rights and the students take notes.
Explore	-Teacher checks the homework . The teacher challenges the group to apply the vocabulary by completing a word wall activity online to identify rights and duties. -https://wordwall.net/es-cl/community/duties-and-responsibilities
Explain	The teacher motivates students to work in pairs and write in their real life which are their duties and rights at school.
Elaborate	Students write 5 sentences about rights and duties and color the grammar category in each sentence. Nouns Verbs Adjectives red blue yellow Example: I do homework. I clean my bed
Evaluate	Students switch notebooks and provide feedback from the previous activity.

LESSON PLAN 5	
Duration	2 Class (3 hours)
Language Objective	Use the grammar category in a real context.
Communication Objective	Create a meaningful written or an oral message to express ideas.
Grammar / Vocabulary	Nouns: Earth, rights, duties, education, mountain, beach, lake, forest, moon, name, place, Island, paradise, flower, landscape, home, Cartagena, river wind, hearth and life. Verbs: do homework, Obey, Clean, play, wash the dishes, love, move, surf, fly, watch, take, carry, remember Adjectives: safe, beautiful, strong, long, small, calm, scare
Materials	Notebooks, projector, apps, plicikers, worksheet, flashcards, cellphones and Canva certification.
Lesson Stages	Description
(warm-up)	- Teacher motivate students to select a color paper of their preferences. According to the color, organize a team. - Each group gives a creative name for your team and creates a motto which identifies itself as a team.
Explore	Students will organize in the corner they select according colors, blue, yellow, red. In each corner students should accomplish a grammar assessment according to the kind of words. At the end of each color corner activity students will ask for a special reward for the final stage. Nouns game The group should accomplish a landscape word search. LANDSCAPE Adjective game The group should match opposite words MATCHING GAME Verbs game The group must fulfill a crossword puzzle about rights and duties. CROSSWORDPUZZLE
Explain - Elaborate	The teacher motivates students to finish the yincana and create a video, poster or audio in which explain how to be an Ecolombian guardian according to a specific landscape. (reward / Loot)
Evaluate	Students present to the class their outcomes and each group self evaluates the process. Teachers send a certification for the new “Ecolombian Guardian” CERTIFICATE

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Appendix 2**PRE-TEST / POST-TEST**

Name: _____ Grade: _____

A. Fill in the blanks with the correct nouns

cake	sun	hair
car	elephant	doctor

1. An _____ has a trunk.
2. That red _____ is new.
3. Sara has long _____.
4. Mother bakes a _____.
5. The _____ is shining.
6. That man is a _____.

B. Select the correct option to complete Robin and Maggie's daily routine.

Robin and Maggie always __7__ up at 6 o'clock in the morning. Then, they usually __8__ a shower and get dressed. After that Robin __9__ breakfast. Maggie sometimes eats cereal, but she never eats fruits or drinks tea. Finally, they __10__ their teeth and walk to school.

- | | | | |
|----------------|------------|----------|------------|
| 7. A. gets | B. got | C. get | D. gotten |
| 8. A. took | B. taken | C. take | D. takes |
| 9. A. have | B. has | C. had | D. haven't |
| 10. A. brushed | B. brushes | C. brush | D. brought |

11. My cousin works in a hotel during the school holidays. He_____ beds.
 a. make
 b. makes
 c. goes
 d. has
12. My grandmother helps my mum at home. She usually_____ dinner for us.
 a. cook
 b. does
 c. cooks
 d. washes
13. My friend is a security guard he____ up very late as he works all night?
 a. does
 b. get
 c. go
 d. gets

Fill in the blanks with the correct adjectives.

14.



My cat is _____ . (sad, red, fat, thin)

15.



The elephant is very _____. (short, big, small, green)

16.



This hamster is _____. (cute, strong, big, tall)

17.



This _____ snake lives in Africa. (red, smart, long, rich)

18.



The lion is a very _____ animal. (slow, weak, small, strong)

Appendix 3

UNSTRUCTURED INTERVIEW

To realize the unstructured interview a focus group of students were selected in both groups, control and experimental group. This interview was made in order to know how students feel about learning Grammar in class.

1. Do you like English class ?
2. What is the easiest part during English class to learn?
3. What is the most difficult part during English class to learn?
4. Do you know what grammar is?
5. Do you consider it important to learn grammar?
6. How do you learn grammar in English class?
7. Do you like games ?
8. Do you prefer to learn grammar through games? Justify your answer.

Appendix 4

STRUCTURED INTERVIEW

This interview was made in order to know how students perceived Grammar Learning in class and if they think they learnt about this topic.

To make the students feel better, this interview was done in spanish.

1. How did you feel in the English classes the last 3 weeks?
2. Did you learn grammar in the last 3 weeks?
3. Did you prefer to learn grammar with short examples, explanations or through games? Justify your answer.
4. Can you give 3 examples of grammar structure?
5. What is your perception about grammar at this moment?

Appendix 5

OBSERVATION SHEET

Name of the teacher:

Name of the observer:

Subject: **Hour: From** _____ **to** _____

Group:

Observation date:

	Description	Observations	Teacher interaction
Class main goal			
Grammar Topic			
Activity			
Students behavior			
Strengths of the class			
Weaknesses of the class			

Additional Comments:

CONSENTIMIENTO INFORMADO

Título de la investigación: DECONSTRUCTION OF LANGUAGE SPEECH THROUGH GAMES

Asesor de investigación: Bryan Portilla Quintero M.A

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**Después de haber discutido su participación en este estudio, por favor lea los
siguientes enunciados y marque en el cuadro que está de acuerdo ✓ o no ☐ con
participar.**

- Confirmando que he leído la información con fecha febrero 15 de 2025 (versión ____)
para el presente estudio. He tenido la oportunidad de considerar la información,
hacer preguntas y que éstas fueran respondidas de manera satisfactoria.
- Entiendo que la participación de mi hij@ es voluntaria y que es libre de retirarse
del estudio en cualquier momento y por cualquier motivo.
- Entiendo que la participación de mi hij@ no será recompensada de ninguna
manera.
- Entiendo que la información que mi hij@ ofrezca será mantenida anónima y que
será guardada de forma segura.
- Acepto que mi hij@ sea grabado para fines educativos.
- Acepto que mi hij@ participe en las actividades que conforman la investigación.
- Estoy de acuerdo en que los resultados de este estudio sean anonimizados y se
mantengan sin identidad.
- Estoy de acuerdo en que sus comentarios aparecen como referencias directas en
el documento final y en posteriores publicaciones académicas o documentos
educativos.
- Acepto que mi hij@ participe en el presente estudio con fines educativos.

Acepto
☐

No
acepto
☐

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Nombre del Participante

Fecha

Firma

Nombre de acudiente

Fecha

Firma

Appendix 7

Flashcards Warm up Lesson Plan 4



right



duties



education



name



safe place



homework



obey



clean



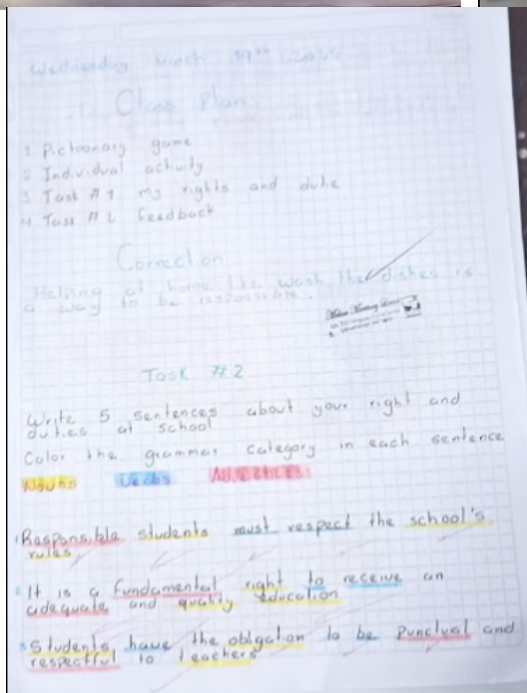
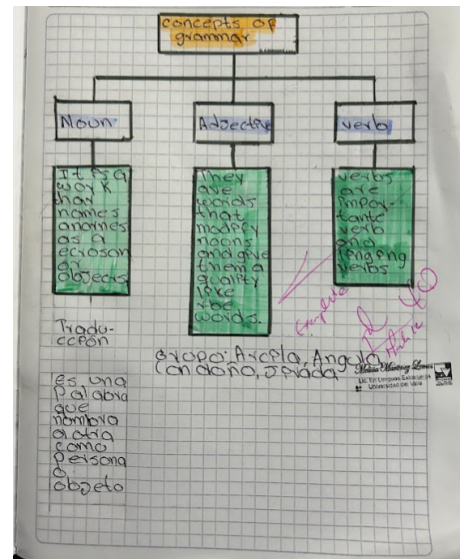
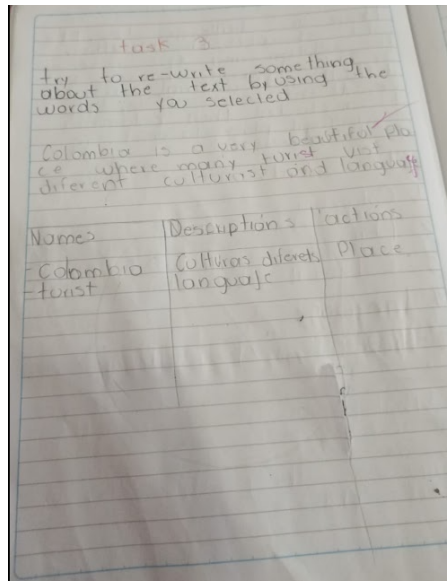
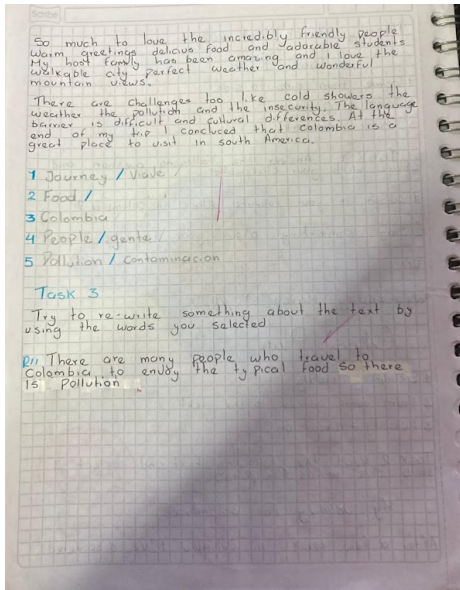
play



wash

Appendix 8

Evidence of the implementation





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