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Andressa Plácido Brites

A Task-game in the L2 Classroom: A focus on L2 receptive vocabulary development and
learners' perceptions

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Orientadora: Prof^a. Dr^a. Raquel Carolina de Souza Ferraz D'Ely

Coorientadora: Prof^a Dr^a. Priscila Fabiane Farias

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Andressa Plácido Brites

A Task-game in the L2 Classroom: A focus on L2 receptive vocabulary development and learners' perspectives

O presente trabalho em nível de mestrado foi avaliado e aprovado, em 26 de setembro de 2023, pela banca examinadora composta pelos seguintes membros:

Prof. Dr. Daniel Reschke Pires
Colégio de Aplicação (UFSC)

Prof^a. Dr^a. Donesca Cristina Puntel Xhafaj
Universidade Federal de Santa Catarina (UFSC)

Certificamos que esta é a versão original e final do trabalho de conclusão que foi julgado adequado para obtenção do título Mestre em Inglês: Estudos Linguísticos e Literários.

Prof. Dr. Celso Henrique Soufen Tumolo
Subcoordenador do Programa de Pós-graduação em Inglês

Prof^a. Dr^a. Raquel Carolina de Souza Ferraz D'Ely
Orientadora

Prof^a. Dr^a. Priscila Fabiane Farias
Coorientadora

Florianópolis, 2023

I dedicate this study especially for myself, who had the courage and audacity to relearn teaching practice. I also dedicate it to all public school teachers who, like me, seek to promote quality teaching to their students.

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Fala-se hoje, com insistência, no professor pesquisador. No meu entender o que há de pesquisador no professor não é uma qualidade ou uma forma de ser ou de atuar que se acrescente à de ensinar. Faz parte da natureza da prática docente a indagação, a busca, a pesquisa. O que se precisa é que, em sua formação permanente, o professor se perceba e se assuma, porque professor, como pesquisador (Freire, 1996, p. 32)

ABSTRACT

Taking into consideration that technology can go hand in hand with tasks (González-Lloret; Ortega, 2014), this mixed study (Dörnyei, 2007) aimed to investigate the impacts of a digital task-game, that is, a game designed based on the criteria of a task (González-Lloret, 2014; Ellis, 2003, 2009, 2020), on 6th-grade students of a public school in Florianópolis, SC, in terms of second language receptive vocabulary development, as well as to unveil students' perceptions of the task-game regarding their English vocabulary development, their performance in the game, and their overall experience. Twenty-seven students participated in this study, completing a vocabulary pre-test before the game implementation, and a post-test after playing the game, as well as a post-task perception questionnaire. Data were analyzed both quantitatively and qualitatively. Statistical results from both pre-test/post-test comparisons showed a significant difference between conditions after the task-game implementation. Moreover, findings from the students' perceptions revealed that they experienced an improvement in their English vocabulary, and despite difficulties with language and technical aspects, they enjoyed the experience of playing the game and also confirmed the assumption that digital technologies can assist in English classes. Based on the results from both quantitative and qualitative analyses, the digital task-game can be considered a pedagogical possibility to assist L2 receptive vocabulary development.

Keywords: Task-Based language teaching; technology for L2 teaching and learning; digital games; vocabulary development.

RESUMO

Visto que a tecnologia pode caminhar lado a lado com tarefas escolares (González-Lloret; Ortega, 2014), este estudo misto (Dörnyei, 2007) teve como objetivo investigar os impactos de um jogo digital-tarefa. Este foi projetado com base nos critérios de uma tarefa (González-Lloret; Ortega, 2014; Ellis, 2003, 2009, 2020), e aplicado à alunos do 6º ano de uma escola pública em Florianópolis (SC) para observar o desenvolvimento de vocabulário receptivo em segunda língua. Além disso, busca observar as percepções dos alunos em relação ao jogo-tarefa quanto ao desenvolvimento de seu vocabulário em inglês, seu desempenho no jogo e sua experiência geral. Vinte e sete alunos participaram deste estudo, completando um pré-teste de vocabulário antes da implementação do jogo e um pós-teste após jogarem o jogo, bem como respondendo a um questionário de percepção pós-tarefa. Os dados foram analisados tanto quantitativamente quanto qualitativamente. Os resultados estatísticos das comparações entre o pré-teste e o pós-teste mostraram uma diferença significativa entre as condições após a implementação do jogo-tarefa. Além disso, as descobertas das percepções dos alunos revelaram que eles experimentaram uma melhora em seu vocabulário em inglês e, apesar das dificuldades com a língua e aspectos técnicos, eles gostaram da experiência com jogos. Os resultados corroboram com a suposição de que as tecnologias digitais podem auxiliar nas aulas de inglês. Com base nos resultados das análises quantitativa e qualitativa, o jogo digital-tarefa pode ser considerado uma possibilidade pedagógica para auxiliar no aprendizado de vocabulário receptivo em SL.

Palavras-chave: ensino de línguas baseada em tarefas; tecnologia para o ensino e aprendizagem de SL; jogos digitais; desenvolvimento de vocabulário.

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LIST OF ABBREVIATIONS AND ACRONYMS

CA - Colégio de Aplicação
CAAE - Certificado de Apresentação para a Apreciação Ética
CALL - Computer Assisted Language Learning
CEPSH - Comitê de ética em pesquisas com seres humanos
CLT - Communicative Language Teaching
CNS - Conselho Nacional de Saúde
CONEP - Comitê de Ética em Pesquisa
DF - Dataframe
DGBL - Digital Game-Based Learning
H5P - HTML 5 Package
IML - Interactive Multimedia Learning
LDB - Lei de diretrizes e Bases da Educação Nacional
L1 - First Language
L2/SL - Second Language
M - Mean
P value/ Sig. - Probability level
PPP- Projeto Político Pedagógico
RPG - Role-Playing Game
RQ - Research Question
SD - Standard deviation
SLA - Second Language Acquisition
SPSS - Statistical package for the social sciences (software)
TBLT - Task-Based Language Teaching
UFSC - Universidade Federal de Santa Catarina
VR - Virtual Reality
WOW - World of Warcraft

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CHAPTER I

INTRODUCTION

The Task-Based language teaching approach (TBLT) has been getting attention since the early 1980s, especially due to the possibility of enhancing second language¹ learners' communicative competence (East, 2021; Ellis, 2005; Van Den Branden, 2006) through tasks that learners carry out themselves (East, 2021), acquiring language mostly incidentally (Ellis *et al.*, 2020). The main objective of this teaching approach is to draw students' attention to language use, with a primary focus on meaning rather than form (Skehan, 2003). Despite the existence of a number of studies on TBLT, the area seems to be lacking more research focusing on beginning students (Van Den Branden, 2006).

In what concerns technological advancements in education, the Task-Based approach also has been explored with the use of technological devices (Filho, 2018; Lopes, 2014; Trevisol, 2019). Therefore, technology-mediated TBLT (González-Lloret, 2015) puts together technology tools and TBLT field. Despite several studies highlighting the relevance of technology integration in the classroom, its use can only be effective for learning if there is a pedagogical purpose (González-Lloret, 2015). Within this scope, studies such as Reinhard (2017), Filho (2018), Lorensen (2019), Vidal and Miguel (2020) have shown that digital games can bring benefits to the language teaching and learning process.

Having this in mind, this study aims at exploring a task-game, which is a game designed based on task principles (Ellis, 2003, 2009), in order to investigate its impacts on students' vocabulary learning². Vocabulary is a crucial element in language learning (Laufer, 1997; Nation, 1990; Uriarte, 2013). Teachers and students recognize the importance of vocabulary in language learning (Elgort, 2018) since learners' difficulties in both receptive and productive language processes are often attributed to a lack of sufficient vocabulary (Nation, 1990). According to Stanley (2013), vocabulary learning is a hard process due to the learner's need of encountering and learning many words several times in order to retain them. In that sense, teachers can facilitate vocabulary learning by integrating games into their classes. According to Prensky (2007), digital games, as educational resources, can enable

¹ Although there are differences in the usage of the terms “second”, “foreign”, and “additional” language, which involve political issues, the term “second language” will be adopted as a general term in this study to refer to any target language learning, that is, other than the mother tongue.

² I am aware of the controversial nature of the terms “acquisition”, “learning”, “instruction”, “retention” and “development”. However, “vocabulary development” and “vocabulary learning” will be used interchangeably in this text.

students to achieve excellent results in the learning process. Additionally, Lorenset (2019) found, in her study, that the digital game *The Sims* seemed to have a positive impact on students' vocabulary development. Pires (2018) investigated applications for learning English through smartphone, attempting to understand how applications can promote vocabulary development. The findings showed that the applications can promote with limitations vocabulary development through translation and drill tasks.

Considering the need to design tasks for beginning students (Van Den Branden, 2006), a digital task-game was developed and then implemented with students³ in a 6th grade class at a public school in Florianópolis, Brazil, as a tool for teaching the English language, in order to increase the students' receptive⁴ vocabulary knowledge as well as engage them in the learning process. Consequently, the main objective of this study is to investigate the impacts of a digital task-game on receptive vocabulary development in English and unveil the students' perceptions⁵ about their learning and experience of playing the game.

The next section presents in detail the objectives and research questions that guided the present study.

1.1 OBJECTIVES AND RESEARCH QUESTIONS

As previously presented, the general objective of this study is to investigate the impacts of a digital task-game on 6th grade students of a public school in terms of receptive vocabulary development in English. Furthermore, this specific objectives of this were to:

- 1) Compare the students' receptive vocabulary learning before and after playing the digital task-game.
- 2) Analyze students' perceptions about their own English vocabulary development after using the game.
- 3) Analyze students' perceptions about their performance in the digital task-game.
- 4) Unveil the students' perceptions about their experience of playing a digital task-game.

³ Throughout the text, the words "students", "learners", "participants" and "players" will be used interchangeably to refer to the same group of people who contributed to this study.

⁴ The term is defined and discussed further in the review of literature.

⁵ According to Silva (2003, p. 9), perception can be defined "as a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an intuitive cognition or judgment".

In an attempt to reach the aforementioned objectives, four research questions guided this study:

RQ1: Are there differences in the development of learners, in terms of vocabulary learning, before and after playing a digital task-game? If so, which are they?

RQ2: What are the 6th grade students' perceptions about their English vocabulary development after playing the game?

RQ3: What are the 6th grade students' perceptions toward their own performance in a digital task-game?

RQ4: What are the 6th grade students' perceptions about their experience playing a digital task-game?

1.2 MOTIVATION AND SIGNIFICANCE OF THE STUDY

The interest in integrating technology tools into educational environments is expanding fast and the reason for that is the fact that technologies have become more present in our lives. For instance, games have become part of children's lives from an early age, which Prensky (2001) refers to as digital natives/immigrants or the new generation, as named by Filho (2018). In this sense, the motivation to investigate the potentialities and limitations of technologies derives from the changes that digital tools can bring to education, learning, interaction, and communication, since "many tasks in today's world require, or are facilitated by, the use of digital tools" (González-Lloret; Ortega, 2014, p. 37).

Stanley (2013) points out that teachers need to be cautious about the use of technology in the classroom so as not to make use of it just because it is available in the classroom setting, that is, without a pedagogical proposal. Another relevant point to consider in the integration of technology in classrooms is the teachers' preparation, whether they have the knowledge to deal with the tools. In spite of that, Stanley (2013, p. 5) states that:

Training teachers how to use a technology is often a hidden cost that is not factored in when technology is introduced into an institution, which leads to a mismatch between what the institution expects teachers to know, in order to effectively use technology, and what their actual knowledge is.

Taking that into consideration, this study aims to investigate whether a digital task-game can bring benefits to second language learning in terms of vocabulary as well as consider students' perceptions regarding the development of their own vocabulary after playing the game, their performance in the game, and their experience with it. Furthermore,

this study may be relevant for second language teaching in Brazil as it fosters a discussion about the importance of teachers' training with technology, the Task-Based approach to teaching, and the relevance of time for teachers to plan their lessons. The Task-Based approach as well as the use of technology are still seen as innovative teaching practices for many teachers nowadays (East, 2022; Van Den Branden, 2016).

Finally, it is worth mentioning that this study has been motivated by my own experience⁶. I teach English in a public school and I really feel that, as a teacher, making use of different teaching tools can be a way of engaging students in the classroom and motivating them to learn English, in this way, language development can be enhanced. These factors are inspirations for this study. By investigating the implementation of a digital task-game for vocabulary learning purposes, this research may contribute to the fields of Task-Based Language Teaching and Technology-mediated TBLT as regards theory and practice.

1.3 ORGANIZATION OF THE THESIS

This thesis is organized into five chapters. Chapter 1 is the introduction, providing the contextualization of the study, general and specific objectives, research questions, and the significance and motivation behind the study.

Chapter 2 is a literature review, divided into five subsections. It starts with a review of the literature on (2.1) Task-Based Language Teaching, followed by (2.2) Task-Based Language Teaching and Computer-Assisted Language Learning, (2.3) Language Teaching Assisted by Games, (2.4) Teaching and Learning Vocabulary and finally (2.5) Studies on Vocabulary Learning Through Digital Games. The purpose is to present how these areas, when put together, can bring benefits to second language teaching and learning, mainly in terms of vocabulary.

Chapter 3 explains in detail the method that was employed and is organized into eight sections. The first section introduces the objectives and research questions that guided this study. The second section portrays the general design of the study. The third section gives information about the setting where the study took place, along with the participants. The fourth section presents the demands of the ethics review board. The fifth section focuses on describing the instruments used for data collection. The sixth section reports the procedures

⁶ This master thesis allowed me to become familiar with TBLT, which I was previously unaware of, and through this approach, I began to reflect on my pedagogical practice to improve my actions and help my learners in the learning process.

for data collection. The seventh section introduces the procedures that were used for data analyses. At last, section eight provides a summary of the chapter.

Chapter 4 is dedicated to data analysis, where the results are reported and discussed in relation to the research questions posed in the method chapter. It is divided into three sections. In the first section, results are presented from a statistical point of view. The second section presents the analysis of the participants' responses to a post-task perception questionnaire in light of the literature. Finally, in the third section, a triangulation of quantitative and qualitative data is done so as to better understand the relationship between the obtained results in the study and the objectives that were expected to be achieved.

Finally, Chapter 5 presents the conclusion and closes this thesis with three sections. The first section presents a summary of the main findings obtained throughout the study. The second section points out the limitations encountered in the study and also provides some suggestions for future research. The last section presents possible pedagogical implications that a digital task-game can offer for second language teaching and learning.

CHAPTER II

REVIEW OF THE LITERATURE

The community of Task-Based Language Teaching (TBLT) and the community of Computer Assisted Language Learning (CALL) seem to have been working together in the last decades (González-Lloret, 2015). In the interest of exploring Technology-mediated TBLT for English vocabulary learning, this section provides theoretical background on (2.1) Task-Based Language Teaching, (2.2) Task-Based Language Teaching and Computer-Assisted Language Learning, (2.3) Language Teaching Assisted by Games, (2.4) Teaching and Learning vocabulary and (2.5) Studies on Vocabulary Learning Through Digital Games.

2.1 TASK-BASED LANGUAGE TEACHING

During the 1970s, due to the need to improve language development, there were shifts within the field of language teaching to embrace the communicative approach. Communicative language teaching (CLT) was an approach that focused on authentic communication in the classrooms and received much attention from language researchers at that time. Nonetheless, “many researchers, such as Kumaravadivelu (1993a), Legutke and Thomas (1991), Nunan (1987), and Thornbury (1996), reveal that the so-called communicative classrooms they examined were anything but communicative” (Kumaravadivelu, 2006, p. 62), as teachers focused on form and offered little opportunity for communicative activities.

Through time, authors such as Swan (1985), Kumaradivelu (2006), and East (2021) seem to agree that communicative language teaching did not play its central role and the result of the failure in communicative practice in language classes has driven an interest in Task-Based language teaching approaches with the purpose of putting the communicative approach through tasks into practice. In that matter, some language teachers consider that the Task-Based language teaching approach aimed to replace the communicative language teaching approach, other teachers understand this pedagogical approach as a way to achieve the communicative practice (González-Lloret; Ortega, 2014). TBLT can be seen as a branch of the CLT approach that fosters communicative competence of learners through tasks as an instrument of teaching and learning L2 (Silva, Farias, D'Ely, 2017).

Task-Based language teaching (TBLT) has been noticeable in the second language acquisition (SLA) field since the early 1980s. Several research-based books have been published on Task-Based language learning and teaching (Ellis *et al.* 2020; Long, 2015; Nunan, 2004; Skehan, 1996). Within these publications, one may find a wide definition of tasks, and this range of concepts has been discussed over the years. Prabhu (1987), for instance, characterizes a task as an activity that demands that students reach an outcome from given information through some process of thought. Nunan (1989), on the other hand, defines a task as meaning-focused work in the classroom, which promotes manipulation, interaction, comprehension and production in the target language. In his view, the learner's attention is focused on meaning rather than form. Willis (1996, p. 2) also argues that the task is "a goal-oriented activity in which learners use language to achieve a real outcome". Skehan (2003, p. 3), in turn, says that "a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective". In addition, Van den Branden (2006, p. 4) proposes that a task is "an activity in which a person engages in order to attain an objective, and which necessitates the use of language". Samuda and Bygate (2008, p. 69) explain a task as "a holistic activity which engages language use in order to achieve some nonlinguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both". Finally, for Long (2016, p. 5), the task is "an activity that is communicative at some level, but whose purpose, overt or covert, is to practice specific linguistic items".

All the authors mentioned above share the view that a task is a meaning-focused and a goal-oriented activity that allows students to arrive at an outcome in language development. In addition, a task might involve students communicating in all four language skills. Therefore, a task can be developed to focus on the language production working speaking and writing skills, or focus on input processes working on reading and listening skills (East, 2021).

In this study, the digital task-game that was implemented in an English classroom is based on the criteria of tasks presented by Ellis (2009, p. 3). According to the author, a task is an activity in which:

The primary focus should be on 'meaning' (by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances). 2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning). 3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity. 4. There is a clearly defined outcome other than the use of

language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

On what concerns task development, it is possible to realize that, in the literature, there are many types of tasks. As seen in Oxford (2006, p. 101), a possible list of some types of tasks are:

Problem-solving (Nunan, 1989; Pica et al., 1993; Willis, 1996a); decision-making (Foster & Skehan, 1996; Nunan, 1989; Pica et al., 1993); opinion-gap or opinion exchange (Nunan, 1989; Pica et al., 1993); information-gap (Doughty & Pica, 1986; Nunan, 1989; Oxford, 1990; Pica et al., 1993); comprehension-based (Ikeda & Takeuchi, 2000; Scarcella & Oxford, 1992; Tierney et al., 1995); sharing personal experiences, attitudes, and feelings (Foster & Skehan, 1996; Oxford, 1990; Willis, 1996a, 1996b); basic cognitive processes, such as comparing or matching (Nunan, 1989; Willis, 1998), listing (Willis, 1998), and ordering/sorting (Willis, 1998); narrative (Foster & Skehan, 1996); reasoning-gap (Nunan, 1989); question-and-answer (Nunan 1989); structured and semi-structured dialogues (Nunan, 1989); and role-plays and simulations (Crookall & Oxford, 1990; Richards & Rodgers, 2001).

In terms of implementation, Foster and Skehan (1996) present three stages for task implementation: pre-task, mid-task and post-task. In considering the pre-task stage, the authors emphasize the opportunity to prepare for the task performance. This phase is essential in the task sequence because the students need support before performing the central task (East, 2021). The task stage, on the other hand, involves the task execution, that is, when the outcome is achieved as learners engage in the task. In this sense, its choice is an important factor, since it can impact the learners' performance in the task (Skehan, 2003). Therefore, planning a task considering the context of learners is relevant (East, 2022) because context can facilitate task design, since the task cannot be too difficult or too easy for learners (Skehan, 2003). Subsequently, in the post-task stage, students engage in some type of follow-up activity, after the task execution. Farias (2018, p. 57) explains that "post-tasks can be used as reflective tools for evaluation or as an opportunity to repeat the task, aiming at improvements". Moreover, the post-task stage can be a good opportunity for focusing on form, when necessary. According to Lambert and Oliver (2020), the post-task stage provides the chance to analyze and review the students' performance, as well as identify and correct errors. As a possibility for the post-task stage, Long (1998, p. 40) brings the concept of focus on form:

Focus on form refers to how attentional resources are allocated, and involves briefly drawing students' attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, and so on), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students' comprehension or production

problems.

Considering that TBLT has a communicative perspective, in which tasks are focused on meaning, when focus on form is introduced, it is fundamental to differ focus on forms and focus on form. According to Long (1998), teaching using focus on forms is related to a traditional pedagogical practice, in which the goal is teaching a given grammar structure. On the other hand, Long (1998, p. 41) emphasizes

Focus on form refers only to those form-focused activities that arise during, and embedded in, meaning-based lessons; they are not scheduled in advance, as is the case with focus on forms, but occur incidentally as a function of the interaction of learners with the subject matter or tasks that contribute to the learners' and their teacher's predominant focus.

Besides the theoretical psycholinguistic grounds that support the TBLT approach, factors such as social, cultural, political, and historical aspects should also be discussed in the L2 classroom. Ellis (2003, 2021) advocates for the critical perspective in TBLT, in which tasks should also address social insertion and empowerment. According to Farias and Silva (2021), social issues are interconnected with the classroom, and the challenge of critical language teaching is to promote the development of critical consciousness. Within this perspective, Farias (2018) investigated the implementation of a cycle of tasks with 7th-year students, the objective of which was to promote both language development and critical literacy. Her study showed that both language development and critical literacy occurred. Similarly, Silva (2018) investigated the effects of implementing a cycle of tasks for critical English language development with high school students, and it was concluded that it is possible to promote critical language development through the use of tasks.

In this sense, considering the relevance of TBLT for L2 research and practice, this study used a digital task-game for language development in a regular school classroom, addressing human values with the learners. Considering that the task used in this research was informed by the field of technology in education, the following section will direct this discussion to this theme now.

2.2 TASK-BASED LANGUAGE TEACHING AND COMPUTER-ASSISTED LANGUAGE LEARNING

In recent decades, several shifts have occurred in our society, and the advancement of information and communication technologies is one of them. These technological

apparatuses have been of interest to scholars (Filho, 2018; Lorenset, 2019; Pires, 2018; Trevisol 2019), being considered a locus for research (D'Ely; Tavares, 2014) in order to bring benefits for teaching and learning. According to Ziegler (2016), computer-assisted language learning (CALL) has grown in second language studies, mainly in investigations of the development of linguistic, communicative and intercultural competence. D'Ely and Tavares (2014) points out the need of quantitative studies to understand the impacts of L2 technology mediated learning, as well as qualitative ones, to investigate this integration. Technology is a possible way to integrate a task in the classrooms, which can be considered as mediator of teaching (D'Ely; Tavares, 2014). According to González-Lloret (2015), the integration of technology and Task-Based language teaching brings possibilities for language learning, which many times are only able through this combination.

In the new digital era, technology is present in our life all the time and in many places, and schools are not different. According to González-Lloret (2015, p.1), “technology-mediated TBLT is a new way of conceptualizing and operationalizing the merger between technology and TBLT”. Many tasks can be mediated by technology, and this relationship is possible because both TBLT and technology share the same focus on the subject (Souza; Trevisol, 2020), and leads the students to learn by doing and one of its principles is the focus on meaning rather than on forms.

The use of technology and tasks in the classroom can occur through email, forums, chat, and Web 2.0 tools, such as blogs, wikis, fandoms, virtual synthetic environments, and multiplayer online games (González-Lloret, 2015). Souza and Trevisol (2020) also highlights some possibilities of using technology for pedagogical purposes, such as storytelling, series or movies to address vocabulary activities, the use of WhatsApp in groups for students and teachers to communicate in English, the use of online dictionaries to improve speaking skills, and online games to develop language skills.

According to González-Lloret (2015), these possibilities of teaching follow the principles of TBLT (goal-oriented, communicative, authentic, and oriented to learning by doing). Technology has been used by teachers as a pedagogical instrument in an attempt to promote practical, creative, and authentic teaching, resulting in enjoyable learning (Souza; Trevisol, 2020). However, the teachers need to be aware of the task objectives and use the technology to mediate it, in order to enhance learning (D'Ely; Tavares, 2014; González-Lloret, 2015). González-Lloret (2015) points out that the integration of technology needs to establish a pedagogical purpose, that is, there are pedagogical conditions to follow, such as: reflection on the learning process, awareness of the implications that

technology brings for the construction of learning, and also a clearly articulated view of the relationship between technology and tasks.

Taking into account the several technological tools that are available for learning and teaching, González-Lloret and Ortega (2014) call attention to the choice of the technological tools, since teachers need to reflect about the results expected with the task, the context of the task, and if the task will be mediated by technology, as well as what is necessary for the task completion and what technical knowledge students need to fulfill in the task. The choice of the technological tool is a relevant stage before the task implementation because it can affect the linguistic abilities which are necessary for the task completion, for example: “the same activity of interacting with a speaker remotely can be accomplished via text-based or video chat. The use of text-based chat requires reading and writing skills, while video chat requires listening and speaking” (González-Lloret, Ortega, 2014, p. 38).

Technology-mediated TBLT is a recent field, but a number of scholars have been involved in it. The research about tasks mediated by technology has found many advantages for second language learning. Authors such as Lai e Li (2011) point out that teachers face many challenges when tasks are implemented in classrooms, and some of them are how to make the tasks more authentic for the students and design communicative tasks focused on meaning. These challenges emerge due to their own classroom context; however, they can be minimized with the integration of technological tools. Stanley (2013) also brings advantages for using technology-mediated tasks. For him, the technological tools provide the students the production of written and spoken language in an attractive and participative way, engaging the students to produce more language than through another medium. González-Lloret and Ortega (2014) show that tasks mediated by technologies can enable students to use real language, interact with other speakers in remote locations, receive a great input load (input processing), as well as help minimize students’ fear and shame of making mistakes and motivate them to use language in a creative way.

Considering that this study aimed at investigating the impacts of a digital task-game on the vocabulary learning of a second language, the next section discusses the role of games in language teaching.

2.3 LANGUAGE TEACHING ASSISTED BY DIGITAL GAMES

Digital games can be a vehicle for Technology-mediated Task-Based language teaching (TBLT), as the students can work on communicative practices and do different

things. González-Lloret (2014, p. 150) highlights that “digital games expand the notion of tasks and subtasks to include multiple layers and endpoints”. Therefore, the students need to complete a number of tasks to reach the game conclusion. This process of completing subtasks allows the students to learn vocabulary, since, according to González-Lloret (2014) one of the characteristics of game-based teaching is the failure state, in which the students are supposed to repeat the tasks until they fulfill the mission of the game. While this repetition may be tedious for some players, for others, it can be motivating, as they learn the strategies needed to avoid making the same mistakes.

The games allow students to have these failure states and receive feedback, which are important elements in a task. As Long (1998) proposes, the focus on form can be worked in the post-task stage, allowing the students to correct their failures during the task. Consequently, when the students play a game as a task, they can re-do the task as many times as they consider necessary to complete the game. Sorensen and Meyer (2007, p. 561) outline that “when children play games in online environments, they often emphasize interactivity and individual action as significant practices”. Through the game, children are stimulated to negotiate meaning and use language to communicate purpose, in order to reach a goal. González-Lloret (2014) emphasizes that one of the advantages of language games is the technical simplicity, making these games familiar for many students. According to Sorensen e Mayer (2009), games can be useful for acquiring language from the context. The digital games can enable students to read aloud and repeat the tasks many times, possibly promoting comprehension improvement and language development.

Bearing in mind that this study aimed at helping English beginning students in receptive vocabulary development through a digital task-game, the next section addresses the teaching and learning processes of vocabulary.

2.4 THE TEACHING AND LEARNING OF VOCABULARY

Vocabulary is considered an essential element in the process of acquiring a language (Ishii; Schmitt, 2009; González-Fernández; Neves, 2021; Schmitt, 2017). However, some authors have stated that it was neglected for decades in the methodological area (Laufer, 1997; Souza, 2015). Nonetheless, since the late 1990s, vocabulary acquisition has gained increased attention (Alves, 2022; Souza, 2015). Authors such as Slabakova (2016) and Hunt and Beglar (2005) emphasize that vocabulary learning finds itself in the central part of

language acquisition because “without sufficient vocabulary, students cannot understand others or express their own ideas” (Lessard-Clouston, 2013, p. 2).

Schmitt (2000) suggests that the term “word” is too general to be conceptualized, since “a word can be understood both as a single lexical item or as larger lexical items containing more than one lexical unit (compound verbs, compound nouns, phrasal verbs) but conveying one single meaning” (Souza, 2015, p. 40). For example, the phrasal verb - break up, comprises two lexical units and, yet, conveys a single meaning. According to Souza (2015, p. 40), “meanings can be represented by multiple words operating as single units”. Therefore, knowing a word implies knowing beyond its meaning, it is knowing its characteristics as well. Laufer (1997, p. 141) presents the characteristics that involve learning a word:

1. Form - spoken and written, ie pronunciation and spelling.
2. word structure - the basic free morpheme (or linked root morpheme) and common word derivations and their reflexes.
3. Syntactic pattern of the word in a phrase and sentence.
4. Referential of meaning (including multiplicity of meaning and metaphorical extensions of meaning), affective (the connotations of the word) and pragmatic (the adequacy of the word to a particular situation).
5. Lexical relations of the word with other words, such as synonym, antonym, hyponymy.
6. Common Collocations.

Many students master some word properties but not others. It is very common the situation in which students know the meaning of some words in a specific context but do not know how to use them when producing spoken or written language (Alves, 2022; Laufer, 1997). According to Souza (2015, p. 42), “one of the most relevant issues to be dealt with relating to second language vocabulary acquisition concerns understanding what it means to know a word”. Lessard-Clouston (2013) highlights three relevant aspects teachers and learners need to be aware of regarding what means to know a word: form, meaning, and use. Form encompasses both the spoken and written form of the word, while meaning refers to the concept of the word within a given context, and finally, use involves its grammatical pattern (Lessard-Clouston, 2013; Nation, 2001; Souza, 2015).

Learning a word is considered a complex process, involving two kinds of knowledge which are productive knowledge and receptive knowledge. Productive knowledge entails the correct grammatical use of a word in speech and writing within a context, whereas receptive knowledge involves recognizing, recalling, and understanding a word while reading or listening (Alves, 2022; Nation, 2001). In this sense, teachers should consider what kind of knowledge they expect students to achieve through task implementation. This highlights the relevance of planning the classes, which is an important factor for ensuring the efficacy of the

vocabulary learning process (Alves, 2022). After all, vocabulary acquisition is “one of the first steps towards the building blocks that build an entire message in communication” (Lorenset, 2019, p. 39).

It is also relevant to consider that Krashen (1982) presents a distinction between acquisition and learning. The author clarifies that acquisition is an implicit process, that is, the students are not aware of their acquisition process, but about the use of language to communicate. Learning, in contrast, is a conscious process involving understanding how the language works, such as grammatical structures (Oliveira, 2011).

Although there are not only one effective approach for L2 vocabulary learning and teaching (Souza; Trevisol, 2020), There are two primary approaches to vocabulary instruction, which are direct vocabulary teaching and indirect vocabulary teaching. Direct vocabulary teaching is an explicit teaching of specific vocabulary (Nation, 1990), for instance, “exercises in which students have to relate a word and its meaning” (Alves, 2022, p. 24). On the other hand, indirect vocabulary teaching occurs implicitly (Nation, 1990), through methods such as “storytelling and discussions without focusing on specific vocabulary” (Alves, 2022, p. 24), to name a few. It is possible that vocabulary learning occurs through an indirect process where students’ attention is not explicitly drawn to vocabulary. However, Nation (1990) highlights that for effective vocabulary learning through an indirect teaching process, the number of unknown words in the message must be low. Otherwise, as (Laufer, 2017, p. 9) notes, “if they understood less than 98% of the text’s lexis, they may not have been able to infer the meanings of the target words”.

Input and Output are important ingredients in L2 vocabulary learning (Azevedo, 2018; Nation, 2007; Rosario, 2021). Krashen (1985, p. 2) introduced the comprehensible input theory ($i+1$), explaining that language acquisition occurs “by understanding input that contains structures at our next stage”, moving from i to $i+1$. This is an important concept in L2 learning. For Krashen (1985), the L2 learners are able to understand language with the help of context, similar to the mechanism of L1 (first language) learning. Although input is an essential condition for learning a language (Dickinson et al., 2019; Gao; Wang; Lee, 2023; Rosario, 2021; Shintani, 2011), Krashen has received a lot of criticism (Ariotti, 2021; Nation, 2007), since input alone is not considered sufficient for L2 learning (Tumolo, 2007). On that note, Swain (1995) introduced the Output theory, suggesting that learners also develop their language skills by producing it. That means that output production is not, solely, the result of what one already knows: when we produce language we also engage in the process of learning it since we are able to recognize gaps, make use of metalanguage knowledge and

confirm hypotheses on how language works (Swain, 1995). According to Pires (2018), output prompts learners to engage more deeply with the language. Thus, a consensus prevails in the realm of L2 vocabulary acquisition (Azevedo, 2018) that both input and output contribute to vocabulary learning (Ariotti, 2021; Nation, 2007; Rosario, 2021; VanPatten, 2002) and each complements the other (Laufer, 2017; Schmitt, 2000).

The choice of vocabulary instruction should take into consideration the age of learners, the time available, the amount of contact learners have with the L2 language, and the teachers' beliefs (Nation, 1990). Concerning vocabulary choices to teach, teachers should consider factors like learnability, word frequency, and learners' needs (González-Fernández; Schmitt, 2017). The frequency of words is an important aspect in vocabulary teaching and learning (Alves, 2022; Sakata, 2019). Words are categorized as high-frequency, mid-frequency, and low-frequency. According to Nation (2011), high-frequency words form a small group that appears in various language uses. Mid-frequency words encompass a larger group of words that does not occur with frequency but are useful. On the other hand, low-frequency words constitute a larger group that appears infrequently. Wang and Skehan (2014), point out that low frequency words are challenging vocabulary. Consequently, teachers should be attentive to the high-frequency words when preparing lessons (Alves, 2022; Ferreira, 2021). This is due to the lack of learners' prior knowledge of the target language before attending classes, and many times the educational environment is their only contact with the language, which make task performance difficult (Wang; Skehan, 2014).

In order to provide opportunities for learning language, Nation (2007) delineated four strands within the language course: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. According to his framework, the meaning-focused input strand involves learning through listening and reading, while the meaning-focused output strand emphasizes learning through speaking and writing. Language-focused learning involves conscious learning of elements like pronunciation, spelling, vocabulary, grammar, and speech. Fluency development encompasses all four skills - listening, speaking, reading, and writing, and assists learners in using what they already know. All of these strands are necessary for learning vocabulary (Alves, 2002; Nation, 2007).

However, receptive vocabulary learning precedes productive vocabulary learning (Laufer, 2017; Pires, 2018,) since after understanding a word students can be able to use them (Alves, 2022; González-Fernández; Schmitt, 2017). Furthermore, Nation (2001) proposes three necessary conditions for successful vocabulary learning: noticing, retrieval, and generative processes. Notice involves the act of paying attention and being conscious of a

word (Souza, 2015; Nation, 2001; Schmidt, 1990). Retrieval encompasses the ability to recall a word (Souza, 2015). The generative process involves using vocabulary previously encountered in different contexts (Nation, 2001; Souza, 2015).

According to Souza and Trevisol (2020), L2 vocabulary development through tasks occurs within a context and communication, rather than isolated words. The authors explain that this is because the TBLT approach requires the use of language, resulting in learning without a focus on form, but on communication.

Having presented the main concepts in the field of vocabulary learning that served as the base for this study, next section approaches some studies about vocabulary learning through digital games.

2.5 STUDIES ON VOCABULARY LEARNING THROUGH DIGITAL GAMES

Before addressing research in the field of vocabulary development, it is relevant to point out that there is a lack of studies in the area of technology-mediated TBLT that attempt to understand the possible impact of digital games and vocabulary learning. In this sense, I will present in this section a few studies that discuss L2 vocabulary development in the context of digital games, but not only in the TBLT area. Although some studies are not inserted completely within the scope of this research, they explore the use of digital games in the teaching and learning of L2 vocabulary, and resemble in some aspects the dynamics of the present study.

In Brazil context, Leão (2014) conducted a qualitative study with five adults at the beginning level from Rio de Janeiro, whose ages ranged from 20 and 27 years old. The aim was to understand whether and how the multimodality found in RPG video games⁷ would facilitate lexical acquisition for English learners as a second language. In order to achieve this, four procedures were carried out: an initial assessment with the participants to test their vocabulary knowledge, a gaming session called *The Legend of Zelda - The Ocarina of Time*, which generated a verbal protocol capturing participants' cognitive processing, the same vocabulary test was given to the internalization of previously unknown vocabulary and an evaluation of vocabulary acquisition. The study indicated that modality can indeed support learning, and the input was comprehensible for the participants. In addition, it seems that modality could generate cognitive cues that facilitate lexical recall.

⁷ RPG, or Role-Playing Game, is a genre of game in which players become protagonists in the story, interacting with the game's environment based on their choices.

Similarly, Lorenset (2019) conducted a study in Florianópolis with high school students from a public school, aiming to investigate whether the game Sims could aid in English vocabulary learning as a foreign language, and how students perceive digital games' impact on vocabulary learning. The research had a quantitative and qualitative stance, involving pre, post and delayed post-test in the quantitative phase, along with written narrative and two oral interviews to explore students' perceptions. The study's results indicated the game's effectiveness for vocabulary acquisition, and students reported enjoying the experience.

In Brazil, Ariotti (2021) also carried out a study with participants from the 8th and 9th grades of elementary school, which aimed to evaluate the effect of playing the game New York Mysteries: The Lantern of Souls at different frequencies on vocabulary learning and reading comprehension development in English. As concerns the instruments, a pre and two post-tests were applied. Based on pre-test results, participants were divided into three groups: those who played the game twice, four times and six times. Surprisingly, higher frequency in playing the game did not necessarily result in greater learning gains, as all groups exhibited improved development in the post-test. Furthermore, students who played the game less frequently showed better reading comprehension development, suggesting no direct relation between frequency and retention of vocabulary items.

Another qualitative study in the Brazilian context was carried out by Oliveira, Petri, and Reis (2022), aiming to explore students' perceptions of the game usability and their learning experience. For this, they conducted a systematic evaluation of an instructional unit based on digital games for teaching English language vocabulary on Natural Disasters to 9th-grade students of Elementary School II. The instructional unit included a theoretical class and the game Stop Disasters to reinforce the vocabulary and memorization. Then, an assessment was applied regarding the game's usability, the players' experience as well as their learning perception. The findings indicated that digital games can support pedagogical approaches and provide positive experiences such as motivation, fun, and engagement enhancing vocabulary learning.

International studies also corroborate with the same results that games can serve as pedagogical tools for vocabulary learning. Rabu and Talib (2017) carried out a study with fourth-year primary school students, which aimed to compare the effectiveness of digital game-based learning and interactive multimedia learning methods on vocabulary achievement, as well as to find out the acceptance level of students towards digital games. Participants were divided in two groups receiving different methods, with the digital-game

based while another with interactive multimedia learning. Pre and post-test were applied in order to verify the vocabulary knowledge before and after receiving both DGBL and IML learning methods. Moreover, a questionnaire was applied only to the experimental group, that is, the group who played Speed Word Game, to find out the level of their acceptance regarding the method used. The study showed a significant difference between the students who played the game and those that used interactive multimedia methods. The students who played the game demonstrated better English vocabulary performance, and they also reported a good level of acceptance regarding the use of digital games in the classroom.

In the same vein, Alfadil (2020) carried out a study with intermediate school students, aiming to explore the influence of the virtual reality game House of Languages on English as a Foreign Language vocabulary acquisition. In order to do so, participants were divided into in two groups. One group engaged with the virtual reality (VR) game during the experiment, while the other group followed the traditional vocabulary learning. For analysis, both pre and post-tests were conducted, and found that students who used the VR game achieved greater success in learning vocabulary compared to those using the traditional method.

Another study that seeks investigating in both quantitative and qualitative stance, was conducted by Calvo-Ferrer (2017) with adult students, who investigated the effects of a computer game “The Conference Interpreter” on second language vocabulary learning, students’ motivation and their perceived learning gains. A pre, post and delayed tests were carried out. The results showed that students who played the game performed statistically better, found the way of learning more attractive and believed that the game can contribute to their vocabulary development.

Among the studies investigating the use of digital games to enhance vocabulary development, the previously selected studies inform this research. Regarding the methodology employed, the present study also aimed to investigating students' perception regarding their vocabulary development, in addition to analyzing the quantitative results of pre and post-tests. Although no studies in this section focused on the same target audience (6th grade) as this research, they serve as references due to their work with beginning students. Furthermore, all of these studies share the common objective of investigating the impact of digital games on students’ vocabulary development and uncovering their perceptions regarding their learning experience. Having in mind the gap in technology-mediated TBLT concerning vocabulary learning, this study attempts to aid in filling it.

In consonance with the literature aforementioned in this chapter, in this study, a digital task-game was implemented in an English class with the purpose of increasing students' receptive vocabulary. In the next chapter, the method section describes in detail how the study was conducted.

CHAPTER III

METHOD

Taking into consideration the relevance of making vocabulary learning in English classes possible through technology integration (González-Lloret, 2015; González-Lloret; Ortega, 2014; Prensky, 2007; Stanley, 2013), this study aimed at investigating the impacts of a digital task-game on 6th grade students of a public school in terms of receptive vocabulary development in English. In this sense, the specific goals of this study were 1) to compare students' receptive vocabulary learning before and after playing the digital task-game, 2) to analyze students' perceptions about their own English vocabulary development after using the game, 3) to analyze students' perceptions about their performance in the digital-task-game and 4) to unveil the students' perceptions about their experience of playing a digital task-game. This investigation is characterized as a mixed method research since both quantitative and qualitative analysis phases were conducted in a single study (Dörnyei, 2007).

In order to achieve the objectives of the study, this chapter describes and explains the method that was adopted in the procedures for data collection and analysis. In addition, it describes the participants, the context of the investigation, and the research instruments that were adopted. Therefore, this chapter is organized into eight sections: Section 3.1 introduces the objectives and research questions that guided the study; section 3.2 portrays the general design of the study; section 3.3 provides a description of participants and setting where the study was carried out; section 3.4 presents the ethical procedures; section 3.5 describes the instruments that were used for data collection; section 3.6; provides explanation on the procedures used for data collection while section 3.7 does so considering procedures used for data analysis; and finally section 3.8 presents a summary of the chapter.

3.1 OBJECTIVES AND RESEARCH QUESTIONS

Bearing in mind that integrating technology in language teaching can be a powerful movement (González-Lloret, 2015), making use of digital games in the classroom may be a significant opportunity for language development. In this sense, this study attempted to make use of a task-game, that is, a digital game developed under the principles of TBLT, in an English classroom, for language development purposes. In order to do so, the general objective of this study was to investigate the impacts of a digital task-game on 6th grade

students of a public school in terms of receptive vocabulary development in English. After applying the digital task-game during the students' English classes, this study aimed to compare the students' receptive vocabulary learning before and after playing a digital task-game through a receptive vocabulary test, analyze students' perceptions about their own English vocabulary development after using the game, analyze students' perceptions about their performance in the digital task-game and unveil the students' perceptions about their experience of playing a digital task-game through a perception questionnaire. In an attempt to reach the aforementioned objectives, one research question guided the quantitative part of this study:

RQ1: Are there differences in the development of learners, in terms of vocabulary learning, before and after playing a digital task-game? If so, which are they?

In addition, aiming at a qualitative understanding of the digital task-game, this study also tried to answer the following research questions:

RQ2: What are the 6th grade students' perceptions about their English vocabulary development after playing the game?

RQ3: What are the 6th grade students' perceptions toward their own performance in a digital task-game?

RQ4: What are the 6th grade students' perceptions about their experience playing a digital task-game?

Therefore, the mixed method employed will be presented in this chapter. To that end, after having mentioned the research objectives and research questions, the next section presents the research design.

3.2 RESEARCH DESIGN

The present section addresses the research design and its objectives. This research is characterized as both a quantitative and qualitative investigation. Aiming at investigating the impacts of a digital task-game on 6th grade students of a public school in terms of receptive vocabulary development in English, this investigation was characterized as a quantitative research, regarding the analysis of the students' development, in terms of vocabulary learning before and after playing a digital task-game through a receptive vocabulary test. Moreover, this study also had a qualitative analysis phase, in order to explore the students' perceptions regarding their own development through the digital task-game Treasure Hunt as well as their

perception of their experience playing the game. Therefore, this study can be classified as a mixed method investigation.

The mixed method approach is related to the combination of both quantitative and qualitative investigations in the same research (Dörnyei, 2007; Punch, 2009). A quantitative study “involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods” and a qualitative study “involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods” (Dörnyei, 2007, p. 24).

The receptive vocabulary learning of the students was measured through a receptive vocabulary knowledge test. In terms of receptive learning, knowing a word is related to recognizing and recalling a word, which requires from the students identifying a word through its sound or written form and also recalling its meaning (Nation, 1990). In this study, the assessment of the students’ receptive knowledge of the target words, that is, words which were expected to be “learned” during the game, were analyzed based on the students’ development before and after playing the digital task-game.

Focusing on perception, it seems crucial to stress that it “refers to the entire sequence from initial sensations, which involve registering and coding of various stimuli perceived by the sensory organs, to the full experience of understanding” and also “involves our ability to elaborate, interpret, and assign meaning to the input we receive” (Silva, 2005, p. 2). Furthermore, perception is primarily concerned with “opinions, experiences and feelings of individuals and thus the explicit goal of research is to explore the participants' views” (Dörnyei, 2007, p. 34).

Additionally, it is relevant to say that this research is also considered exploratory in the sense that it works with technology for vocabulary learning in English. According to Gil (2002), exploratory research aims to investigate the problem in order to make it more explicit or create hypotheses.

After collecting the data, both quantitative and qualitative analysis were performed. Quantitative procedures aimed at examining the statistical data of receptive vocabulary development, on the other hand, qualitative procedures aimed at analyzing the participants' perception of their performance and experience in the digital task-game itself. The quantitative data for this study were gathered using pre-and post-tests which were analyzed statistically by a pair-dependent t-test (Larson-Hall, 2010), comparing students’ mean scores through SPSS, considering the alpha value of .005. This procedure is usually used when the researcher performs an experiment and wants to obtain scores from two measurements of the

same sample. The qualitative data for this study was collected using a perception questionnaire which was applied after task implementation.

The following table presents an overview of this research and the information regarding the organization of the experiment.

Table 1 - Research Design

Phases	Instruments
1	Explanation of research design Consent / Assent form
2	Profile questionnaire Pre-test (vocabulary knowledge test)
3	Digital task-game Perception questionnaire
4	Post-test (vocabulary knowledge test)

Source: Elaborated by the author.

The next section presents information about the context of the investigation, with the purpose of contextualizing the participants and the setting where the study was carried out.

3.3 PARTICIPANTS AND SETTING

The present study was conducted at the federal public school - Colégio de Aplicação (CA) from Universidade Federal de Santa Catarina (UFSC), located in Trindade campus. The institution was founded in 1961 and, since then, it has offered primary, middle, and secondary school. In addition, the institution promotes a raffle open to the community to the admission of new students each year. Regarding second language teaching, students have the option to choose among English, Spanish, French, and German. Another interesting point is that the school offers thematic classes for each language. According to the PPP (Projeto Político Pedagógico, 2019)⁸ from CA, the school has the objective of promoting opportunities for research and extension, involving teachers and students of the school, as well as students in education, as in my case. Thus, this school was chosen to carry out the present study due to be a place where graduate students from UFSC normally conduct their studies and because it is a context in which researchers receive support and collaboration from teachers and principles of the institution.

⁸ PPP is a mandatory document according to the LDB (Lei de Diretrizes e Bases da Educação Nacional), elaborated by the educational institutions that defines the guidelines and objectives of the institution.

Sixth grade students were invited to participate in this study. In CA, the sixth grade students have just one English language class of fifty minutes per week, since they also have other fifty minutes weekly classes of French, German and Spanish. During the year that this research was conducted (2022), these students' English classes were every Wednesday.

Furthermore, for the purposes of this piece of research, I chose to work with students from the 6th year in a public school due to my own teaching context as well. The rationale behind the decision of conducting this study in a 6th grade classroom of a public school derives from the disparity in English teaching in the primary school in Brazilian states. State public schools do not offer English classes as a curriculum subject in primary school, since it becomes mandatory starting from the Upper Years of Elementary Education. On the other hand, private schools usually offer it from the early years. As a teacher, I feel that the 6th grade is very important for the students since this period can be the first contact students have with the English language subject, which can reflect on their interest for the subject in the years to come.

Three groups of sixth grade students were selected to compose an experimental group, each class ranging from eleven to fourteen students, in total forty-two students. No control group was formed because of time constraints, but it does not necessarily affect the results since students were compared with themselves, before and after playing a digital task-game, in terms of receptive vocabulary development. Although all forty-two students participated in the research, since it was conducted during their English class time, only twenty-seven students⁹ comprised the experimental group in this study.

The group of participants¹⁰ was composed of ten girls and seventeen boys, and their ages ranged from ten to thirteen years old. In order to get to know the students' profiles, a profile report questionnaire was applied in Portuguese (more details in the instruments section, as follows) to have specific information about the participants and their English learning history.

Among the twenty-seven participants, fourteen reported never having had English classes before the sixth year, while twelve students mentioned having had prior English instruction. The previous English learning experiences varied among the students, including regular school classes, language schools, online platforms like Duolingo, as well as learning through interaction with friends. Three students reported having studied English in primary

⁹ Number of students who submitted signed consent and assent forms and participated in all data collection phases.

¹⁰ The real name of the students were replaced by pseudonyms in this study.

school, while six students mentioned having studied English in language schools. One student reported having learned English through Duolingo, and another student mentioned having studied with his neighbor for a brief period.

In relation to the length of time of their previous English study, it varied from three months to ten years. One student reported having studied English for ten years in a language school, while two students stated they have studied English at a language school for three years. Two other students mentioned having studied English at a language school for one year. Two students also reported having studied for two years, while the same number of students studied English in kindergarten. Additionally, one student studied English for only three months at an institution.

Furthermore, out of the twenty-seven students, only four students mentioned having repeated the sixth grade, while the remaining students stated they were studying it for the first time. Additionally, only four reported not enjoying studying English. The vast majority said they enjoy the language, particularly aspects such as speaking, listening, reading, writing, translating, the culture, and even the accent. Most students mentioned that they enjoy listening to the language the most.

Most students reported using the language outside class. They mentioned many daily activities they engage in using the language, such as watching movies/videos/series, reading books and magazines, speaking with friends/parents, and doing exercises. However, the activities most frequently mentioned by students as daily activities using English were surfing the net, playing online games, and listening to music. Moreover, students were asked about the frequency with which they used the English language for accessing social media, playing online games, listening to music, watching movies, and reading books. The majority of students reported using social media frequently such as TikTok, Facebook, and Instagram, often playing online games as well, always listening to music, and sometimes watching movies. On the other hand, most of them reported never reading books in English.

When asked if they enjoyed playing games and if they were currently playing a game, only five out of the twenty-seven students answered “no” to both questions. Additionally, they mentioned the games they were playing, which included Flip Dunk, Head Ball 2, WOW (World of Warcraft), Roblox, Valorant, Minecraft, Fifa 22, Age of History II, Geoguessr, Fortnite, Pokémon Go, Duolingo, Brawihalla, GTA RP, The Sims, Call of Duty, Pocket Love, Genshin Impact, Mobile Legends, Blox Fruits, Robbot, Subway surfers. The

most frequently mentioned games by them were Roblox¹¹ and Minecraft¹². The students' answers to the profile questionnaire is provided in the appendix section (see Appendix A).

Based on the students' answers in the questionnaire, it is possible to note that the participants' profiles share many similarities, but differences were also encountered in it, for instance, their English learning history. It is relevant to mention that even participants with very different profiles, who had learned English for some time elsewhere, such as one student who studied English for ten years at a language school, were part of the study sample since the idea was that all the students in the classroom participated and benefited from the research. Moreover, in terms of English language knowledge, the pre-test also helped to define the participants' vocabulary knowledge beforehand. All participants who accepted the invitation to participate in this research went through every part of the procedures in the study.

Overall, the students' level of English was basic, since some students previously come from public or private schools¹³ with varying English education backgrounds. However, the students' responses indicated a high level of engagement with the English language outside the classroom, particularly through online activities and games. The conclusion that can be drawn from the questionnaire is that most of the participants in this study are beginning students who enjoy the English language. During their leisure time, they use the language to have fun in different kinds of activities, especially, surfing the net, playing games, and listening to music. After all, developing tasks that promote these experiences can engage the students in more effective and motivating learning, since they appreciate these activities. Thus, this fact influenced the development of the digital task-game used in this study.

This section provided information about the participants and the institution in which data were collected. The next two sections deal with the ethical procedures that were followed and describe the instruments.

3.4 ETHICS REVIEW BOARD

In accordance with the resolution CNS 510/16, CNS/CONEP (Conselho nacional de saúde/Comitê de Ética em Pesquisa) which discusses the ethical procedures of research with

¹¹ Roblox is an online platform and game creation system that allows users to design their own games and play games created by other users.

¹² Minecraft is a video game that allows players to explore and build a virtual world made up of blocks.

¹³ In Brazil, schools are only required by law to offer English as a foreign language from the sixth year of elementary school.

human beings in the humanities area, postulating the respect to human dignity and special protection to participants of scientific research, the proposal of this study was analyzed by the Ethics Committee at UFSC (CEPSHUFSC), under the responsibility of the entitled researcher Priscila Fabiane Farias and her assistants Dr. Raquel Carolina Souza Ferraz D'Ely and Andressa Plácido Brites. After evaluation, this research project was approved by CEPSC UFSC under the CAAE number: 60546122.0.0000.0121, and under the Report number: 5.674.136 (see Appendix B).

In order to fulfill the requirements proposed by CONEP, this research project was registered in 'Plataforma Brasil' (www.saude.gov.br/plataformabrasil) and the following documents were sent enclosed: a detailed version of the research project translated into Portuguese, a concession agreement (a document which was signed by UFSC allowing the entitled researcher and her assistants to conduct research under the name of this institution), a consent letter signed by the school principal of Colégio de Aplicação, the instruments for data collection, and a consent letter designed for participants' parents/guardians (see Appendix C) and an assent letter designed for the participants of this research (see Appendix D). The consent and assent letters followed the resolution 510/2016-CNS/CONEP, the purpose of which was inviting participants to contribute with scientific research and getting their acceptance. It presented the rationale, objectives, and procedures that were used in the research, it listed possible discomforts and risks arising from participation in the research, as well as participation benefits, the assistance that the participants were entitled to have, and their guarantee of full freedom and confidentiality.

The data collection of the study began after the approval by the Ethics Committee at UFSC and took into consideration the schedule pre-established by the teacher of the groups where the research was implemented. Before the approval of the Ethics Committee at UFSC, the researcher contacted the principal of Colégio de Aplicação and the teacher of the groups in order to obtain consent to conduct the study in this context. The School Consent letter can be checked in the appendixes (see Appendix E). Later, the participants of the study and their parents/guardians received the consent and assent forms written in Portuguese to appreciation, with the purpose of clarifying the research procedures.

3.5 INSTRUMENTS

In order to answer the research questions proposed for the present study, this section shows and explains the four instruments that were used in the different phases of the data

collection: a profile report questionnaire, a vocabulary knowledge test which is a pre-test and a post-test, a digital task-game, and a post-task perception questionnaire. They were applied in the following sequence, according to Table 2:

Table 2 - Instruments for data collection

Order of implementation	Instrument	Goal
1	Consent and Assent forms	For participants to assert their volunteer participation in the research.
2	Profile questionnaire	To gather information about participants' schooling background and digital abilities.
3	Pre-Test	To test participants' receptive vocabulary knowledge.
4	Task-game	To teach implicit vocabulary.
5	Post-task perception questionnaire	To unveil participants' perception about the experience of playing a digital task-game, as well as their performance and receptive vocabulary learning, and also check the participants' comprehension of the digital task-game itself.
6	Post-test	To test participants' receptive vocabulary knowledge after playing the digital task-game Treasure Hunt.

Source: Elaborated by the author.

For further reference, the materials that were applied in this study are presented in the appendices section.

3.5.1 The Profile Questionnaire

The first instrument for data collection was a profile report questionnaire. It was applied as a means of gathering information about the participants. The questionnaire was administered in Portuguese (the participants' mother tongue) since it was relevant that the participants comprehended what was being asked so they could answer appropriately. It was on paper and learners answered it during class time before data collection started and only after the consent and assent forms had already been signed. The profile report questionnaire of this study consisted of questions and alternatives, regarding full name, age, e-mail, gender, time and context in which students have learned English, student's experience, students' leisure habits, use of social networks/applications, and student's habit of playing games, in an

attempt to outline the participants' main characteristics. It was composed of nine questions in total, seven closed questions and two open questions. The profile report questionnaire can be checked in the appendice section (see Appendix F).

According to Mackey and Gass (2005, p. 124), "when reporting research, it is important to include sufficient information to allow the reader to determine the extent to which the results of your study are indeed generalizable to a new context." In line with the need to ensure external validity (Farias, 2018) in this research, the questionnaire included relevant information pertinent to the study. The findings of the profile questionnaire were previously presented in the participant description section.

3.5.2 The Pre and Post-Test

The quantitative data collection part of this study consisted of a task-test¹⁴, that is, a test that contained the same characteristics of a task (Farias, 2014), applied before and after the implementation of the digital task-game, in an attempt to test the participants' receptive vocabulary knowledge by focusing their attention on pragmatic meaning. The test was designed in English and was implemented on paper, following the same guidelines of the task-game. Regarding the features of a task. It was composed of a short text, which told a children's story, followed by a vocabulary comprehension activity. The story "How I became a Pirate" was about a little boy that had the experience of being a pirate for one day. It contained two hundred words and it was adapted by the researcher for the purposes of this study. The real version of the story is available on the following address: <https://www.youtube.com/watch?v=PBSrdK2uorI>.

From my perspective, the criteria for choosing this theme was based on the participants' age, in which a fantasy narrative could call their attention, and also because the city of Florianópolis is an island, thus creating a familiar scenario for the students. This vocabulary receptive test was designed based on the TBLT approach, in which Skehan (2003) states that the activity should focus on meaning, have a connection with the real world and have a communicative outcome. Thus, the participants' vocabulary was assessed in a context, following the same teaching approach of the game. Farias (2011, 2014) highlights that both students' assessment and the teaching approach used in their classes should be movements of reflection.

¹⁴ Farias (2011, as cited in Farias, 2014) explains that a "task-test can be considered a workplan since it was designed as a plan with the objective of engaging the learners in meaning-focused language".

The vocabulary comprehension activity was composed of twenty-eight pictures representing words from the text (see Appendix G). The activity required learners to find words in the text that matched the given images. In an attempt to avoid learning vocabulary from the test, the activity contained eleven distractor words and seventeen target words, that is, words that were worked implicitly during the game and were aimed to be learned. The distractor words were: table, shark, carrot, umbrella, mermaid, pineapple, castle, bed, wood, island, and flag, and the target words were: shoulder, beach, ship, sand, letter, bottle, treasure, stairs, stones, trunk, sea, deck, sailor, lid, hold, parrot, and dark. Bearing in mind the study would be carried out with beginning students, all the target words chosen were nouns due to it being less complex to learn than other word classes (Imai; Okada; Haryu, 2005; Kako, 2005; McDonough *et al.*, 2011; Monaghan *et al.*, 2015; Nation, 1990).

These target words were selected based on the premise they were not ordinary words, thus it was more likely that the students did not know them, taking into account that in the institution where the research was conducted, the students just have English in the sixth year.

The test was implemented in the following way: first of all, the students were supposed to read the story, without any translation tool, and then they took a look at the list of pictures that illustrated the story. Next, they were asked to write the words in English, using words from the text they read, and the pictures they saw. This test aimed to determine whether students were familiar with the vocabulary presented, being applied two weeks before the digital task-game. Later, the same test was applied again, two weeks after the digital task-game, serving as a post-test, in order to check whether the participants learned vocabulary.

In this section, information about the pre-test and post-test was displayed, in the next section, the digital task-game will be described in detail.

3.5.3 The Digital Task-Game

The digital task-game was the main instrument of this investigation in the sense that its impacts for receptive vocabulary learning, which a technology-mediated task can bring to the English class, were unveiled. Therefore, this section provides a detailed description of this tool, which was developed for the purpose of this research (see Appendix H).

First of all, it is relevant to mention that the digital task-game used for the purpose of this study was played in the classroom through the Moodle platform, making use of an

available tool in the platform called H5P¹⁵. It is also relevant to inform that the digital task-game could be played in tablets or smartphones, with internet access. Some students played on their smartphones, while others used the computers provided by Colégio de Aplicação and the researchers involved in this study.

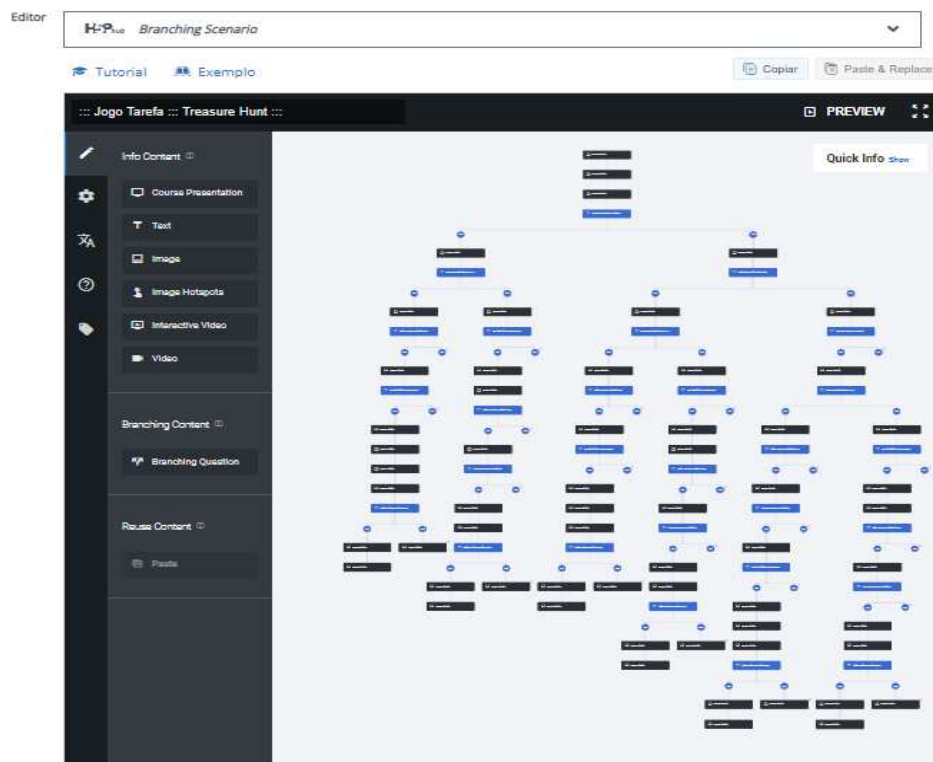
H5P is a Moodle tool with many resources, which allows to create contents and interactive activities, such as interactive videos (that is, the student can interact with the video while watching it), quizzes, drag-and-drop questions, multiple-choice questions, presentations, among other resources. In addition, the H5P tool allows importing and exporting files. In the case of this study, the choice was to use the H5P resource called *Branching Scenario*, which is considered as a type of branching scheme based on free HTML5 in which users are allowed to create dilemmas, individual learning scenarios and other types of adaptive learning (see Appendix I). The *Branching Scenario* H5P resource allows the users to structure content as a tree with multiple branches and possibilities in which the following content can be added to: course presentation, text, image, image hotspots (point or areas in the picture that pop up a content window when clicked). Therefore, this option of resource allows the teacher to create a teaching context which is outlined in accordance with the students' decision-making throughout the activity. In other words, different scenarios are built depending on the students' decision-making, who may reach different results depending on the path taken.

Next, there is an image¹⁶ that illustrates the possibilities of the branching scenario in the H5P tool. In the image, it is possible to observe the purpose of the activity in its edition mode, that is, the space accessed by the teacher during the purpose development.

¹⁵ According to Oliveira and Paines (2020), H5P is an abbreviation for HTML 5 Package, that is, a collaborative and open source application that enables the creation, sharing and reuse of interactive content.

¹⁶ All the figures were taken by the researcher while designing the game and playing it.

Figure 1 - H5P - Branching scenarios



Source: Elaborated by the author.

After the teacher is done creating the task and making it available to the students, the activity created using the *Branching Scenario* tool can be used in full screen and the students can test different scenarios as many times as desired, often reaching different outcomes depending on their decision-making.

In relation to the task-game developed for this study using the *Branching Scenario* resource from the H5P tool, it was a Treasure Hunt Game, which allowed the players to reach a result, in this case, find a treasure, depending on the path taken by the student during the task-game. It is relevant to mention that the game narrative was guided by principles, that is, the treasures which could be found at the end of the game were, in fact, human values¹⁷, such as generosity, respect, honesty, and friendship. As follows, an image that illustrates the initial phase of the digital task-game from this research.

¹⁷ The choice of working with students on human values was based on Farias (2018) and Silva (2018), who argue the critical teaching as an alternative for promoting language development from a critical perspective in which allow students to engage in reflective practices so as to change their own world.

Figure 2 - Treasure Hunt



Source: Elaborated by the author.

As aforementioned, the digital task-game involved the following characteristics: a narrative, decision-making, solving a problem and a gap of inferring meaning, with the purpose of engaging the students in the English language development, in terms of receptive vocabulary learning. Therefore, the design of the digital task-game was developed in accordance with the Criteria for Technology-Mediated Task-Based Language Teaching, established by González Lloret e Ortega (2014) e Ellis (2009, 2020), as presented in Table 3.

Table 3 - Criteria for technology mediated-tasks

Criteria	Digital task-game - Treasure Hunt
1. Pragmatic meaning	Players focused on the game message that was communicated. Playing the digital task-game, the students read the narrative and, to fulfill the game challenge, it was necessary that they understood the message conveyed.
2. Goal orientation	The players were oriented to the game through an objective. They needed to solve a problem of finding the hidden treasure in order to reach an outcome resulting from the digital task-game completion.
3. Learner Centered	The players used their own linguistic and non-linguistic resources and their digital abilities. The students needed to understand the narrative in order to make progress in the game, in an attempt to reach the objective of finding the hidden treasure. For this understanding, the game allowed the students to make use of their own language knowledge, it allowed contact with structures outside of their level of language knowledge and images.
4. Authentic Task	The narrative of the digital task-game was guided by the communicative purpose which drew the students on the real-world process of language use.

	The students needed to find a hidden object, being a treasure in this game.
5. Reflective learning	The digital task-game offered learning through experience, that is, the students needed to understand the narrative and make decisions to reach an outcome. The objective of the game was to find the treasure reflecting on human values. Thus, the students' good choices throughout the game led them to the real treasure. Therefore, the players had the opportunity for reflective learning during the game. Moreover, they were also engaged in a critical discussion based on the game story after playing the game so they could reflect on the lesson and learning.

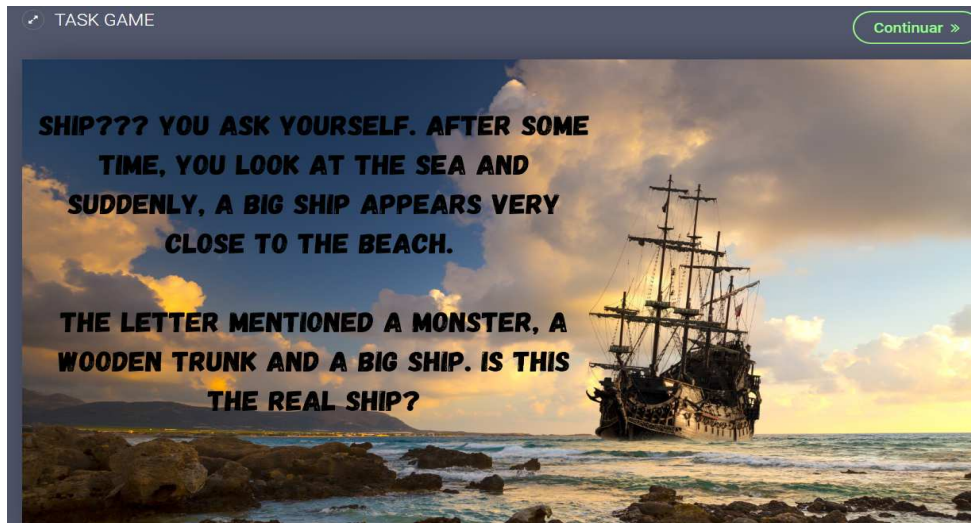
Source: Elaborated by the author.

The primary objective of the digital task-game was to promote input to the students about the story of the game, fostering the vocabulary learning of the students and leading them to a reflection about human values. In order to do so, the digital task-game contained a narrative about a Treasure Hunt. The story talked about a hidden treasure in a pirate ship, and the players were invited to become the protagonist of the story with the purpose of finding the treasure.

In considering a narrative task which implied choices, the digital task-game allowed students to reach the outcome of the story through decision-making. Therefore, for each choice made, a possible path was presented. The digital task-game had four different paths, and each path took the player to different treasures. The following images are used to demonstrate the logic of the digital task-game and present the design of game narrative.

Figure 3 shows one of the first parts of the game. The players needed to read the narrative presented in English to be able to continue playing. In the case of this image, the student was introduced to the context of the story itself: a pirate ship which hides a wooden chest.

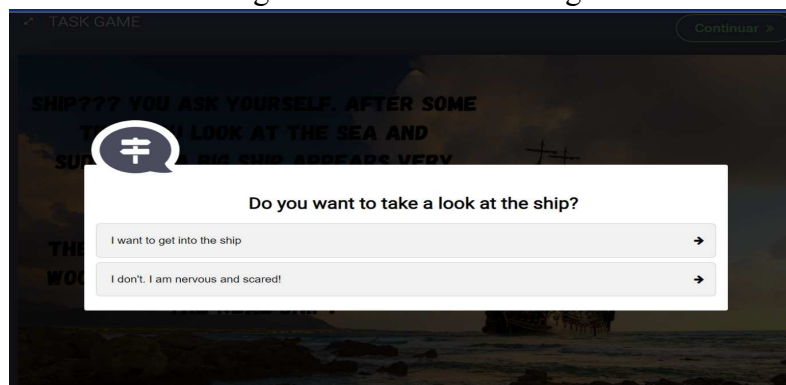
Figure 3 - Narrative – Treasure Hunt



Source: Elaborated by the author.

On the other hand, the Figure 4, as follows, shows an example of the decision-making which students were faced with. In the case of this figure, when the players encountered the pirate ship, they were invited to make a decision: a) they entered the ship b) they did not enter the ship.

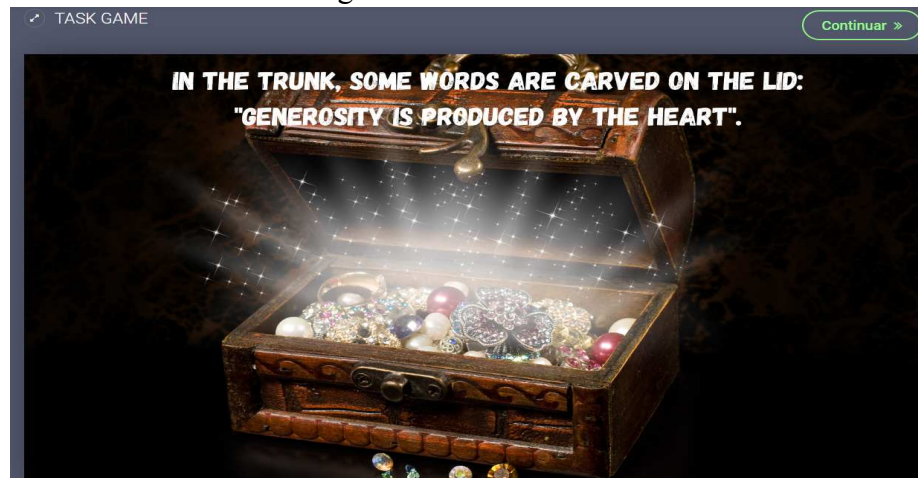
Figure 4 - Decision-making



Source: Elaborated by the author.

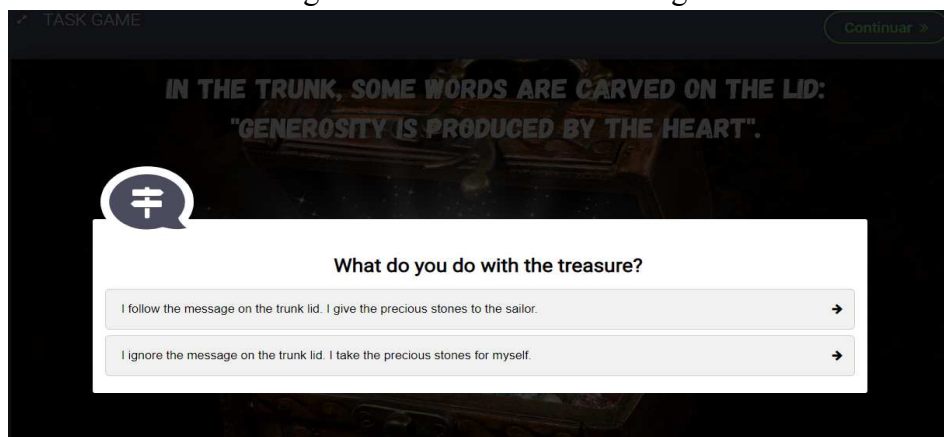
Depending on the choice they made, a different path took shape, guiding the student to a different outcome. It is possible to note that as the players made their decisions, they were taken to work the “human values” theme implicitly, that is, depending on the students’ choice, they were taken to a different outcome, in which they found the hidden treasure, and in that sense, the students received a lesson of values from the pirate. Figures 5 and 6, for example, show that students were only able to find the treasure if their choices represented they had good values. That is, they built a path permeated by generous decisions, and upon the game completion they found the treasure of generosity.

Figure 5 - Human values



Source: Elaborated by the author.

Figure 6 - Last decision-making

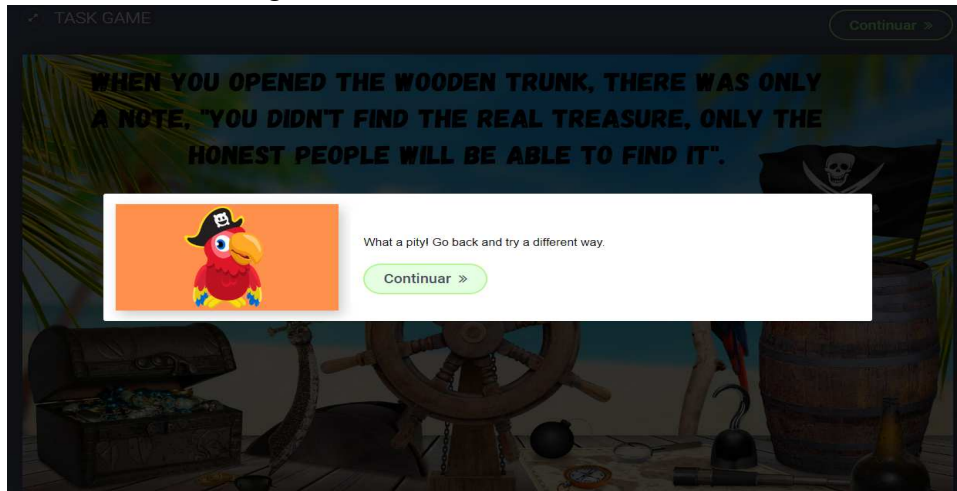


Source: Elaborated by the author.

It is relevant to emphasize that, if the path built by the students demonstrated that their choices indicated they did not understand what was said in the English language and/or they did not make decisions that represent good values, they would be invited to go back to the beginning of the game. This invitation to return to the beginning was conveyed through an image of a parrot with the caption: "What a pity! Go back and try a different way". This allowed them to reconsider their strategies for language comprehension and/or decision-making. Throughout the game, there were options as distractors, that is, options out of the context as a means for knowing whether the students were understanding the message or just because they really wanted to choose those options. In addition, the researcher was able to know if the players understood the narrative of the digital task-game through the post-task perception questionnaire, in which the students were asked to tell the path they took

to find the treasure. As it can be seen below, Figure 7 illustrates what happens in the case of students choosing an alternative that was not relevant to the path.

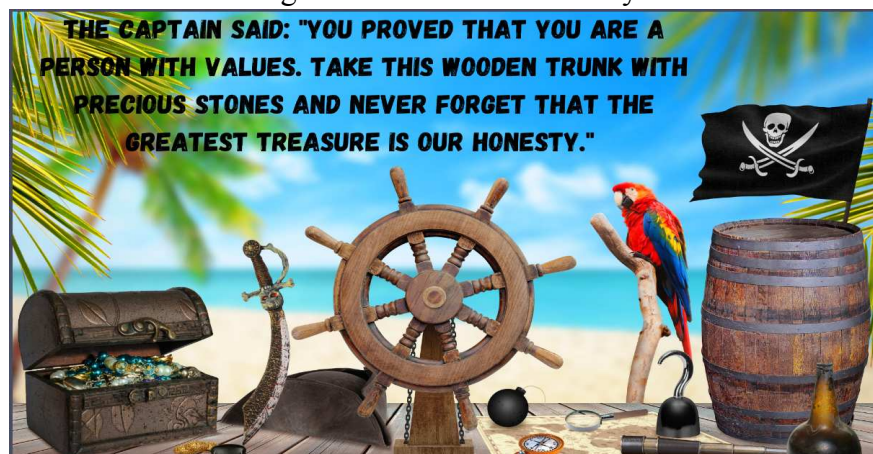
Figure 7 - Not able to find the treasure



Source: Elaborated by the author.

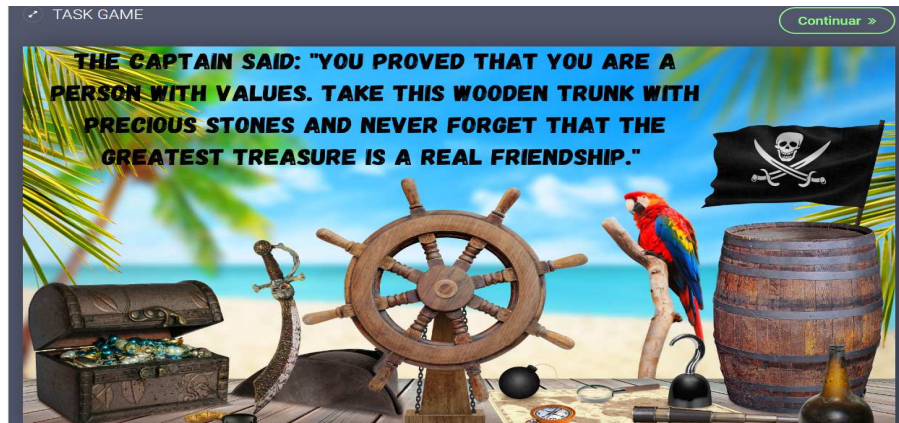
Upon the task-game completion, students were expected to reflect on the human values: honesty, friendship, generosity, and respect. The Figures 8, 9, 10 e 11 show the outcome of the game with different treasures for each path traced.

Figure 8 - Treasure – Honesty



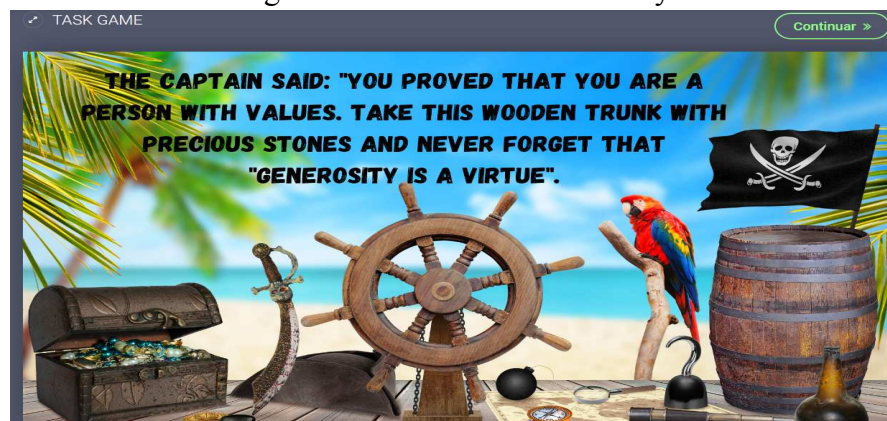
Source: Elaborated by the author.

Figure 9 - Treasure – Friendship



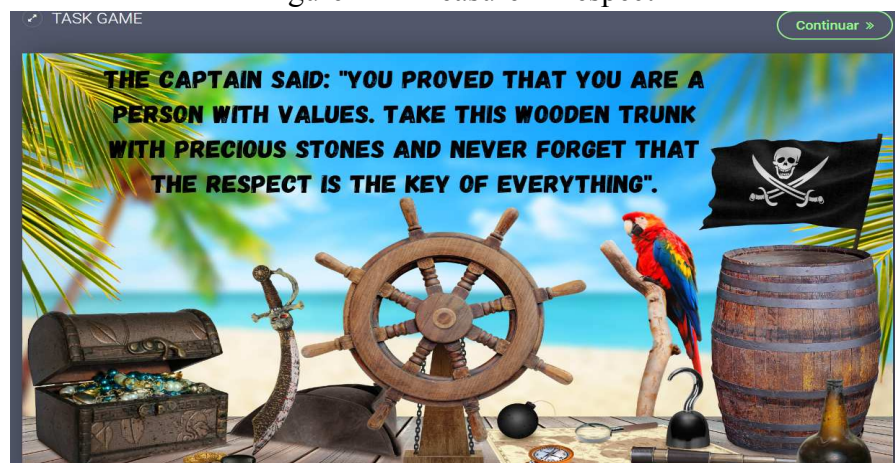
Source: Elaborated by the author.

Figure 10 - Treasure – Generosity



Source: Elaborated by the author.

Figure 11 - Treasure – Respect



Source: Elaborated by the author.

Having described the digital task-game itself, the next section explains the rationale of the design of the game.

3.5.4 The Digital Task-Game Rationale

A way to promote vocabulary learning is through indirect or incidental learning, and learning new words in context through reading is an example of that (Schmitt, 2000). Although there is a criticism that TBLT is not suitable for beginning students because of its communicative purpose (Van Den Branden, 2006), the Task-Based approach can be worked with these students through input tasks (Ellis, 2020). This means that even in reading and listening tasks, there is a concern for communicative purposes as well. Schmitt and McCarthy (1997) point out that second language students can gain significant word knowledge through reading, as well as other aspects of linguistics. Thus, the present study attempts to bridge this gap.

Considering that technology can be a powerful tool for language learning (González-Lloret, 2015), a pedagogical game was designed to assist vocabulary learning and, in this regard, the digital task-game Treasure Hunt, which had a pedagogical focus, aimed at working with vocabulary implicitly. According to Allen (1993), games can help students acquire English words because they can make students feel that certain words are important and necessary. In the case of the game in this study, the students had to think in order to understand the words according to their meaning to continue playing the game, because without understanding the story, the students would not be able to achieve the goal, which was to find a hidden treasure.

The digital task-game of this study was developed considering conditions that encourage vocabulary learning.

In order to do so, the game offered a narrative in which the player becomes the protagonist of the story. As posed by Van Den Branden (2006), the story line can enhance the motivational power of tasks, especially when beginning students are the target audience. For the players to make progress in the game, they needed to understand the story. Based on Nation (1990), the story of the game was created, focusing on the students' school level, and the necessity to understand unknown words, as well as contact with structures outside of their level of knowledge. Hence, the students could understand the message from the context.

Additionally, the story of the game was short because input complexity¹⁸ can affect the ability to guess unknown words' meanings from context (Ellis, 1994; 2003). In this case, input complexity is measured through two factors: lexical density and density of unknown

¹⁸ Input complexity refers to the level of difficulty or challenge presented by the language input in a text (Ellis, 1999).

words. According to Ellis (1994, p. 15), “lexical density is determined by establishing the ratio of content words to total word tokens”. A text with a higher lexical density contains a larger proportion of content words. On the other hand, the density of unknown words is “measured by establishing the ratio of new words to total words in a text” (Ellis, 1994, p. 15). This indicates the frequency of encountering unknown words while reading or engaging with the text. In order to know if the words chosen to be taught during the game were unknown to the students, they answered a vocabulary test before playing the game.

The task-game was designed taking into consideration the complexity of tasks for beginning students. Van Den Branden (2006) proposes parameters for task complexity, including the world represented in the task, the level of processing required for task performance, and linguistic input features. The table below presents a scale of complexity for input tasks.

Table 4 - Complexity scale used for sequencing reception-based language tasks

Parameters	Simple	Complex	
(a) World			
1 Level of abstraction: concrete or abstract approach to the topic?	Concrete descriptions (here-and-now)	In other time/space (there-and-then)	Abstract perspective
2 Degree of visual support: to what extent is visual support provided, and does it support task performances?	Much visual support	Limited visual support	No visual support
3 Linguistic context: to what extent is linguistic context available, and does it support task performance?	High level of redundancy; low information density	Limited level of redundancy	High density of information; low level of redundancy
(b) Task (communicative and cognitive processing demands)			
4 Level of processing: what should students do with information in the text? At what level must the information be processed?	Descriptive (understanding information as presented)	Restructuring (reorganizing information)	Evaluating (comparing different information sources)
5 Modality: how should students provide their answers or produce the	Non-verbal reaction (purely receptive)	Limited verbal reaction (writing/talking at copying level)	Verbal reaction (talking or writing at a descriptive level)

outcome?			
(c)Text			
6 Vocabulary: is the vocabulary used highly frequent or not?	Highly frequent words	Less frequent words	Infrequent words
7 Syntax: are the sentences simple or complex?	Short, simple sentences	Reasonably long sentences with juxtaposition	Long, embedded sentences
8 Text structure: is the text clearly/ explicitly structured?	Structure is explicit and clear	Structure only partly explicit	Structure is left implicit
9 Text length: is the text short or long?	Short	Reasonably long	Long

Source: Based on and according to Van Den Branden (2006, p. 52).

These parameters were used by the researcher to control the task complexity. Hence, providing support for students in performing the task. For instance, students met cognate words to facilitate their comprehension of the story, as well as the new words. There were a total of seventeen target words, and the number of words was low, because the density of unknown words, besides affecting the students' opportunity to guess from context, could affect their motivation in playing the digital task-game and its manageability (Nation, 2017). Additionally, students were exposed to a simplified text, in which the number of new words students would encounter was controlled (Ellis, 1994). In that sense, short texts are more suitable for beginning students of a second language, as unsimplified texts could have a heavy vocabulary load (Gairns; Redman, 1986; Nation, 1990).

The strategy of guessing word meanings from context is considered a successful strategy for learning vocabulary (Nation, 1990; Schmitt, 2000). When the students saw an unknown word, they were supposed to consider its meaning according to the story context, as well as the pictures that illustrated the story. In order to facilitate the comprehension of the story, cognate words were used, as previously mentioned, and their use in reading could give students satisfaction (Gairns; Redman, 1986), since they could expend energy only with the words that were not cognates. Therefore, the students focused their attention in the target words. Also, the number of target words in the story was low, there were seventeen target words because, according to Gairns and Redman (1986), a lower number of unknown words is more suitable for beginning learners. As a reasonable input, the authors suggest teaching an average of eight to twelve words in a sixty-minute lesson. For the learners to remember the

word meaning, some cognitive effort was necessary; the more energy students expended thinking about a word, the more likely they were able to recall it. For this reason, the words that students were supposed to learn appeared during the game, and proceeding to the next stage depended on the students' understanding of them, possibly leading to incidental learning, which can occur when the students use language for communicative purposes (Schmitt, 2000).

The students played the digital task-game with the purpose of learning receptive vocabulary, that is, items that can only be recognized and comprehended in their context of reading and listening material (Gairns; Redman, 1986). According to Gairns and Redman (1986), the transition from receptive vocabulary to productive vocabulary is a gradual process. First, the students learn the pragmatic meaning of a word, and after they will develop the ability to pronounce, write, spell, as well as make use of correct grammatical patterns along with its collocations and also use substitute words (Nation, 1990).

Some aspects are vital for vocabulary retention, which are the amount of time, effort, and exposure to it (Gairns; Redman, 1986). In addition, visual images also can facilitate memorizing a word. Gairns and Redman (1986) consider the written text as a great source to encounter new vocabulary, and when the text is interesting, that makes the language more memorable. Bearing in mind these aspects presented by Gairns and Redman (1986), the story of the digital task-game allowed the students to meet the target words more than once during the game. Vocabulary learning requires repetition of words and quality of meetings (Nation, 2017). Therefore, the target words of this game were repeated during the stages of the game. The table below shows the frequency of the target words in the game.

Table 5 - Frequency of the target words in the task-game

WORDS	TIMES: Generosity / Honesty / Friendly (2) / Respect	TOTAL (amount of times the target words appears in the game)
Beach	2	10
ship	12	60
Sand	4	20
Letter	4	20
Bottle	3	15
Treasure	6	30

Stairs	2	10
Trunk	9	45
Deck	2	10
Lid	3	15
Parrot	1	5
Dark	3	15
Hold	5	25
Sailor	4	20
Sea	2	10
Stones	3	15
Shoulder	1	5

Source: Elaborated by the author.

As seen in Table 5, the first column introduced the target words, the second column presented the four paths of the game and the number of times each target word appeared in the paths, and finally the third column presented the total amount of times that target words appeared in the whole game. The more word repetitions, the more likely learning occurs, and for receptive vocabulary learning as the purpose of this study, it was necessary at least three to five repetitions (Nation, 2015, 2017).

So far, this section has focused on presenting the development of the digital task-game Treasure Hunt. However, it is also important to report on the post-development phase of the game, which will be discussed below.

At the end of the task-game development, two raters were invited to play the game in order to reflect on its applicability to the classroom and to the goals of this study. Both raters were English teachers and were asked to answer an online perception form¹⁹, which consisted of the following guiding questions (they were sent in Portuguese but translated here): 1- From your experience of playing the task-game Treasure Hunt, what do you think that 6th grade students could learn?; 2 - Having in mind that this game was developed preponderantly to vocabulary learning of students from middle school, do you have suggestions or comments to

¹⁹ The perception form was designed using Google Forms, consisting of four questions that aimed to gather the raters' impressions regarding the game and the learning process it could provide.

make?; 3- Use this space to make specific suggestions or comments regarding improvement of the game, if you have any; 4- Finally, what comments would you make considering the use of technology for teaching and learning, after playing this game?. These questions helped in the process of refinement of the instrument itself, and the raters' answers brought ideas for the digital task-game Treasure Hunt. The raters answered the questions in Portuguese and they were translated, as follows.

Rater 1 mentioned that the digital task-game Treasure Hunt had the potential to promote students' reading comprehension by identifying the main ideas of the text presented. He also suggested creating questions throughout the game that focused not only on players' attitudes or decision-making, but also on their understanding of the game's progress itself. Thus, for the students to proceed in the game, they would really need to understand the story.

The suggestion to create questions about the students' reading comprehension was not considered in the digital task-game, because this movement was carried out in the post-task perception questionnaire, in which participants were asked to tell the story of the path they traced to find the treasure.

Another suggestion from rater 1 was the use of images so as to test the students' comprehension. For example, when the game instructs the players to look for a "wooden trunk", they could be presented with a set of images and from that choose the one that best represents the object they were supposed to find, or somehow, the game could show the players a picture of the wooden trunk and ask the question: "What are you looking for ?" requiring students to select the correct picture from a set of options, such as "I'm looking for a wooden trunk". In this way, students would need to analyze the visual context and choose the appropriate English word. Similarly, there could be additional questions regarding the interpretation of the message within the wooden trunk.

However, the researcher was not able to consider this suggestion due to the limitations of the H5P tool available in the Moodle platform chosen for the game development. The *branching scenario* resource in the H5P does not offer this functionality.

Rater 1 also mentioned the importance of having a clear objective for the game from the beginning. Although the objective was implicitly understood in some way, it could have been clearer. What is the player's objective/mission?. He commented that he felt like he was following a story with consequences, but he did not know what his objective was. For him, there could be some instruction about the relevance of being brave to achieve the goal since answers that involve not doing something out of fear are, somehow, "incorrect" as they do not

lead to the game's objective. Following this suggestion, the researcher introduced and explained the game before students started playing it.

Rater 1 also recommended the use of audio to narrate the story with subtitles in the game. For him, it would be great for the game to have sound effects. However, this suggestion was not considered due to the limitation of the *Branching Scenario* resource in the H5P tool, which did not dispose of the audio option.

Additionally, rater 1 recommended reviewing some constructions of the text in the game. For example, “appeared a parrot” should be revised to “a parrot appeared”. Thus, some details in terms of the wording of the narrative were reviewed by the researcher. Finally, he commented that technology can enhance the teaching and learning process, particularly when used in an informed and critical way.

Rater 2 commented that students could learn about human values, such as honesty, generosity, and others, besides, they also could learn vocabulary with the game theme, such as beach and the items related to that. He also mentioned that in a treasure hunt setting often seems a map indicating the local with images and symbols. Thus, in the slide with the letter, could be added images to help the students to associate what would be a “treasure”, “ship” or a “wooden trunk” as if it was a real map. However, the researcher did not consider the suggestion regarding the map, the pictures of the target words took part in the game, taking into account the idea was the students could learn vocabulary, making use of guessing words from the context (Nation, 1990), as well as their own linguistic resources and extra-linguistic information (Krashen, 1982), as the images that were presented throughout the story.

Rater 2 also suggested developing more stages for the students because he felt that the students were immediately toward the end of the game. For example, in the part where players spot the ship and were asked if they wanted to take a look, when the students chose to see the ship, the next slide immediately took them inside it. Rater 2 suggested adding an option for students to decide how they wanted to go to the ship, for example, “You realize that there is a boat stopped near to you, but you can swim until the ship. How do you prefer to arrive there?”. Through this question, vocabulary such as boat, swim, and others, could be incorporated.

Another suggestion, from rater 2, was to include an option for players to explore the ship and take a look around the deck before talking to the captain. For example, during the exploration of the deck, they could find a coin and believe they were on the right path, almost finding the treasure. Another possibility could be the players simply enjoy the horizon and spot an island or dolphins swimming.

Rater 2 mentioned that by doing that, necessary vocabulary would be incorporated. He emphasized that by providing more choices for the students, they would become more engaged in exploring the game, even if their choices lead them to a situation in which they have to go back to the beginning, as in the example of exploring the deck. Additionally, rater 2 also said that throughout this process, they could learn vocabulary.

The researcher did not consider this suggestion of adding more questions, as the focus of the game was on indirect vocabulary learning, in which the player's attention was on the message being conveyed rather than specific vocabulary items. Moreover, adding more input to the game could interfere with the learning of the target words. According to Nation (1990), learning could occur in an indirect process whether the unknown words in the message are low and whether they are often repeated in a task. Additionally, it is also relevant to mention that the target words of this study were nouns and adjectives, since the meaning of nouns could be guessed from context more easily than the meaning of verbs (McDonough *et al.*, 2011; Monaghan *et al.*, 2015; Nation, 1990).

Finally, rater 2 also considered that integrating technology in the classroom can be profitable because it can promote more dynamic classes and include something that is inserted, most of the time, in the students' life. According to rater 2, the game developed was an example of this. He also mentioned that games are frequently seen as distraction tools, but they also can be great for teaching and learning. However, depending on the schooling context, it cannot be possible to use technological tools due to the scarcity of resources. The raters' answers can be checked in the appendices section (see Appendix J).

To sum up, both raters provided valuable insights to improve the task-game, particularly in relation to reading comprehension, clarity of the game objective, use of images and sound narration, as well as expansion of the game. However, the researcher could not implement all the suggestions due to the specific limitations and objectives of this research.

Overall, both raters express their belief that technology can contribute to language learning and teaching and that the digital task-game developed for the purposes of this study could assist learners in their vocabulary learning.

Having the explanation about how the digital task-game Treasure Hunt was developed and how to play the game in mind, the next section presents the post-task perception questionnaire which was applied to the students once the digital task-game was completed.

3.5.5. The Post-Task Perception Questionnaire

Qualitative data collection consisted of a post-task perception questionnaire which was applied on the same day of the digital task-game implementation, right after the game completion. The post-task perception questionnaire was administered in Portuguese (the participants' mother tongue) in order to avoid any misunderstanding of the questions and facilitate the students expressing their opinions. According to Woodrow (2010, apud Farias, 2018, p. 92), "questionnaires rely upon self-report, that is, the data come from the respondent's own account of their experiences or views". Therefore, this research instrument aimed to explore the answers of the participants regarding their perception about their own performance in the digital task-game, vocabulary learning, as well as unveil their experience about playing the digital task-game and also check the participants' comprehension of the digital task-game itself. The post-task perception questionnaire of this study was composed of three closed questions and fourteen open questions (see Appendix K). According to Nunan (1992), questionnaires consist of different kinds of questions, such as qualitative and quantitative questions, or a mixed closed and open questions.

In the first closed question (question 3), students were asked about the number of times they went back to the beginning of the game. Five options were given to the students, which were: 1 2 3 4 5 or more. Another closed question (question 6) asked if the students learned some words in English during the task-game. Two options were given to the students, which were: yes or no. The last closed question (question 10) inquired the students how they felt about playing the digital task-game Treasure Hunt. Students were given six options: bored tired okay good great terrific.

The open questions gathered the following information: 1) the students' opinion about playing the digital task-game Treasure Hunt; 2) what treasure(s) was found by them; 3) the story of the path they traced in the game; 4) if they felt motivated while playing the game, in this question, they were required to explain their answer; 5) what difficulties they had during the digital task-game; 6) what they believed to have learned from playing the digital task-game Treasure Hunt; 7) what words they believed to have learned; 8) how the students thought they learned words in English in this specific task; 9) what words they enjoyed learning the most; comments about positive and/or negative aspects of the digital task-game to learn words in English; 10) if they liked the design of the digital task-game Treasure Hunt—they also were required to explain this answer; 11) if the students enjoyed the story of

the digital task-game Treasure Hunt, they were required to explain their answer as well; 12) if they considered technology integration in the English classes important.

All the information gathered with the answers given to this questionnaire was analyzed with the purpose of unveiling participants' perception regarding vocabulary development through playing the digital task-game Treasure Hunt, as well as their performance during the game and their experience of playing it, and also check the participants' comprehension of the digital task-game. The students' answers given to this questionnaire are displayed and discussed in the analysis chapter.

Having described the instrument for qualitative data collection, the next sections discuss the procedures for data collection and data analysis.

3.6 PROCEDURES FOR DATA COLLECTION

As previously mentioned, data collection took place at Colégio de Aplicação at UFSC, during the normally scheduled class periods of the three groups, being every Wednesday. Group A, from 2:50 pm to 3:30pm, group B, from 5:10 pm to 5:50, group C, from 3:50 to 4:30. The data collection was carried out in four phases with three 6th grade classes, in their regular classroom and in the computer lab classroom²⁰. The data was collected during four Wednesdays in the months of October and November of 2022.

On the first afternoon, the consent and assent forms were given to the participants and their parents/guardians with the purpose of them being aware about the information of the research, such as, title, objectives and how the procedures of data collection would be conducted. During the first phase, on October 19th, the researcher explained about the research design to the participants as well as for them to take the forms to read, fill in and sign (two copies) in case they accepted to take part in the study.

The second phase occurred on October 26th, when students²¹ were invited to answer a profile report questionnaire in the Portuguese language (participants' mother tongue) in order to gather information about them. They also answered a vocabulary knowledge test as a pre-test whose objective was to assess if the students were familiar with the target words, which were dealt with during the digital task-game Treasure Hunt.

Two weeks after the pre-test, the third phase occurred, aiming at avoiding task effects and learning with the test. On November 9th, the participants played the digital

²⁰ The task-game implementation and post-task perception phase was carried out in the computer lab.

²¹ Students whose families did not sign the term or missed in some phase of the study participated in the classes, but their answers were not considered as data.

task-game Treasure Hunt, which was developed in accordance with the tenets of the Technology-Mediated Task-Based Language Teaching (González-Lloret; Ortega, 2014). The task-game was played by Moodle platform in which the game was developed, making use of the H5P tool. The digital task-game Treasure Hunt could be played on tablets, computers, or smartphones with internet connection. Once learners were done playing the digital task-game, the participants were asked to answer a post-task perception questionnaire, in Portuguese language (participants' mother tongue), focusing on exploring the students' answers related to their perception about their own performance in the digital task-game, and their receptive vocabulary development, as well as their experience on playing the digital task-game Treasure Hunt and check their comprehension of the game as well.

Finally, the post-test was applied two weeks after the digital task-game Treasure Hunt implementation, which occurred on November 23rd, with the purpose of investigating the participants' receptive vocabulary learning. In addition, after completing the post-test, students were engaged in a critical discussion²² about the game story as to reflect on the moral of the game. In order to complete the cycle of the data collection, students were given a little letter²³ explaining about the human values presented in the game and how they are important for good coexistence as well as for personal growth as citizens, emphasizing the importance of cultivating them in every place. This movement was made so as to ensure that pedagogical implications of the digital task-game were provided, that is, although the game was used for research purposes, for the students, it was a learning opportunity. In this sense, a post-task phase reflecting on the game itself and the language learned was implemented (see Appendix L). Table 6 summarizes the procedures of data collection for this study.

Table 6 - Procedure of data collection

Data collection phases	Period	Instruments	Objectives
Phase 1	Day 1 (October 19th)	Consent and Assent Forms	Shed light on the research procedure to the participants and their parents/guardians.

²² Students were asked about what the game was about, the treasures that were in the game, if they could name other human values beyond those they saw in the game, what the message of the game was, and what they could learn from it. They were also asked how they could put into practice the values they learned in their lives, if they had already experienced a situation presented in the game, the reason the researcher chose to work with values, and what they could learn from the digital task-game Treasure Hunt, prompting them to share their experiences.

²³ The letter was written in Portuguese, so students could really understand the message and reflect on it.

Phase 2	Day 2 (October 26 th)	Profile Questionnaire; Report Pre-Test;	Gather information about the participants; Test the vocabulary knowledge of the participants.
Phase 3	Day 3 (November 9th)	Task-Game; Post-Task Perception Questionnaire;	The participants played the Task-game Treasure Hunt; Explore the participants' perception about their vocabulary development, and their performance in the task-game, as well as unveil their experience of playing the Task-game Treasure Hunt.
Phase 4	Day 4 (November 23rd)	Post-test Post-task phase	Investigate receptive vocabulary learning. Provide opportunities for critical reflection.

Source: Elaborated by the author.

The data collection of this study was analyzed through the procedures described in the next section.

3.7 PROCEDURES FOR DATA ANALYSIS

At the end of data collection, quantitative and qualitative data analyses were carried out in this study. The quantitative research aimed to examine the statistics of receptive vocabulary learning, while the qualitative research aimed to analyze participants' perceptions about their English vocabulary development and their performance in the digital task-game. It also sought to unveil their experience of playing the digital task-game Treasure Hunt and check their comprehension of the game.

First of all, the questionnaires (profile, perception, pre/post-tests) after being applied to the participants were scanned and transcribed. In the second stage of analysis, participants' profile information was organized, listing their personal backgrounds. Additionally, the pre and post-tests were corrected by the researcher, and the results were tabulated. Then, the data collected from the post-task perception questionnaire were also tabulated and coded to facilitate the interpretation. According to Bell (2005, p. 214), "coding allows you to 'cluster' key issues in your data and allows you to take steps towards drawing conclusions".

Both quantitative and qualitative data were recorded into tables and graphs in order to be analyzed. Participants' responses were individually compared and analyzed, and their names were replaced by pseudonyms for the present investigation in order to keep their confidentiality. Participants' perceptions were analyzed considering the literature that guided this study. Emerging themes were identified from the participants' responses in order to investigate similarities and differences between the perceptions presented (Dörnyei, 2007).

Regarding the correction of the pre and post-tests, which aimed to assess students' receptive vocabulary knowledge, words with spelling errors were not considered incorrect. On the other hand, blank answers, synonymous words, and words with different meanings were considered wrong answers. Participants' results in the pre and post-tests were computed by calculating the percentage corresponding to their scores, in order to have their individual performance before and after playing the digital task-game Treasure Hunt. The researcher measured each test score to find out whether the task-game had an effect on receptive vocabulary learning. Students' scores varied from 0 to 17 (according to the number of target words).

Finally, a dependent t-test (Larson-Hall, 2010) was used to find out whether the results were statistically significant. Students' scores were compared, considering the alpha value of .005. The result of these statistical procedures would indicate whether there was a significant difference (or not) between learners' performance before and after playing the digital task-game, indicating possible learning aspects in terms of receptive vocabulary development.

3.8 SUMMARY OF CHAPTER

Having explained the research method that was used in this study, this section presents the summary of the chapter. First, this chapter provided the objectives and research questions that guided this study. This investigation was reasoned as a mixed method research since data collection for this study was twofold: quantitative and qualitative. Then, the design of the study was presented. Third, the participants and research setting were described, followed by the ethical procedures. Fifth, the research instruments that were used in this study and the procedures for collection, as well as procedures for data analysis, were detailed. In the following chapter, the data collection analysis will be presented, taking into consideration results from both quantitative and qualitative instruments.

CHAPTER IV

DATA ANALYSIS

4.1 QUANTITATIVE ANALYSIS

This piece of research employed a mixed-methods design (Dörnyei, 2007) which analyzes the participants' data from a qualitative and quantitative stance. The quantitative dataset will be described and analyzed statistically in the following section. To do that, the following objective of this study will be considered: to investigate the impacts of a digital task-game on 6th grade students of a public school in terms of receptive vocabulary development in English by comparing the students' vocabulary learning before and after playing the digital task-game. Then, the qualitative data will be presented in another section, subsequently, unveiling the participant's perceptions about the digital task-game, in terms of their English vocabulary development, performance, and experience of playing it.

The quantitative perspective on the data aims at assessing whether the digital task-game had a significant effect on the students' vocabulary learning, as measured by a statistical analysis. To reiterate, this study involved twenty-seven participants and consisted of a pre-test and post-test to make a comparison within the same sample of participants. The vocabulary test was composed of twenty-eight words, including eleven distractor words and seventeen target words, however, for the purposes of this study, only the target words were considered during the analysis. A paired-dependent t-test or Paired-Samples T-Test²⁴ (Larson-Hall, 2010) was used to compare two means from two measurements of the same sample. In this research, a single sample, that is, the same group of participants, was measured twice, before and after the task-game implementation.

²⁴ Paired samples t-test are used to compare two means scores from the same participants, in order to check if there are any difference over time (Larson-Hall, 2010).

As it will be portrayed in the next subsection, when comparing the scores of each participant in the pre and post-test, it is possible to note that their scores in the post-test were higher than in the pre-test. Therefore, to assess whether this difference was statistically significant, the Statistical Package for Social Science (SPSS) – Version 21.0 was used to compare students’ mean scores with an alpha value of .005 and with a 95% confidence interval. The version of the software used in the analysis was in Portuguese, thus, the histograms and figures illustrating the results will be presented in Portuguese throughout the text.

Descriptive statistics were used in order to portray the participants’ vocabulary learning and to verify whether the data were normally distributed²⁵, as demonstrated by the normality tests. A normality test determines whether a sample data has been drawn from a normally distributed population. In what follows, the data analysis will be presented in more details.

4.1.1 Results Derived from the Quantitative Analysis

4.1.1.1 Normality Tests

As previously mentioned, for this study, statistical tests were applied to assess whether the data fit the assumptions that are necessary to perform either parametric or non-parametric statistics. In the parametric test, the data need to come from a sample of a normal distribution and the non-parametric test does not present assumptions regarding data (Dancey; Reidy, 2019). In the table²⁶ that follows, the results for both the Kolmogorov-Smirnov and the Shapiro-Wilk normality tests are presented.

Table 7 - Tests values of Kolmogorov-Smirnov and Shapiro-Wilk’s normality tests
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre-test scores	,146	27	,144	,915	27	,030

²⁵ Measures are considered normally distributed if the probability is over .05 (Larson-Hall, 2010).

²⁶This table was taken directly from the results obtained from the normality tests.

Post-test scores	,140	27	,185	,969	27	,582
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a. Lilliefors Significance Correction

Source: Elaborated by the author.

As it can be seen in Table 7, the pre-test scores analyzed in the Shapiro-Wilk reported a value smaller than the significance level determined for the data analysis ($\alpha = 0.05$), whereas the post-test scores were higher. That has to do with the information that, in the Shapiro-Wilk test, the pre-test scores were not normally distributed ($p = 0,030$), while the post-test scores were normally distributed ($p = 0,582$). However, the pre and post-test scores analyzed in the Kolmogorov-Smirnov showed a value bigger than the significant level ($\alpha = 0.05$), since both pre-test ($p = 0,144$) and post-test ($p = 0,185$) scores were considered normally distributed according to Kolmogorov-Smirnov test. This indicates that these variables are normally distributed according to this second test.

Taking into account that only in the Kolmogorov-Smirnov normality test both variables were considered normally distributed, two types of tests were used to analyze the data: Paired-Samples T-Test and Wilcoxon Signed Ranks Test. Wilcoxon can be considered an alternative test for non-parametric statistics (Larson-Hall, 2010). The results of both Paired-Samples T-Test and Wilcoxon Signed Ranks Test are described in detail in the following subsection.

4.1.1.2 Descriptive Analysis

Quantitatively, this study aimed to investigate the impact of a digital task-game on students' receptive vocabulary learning in English. To achieve this, two tests were applied at different moments: before and after playing the digital task-game, in order to verify whether the task-game could have had an effect on vocabulary learning. As mentioned earlier, the test consisted of eleven distractor words and seventeen target words, and only the target words were analyzed. Hence, students were scored from 0 to 17 since it is the maximum number of target words. Thus, this section presents the descriptive analysis of the participants' performance under two measures: 1) Pre-test and 2) Post-test. The results of the participant's performance in both data collection moments are presented below. Table 8 provides the descriptive statistical analyses for each test, including the minimum and maximum scores, and the mean scores for both tests, as well as the standard deviation.

**Table 8 - Pre-test and Post-test
Descriptive Statistics**

Variables	Mean	Median	Standard Deviation	Minimum	Maximum
Pre-test	6,074	6,000	4,8033	,0	17,0
Post-test	8,111	8,000	4,7421	,0	17,0

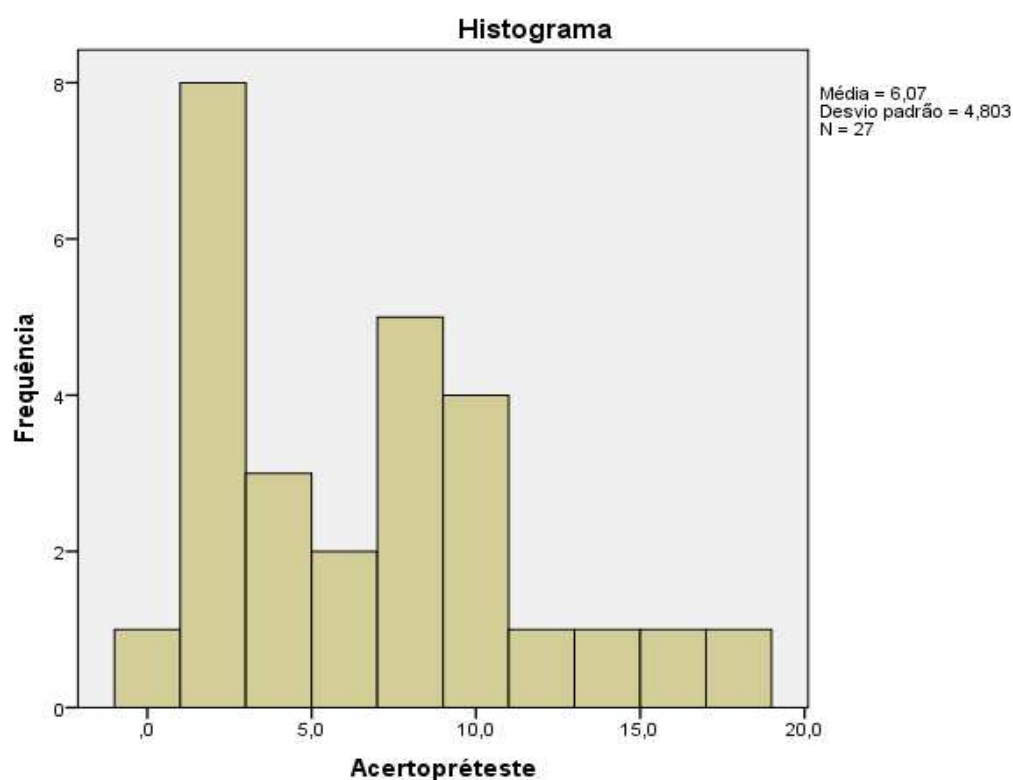
Source: Elaborated by the author.

Considering the results displayed in table 8, it is possible to perceive that the pre-test mean (M=6,074) was lower than the post-test mean (M=8,111). The mean is the average value of a data set. As for the median, it was (6,000) for the pre-test and (8,000) for the post-test. Since the median is the central number of a data set, it seems that the median was very close to the mean in both tests. As for the standard deviation, it was (4,8033) for the pre-test and (4,7421) for the post-test. The minimum grade was (,0) and the maximum was (17,0) in both tests.

In what concerns the pre-test results, firstly, it is relevant to remember that the pre-test was administered on October 26th. The purpose of the pre-test was to assess the participants' receptive vocabulary knowledge previously to treatment. Specifically, it aimed to determine whether students were familiar with target words that would be incorporated into the game. It is important to highlight that the pre-test design followed the principles of the Task-Based approach (Ellis, 2003, 2009), which was also the approach used for developing the task-game, since as posed by Farias (2014), student assessment should be aligned with the instructional approach employed in the classroom.

It is possible to see, having pre-test results in mind, therefore, that the majority of participants seemed not to be familiar with most of the vocabulary being tested before intervention with the task-game (see Appendix M for participants' pre-test answers). Probably, this can be attributed to the deliberate inclusion of unusual words in the task-game's story in order to minimize the risk of students already knowing the target words and assess their learning progress through the game. However, the fact that the standard deviation value is higher for the pre-test ($SD=4,8033$) reveals that students' performance was less uniform in the pre-test. The histogram²⁷ in Figure 12 helps to illustrate students' performance on the pre-test.

Figure 12 - Histogram - The pre-test



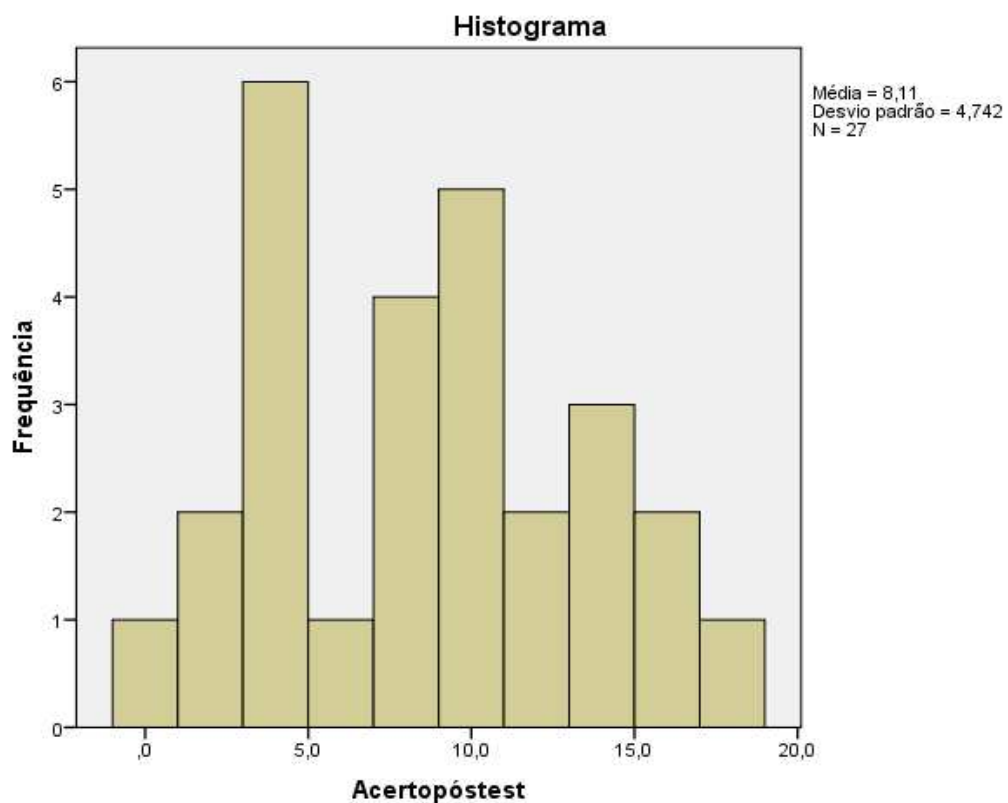
Source: Elaborated by the author.

On what concerns the post-test, it is relevant to remember it was applied on November 23rd, two weeks later after the task-game implementation. It had the purpose of retesting the students' vocabulary knowledge to assess whether they seemed to have learned new words from the task-game (see Appendix N for participants' post-test answers).

²⁷ All the figures of histograms were taken directly from the results of the T-test.

As shown in table 8, the mean average of the participants in the post-test ($M=8,111$) was higher than in the pre-test ($M=6,074$), which signals improvement of the group after the task-game implementation. The histogram in Figure 13 illustrates better the participants' performance on the post-test.

Figure 13 - Histogram - The post-test



Source: Elaborated by the author.

It is important to consider that, as far as distributions of data go, in both the pre-test and post-test, the minimum (0) and the maximum (17) scores were the same. This is because in both tests, there was at least one participant with the score zero and one with the score 17.

More specifically, there was one participant (Leona, group B) who did not have any words right in both the pre and post-test. Additionally, one participant (Mila, group B) had all the words right in the pre and post-test. Thus, Mila's results show that she probably already knew the vocabulary being tested, and because of that, there was no room for improvement in terms of the target words. It is possible that the task was too easy for her. However, despite all the precautions taken, the proficiency level could not be totally controlled. On the other hand, the task seemed to be too difficult for Leona, who got no right answers both times. It is interesting to notice that these participants, when asked about their difficulty while playing the game in the questionnaire, commented on "understanding what was written" (Leona) and "nothing" (Mila). This reinforces Leona²⁸ had problems in dealing with the words while Mila had no difficulties. Similarly, when they were asked about the number of times they needed to restart the game, Leona mentioned five times, while Mila did not need to restart the game at all. Moreover, when asked about what they could learn with the task-game, both students answered "nothing". The students' voices will be better presented in the qualitative analysis section whereas the following section will focus on learners' quantitative performance.

4.1.1.3 Results of the Dependent T-Test

In order to find out whether the digital task-game had a statistically significant impact on participants' receptive vocabulary learning, the data collected from the pre-test and post-test were analyzed using SPSS (see Appendix O for statistical results). The parametric Dependent T-Test was selected to compare the means in the two conditions and assess whether the students seem to have learned vocabulary after playing the task-game. Table 9 presents the test results.

Table 9 - Pre-test and Post-test comparison

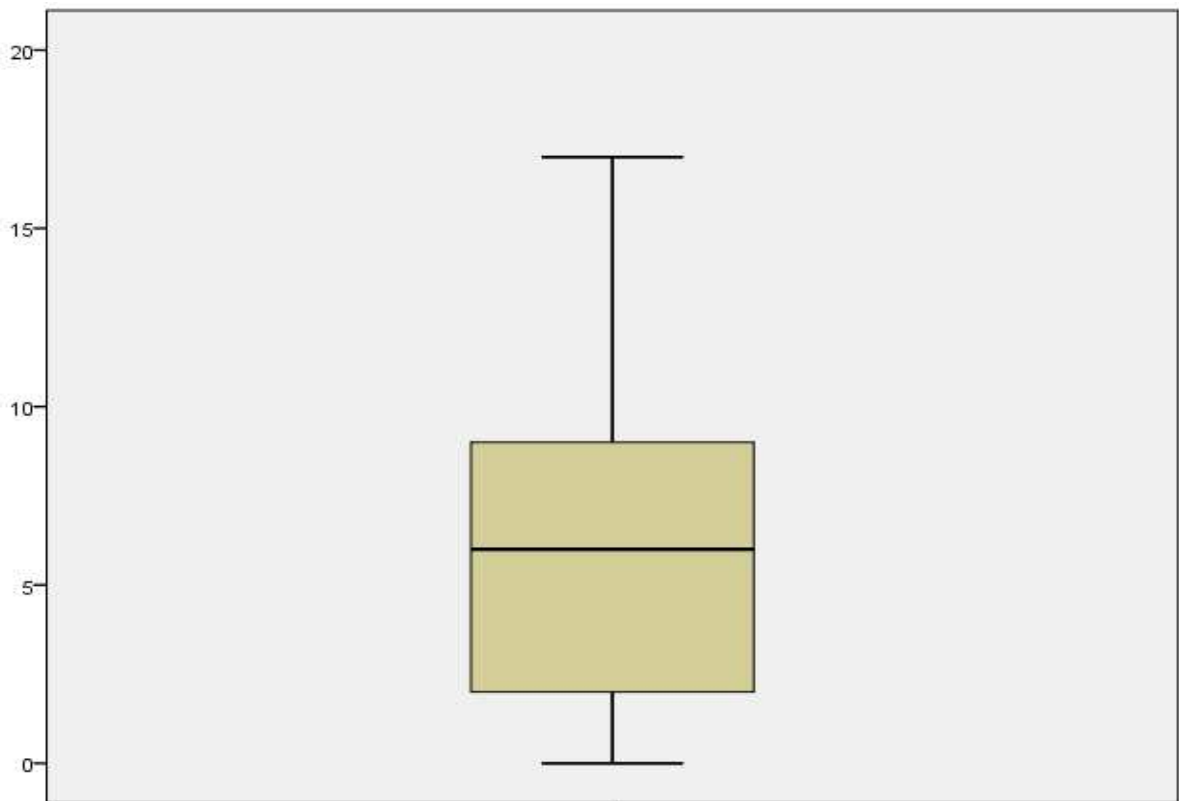
Dependent T-Test	
statistics	,901
p-value	,000*
n= 27	
*p<.05	

²⁸ Mila's and Leona's scores were not excluded as outliers because the task game experience had a pedagogical purpose, and all students' participation was important for this study. The research aimed not only to investigate statistical data, but also to unveil students' perceptions regarding their experience in the learning process.

Source: Elaborated by the author.

As shown by Table 9, there is a significant difference between the two tests ($p=,000$; $p<0.05$). The boxplots²⁹ in Figures 14 and 15 illustrate the differences between these two conditions.

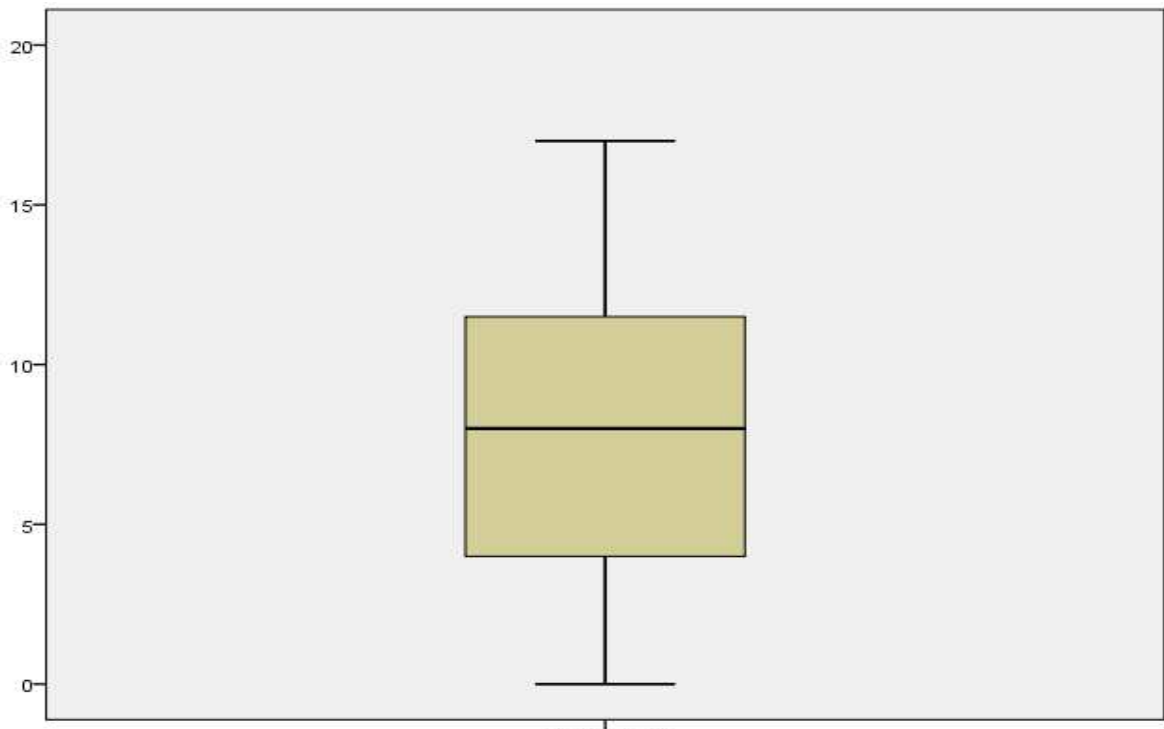
Figure 14 - Boxplot - Pre-test



Source: Elaborated by the author.

²⁹ All the boxplots' images were taken directly from the results of the T-test.

Figure 15 - Boxplot - Post-test



Source: Elaborated by the author.

Although the Dependent T-test revealed differences between the pre and post-tests, a non-parametric Wilcoxon Signed-Rank test was also conducted to evaluate whether there were statistically significant differences between both tests. This additional analysis was necessary because, as previously mentioned, the Shapiro-Wilk normality test indicated that the pre-test scores were not normally distributed, whereas the post-test scores were normally distributed. The following section presents the results of the non-parametric test. It is interesting to note that the post-test presented normal distribution, while the pre did not, showing that in the post test, they seemed less unequal, which indicates how much the research may have helped.

4.1.1.4 Results of the Wilcoxon signed Ranks

Since the assumption of normality was not met for the pre-test when tested in the Shapiro-wilk, a non-parametric static test was performed to analyze the means. The objective was to find out whether participants demonstrated improved performance in their post-test. The Wilcoxon test was applied due to the lack of normality observed in one of the conditions, as already presented in Table 7. The results of this test are illustrated in Figure 16³⁰.

Figure 16 - Wilcoxon signed-rank result

Resumo de Teste de Hipótese

	Hipótese nula	Teste	Sig.	Decisão
1	A mediana das diferenças entre Acertopréteste e Acertopóstest é igual a 0.	Teste dos postos sinalizados de Wilcoxon de Amostras Relacionadas	,000	Rejeitar a hipótese nula.

São exibidas significâncias assintóticas. O nível de significância é ,05.

Source: Elaborated by the author.

³⁰ The figure was obtained directly from the results of the Wilcoxon test.

As can be seen above in Figure 16, the non-parametric test also revealed a significant difference between participant's performance on the pre-test and the post-test ($p=,000$; $p<.05$). This may indicate that the digital task-game aided students in vocabulary learning since their performance improved in the post-test. In order to have a more complete understanding of the results, the next section discusses students' performance in their vocabulary test before and after playing the task-game with more details.

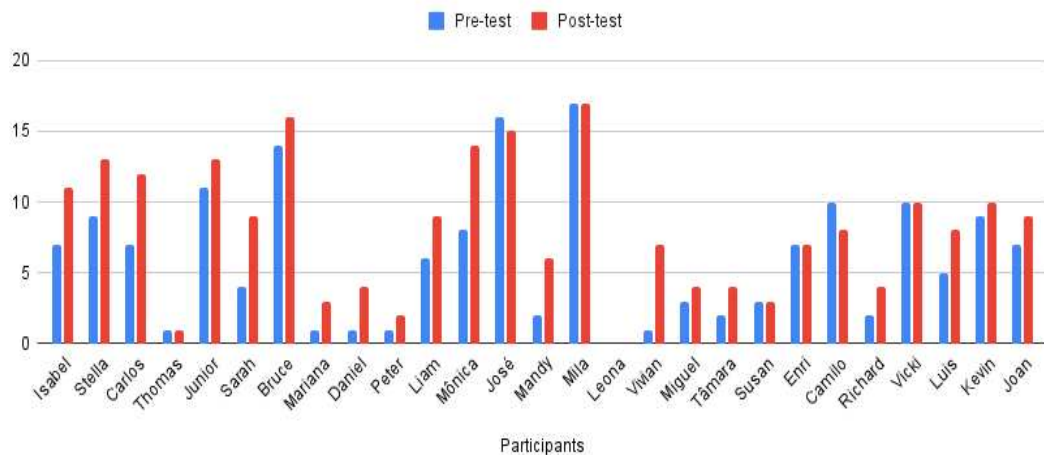
4.1.1.5 Discussion of Pre-Test and Post-Test Score Comparison

This section discusses the results regarding the pre-test and post-test comparison with the goal of answering the first research question posed in this study, which is: Are there differences in the development of learners, in terms of vocabulary learning, before and after playing a digital task-game? If so, which are they?

As displayed in Table 20, the descriptive statistics showed a gap between the means of the pre-test ($M= 6,074$) and the post-test ($M=8,111$). Both the Paired sample dependent t-test and Wilcoxon test indicated a statistically significant difference in students' performance between the two conditions ($p=,000$; $p<.05$), which seems to signal towards a positive answer when it comes to the research question mentioned above. These results reveal that students had a higher number of correct words in the post-test, suggesting that they might have learned new words through the task-game. The graph below illustrates the individual performance of participants in terms of vocabulary knowledge in both pre and post-test.

Graph 1 - Representation of the pre-test and post-test scores of each participant

Pre and Post-test Scores



Source: Elaborated by the author.

Considering the graph aforementioned, a few considerations can be made. First of all, it is relevant to note that some participants achieved the same number of correct answers in both the pre and post-test. They are Thomas, Mila, Susan, Enri, and Vicki. Participants Susan and Thomas presented the same results in both tests, showing a low performance. Susan scored 3, and Thomas scored 1. Enri and Vicki also presented the same results in both tests and they showed a medium performance in the tests. Enri scored 7, and Vicki scored 10. Finally, Mila presented the same result in both the pre and post-test and it was a high score (17). She was the only student who answered all the words correctly in both the pre and post-test, indicating prior knowledge of the vocabulary, likely due to studying English before the sixth school year, as mentioned in her profile questionnaire.

It is interesting to notice that among the participants who obtained the same score, Thomas, Susan, and Enri had random errors and/or correct answers, that is, some words they got right in the pre-test were wrong in the post-test, while others they got wrong in the pre-test were correct in the post-test. When these students were asked about what words they learned with the game in the post-task questionnaire, Thomas, for example, mentioned 'dark,' and he correctly answered the word "dark" in the post-test, which was not answered correctly in the pre-test. Susan, on the other hand, mentioned a distractor word, that is, a word that was not considered in the analysis, and Enri did not answer this question. Therefore, it is not possible to determine, at this point in the analysis, whether those correct answers in either tests represent learning or if they were just guessing.

Another aspect that deserves attention is that two participants, Camilo and José, achieved higher scores in the pre-test when comparing their answers to their post-test score. Camilo correctly answered 10 out of 17 words in the pre-test and 8 out of 17 in the post-test, while José correctly answered 16 out of 17 in the pre-test and 15 out of 17 in the post-test. In their post-tests, Camilo and José did not provide any new correct answers compared to the pre-test, however, they answered wrong some words in the post-test that they had previously answered correctly in the pre-test. It is possible that they did not pay much attention or simply got confused with the images. For example, José should have written the word “sailor” in the post-test, as he did in the pre-test, but he wrote “pirate” instead. Similarly, Camilo correctly wrote the word “deck” in the pre-test, but in the post-test, he answered “ship”. The images may have caused some confusion since they are similar, despite the researcher having read the test, explained, and named each image in Portuguese, writing the names on the board to avoid misunderstandings. Additionally, there was one student, Leona, who did not answer any questions in either the pre-test or post-test, leaving it blank.

Overall, out of the twenty-seven students who participated in this study, only five (José, Leona, Mila, Camilo e Vick) seemed not to learn any of the words tested in the vocabulary test (pre/post-test). However, the other twenty-two students answered some words correctly in the post-test that were not answered in the pre-test. This may mean they learned those words after playing the digital task-game since they demonstrated a lack of knowledge before playing the game.

This comparison between the words they answered correctly in the pre and post-test, aimed to reveal their vocabulary knowledge before and after playing the task-game (see Appendix P for participants’ individual comparisons). According to the results presented in this section, it is possible to conclude that after playing the game, students seemed to demonstrate an improvement in their receptive vocabulary in English compared to before the game implementation. The statistical tests and observations made seem to support the assumption that a task-game can aid students in vocabulary learning. Therefore, it can be inferred from the findings of this research and the discussion presented here that the digital task-game appears to have worked as a relevant tool for vocabulary learning and teaching.

It is important to highlight that this study focuses on receptive vocabulary learning and not acquisition as discussed in the review of literature section, which means, in this case, that it seems students were able to recognize a word in its written format and recall its meaning in a certain context (pirate world) after playing the task-game. Thus, it is not possible to claim learning of these words with only one opportunity to play (even though

some participants played multiple times during implementation), and with only a two-week interval between the tests.

Having done the comparison between the students' performance before and after playing the task-game, next section will discuss the results in light of the literature.

4.1.1.6 Quantitative Analysis: Theoretical Remarks

Taking into consideration the significant difference in participants' performance after playing the task-game, the positive outcomes regarding receptive vocabulary development are aligned with task theory, technology-based tasks, and vocabulary development.

At first, it might be interesting to reiterate that the primary aim of this study was to investigate the impacts of a digital task-game on 6th grade students of a public school in terms of receptive vocabulary development. Furthermore, in terms of the specific objective derived from the general one, the goal was to compare student's receptive vocabulary learning before and after playing the task-game. The comparison was carried out through the parametric tests as already presented, resulting in significant data, that is, showing that the task-game may have aided the students in their receptive vocabulary improvement, since after playing the game, most students had a better performance in their vocabulary test. This answers the quantitative research question that guided this study (Were there differences in the development of learners, in terms of vocabulary learning before and after playing a digital task-game?). The differences in the students' development were positive. Students had a better performance on their tests after playing the game, showing an improvement in their receptive vocabulary development. The result of the present study supports the task theory that has shown its benefits for L2 learning in various instructional contexts across different age groups (Kim; Kang; Arienzo, 2021), characterized by a communicative outcome, focus on meaning and authentic use of the language (Ellis, 2017; Long, 2016; Van den Branden, 2006).

The game was based on Ellis's criteria of a task (2003, 2009) which were focused on meaning, inferring meaning, and use of students' own linguistic or non-linguistic resources. The task-game prompts students in cognitive processes by reading the story (Filho, 2018), such as decoding and inferring meaning, and decision-making as well. Implicit or incidental learning (Krashen, 1985; Nation, 1990, 2015) forms the theoretical ground of this study, since the players seem to have developed their receptive vocabulary without focusing on form (Long, 1998, 2015, 2016), and without having the intention to or being aware of the learning

process (Filho, 2018). In this sense, the task promoted both implicit language outcomes and outcomes concerning achieving the game's goal (Ellis, 2009).

Although it is not possible to claim that vocabulary learning occurred, the results showed significant differences, indicating that the task game facilitated students' vocabulary enhancement. In addition, the positive impact of the game on students' vocabulary learning supports the concept of the task, which implies implicit learning (Ellis, 2020; Krashen, 1985), and draws students' attention to the meaning rather than the language (Skehan, 2003). The result of a growth in vocabulary may indicate that the development of receptive vocabulary may have occurred through the use of language in context (Ellis, 2009; Nation, 1990; Skehan, 2003). In addition, extra information such as images may have aided students in inferring meaning (Gee, 2003; Krashen, 1985; Mayer, 2009; Nation 1990), as well as the repetition of words and the number of target words (Laufer, 2017; Laufer; Hulstijn, 2001; Nation, 1990, 2001, 2015, 2017).

Moreover, it seems to confirm that input-based tasks are effective for beginning students (Ellis, 2017), especially considering that the task incorporated multimodal elements (Gee, 2003) thereby aiding input comprehension (Ellis, 2003, Krashen, 1982, Nation, 1990). Thus, the fact that students had vocabulary gains after playing the game may be related to Mayer (2009) who suggests that illustration of the content can aid students' comprehension and retention of content.

These results might also be explained considering evidences from other task-based studies, such as those conducted by Afonso (2016), Filho (2018), Trevisol (2019), Farias (2018), Marcelino (2020), Silva (2018), Zaccaron (2018). Even though the present study has methodological differences and not shares the same objective, all of these studies attempted to investigate the impacts of a task in second language learning. According to Dörnyei (2005, p. 80), "SLA researchers have been attracted to tasks because focusing on them allows to break down the complex and prolonged L2 learning process into discrete segments with well-defined boundaries, thereby creating researchable behavioral units".

Finally, even though no claims can be made in terms of learning, it is possible to affirm that the digital task-game may be an opportunity for a pedagogical movement towards receptive vocabulary development.

I shall now move to the next section where the qualitative data of this study will be presented, in order to have a more comprehensive understanding of the results.

4.2 QUALITATIVE ANALYSIS

This section aims at discussing the data according to a qualitative perspective, which is considered as “an interpretative, naturalistic, subjective and reflective approach to data analysis and interpretation” (D’Ely; Gil, 2005, p. 26), seeking to analyze the students’ perceptions regarding the implementation of a digital task-game.

In order to do so, the students were invited to answer a post-task questionnaire after playing the game Treasure hunt. According to Mackey and Gass (2005, p. 92) “questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities—information that is typically not available from production data alone”.

The analysis was designed to answer the research questions proposed in this study. With that in mind, the students’ responses to a questionnaire were considered so as to understand their vocabulary development and their performance in a digital task-game, as well as their experience of playing the game. This analysis was carried out by the researcher herself with no assistance from raters, which was based on a subjective view (Heigham; Croker, 2009) and theoretical aspects developed in the review of the literature chapter.

Taking into consideration each participants’ perceptions shared in their post-task questionnaire, twenty-seven participants’ qualitative data were transcribed, coded³¹, and tabulated individually, according to each question asked. As a means for keeping participants’ confidentiality, their names were replaced by pseudonyms for the analysis. The analysis of the given answers is presented below and for full access to the original answers, the reader should consult the appendixes.

In considering the main goal previously mentioned, three research questions emerged for the qualitative part of this study: 1. “What are the 6th-grade students’ perceptions about their English vocabulary development after playing the game?”, 2. “What are the 6th-grade students’ perceptions towards their own performance in a digital task-game?” and 3. “What are the 6th-grade students’ perceptions about their experience playing a digital task-game?”. The analysis of data aiming at answering these questions is presented as follows.

³¹ “Coding involves making decisions about how to classify or categorize particular pieces or parts of data” (Mackey; Gass, 2005, p. 221)

4.2.1 Data Analysis: Post-Test Questionnaire

In the sixth year, twenty-seven students played a digital task-game during one of their English classes. Participants were asked to provide a general perception of the game after playing, as being relevant for vocabulary learning.

The perception questionnaire applied at the end of the game contained a total of sixteen questions, being thirteen open questions and three closed questions (see Appendix K). The tables emerging during the analysis portray a sample of participants' responses, and the graphics illustrate them. It is important to highlight that students' responses, whenever written in Portuguese, have been literally translated to English in order to preserve their original meaning. Similarly, answers given in English were also transcribed literally. That means that, although some deviations from standard Portuguese/English may have occurred in the original sentences, they were not modified during translation/transcription. Students' voices are presented, in the footnotes, in their original form, without any editing of the excerpts. It should also be noted that such deviations do not affect the research objective (see Appendix Q for participants' perception questionnaire answers).

The first question of the questionnaire³² “What did you think about playing the digital task-game Treasure Hunt?” invited students to give their opinion about playing the task-game. Students' impressions regarding playing the game seem, in general, positive, since twenty-four students signaled the game was perceived as a “fun”, “good” and “creative” activity for an English class. The table below presents some examples of participant comments.

Table 10 - Examples of students' responses to the question “What did you think about playing the game Treasure hunt?” — translated from Portuguese

I thought it was fun, very creative” (Monica, group B).³³

“It was fun” (Vicki, group C).³⁴

“It was very good” (Mariana, group A).³⁵

“I thought it was really fun” (Liam, group B).³⁶

³² In the questionnaire, the questions were presented to students in Portuguese, as previously mentioned in the instruments' section. However, these questions were here translated to facilitate reader's comprehension of the analysis.

³³ “*Achei legal, bem criativo.*”

³⁴ “*Foi legal.*”

³⁵ “*Muito de boa.*”

³⁶ “*Achei muito legal.*”

“It was fun” (Vivian, group B).³⁷
 “It was really fun” (Thomas, group A).³⁸
 “It was a good experience” (Camilo, group C).³⁹
 “It was fun and not difficult” (Luis, group C).⁴⁰
 “I liked it a lot” (Mandy, group B).⁴¹
 “A good game” (Miguel, group B).⁴²
 “Cool” (Joan, group C).⁴³
 “Cool” (Kevin, group C).⁴⁴
 “Kind of cool” (Leona, group B).⁴⁵
 “Cool” (Carlos, group A).⁴⁶
 “Cool” (Junior, group A).⁴⁷
 “Cool” (Sarah, group A).⁴⁸
 “Very cool” (Liam, group B).⁴⁹
 “Very cool” (Daniel, group A).⁵⁰
 “I liked it. I found it fun.” (Mila, group B).⁵¹

On the other hand, some students gave more details on their view about playing the game, signaling some specific aspects of their playing experience. For instance, José said “*it was fun, but it could be longer*” (José, group B)⁵². Considering his comment, it is important to highlight that the game was designed taking into consideration the available time the students would have to play it and answer the post-task questionnaire, both in the same class.

Characteristics of the game, such as decision-making and different endings, were mentioned by Richard (group C)⁵³: “*The game was very interesting and fun, about choices*” and Bruce (group A)⁵⁴: “*Cool, it has different endings*”. Moreover, other two students said:

³⁷ “Legal.”

³⁸ “Muito legal.”

³⁹ “Uma boa experiência.”

⁴⁰ “Legal e não é difícil.”

⁴¹ “Eu gostei bastante.”

⁴² “Um jogo bom.”

⁴³ “Legal”

⁴⁴ “Legal”

⁴⁵ “Legalzinho”

⁴⁶ “Legal”

⁴⁷ “Legal”

⁴⁸ “Legal”

⁴⁹ “Muito legal.”

⁵⁰ “Muito legal.”

⁵¹ “Gostei. Achei divertido.”

⁵² “Legal mas podia ser maior.”

⁵³ “Foi um jogo bem interessante e divertido sobre escolhas.”

⁵⁴ “Cool, it has different endings.”

“it was fun, but I did not understand anything” (Tâmara, group B)⁵⁵ and “it was fun, but I did not know some words” (Stella, group A)⁵⁶. In these cases, it is relevant to notice that, despite the fact that these students seemed to have encountered difficulties to understand new words, they seem to share the same positive feeling about playing the game Treasure Hunt.

On the other hand, two students seemed to have a negative opinion about playing the game. They answered: “Bad” (Peter, group A)⁵⁷, and “a little boring” (Susan, group C).⁵⁸ In addition, one student seemed not to understand the purpose of the question asked, since her answer to the question that required her opinion about the game was “I found the treasure” (Isabel, group A)⁵⁹. In her case, it is possible that, even though the whole questionnaire had been written in Portuguese, the mother language of the participants, she got confused with the verb “*achar*” used in the question “o que você achou do jogo?”, interpreting the verb in a different context, such as finding something, instead of giving an opinion (in Portuguese, both meanings are possible to the verb “*achar*”).

The second question of the questionnaire, “What treasure did you find?”, was important since there were four treasures (generosity, friendship, respect, and honesty) that could be found depending on the choices made during the game. Hence, their answers to this question could give indications on the level of understanding they had of the game.

To this question, most students (eighteen) mentioned, in their answers, aspects that were not related to the game’s story/treasures themselves. As previously mentioned in chapter 3, the game’s story was based on human values instead of material objects, so the treasures were values such as respect or friendship, instead of money. Still, most of the answers given by the students for this question referred to material treasures, such as “coins” or “jewels”. This can be perceived in the table below:

Table 11 - Examples of students’ answers to the question “What treasure did you find?” — translated from Portuguese

“Coins” (Isabel, group A). ⁶⁰ “Trunk” (Peter, group A). ⁶¹ “Shiny stones” (Camilo, group C). ⁶²
--

⁵⁵ “Foi legal, porém não entendi nada.”

⁵⁶ “Foi legal mas eu não sabia algumas palavras.”

⁵⁷ “Ruim.”

⁵⁸ “Meio chato.”

⁵⁹ “Eu achei tesouro.”

⁶⁰ “Moedas.”

⁶¹ “Bau.”

⁶² “Pedras brilhantes.”

“A trunk with jewels” (Junior, group A).⁶³
 “Golden jewels and coins” (Carlos, group A).⁶⁴
 “A treasure with precious stones” (Enri, group C).⁶⁵
 “Precious stones” (Joan, group C).⁶⁶
 “A trunk with pearls” (Mandy, group B).⁶⁷
 “A flag” (Daniel, group A).⁶⁸
 “A trunk with coins” (Thomas, group A).⁶⁹
 “Precious jewels” (Bruce, group A).⁷⁰
 “Gold in the trunk” (Mariana, group A).⁷¹

Source: Elaborated by the author.

One possible explanation for the answers given is that they did not understand/pay attention to the moral of the game. However, at this point in the analysis, this hypothesis cannot be confirmed yet. Another possible explanation is that these students did not read the final message that appeared on the screen when the treasure was found and, instead, focused on the image they saw on the screen (a trunk full of shiny coins), perhaps relating the image itself to the treasure found. Considering this possibility, it is relevant to highlight that the image was used to aid learners in meaning mapping, so the idea that a treasure was found was reinforced. Still, it was expected they would also read the message that came with the image, hence, being able to identify the human value they had found was the actual treasure. This possible situation calls attention to the importance of piloting materials (Bailer; Tomitch; D’Ely, 2011) before data collection (something that was not done for this research, due to time constraints). That is because, if piloting had happened, and this hypothesis confirmed, maybe the final image of the game could have been adapted to prevent such an issue from taking place. Still, it is also relevant to highlight that the development of materials is a never-ending process and that *task-as-a-workplan* is not necessarily the same as *task-as-a-process* (Ellis, 2003), since the way a task is designed and intended to be used may not always reflect the way learners actually engage with and complete the task.

⁶³ “Um baú com jóias.”

⁶⁴ “Jóias de ouro, e moedas.”

⁶⁵ “Um tesouro com jóias preciosas.”

⁶⁶ “Pedras preciosas.”

⁶⁷ “Um bau com perolhas.”

⁶⁸ “Uma bandera.”

⁶⁹ “Um bau com moedas.”

⁷⁰ “Precious jewls.”

⁷¹ “Ouro num baú.”

While most students answered question 2 with words referring to material treasures, other four students seemed to have really understood the message of the game. As we can see in Kevin's answer, for example, "*generosity comes from heart*"⁷² is the treasure he claims to have found. In fact, all of these four students arrived at the same treasure – generosity.

On the other hand, other four participants were not able to provide the answer properly for reasons such as: "*I forgot*" (Leona, group B),⁷³ "*I don't know*" (Sarah, group A),⁷⁴ "*I did not see what treasure I found*" (Stella, group A),⁷⁵ "*I do not remember*" (Luis, group C).⁷⁶ Also, Mila, a student of group C, did not answer the question at all. Interestingly enough, she was the one that got all the correct answers in both tests. These responses may bring into question whether these students actually understood the moral of the game, since there was no association between treasure and value objects and no reference to the images that illustrate the story. Overall, it seems that answers given to question 2 were not enough evidence to indicate if learners were able to understand the game they had played.

Concerning question 3, "Tell the story of the path you traced in the game", it also aimed at perceiving how much of the game was understood by the students as they played it.

Fifteen students did what was asked of them (that is, talked about their path as they played the task-game), but their answers did not present details as expected, such as their decision-making process, in the sense of reporting on their choices for each situation that arose throughout the game. Nevertheless, as it is possible to observe in Table 12, these participants seemed to understand the language used in the game enough to reach a final objective. Instances of such responses are shown as follows:

Table 12 - Examples of students' answers who wrote the path to the question "Tell the story of the path you traced in the game — translated from Portuguese

"The game is about a treasure hunt, more specifically, you find a bottle with a letter, and you have to follow the clues and find the treasure" (Stella, group A).⁷⁷

"I was at the beach and found a bottle mentioning something about a treasure in the pirate ship. I went into the ship, went down, and found a pirate. Later, I found a treasure and the pirate congratulated me, and over" (Mila, group B).⁷⁸

⁷² "*Generosity comes from heart.*"

⁷³ "*Eu esqueci.*"

⁷⁴ "*Não sei.*"

⁷⁵ "*Não vi qual o tesouro que encontrei.*"

⁷⁶ "*Não lembro.*"

⁷⁷ "*O jogo é sobre uma caçada ao tesouro mais especificamente que você acha uma garrafa com uma carta e você tem que seguir as dicas e achar o tesouro.*"

⁷⁸ "*Eu estava na praia, encontrei uma garrafa falando um negócio do tesouro no navio pirata, fui pro navio, decisi pra parte de baixo, achei um pirata, achei um tesouro, o pirata me deu parabéns e acabou.*"

“My family and I were at the beach. We found a bottle in the sand, I got it and read it. It mentioned that there was a treasure in a boat. I saw a boat and went into it. The pirate asked me what I was doing there, and I said that I was curious because I found a bottle in the sand. Then, I went into the cellar and I found the treasure” (Vicki, group C).⁷⁹

“My family and I were at the beach. I found a bottle with a clue. Then, I went to look for the treasure in the pirate ship that was in the sea. I talked to a pirate, and I found a treasure in a dark place, it seemed like a hold” (Monica, group B).⁸⁰

“Ending 1: My family and I were having fun. Then, we found a bottle with a message telling me to look for a treasure on the ship. I went to the ship and down the stairs. I found a pirate looking for the treasure. We found it and shared it with others. Nervous ending: You find the bottle, but you do not go there, because you were too nervous” (Bruce, group A).⁸¹

“I went into the pirate ship. I went into the cellar and a pirate was there. Then, I went into another room, far away from the pirate, and found the treasure” (Liam, group B).⁸²

“I started at the beach. I found a paper and opened it. Later, I was looking for the ship and I found it. I went into the ship and there was something. Then, I went to the cellar and found a treasure” (Mandy, group B).⁸³

“I found a bottle with a message mentioning the location of a trunk. I found a ship and got into it. I went down the stairs, and I chose not to call anybody. Then, I continued and found a pirate. He asked me what I was doing on his ship. I said that I was looking for a treasure, and he also was looking for it. Then, I found the treasure and went down to tell the pirate, and the pirate said I was brave, and over” (José, group B).⁸⁴

“I went to look for the treasure, got into the ship, and talked to the pirate. Then, I went to a dark room and found a treasure. Later, I gave the pirate the treasure.” (Carlos, group A).⁸⁵

“I went to the boat, then went down to the cellar and found a treasure trunk. I stole his treasure and then went to an island” (Mariana, group C).⁸⁶

⁷⁹ “Eu e minha família estava na praia e achamos uma garrafa na areia eu peguei e li dizia que tem um tesouro em um barco dai eu vi um barco no mar e entrei no barco e o pirata me perguta oque eu tava fazendo ali e eu disse que eu tava la por curiosidade por que eu achei uma garrafa na areia dai eu entrei no barco no porão e achei o tesouro.”

⁸⁰ “Eu estava numa praia com a minha familia, daí eu encontrei uma garafa com uma pista, então eu fui procurar o tesouro no navio pirata que estava no mar, falei com um pirata e achei um tesouro em um lugar escuro meio que um porão.”

⁸¹ “Ending 1. Me and my family were having fun then we found a bottle with a message telling me to find a treasure on a ship. I go to the ship and I go down stairs, I find a pirate looking for the treasure, we find it and share with the others. Nervous ending: you find the bottle but you don't go because you were to nervous.”

⁸² “Eu entrei em um navio pirata entrei no porão e tinha um pirata e eu entrei em outra sala longe do pirata e achei.”

⁸³ “Eu comecei na praia e eu encontrei um papel e abri depois fui procurar e achei um navio e entrei e tinha uma coisa depois eu fui debaixo do navio e achei um tesouro.”

⁸⁴ “Eu achei uma garrafa com uma mensagem dizendo a localização de um bau, achei um navio entrei nele desci escoli não chamar ninguem desci as escadas continuei e achei o pirata ele perguntou oque eu estava fazendo no navio dele e disse que estava procurando um tesouro e ele disse que estava procurando também eu acho dai eu achei o tesouro e descidi contar para o pirata e ele disse que eu era bravo acho e então acabou.”

⁸⁵ “Eu fui em busca do tesouro adentrei um navio falei com um pirata fui na escuridão e achei o tesouro depois dei o tesouro para o pirata.”

⁸⁶ “Foi num barco dai foi pro poram e achei um baú do tesouro e robei o tessorou dele e dai eu foi pra uma ilha.”

“I found a message in a bottle that said there was a hidden treasure, so I got on a boat and sailed, and found the treasure: precious stones” (Joan, group C).⁸⁷

“I was at a beach with my family, and I saw a boat. From what I understood, I was captured, but I escaped and found the treasure on a deck”. (Vivian, group B).⁸⁸

“I understood that I was at the beach and found a bottle with a letter inside that told me about a treasure on a boat, so I looked for the treasure. Then I found a pirate on the boat and he took me to the treasure”. (Junior, group A).⁸⁹

“First, it starts with a bottle with written paper inside, then a seashell appears”. (Isabel, group A).⁹⁰

Source: Elaborated by the author.

On the other hand, the rest of the students (ten) said that they were not able to remember or understand what was written. Some of them also mentioned that they selected the options randomly as they played the game, and one student did not answer the question at all. Moreover, one student seemed not to have understood the question itself when he said “*The story is to find a treasure*” (Daniel, group A).⁹¹ Table 13 illustrates these answers.

Table 13 - Examples of students’ answers who were not sure about the path traced to the question “Tell the story of the path you traced in the game — translated from Portuguese

“I do not remember” (Miguel, group B).⁹²

“The path was: I tried to read, but most I did not understand. For the rest, I just clicked” (Richard, group C).⁹³

“I selected randomly. First, it had an image of a bottle. Later, a crab, then a ship, and a treasure trunk. This was what I saw” (Thomas, group A).⁹⁴

“I selected randomly and read a little” (Kevin, group C).⁹⁵

“I did not understand anything. I was just clicking the options and arrived in the treasure” (Tamara, group B).⁹⁶

“I read some sentences, but I selected everything randomly” (Camilo, group C).⁹⁷

“I do not know” (Peter, group A).⁹⁸

⁸⁷ “Eu achei uma mensagem na garrafa que falava que tinha um tesouro escondido e eu peguei um barco e navegamos e achei o tesouro: pedras preciosas.”

⁸⁸ “É eu tava em uma praia com minha família e eu vi um barco pelo oque eu entendi eu fui capturada fugi e encontrei o tesouro em um deck.”

⁸⁹ “Eu entendi que eu tava na praia e achei uma garrafa com uma carta escrita que falava sobre um tesouro em um barco e eu fui atrás desse tesouro, aí no barco eu encontrei um pirata e ele me levou até o tesouro.”

⁹⁰ “Primeiro começa com uma garrafa com papel escrito, depois aparece uma concha.”

⁹¹ “A história é para achar um tisouro.”

⁹² “Não lembro.”

⁹³ “O caminho foi eu tentar ler mas a maioria eu não entendi um certa resto foi chutando.”

⁹⁴ “Eu chutei todos primeiro tinha uma imagem de uma garrafa depois de um carangueijo depois de um navio e um bau do tisouro e so foi isso que eu vi.”

⁹⁵ “Eu chutei tudo e li um pouco.”

⁹⁶ “Eu não entendi nada, só fui apertando nos botões e cheguei no tesouro.”

⁹⁷ “Eu li algumas coisas mas chutei tudo.”

⁹⁸ “Não sei.”

“I did not understand very well. I was just selecting the options and left everything to chance” (Leona, group B).⁹⁹

“I did not remember anything” (Susan, group C).¹⁰⁰

“The story is about finding a treasure” (Daniel, group A).¹⁰¹

“My pirate saw a bottle with paper in the sand, and he got it. He was in a dark room and screamed that there was a monster. Then, I asked for help, the rest I selected randomly” (Luis, group C).¹⁰²

Source: Elaborated by the author.

Considering the answers that highlight difficulties in understanding the game, one aspect that needs to be taken into account is that the game was built with short sentences, making use of cognate words whenever possible and images to aid in meaning mapping. According to Ellis (2003), these elements can facilitate the task performance. Hence, it is not clear, from the given answers, whether learners really engaged in efforts to understand the story being told. Moreover, in relation to the answers that mentioned the decision to click randomly on whatever option, it should be noted that the game was built taking this possibility into account. Therefore, whenever the students had not understood some part of the story, they would be driven to the beginning of the game, that is, they could not advance in the game. Consequently, these students probably had to start the game more than once (this possibility may be confirmed in question five, in which students were asked to state how many times they needed to restart the game).

In pursuit of checking if the students really understood the game, it is relevant to compare the answers they gave to question three to the ones previously given in question two. To question three, as introduced earlier, fifteen students were able to write the path they had taken while playing the game, seven students stated they clicked randomly as they played, and three students said they did not know the path taken. In addition, one student did not answer this question, and another one seemed not to understand the question at all.

Of the fifteen students who wrote about their path in the game, twelve answered question 2 (What treasure did you find?) by referring to material treasures, while two students said they had not seen or found the treasure. Additionally, one student was not able to answer question 2. This seems to confirm the hypothesis raised in question 2 which stated the

⁹⁹ “*Eu não entendi muito bem, fui só pulando e caindo na sorte.*”

¹⁰⁰ “*Não lembro nada.*”

¹⁰¹ “*A história é para achar um tesouro.*”

¹⁰² “*O meu pirata viu uma garrafa com papel na areia e foi pegar. ele foi numa sala escura e gritou que tinha um monstro e depois eu pedi ajuda. O resto eu chutei.*”

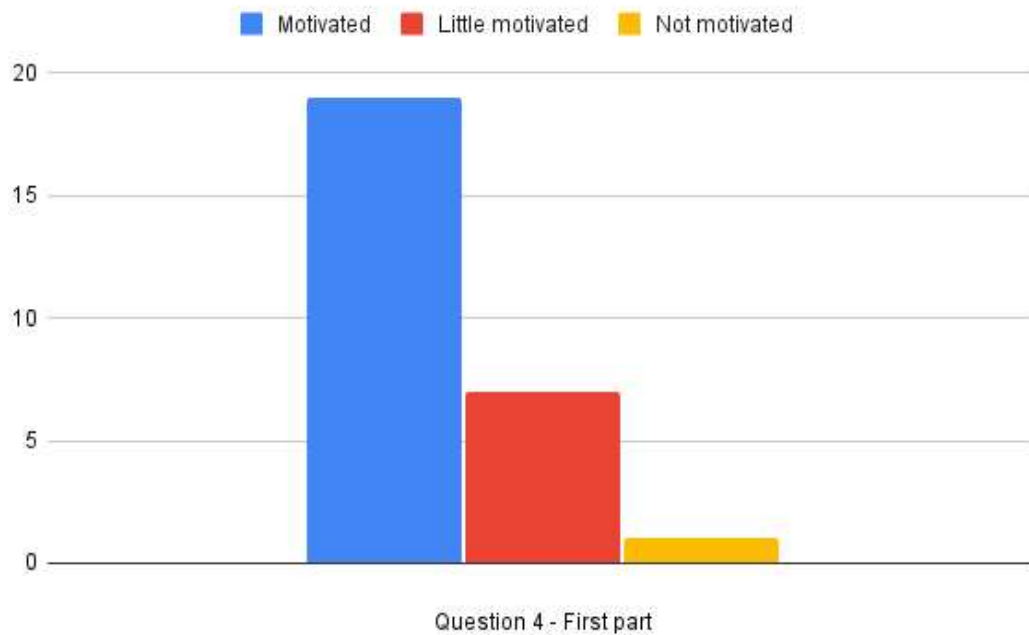
students probably did not understand the moral of the game or did not pay attention to the final message. That is, since they were able to tell the path they took while playing the game, it could be inferred that they paid (at least some) attention to the game during the time they were playing and seemed to understand (at least) the general idea but, when they arrived at the final screen, they saw the image of the treasure and did not bother to read the message that was there, as the game was over. On the other hand, the students who wrote the path they traced but did not know which treasure they had found may have understood the moral of the game, as they did not associate the image of a trunk with coins with the real treasure. Still, this cannot be affirmed with certainty at this point.

Another interesting aspect that could be highlighted is that out of the seven students who claimed, in question three (Tell the story of the path you traced in the game), to have clicked randomly as they played the game, only two found, as reported in the second question, the real treasure (generosity). That may illustrate how difficult it was to simply arrive at the end of the game just by randomly clicking on whatever option. Moreover, out of these seven students, two reported not remembering the treasure they had found, and three of them associated the treasure with a valuable object, as answered in question 2 (What treasure did you find?). For these five students, it is not clear, at this point in the analysis, how much of the game they understood or paid attention to. Finally, two students who, in question three, claimed not to remember the path they traced and said they simply clicked on whatever option, reported, in question two, to have found the real treasure (generosity). This may suggest that, as discussed before, the students who clicked randomly probably gained more input due to the number of times they played the game. However, it is hard to tell how much of this input was noticed by them. Also, it could be the case that they just paid attention to the final part of the game.

In light of the responses discussed so far, it appears that these three questions were not enough to fully reveal the students' understanding of the game. Therefore, the next questions may aid in reaching a conclusion.

For the fourth question, "Did you feel motivated while playing this task-game? Explain the reason", students were expected to provide an explanation for their answers. Still, some students did not explain their reasons. In relation to the first part of the question, eighteen students confirmed that they felt motivated by the game, but two of them did not explain the reason. Seven students answered that they did not feel motivated, but three of them did not provide an explanation. One student answered that she felt more or less motivated, while another student did not confirm if he was motivated or not.

Graph 2 - Representation of the number of students' responses for the first part of the fourth question



Source: Elaborated by the author.

The items above the graphic correspond to the participants' feelings. The graphic above illustrates that most participants felt motivated while playing the task-game. The reasons that emerged from their motivation can be seen in Table 14.

Table 14 - Examples of students' answers to the second part of the question, "Did you feel motivated while playing this task-game? Explain the reason — translated from Portuguese

"Yes, because I like the theme" (Daniel, group A).¹⁰³
 "It is motivating, because you are making decisions, then it motivates" (Richard, group c).¹⁰⁴
 "I just felt motivated to win, because I want to get a 10" (Enri, group C).¹⁰⁵
 "Yes, because I like games" (Sarah, group A).¹⁰⁶
 "Yes, it is good for those who do not know English, because they will learn more" (Isabel, group A).¹⁰⁷
 "Yes, because I like computer games" (Junior, group A).¹⁰⁸
 "Yes, because I would like to know what the treasure was" (Joan, group C).¹⁰⁹
 "Yes, because I would like to find the treasure" (Carlos, group A).¹¹⁰

¹⁰³ "Sim por ser dum tema que eu gosto."

¹⁰⁴ "É motivador por que você está quebra -cabeça de escolhas assim isso te motiva."

¹⁰⁵ "Só me senti motivado a ganhar porque quero tirar 10!"

¹⁰⁶ "Sim. Porque eu gosto de jogos."

¹⁰⁷ "Sim. Por que pra quem não sabe inglês é bom por que vai aprender mais."

¹⁰⁸ "Sim. Porque eu gosto de jogos de PC."

¹⁰⁹ "Sim, porque eu queria saber o que era o tesouro."

¹¹⁰ "Sim, porque queria achar o tesouro."

“Yes, because I like treasure hunts” (Mila, group B).¹¹¹
 “Yes, because I realized I know a lot of English” (Stella, group A).¹¹²
 “Yes, I liked the mysteries and what I would find in the end” (Mandy, group B).¹¹³
 “Yes, because I am very competitive” (Liam, group B).¹¹⁴
 “Yes, To be on a cool adventure” (Bruce, group A).¹¹⁵
 “Yes, because it was cool to read in English” (Monica, group B).¹¹⁶
 “Yes, I did not stop until I got it” (Leona, group B).¹¹⁷
 “Yes, because I think it was difficult” (Luis, group C).¹¹⁸

Source: Elaborated by the author.

It is possible to observe, in the collected answers to question 4, that the digital task-game seemed to be an attractive tool for learning English for most students. More specifically, when some students mention having an opportunity to learn the language, it goes in line with a number of studies that have shown the digital games’ potentialities for second language learning (Klimova; Kacet, 2017; Lorensen, 2019; Lozarito; Segumpan, 2022; Zhang, 2018).

In addition, it must be considered that games can provide opportunities for authentic and contextualized language use, in which the students learn the language by playing it (Ellis, 2003; González-Lloret, 2015). This can be perfectly noted when the students focus on the treasure hunt, that is, their attention is drawn to the theme rather than the language itself, and how it can be a motivating factor for meaningful learning. According to Dörnyei (1994) motivation is one of the main factors in the L2 learning process.

According to Mahfud and Lumombo (2017), the use of digital games can trigger positive and negative emotions in players, motivating them to go on playing it (or not). This can be observed in answers such as when some students mention that they are competitive, need to make choices, or that the game was difficult, or could be perceived as an adventure. All these students’ comments, thus, seem to converge with some motivating factors, such as feelings of competence, autonomy, and challenge (Dörnyei, 1994, 2005; Medina, 2005) which are considered important elements in fostering motivation. Additionally, in some students’ answers, it is possible to note reasons why students felt motivated playing the game, ranging

¹¹¹ “*Sim, porque gosto de caças ao tesouro.*”

¹¹² “*Sim, porque eu percebi que sei bastante de inglês.*”

¹¹³ “*Sim, eu gosti dos misterios e o que iria achar no final.*”

¹¹⁴ “*Sim, porque eu sou muito competitivo.*”

¹¹⁵ “*Yes. To be on a cool adventure.*”

¹¹⁶ “*Sim, por que foi legal ler em inglês.*”

¹¹⁷ “*Sim, eu não parei até conseguir.*”

¹¹⁸ “*Sim, porque eu achava que era difícil.*”

from the intrinsic reward of wanting to find the treasure to extrinsic factors, such as testing their English knowledge, learning more, or getting a good grade, which are goals associated with rewards, assessment, additional knowledge, and schooling performance. All of these intrinsic and extrinsic reasons can be associated with a feeling of pleasure, which is a powerful emotional component in the process of learning, consolidating knowledge and accessing it (Dörnyei, 1994; Yang; Damasio, 2007).

Overall, it seems that the responses from these eighteen students demonstrate that the characteristics of a task may act as motivating factors for them. Even though the students did not explicitly mention task elements, such as having a final goal to be achieved through the use of language, being meaning-oriented, and involving the development of language skills (Ellis, 2003; Nunan, 2004; Willis, 1996;), these aspects seem to be reflected in their reasons to be motivated as playing the game. For example, when they mentioned, *“yes, because it was cool to read in English”*, it is associated with development of language skills. *“It is motivating, because you are making decisions, then it motivates”* is associated with meaning-oriented. *“Yes, because I would like to find the treasure”* is associated with having a final goal.

On the other hand, some students (eight) did not have the same positive perception regarding the task-game as they reported not being motivated with the game. They gave different reasons: the answer given by student Vicki (group C), for instance, *“No, because I do not know how to speak English, then I did not understand it well”*¹¹⁹, as well as the one given by student Tamara (group B) *“No, because it was difficult to understand the words”*¹²⁰ seem to signal difficulties with language comprehension as a reason not to feel motivated. In turn, Mariana (group A) answered *“No, because I found it boring”*¹²¹, similarly Kevin (group C) answered *“No, because I wanted a game more different and fun”*¹²² while José (group B) said, *“No, I do not know the reason”*.¹²³

In fact, it seems that these students seemed not to pay attention to the input while performing the task-game, even though input-based tasks are considered more adequate for beginning students learning a language (Ellis, 2017). Another possibility is that the given input was beyond the comprehensible level (i+1)¹²⁴ (Krashen, 1985). Finally, since Mariana

¹¹⁹ *“Não por que eu não sei falar ingles ent não entendi direito.”*

¹²⁰ *“Não, porque foi difícil entender as palavras.”*

¹²¹ *“Não porque achei chato”.*

¹²² *“Não, porque queria um jogo mais diferente e divertido.”*

¹²³ *“Não, não sei porque.”*

¹²⁴ (i) corresponds to the current level of students' competence, and (1) corresponds to new linguistic data that goes beyond the students already have (Oliveira, 2011). According to Krashen (1985, p. 2), language acquisition occurs “by understanding input that contains structures at our next stage”, moving from i to i+1.

and Tamara scored 2 points higher on the post-test compared to pre-test, and Kevin scored 1 point higher on the post-test, while Vicki had the same score in the pre and post-test, and José had 1 higher score in the pre-test, such discontent comments can be related to how these participants faced the approach on which the game was based, since the game has a pedagogical purpose instead of entertainment. This is so since language was used to reach a goal, that is, their focus was on the pragmatic meaning of the message being conveyed.

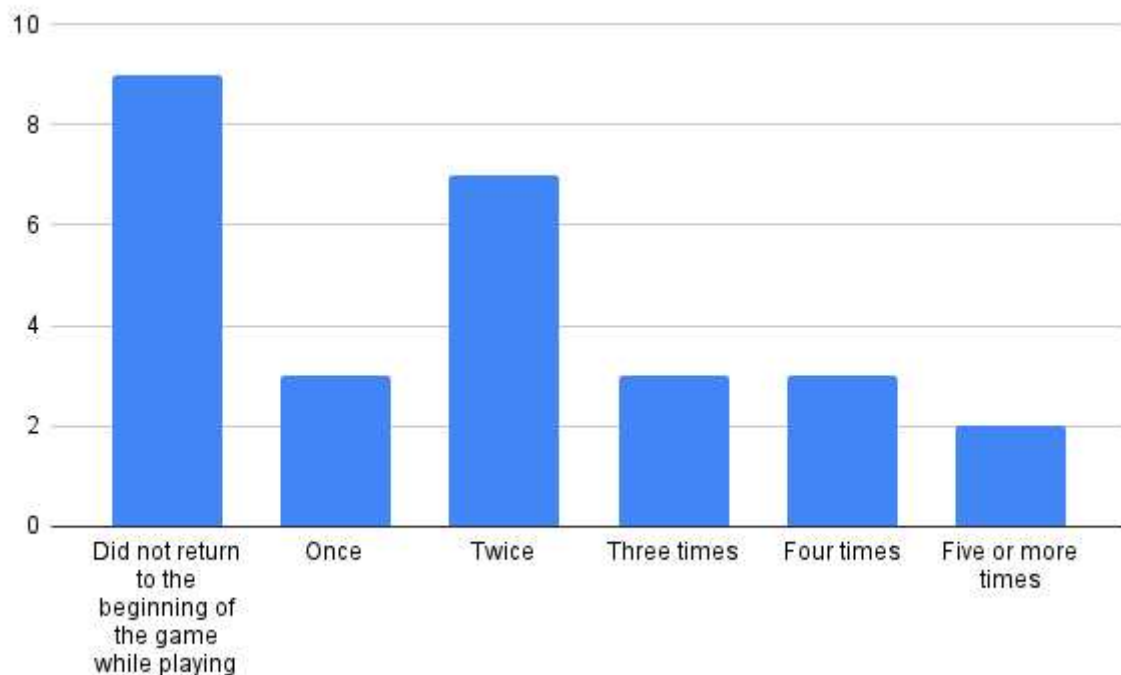
Still considering these seven students who mentioned not feeling motivated with the game, it is interesting to observe that six of them considered the game “cool” when they were asked their opinion about the game in question 1, only Peter (group A) found the game “bad”. Furthermore, when students were asked to mention what treasure they could find in the game (question 2), only Tamara (group B) and Kevin (group C) found “generosity” out of the real treasures (generosity, honesty, friendship, respect), while the other students (5) mentioned material treasures. Moreover, in question 3, when students were asked to report the path they traced, Peter (group A) said not to remember the path. Participants Kevin (group C), Tamara (group B), and José (group B) mentioned clicking randomly, while Thomas (group A), Vicki (group C) and Mariana (group A) managed to report the path they traced. Finally, Miguel (group B) just wrote, “*Because it was in English*”¹²⁵ when he was asked whether he felt motivated while playing the task-game. Therefore, it is unclear whether his perception of the task-game was positive or negative. Similarly, student Vivian (group B) pointed out the difficulty of understanding the new vocabulary while playing the game. She answered, “*Yes and no, I was sad because I did not understand some things*”¹²⁶. However, when Miguel and Vivian were asked their opinion regarding the game (question 1), they answered positively. Moreover, Miguel found the real treasure, and Vivian found a material treasure, as they mentioned in question 2. When they were asked to write the path they traced throughout the game, Vivian did so, but Miguel answered that he did not remember it.

So far, the questions asked in the questionnaire were related to students’ appraisal and/or understanding of the game. On the other hand, question five, “How many times did you need to return to the beginning of the game?” asked students how many times they restarted the game. This question was asked with the intention to understand how much participants had been exposed to the given input in the game, which could have an impact on how much better they would do in their post-test. The participants’ responses are demonstrated in the graph as follows.

¹²⁵ “*Por que era Inglês.*”

¹²⁶ “*Sim e não ja que fiquei triste porque não entendi algumas coisas.*”

Graph 3 - Representation of the number of times each player restarted the game



Source: Elaborated by the author.

The items below correspond to the number of times necessary. For this question, five options were given in the questionnaire: once, twice, three times, four times and five or more times. Those students who did not need to return to the beginning of the game left it unanswered. It is relevant to consider that the students, who needed to play the game more than once, were driven to the beginning of the game as a result of making inappropriate choices related to the good values¹²⁷ for the continuity of the story.

As it is possible to note, the majority of students reported going back to the beginning of the game and restarted it. In total, nine participants did not have to return to the beginning of the game. Three participants returned once and seven participants returned twice. Moreover, three participants played three times, three other participants played the task-game four times, and two students mentioned that they restarted the game five or more times. These answers indicate that the majority of the participants were significantly exposed to the input from the game.

Overall, eighteen students restarted the game, which can mean that when they randomly selected options, they had to go back. It could also be that they chose something

¹²⁷ For example, when they were asked to call the sailor before getting into his ship, students had two choices: “call the sailor” or “go down the stairs”. In this path, the human value of honesty was emphasized, and students were expected to choose an honest attitude.

that did not help them move forward, leading them back to the beginning. It is interesting that all the participants who mentioned having clicked the options randomly in question 3 (Tell the story of the path you traced in the game), restarted the game twice or more.

Regarding the students who restarted the game, it is relevant to note that three students (Sarah, Luis and Leona) mentioned not knowing or remembering the treasure, when they were asked about it in question 2. The same number of students (3), as was the case of Miguel (group B), Tamara (group B) and Susan (group C) managed to find the real treasure (generosity) while the others (12) found the material treasure. Moreover, when the students who restarted the game were asked to report the path they traced in question 3, five students (Leona, Tamara, Camilo, Richard, Luis) mentioned they clicked randomly and four students (Peter, Enri, Susan, Miguel) mentioned not to know or not to remember the path. That is interesting to observe because one would expect that restarting the game several times would help students to remember the treasure or the path.

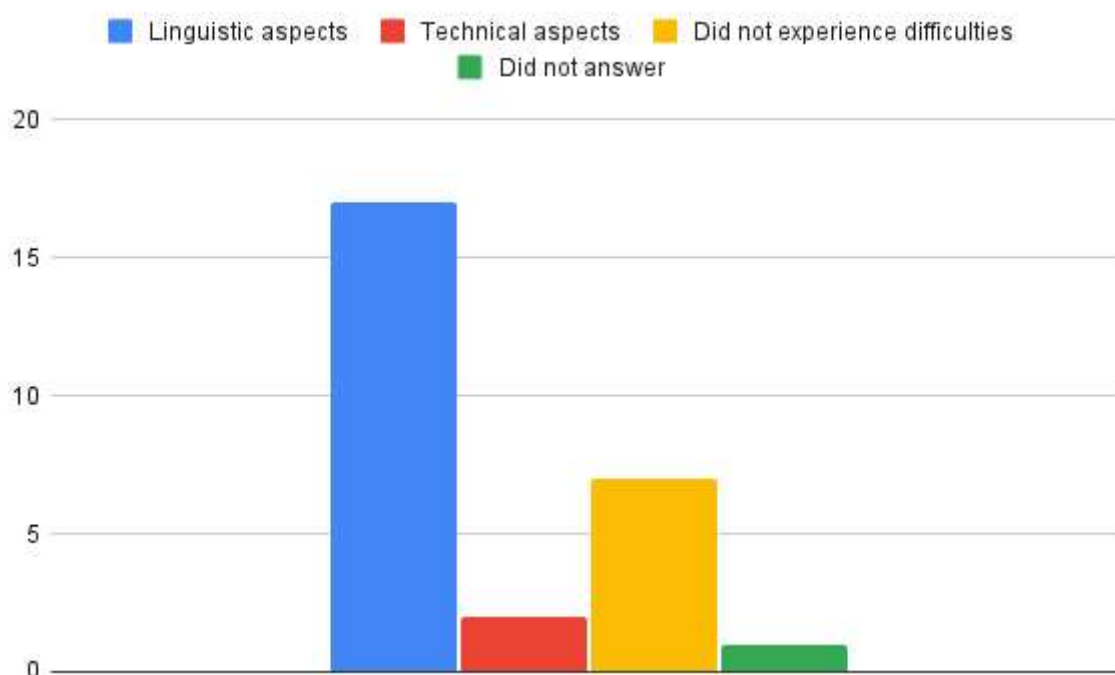
In turn, the nine students who did not need to restart the game wrote the path they traced, but Daniel (group A) showed not understanding the question asked¹²⁸. Seven of them mentioned material treasures instead of the real ones in question 2 (What treasure did you find?), and Stella (group A) answered that she did not see the treasure. Mila (group B) did not answer the question. Considering these results, it appears that these students had a good understanding of the game, because they arrived at the end of the game in their first attempt. This can reinforce the idea above mentioned, when question 2 was being discussed, that they did not pay attention to the final message of the game and judged the image presented in the final screen as being the treasure.

In summary, this question aided to check whether the amount of input exposure had an impact on students' understanding of the game. Therefore, based on the students' answers so far, the number of times participants were exposed to the game's input seemed to influence their success in finding the treasure. Participants who clicked options randomly but were exposed to the game multiple times were more likely to find the treasure than those who were not exposed as much.

In relation to question six, "What difficulties did you have during the digital task-game?", participants were invited to share some challenges they faced while playing. The difficulties reported were grouped under the following themes: 1) Linguistics aspects, 2) Technical aspects, and 3) No difficulties experienced.

¹²⁸ When he was asked to report the path traced, he mentioned the objective of the game "find the treasure".

Graph 4 - Representation of the number of times each topic appeared in participants' responses of the sixth question



Source: Elaborated by the author.

The items above correspond to the aspects that emerged from the students' answers. The results regarding question six were presented in the graphic 5.4. As it is possible to observe, the difficulties experienced by most learners (seventeen), were particularly related to linguistic aspects. For instance, some of them mentioned difficulty in understanding the language, such as it can be observed in the following answers: "*Understand the words*" (Tamara, group B)¹²⁹, "*Read in English*" (Camilo, group C)¹³⁰, "*Understand the sentences*" (Thomas, group A)¹³¹. Hence, it seems that difficulties related to linguistic aspects involved unfamiliar vocabulary, language skills, and difficulty in understanding the story of the game as a whole. The difficulties pointed out by the students can indicate the relevance of considering the teaching context as well as the learners' context in the process of designing and implementing a task, in order to avoid frustration for both students and teachers (East, 2022). In fact, the task should strike a balance, being neither too difficult nor too easy for students (Skehan, 1996). Nevertheless, this poses a challenge for the teacher since defining a task as easy or difficult is very subjective, basically impossible to do it when you work with a group. Ellis (2003) states that task difficulty lies on the learner, due to some factors, such as

¹²⁹ "*Entender as palavras*".

¹³⁰ "*Ler inglês*".

¹³¹ "*Intender as frases*".

memory capacity, motivation, learners' intelligence, level of proficiency, and others.

Table 15 presents examples of learners' responses to this question that asked them about their difficulties when playing the game.

Table 15 - Examples of students' responses to the question "What difficulties did you have during the digital task-game?" — translated from Portuguese

"Read and understand" (Kevin, group C)¹³².

"Not knowing English" (Mariana, group A)¹³³.

"Some words in English" (Miguel, group B)¹³⁴.

"Understand the story" (Vivian, group B)¹³⁵.

"Some questions" (Luis, group C)¹³⁶.

"Playing, I did not understand anything about what was written" (Leona, group B)¹³⁷.

"Some words" (Monica, group B)¹³⁸.

"I did not know only some words" (Stella, group A)¹³⁹.

"Understand the words" (Mandy, group B)¹⁴⁰.

"Understand some words" (Liam, group B)¹⁴¹.

"Understand the text" (Joan, group C)¹⁴².

"Read in English" (Junior, group A)¹⁴³.

"At the trunk part" (Isabel, group A)¹⁴⁴.

"Only at the part where I didn't know what generosity was" (Susan, group C)¹⁴⁵.

Source: Elaborated by the author.

It should be noted that, even though these participants had pointed out such difficulties, some of them mentioned, in question 4 (Did you feel motivated while playing this task-game?, language challenges as a reason why they felt motivated by the game. For instance, Luis (group C)¹⁴⁶ said feeling motivated because it was "*difficult*", Leona (group B) "*did not stop until getting it*"¹⁴⁷, as well as Stella (group A) "*Yes, because I realized that I*

¹³² "*Ler e entender*".

¹³³ "*Não porque achei chato*".

¹³⁴ "*Algumas palavras em inglês*".

¹³⁵ "*Em entender a história*".

¹³⁶ "*Algumas perguntas*".

¹³⁷ "*Jogar, não entendi nada do que estava escrito*".

¹³⁸ "*Algumas palavras*".

¹³⁹ "*Eu só não sabia algumas palavras*".

¹⁴⁰ "*Entender as palavras*".

¹⁴¹ "*Em entender algumas palavras*".

¹⁴² "*Entender o texto*".

¹⁴³ "*Ler em inglês*".

¹⁴⁴ "*Na hora do baú*".

¹⁴⁵ "*Só a parte que eu não sabia o que era generosidade*".

¹⁴⁶ "*Sim, porque eu achava que era difícil*".

¹⁴⁷ "*Sim, eu não parei até conseguir*".

know a lot of English”¹⁴⁸. This can suggest that the challenges they faced regarding the language served as a motivating factor. It also should be highlighted that although most of the students indicated facing problems in terms of language, they were able to describe the path they traced in the game.

On the whole, this data seems to indicate that even though language was challenging for some students, it was not an obstacle for others. Moreover, one thing that should be considered is that most of the answers given by the participants mention “words” and “understanding” as difficulties and, considering the focus of this study was to see if they were learning new words, it was expected they would not know all of them.

As previously mentioned, another difficulty signaled in question six was related to technical issues. In what concerns this aspect, it is relevant to elucidate that during the data collection, there were unforeseen events concerning technical aspects. Even though the computers used in the data collection procedure had been checked beforehand (and students were asked to bring their mobile phones as an alternative), as well as the internet connection that used to work well in the school, unfortunately, both presented a few problems during data collection that day. Thus, as a contingency plan to deal with the internet, the researcher’s mobile phone connection was used. The issues mentioned affected mostly group A, which played the game first. This is so because many students from this group did not have the internet on their phones, resulting in the researcher’s internet being shared among multiple devices. In order to facilitate game access for the other groups, the students’ English language teacher, who was present during the implementation of the study, offered to share her mobile phone internet as well. This, in turn, resulted in better access for Groups B and C, who played the game later that same day.

In spite of the problems faced in the data collection with computers and internet, it is interesting to notice that only two students mentioned these issues during the task-game. Specifically, two participants from group A highlighted difficulties with internet connection instability. Sarah reported, “*My difficulty was the internet and I do not know much English as well, then it was hard*”¹⁴⁹ (Sarah, group A), and Daniel (group, A) simply stated, “*the internet*”¹⁵⁰ (Daniel, group A). However, the difficulty encountered was solved patiently by the students themselves, by waiting for a while until the game was loaded.

¹⁴⁸ “*Sim, porque eu percebi que sei bastante de inglês*”.

¹⁴⁹ “*Minha dificuldade foi a internet e também eu não sei muito Inglês, então foi difícil.*”

¹⁵⁰ “*A internet*”.

In point of fact, it is important to highlight that technical difficulties are prone to arise when using digital technologies in the classroom. This raises a relevant issue that goes beyond teacher training, motivation, and planning: for technology integration to occur, government intervention is necessary. This means that the school environment and its needs must be taken into consideration as well.

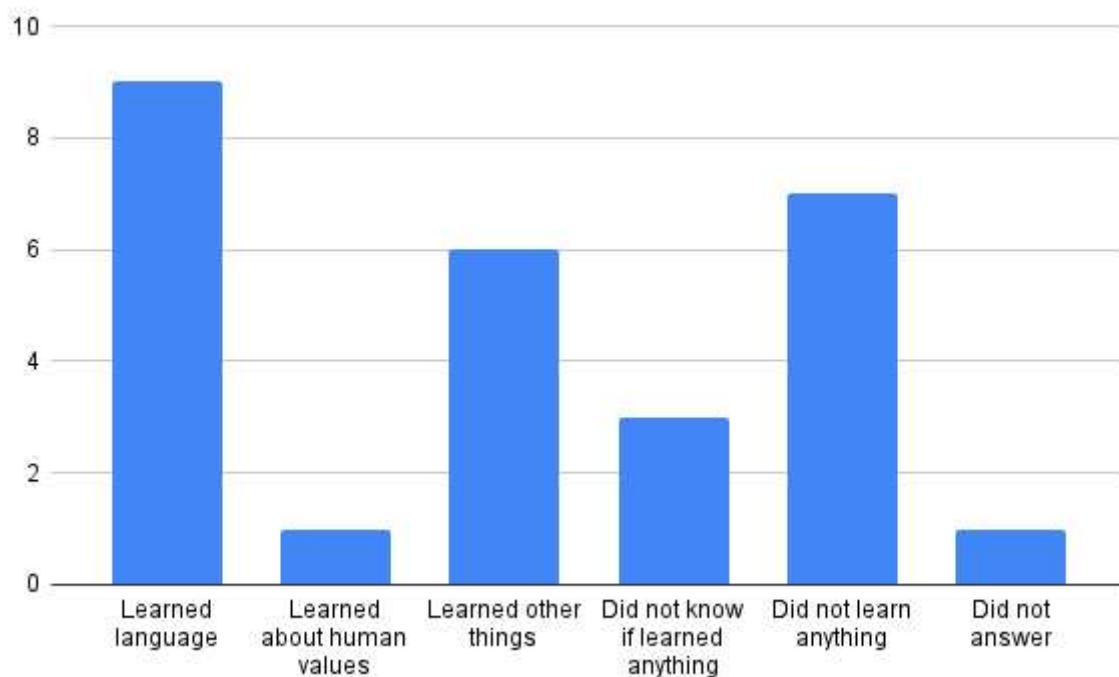
Finally, there were participants (seven), who stated not having experienced difficulties while performing the task-game. Six participants had the same answer, “*none*” and one student, Vicki (group C), explained, “*None, when I did not understand, I chose randomly*”¹⁵¹. Only one participant, Richard (group C), did not answer this question. Finally, it is also interesting to notice that almost all of these seven students who reported having no difficulties indicated in previous questions that they enjoyed the game, felt motivated, reached the end of the game and wrote the path. Additionally, only two of them needed to go back to the beginning of the game.

The questions asked so far aimed to assess the students' understanding of the task-game and their performance on it. The next set of questions intends to uncover the students' perceptions regarding their English vocabulary development.

Question seven, “What did you learn playing the task-game?”, generated six themes: 1) Learned language; 2) Learned about human values; 3) Learned other things; 4) Did not know if learned anything; 5) Did not learn anything and 6) Did not answer. In regards to the number of respondents for question seven, it is possible to have a closer look at the data in the graphic below.

Graph 5 - Representation of the number of times each topic appeared in participants' responses of the seventh question

¹⁵¹ “*Nenhuma, quando eu não entendi eu chutava.*”



Source: Elaborated by the author.

The items below correspond to the aspects that emerged from the students' answers listed before. As we see in the graphic 5, most students seem to have found the game positive for their learning, especially in terms of language and vocabulary. Nine students mentioned several aspects that they believe to have learned, which can be categorized under the theme "language". Regarding learning new words, which was the purpose of this study, participants mentioned that they have learned them. For instance, Junior (group A) and Luis (group C) wrote the words they learned: "*Boat in English*" (Junior, group A)¹⁵², "*How to say escuro in English*" (Luis, group C)¹⁵³. Other students also confirmed that they learned words. For instance, Sarah (group A)¹⁵⁴ said "*I learned a little about the context of English words*", Mandy (group B)¹⁵⁵ mentioned "*Some words in English*", Stella (group A)¹⁵⁶ said "*I learned some words*", and Vivian (group B)¹⁵⁷ answered "*I learned to say some things*". Additionally, Isabel (group A)¹⁵⁸ said "*I learned more English*", and Monica (group B) mentioned that she learned words and also learned reading, saying, "*Some words, and to read in English*"

¹⁵² "*Barco em inglês*".

¹⁵³ "*Como é escuro em inglês*".

¹⁵⁴ "*Eu aprendi um pouco de contexto das palavras em Inglês*".

¹⁵⁵ "*Algumas palavras em ingles*".

¹⁵⁶ "*Eu aprendi algumas palavras*".

¹⁵⁷ "*Aprendi a falar algumas coisas*".

¹⁵⁸ "*Aprendi mais inglês*".

(Monica, group B)¹⁵⁹. Furthermore, Daniel (group A) mentioned he not only learned the language but also a life lesson from the game, stating “*Never give up and a little of English*” (Daniel, group A)¹⁶⁰. These comments seem to show that the digital task-game was viewed positively in terms of the vocabulary learning process and language skills, such as reading and speaking, as mentioned by the students. It is noteworthy that all nine students who stated they learned new words also mentioned difficulties in terms of language in question 6 (What difficulties did you have during the digital task-game?). Although the primary focus of the task for the students was understanding the story to find the treasure, rather than explicitly learning vocabulary (that is, students did not know the purpose of the game), vocabulary learning occurred implicitly while they were trying to find the treasure. This can be seen in their answers to the perception questionnaire and also in their post-test when they wrote down the words learned. This seems to show that contextualized language learning can be a motivating possibility to learn vocabulary when it is presented in a meaningful and engaging way, as was the case of the digital task-game. Students not only seem to have learned the language by playing the game but also could reflect on human values. For instance, Jose (group B)¹⁶¹ mentioned values in his answer, saying “*Be kind*”. Therefore, the students’ perspectives regarding their learning seem to be aligned with the objectives of the digital task-game.

Even though the intent of question seven in the questionnaire was to identify whether students learned vocabulary and human values, a third topic emerged from the data, which was entitled “learned other things”, corresponding to actions that were mentioned by some students. They emphasized learning about tasks regarding goals and, more specifically, their interpretation of the game. Six students answered that they learned something different from what was proposed in the task-game. For instance, Camilo (group C) said, “*Nothing, find a treasure*”¹⁶², similarly, Kevin (group C) wrote, “*Nothing, how to find a treasure*”¹⁶³. Additionally, Carlos (group A) and Mariana (group A) also had the same answer. Carlos (group A) mentioned having learned to “*Rob a pirate*”¹⁶⁴ as well as Mariana (group A): “*Rob a pirate*”¹⁶⁵. In turn, Thomas (group A) mentioned learning to “*Choose randomly better*”¹⁶⁶

¹⁵⁹ “*Algumas palavras e ler em inglês*”.

¹⁶⁰ “*Nunca desistir e um pouco de inglês*”.

¹⁶¹ “*A ser bondoso*”.

¹⁶² “*Nada, encontrar ou achar um tesouro*”.

¹⁶³ “*Nada, como achar um tesouro*”.

¹⁶⁴ “*Roubar um pirata*”.

¹⁶⁵ “*Roba de um pirata*”.

¹⁶⁶ “*A chutar melhor*”.

and Liam (group B) to “*Play choices*”¹⁶⁷. It seems that there is something in common between what these students learned. They all learned how to do something: how to find a treasure, rob a pirate, choose better, and make choices. These answers seem to indicate that they did not realize that they learned language, which may be due to learning occurring implicitly (Krashen, 1982; Nation, 1990), since for them, the objective of the game was to make choices in order to find a treasure and not to learn specific content. However, according to them, they could learn how to make use of the language, that is, how to do things. This seems to corroborate the TBLT approach, in which students learn a language to make its use. Within the same line, Ellis (2003, p. 64) pointed out that “task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of content rather than language”. Moreover, in the case of Carlos and Mariana, both of group A, who mentioned learning to “rob a pirate”, probably they did not understand the moral of the game, which taught human values such as generosity, respect, friendship and honesty, or maybe they did, and they were just trolling, which is not unusual with 6th graders.

Furthermore, three students mentioned that they did not know if they learned something, as were the cases of Miguel (group B), Vicki (group C) and Mila (group B). Miguel simply (group B) said, “*I do not know*”¹⁶⁸ and also Vicki (group c) “*I do not know*”¹⁶⁹, while Mila brought a reason for her answer, saying “*I do not know, I already knew all the words*”¹⁷⁰.

Additionally, seven students stated that they had learned nothing from the task. Some possible reasons why they believed they hadn't learned anything are the fact that they are children and might not have perceived the pedagogical purpose behind the game. Another possibility is that the game was in English; perhaps this made them consider that it would not be possible to learn without knowing the language.

Question eight, “Did you learn any English words during the task-game?”, asked whether students had learned some words in English while playing the game, to which there were two answers: “yes” and “no”. While the previous question intended to know if the students were able to identify and describe what they believed to have learned in general from the task-game, this question aimed to check specifically if the students believed to have learned vocabulary during the game performance, since the general objective of this study is

¹⁶⁷ “*Em jogar escolhas*”.

¹⁶⁸ “*Não sei*”.

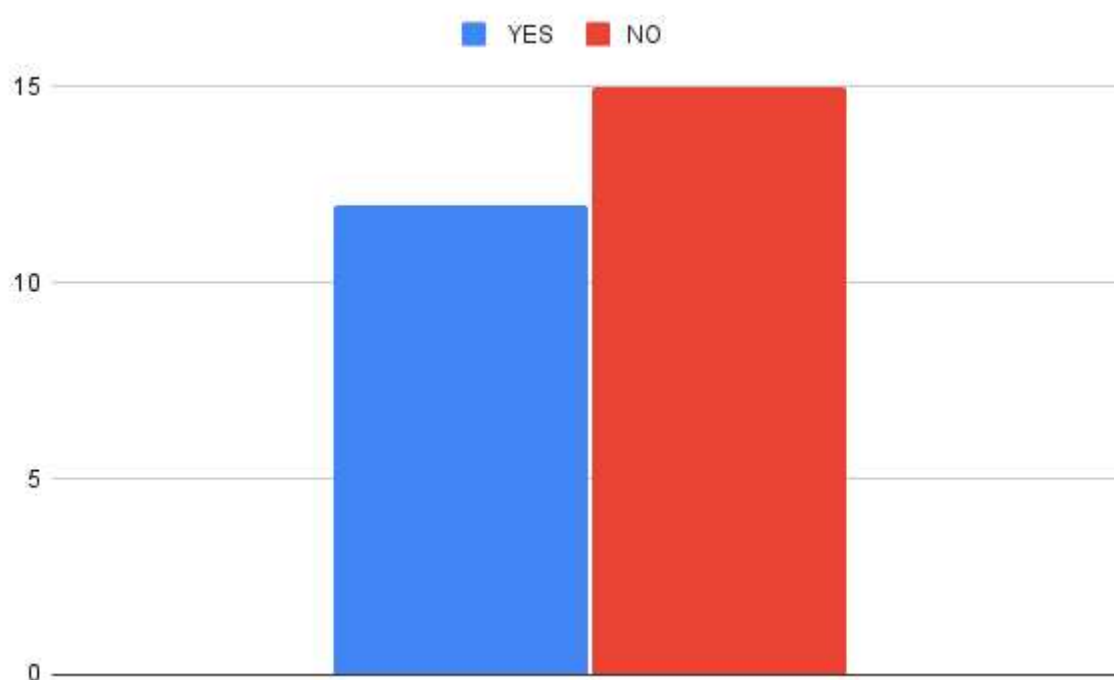
¹⁶⁹ “*Não sei*”.

¹⁷⁰ “*Não sei. Já conhecia todas as palavras*”.

to investigate the impacts of the digital task-game on students in terms of receptive vocabulary learning in English.

To question eight, twelve students affirmed learning new words, whereas fifteen reported having not learned English words with the digital task-game. These results are illustrated in the following graph.

Graph 6 - Representation of the number of times each answer appeared in the responses for the first part of question eight, given by the twenty-seven students



Source: Elaborated by the author.

The items above correspond to the answers. For the students who answered that they had learned English words, there were three more questions related to what they learned, which are “What words did you learn playing the task-game?”, “How did you learn the words in English”, and “What words did you most enjoy learning?”.

When asked to report the words they learned in question eight, participants who believe they have learned vocabulary brought different examples, as we can see in the samples from the table below.

Table 16 - Examples of students’ responses to the question “What words did you learn playing the task-game?” — translated from Portuguese

“Generosity”¹⁷¹ (Susan, group C).
 “Sea and sand”¹⁷² (Vicki, group C).
 “Parrot”¹⁷³ (Joan, group C).
 “Dark”¹⁷⁴ (Thomas, group A).
 “Deck and ship”¹⁷⁵ (Vivian, group B).
 “Dark and treasure, I do not remember how to write”¹⁷⁶ (Luis, group C).
 “Treasure and others”¹⁷⁷ (Monica, group B).
 “Ship, etc. I learned other words, but I do not remember what they are”¹⁷⁸ (Stella, group A).
 “Ship. I learned others, but I do not remember”¹⁷⁹ (Mandy, group B).
 “Precious stones”¹⁸⁰ (Liam, group B).
 “Ship”¹⁸¹ (Junior, group A).
 “I think I learned treasure in English”¹⁸² (Sarah, group A).

Source: Elaborated by the author.

Overall, the words reported by the students were all nouns, which seems to suggest that it was possible for them to learn nouns implicitly with this task.

Accordingly, the words mentioned by the students were some of the words that the researcher had chosen to be taught during the game, such as ship, stones, treasure, dark, parrot, deck, sea and sand. This suggests that the students responded as expected. Therefore, it appears that, from the perception of some students, receptive vocabulary learning occurred through the digital task-game, as the purpose of this study was to analyze whether it could occur implicitly through the task.

In relation to the third part of question eight, “How did you learn the words in English”, fourteen students answered this question, which means that two students who did not believe to have learned vocabulary while playing the task-game answered this question. In fact, these students probably did not pay much attention to the context of the question since when they were asked if they learned some English words (question 8), they answered “no”. However, for this question, they reported, “*I learned playing games, there are games for*

¹⁷¹ “Generosidade”.

¹⁷² “Sea, sand”.

¹⁷³ “Parrarot papagaio”.

¹⁷⁴ “Dark”.

¹⁷⁵ “Deck e navio = ship”.

¹⁷⁶ “Dark e treasure, não lembro como escreve”.

¹⁷⁷ “Treasure, e outras”.

¹⁷⁸ “Ship, etc (eu aprendi outras palavras mas eu não lembro quais”.

¹⁷⁹ “Navio, eu aprendi outras so não lembro”.

¹⁸⁰ “Pedras preciosas”.

¹⁸¹ “Ship (barco)”.

¹⁸² “Eu acho que aprendi tesouro em Inglês”.

*learning English. I started to play, and I play until now*¹⁸³ (Isabel, group A), *“playing”*¹⁸⁴ (Daniel, group A). Perhaps they were referring to learning words in a general sense.

Impressions on vocabulary learning were given through seeing the images, reading the story, playing the game, and the context. Participants Mandy (group B)¹⁸⁵, Luis (group C)¹⁸⁶, and Joan (group C)¹⁸⁷ said they learned English words by seeing the images, whereas participant Vick (group C) learned through *“reading and seeing the images”*¹⁸⁸.

Participants Liam (group B)¹⁸⁹, Monica (group B)¹⁹⁰, and Thomas (group A)¹⁹¹ respectively, also state to have learned through reading. Sarah (group A)¹⁹² brought an additional relevant answer to this question, saying to have learned by context. Similarly, some other participants also related their vocabulary learning to the context, Junior (group A) says *“Trying to know the story”*¹⁹³, *“I do not know, I just understood it”*¹⁹⁴ (Vivian, group B), *“I noted the words on a sheet of paper and after finishing the game, I searched some words, and others I found the meaning in the game”*¹⁹⁵ (Stella, group A), and *“classes”*¹⁹⁶ (Susan, group C). In this sense, the participants’ responses used to exemplify their vocabulary learning show that, to them, learning took place in a contextualized way. This is in line with the perspective of the TBLT approach and, more specifically, with the purpose of the digital task-game, which was designed to be meaning-oriented, communicative in nature, and focused on the content of the message (González-Lloret, 2017). It is interesting to mention that situations like Stella's, searching for words after playing the game, were not controlled for, and other students could have done that too. Having a control group could have helped with this. However, the research has ecological validity because it occurs in a real classroom, and there will always be factors that are not possible to control. In other words, the results reflect real-life situations.

The fourth part of question eight, *“What words did you most enjoy learning?”*, wanted to know what words students enjoyed learning the most. Participants, Mandy, Liam (group B), and Stella (group, A) seemed happy with their vocabulary learning. Mandy said, *“I*

¹⁸³ *“Eu aprendi mexendo em jogos, que tem jogo para aprender inglês. E comecei a jogar eu jogo até hoje”.*

¹⁸⁴ *“Jogando”.*

¹⁸⁵ *“Vendo as imagens”.*

¹⁸⁶ *“Vendo as imagens”.*

¹⁸⁷ *“Com as imagens”.*

¹⁸⁸ *“Lendo e vendo as imagens”.*

¹⁸⁹ *“Lendo as palavras”.*

¹⁹⁰ *“Lendo e relendo”.*

¹⁹¹ *“Lendo”.*

¹⁹² *“Eu aprendi por causa dos contextos das frases”.*

¹⁹³ *“Tentando saber a história”.*

¹⁹⁴ *“É que eu não sei so entendi”.*

¹⁹⁵ *“Eu anotei as palavras em uma folhinha e depois que eu acabei o jogo eu pesquisei algumas e outras Eu descobri o significado no jogo”.*

¹⁹⁶ *“Aulas”.*

do not remember many words, but I enjoyed learning several of them”¹⁹⁷, Liam said “Stones. I did not know it”¹⁹⁸ whereas Stella stated, “I liked to learn all of them”¹⁹⁹. Some students mentioned enjoying learning noun and adjective words. For instance, the word “dark”²⁰⁰ was mentioned by Luis (group C) and by Thomas (group A) who said “Dark. It was the only one I paid attention to”²⁰¹. The word “ship” was mentioned twice as well by students Junior (group A)²⁰² and Vivian (group B).²⁰³ Isabel (group A) enjoyed learning the word “treasure hunt”²⁰⁴ and Daniel, a participant of the same group, enjoyed “task-game”²⁰⁵.

Again, it is noteworthy that the students Isabel and Daniel (group A) reported in the first part of question eight that they did not learn any English words while playing the task-game, and they also did not respond to the second part of the question, which asked them to report the words they had learned. However, in the third part of question eight, which asked them to indicate the words they enjoyed learning the most, they provided an answer that suggested they had learned a new word. One possible explanation is that they did not realize they had learned English words or did not remember them from before.

Additionally, Monica (group B) and Vicki (group C) felt unsure regarding the words they enjoyed learning. They said, respectively: “I am not sure”²⁰⁶ (Monica, group B), and “I do not know”²⁰⁷ (Vicki, group C). Conversely, Sarah (group A), Susan and Joan (both group C) answered: “I just learned one”²⁰⁸ (Sarah, group A), “None, because I already knew half”²⁰⁹ (Susan, group C) and “None”²¹⁰ (Joan, group C). The rest of the participants who affirmed not learning words while playing the game did not answer this question, but Enri (group C) emphasized “I cannot say”²¹¹.

Moving on to question nine, “Make comments about positive and/or negative aspects of the digital task-game to learn English words”, students were invited to provide feedback on the positive and negative aspects of the game. Twenty-six students answered the first part of the question, which required them to report their positive views regarding the game. However,

¹⁹⁷ “Eu não lembro muitas mas gostei de aprender varias”.

¹⁹⁸ “Pedras eu não sabia”.

¹⁹⁹ “Eu gostei de aprender todas”.

²⁰⁰ “Dark”.

²⁰¹ “Dark foi a unica que eu prestei atenção”.

²⁰² “Ship”.

²⁰³ “Ship”.

²⁰⁴ “Treasure hunt”.

²⁰⁵ “task-game”.

²⁰⁶ “Não tenho certeza”.

²⁰⁷ “Não sei”.

²⁰⁸ “Só aprendi uma”.

²⁰⁹ “Nenhuma porque eu ja sabia metade”.

²¹⁰ “Nenhuma”.

²¹¹ “Não sei dizer”.

for the second part of the question, which asked for negative feedback, only twenty-four students responded.

In general, a diversity of positive elements were brought by the learners. Isabel (group A) left the first part of the question blank. Likewise, Peter, who belongs to the same group A, did not report any positive aspect of the task-game. For him, “*nothing*”²¹² was considered relevant for vocabulary learning.

On the other hand, the remaining twenty-five participants expressed their satisfaction with the digital task-game, in terms of vocabulary learning. For instance, Stella (group A), Liam (group B), and Camilo (group C) seemed to feel very content considering their task-game experience for learning. Stella emphasized “*everything, the game is wonderful*”²¹³, and Liam highlighted “*I found it good to learn English. I want to play again*”²¹⁴, while Camilo shared that, “*I liked the experience*”.²¹⁵ In fact, as stated by Leffa and Pinto (2014, p. 372, my translation): “The good game is the one that drives you addicted, arousing in the player the desire to keep playing, sometimes to the point of not wanting the game to end”.

Some participants left comments complimenting the digital task-game which they found fun. According to one student, the game was fun because the theme was related to a pirate. Besides, the fact that the game was digital, that is, being able to play on the computer, was also mentioned by two students. Players mentioned, in their own words, some features of the task-game, such as images, context guessing, decision-making, and cognate words, which can facilitate the input comprehension (Ellis, 2003, Krashen, 1982, Nation, 1990). In addition, they also pointed out, as positive aspects, that the game restarts if there are any errors, that the game requires reading, and that it is entirely in English. According to these students, these characteristics of the task-game might facilitate language learning. Finally, the story of the game as well as its design was also praised by the participants. Table 17, as follows, shows these students’ comments.

Table 17 - Examples of students’ positive comments to the question “Make comments about positive and/or negative aspects of the digital task-game to learn English words.” — translated from Portuguese

²¹² “*Nada*”.

²¹³ “*Tudo, o jogo é maravilhoso*”.

²¹⁴ “*Eu achei bom para aprender ingles, eu quero jogar de novo muito bom*”.

²¹⁵ “*Gostei da experiencia*”.

“Be a game”²¹⁶(Mariana, group A).
 “It is an interesting game to remove the boredom”²¹⁷ (Richard, group C).
 “Because it was in English”²¹⁸ (Miguel, group B).
 “The same thing of question eight”²¹⁹ (Mila, group B).
 “Everything”²²⁰ (Bruce, group A).
 “The game depends on the right choices”²²¹(Enri, group C).
 “Some words seem with Portuguese, then it is easy to understand”²²² (Tamara, group B).
 “The positive point is that if you make a mistake you go back all again, then it is possible to learn and retain some words”²²³ (Leona, group B).
 “Cool and fun”²²⁴ (Kevin, group C).
 “It is fun”²²⁵ (Junior, group A).
 “It can play on the computer and I found a cool game”²²⁶ (Susan, group C).
 “It is cool because it is from pirate”²²⁷ (Joan, group C).
 “It was very cool”²²⁸ (Thomas, group A).
 “It is a game”²²⁹ (Carlos, group A).
 “It has a good story”²³⁰ (Jose, group B)
 “I learned things”²³¹ (Vivian, group B).
 “Cool story and beautiful design”²³² (Sarah, group A).
 “The images”²³³ (Daniel, group A).
 “It is good to read and try to understand it by yourself”²³⁴ (Monica, group B).
 “I prefer the game to write”²³⁵ (Vicki, group C).
 “Learn words in English”²³⁶ (Mandy, group B).
 “Images and words that are not too complicated”²³⁷ (Luis, group C).

Source: Elaborated by the author.

²¹⁶ “*Ser um jogo*”.

²¹⁷ “*É um jogo interessante para tirar o tédio*”.

²¹⁸ “*Por que era em Inglês*”.

²¹⁹ “*A mesma coisa da 8*”.

²²⁰ “*Everything*”.

²²¹ “*Um jogo indo nas escolhas certas, gostei*”.

²²² “*Algumas palavras são parecidas com o português então é fácil entender*”.

²²³ “*Ponto positivo é que se você era você volta tudo de novo, então da para aprender e gravar algumas palavras*”.

²²⁴ “*Legal e divertido*”.

²²⁵ “*É divertido*”.

²²⁶ “*Da pra jogar no pc e achei legal*”.

²²⁷ “*É legal porque é de pirata*”.

²²⁸ “*Que foi muito legal*”.

²²⁹ “*É um jogo*”.

²³⁰ “*Tem uma história boa*”.

²³¹ “*Eu aprendi coisas*”.

²³² “*História legal e bonito o design*”.

²³³ “*As imagens*”.

²³⁴ “*É bom ler e tentar entender sozinho*”.

²³⁵ “*Prefiro o jogo do que escrever*”.

²³⁶ “*De aprender palavras em inglês*”.

²³⁷ “*Imagens e palavras não tão complicadas*”.

As can be observed in Table 17, the students mentioned positive aspects that they considered relevant for a game, in terms of vocabulary learning. Some of their answers seem to indicate that they could recognize aspects of the game that correspond to the features of a task (Ellis, 2003, 2017), when they highlighted making use of target language, the need of making choices, the feedback they receive, the contextualized learning. Moreover, the use of linguistic and non-linguistic resources is evident in their comments about cognate words and context guessing. It is possible to note, therefore, that in terms of teaching and learning, the students' answers seemed to go hand in hand with the premise of technology-mediated Task-Based language teaching (González-Lloret; Ortega, 2014). Therefore, the students' viewpoints regarding the game seem to be aligned with the characteristics of a task, even though they did not make use of the terminologies directly.

According to González-Lloret and Ortega (2014), primary focus on meaning, goal-orientation, learner-centeredness, holism and reflective learning are guiding features to design games and recruit them with learning purposes. In addition, Leffa and Pinto (2014) also discuss why games can contribute to teaching and learning. For them, the game itself arouses students' interest in fulfilling the task by bearing principles such as feedback, flow and outdo, which can be responsible for the success of the game/learning. The feedback principle involves a continuous interaction process between the player and the game, while the flow principle sustains the player's motivation until she/he achieves the goal, and the outdo principle is related to the overcoming process of the player during the game (Leffa; Pinto, 2014). According to (Dörnyei, 2005, p. 82) "flow can be seen as a heightened level of motivated task engagement, leading to improved performance on a task; in many ways it is the optimal task experience".

When dealing with negative aspects of the task-game, participants reported technical problems as well as difficulties in understanding the second language, and criticism regarding its design. Concerning the technical issues, three students faced difficulty loading the game due to internet instability. Joan (group, C) stated, "*the image is slow to load*"²³⁸, while Thomas (group A) said, "*the screen wasn't loading, and I don't understand English very well*"²³⁹. Additionally, Enri (group C) commented, "*none, only the internet*"²⁴⁰. These are aspects that can be avoided if infrastructure is provided. However, it may be an issue when

²³⁸ "*A imagem demora pra carregar*".

²³⁹ "*A tela não carregava e eu não entendo muito bem ingles*".

²⁴⁰ "*Nenhum, só a internet*".

dealing with technology.

As regards the language, six participants mentioned difficulties with its use. Four of them presented difficulties in understanding the words. For instance, Participant Stella (group A) said “*I just found it bad for not being able to search for words I did not know during the game*”²⁴¹. Similarly, Tamara (group B) wrote “*there are words that I am not able to understand, and I think they are difficult*”²⁴², while Mandy (group B) said “*Not understanding well the words*”²⁴³. Finally, Vivian (group B) mentioned “*I did not understand a lot*”²⁴⁴. Indeed, the use of a dictionary is an important strategy for assisting in vocabulary learning (Nation, 2001). However, it is important to highlight that its use was not allowed during the task-game performance, in order to use only the Treasure Hunt game as the input for vocabulary learning in this study.

Besides, another language aspect was mentioned by the students as answers to this question. Three students considered the story difficult to read. Participant Camilo (group C) commented “*there was a lot to read*”²⁴⁵ whereas Mariana (group A) highlighted the fact of it “*being in English*”²⁴⁶. This seems to suggest that the use of language in order to achieve the goal of the game might have been considered a negative aspect by these students because they were not familiar with some of the vocabulary used.

Furthermore, students also brought relevant points to be considered as improvement of the game regarding its design and implementation. For instance, Jose (group B) defined the game as “*very small*”²⁴⁷, probably referring to it being short, whereas Miguel as (group B) “*very fast*”²⁴⁸. Likewise, Junior (group A) considered the game as “*simple*”²⁴⁹. On the other hand, Richard (group C) described the game as “*stressful and iff*”²⁵⁰, while Vicki (group C) commented it was “*a little boring*”²⁵¹. The negative comments made by them may be not interpreted as too negative, because as told by Jose and Miguel, they would like to have spent more time playing the game, similarly when Junior analyzes the game as simple, he might make reference to the duration as well. Considering Richard’s answer, probably his frustration may be related to the language used to be able to advance in the game. Only one student

²⁴¹ “*Eu só achei ruim não poder pesquisar palavras que eu não sabia durante o jogo*”.

²⁴² “*Há palavras que eu não consigo entender e acho difícil*”.

²⁴³ “*Não entender muito as palavras*”.

²⁴⁴ “*Eu não entendo muita coisa*”.

²⁴⁵ “*Muita coisa pra ler*”.

²⁴⁶ “*Ser em igues*”.

²⁴⁷ “*É muito pequeno*”.

²⁴⁸ “*Por que ele foi muito rápido*”.

²⁴⁹ “*É simples*”.

²⁵⁰ “*O jogo é estressante e duvidoso*”.

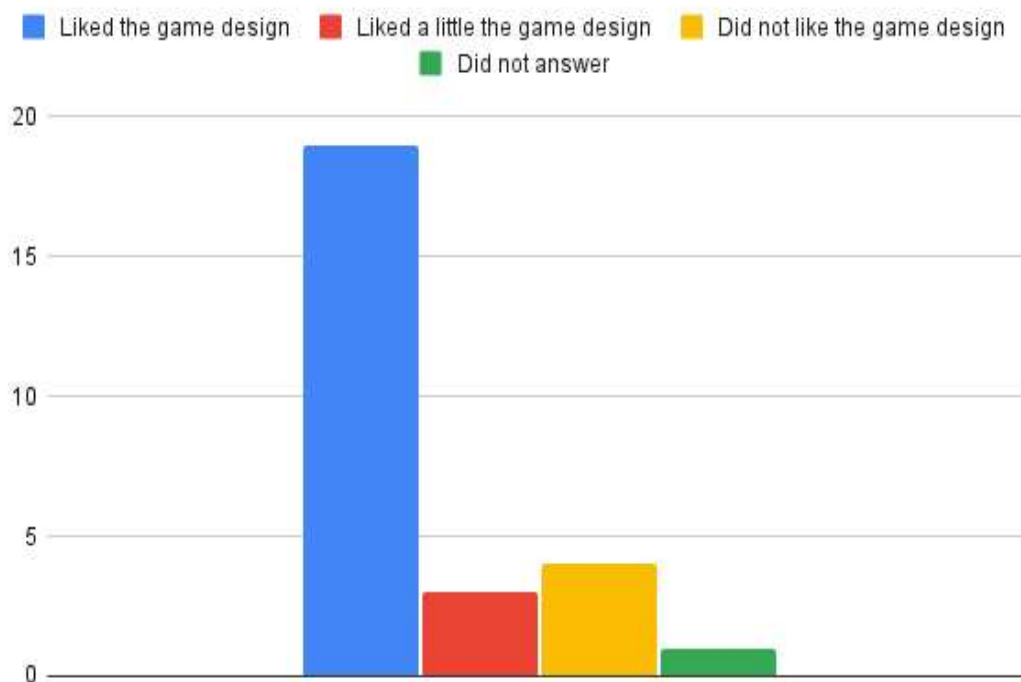
²⁵¹ “*Meio chato*”.

mentioned that “*everything*” was negative in the task-game, as well as one affirmed not knowing what would be the negative points of the game. There were three cases of blank answers, while eight participants stated that the game did not have any negative aspects.

Overall, the students pointed out more positive aspects of the digital task-game regarding their learning process than negative ones. This seems to suggest that when vocabulary is taught in a contextualized way through the digital games, the students may engage in the task and learning can occur, mainly when the input is supported by images and there is repetition of the words as well (Ellis, 2003; Laufer, 2017; Laufer; Hulstijn, 2001; Nation, 2017).

In question ten, “Did you like the design of the task-game Treasure Hunt? Why?”, pertaining to participants’ perceptions about the design of the digital task-game treasure Hunt, they were also required to provide explanations for their answers. The greater majority of participants affirmed to have enjoyed the design of the game. In total, nineteen students mentioned having enjoyed it. One of the participants did not answer this question, whereas four participants declared not liking the game design and three of them reported to have liked just a little. The graph below illustrates the participants’ responses.

Graph 7 - Representation of the number of times each answer appeared in the responses for question ten given by the twenty-seven students



Source: Elaborated by the author.

The items above correspond to the answers. When asked to explain their answers to question ten, participants who enjoyed the task-game design brought different reasons to justify their answers. They pointed out things such as: images, organization, development, beauty, history, and also mentioned finding the design cool and interesting.

Four students mentioned enjoying the design of the game due to its images. For instance, Stella (group A) said “*the mix of images is pretty cool*”²⁵², while Monica (group B) reported, “*the images are beautiful and clearly visible*”²⁵³. Similarly, Miguel (group B) wrote “*Yes, because there is a cartoon*”²⁵⁴ and Luis (group C) mentioned “*Yes, because the images are varied*”²⁵⁵, as well as Mila mentioned (group B) “*Yes, the story was cool, and the images were fun*”²⁵⁶. Three students complimented the design of the game as organized and well developed by saying: “*I liked it, very organized*”²⁵⁷ (Vivian, group B), “*I liked it. It was well-crafted*”²⁵⁸ (Enri, group C) and it was “*Well developed*”²⁵⁹ (Daniel, group A). Moreover,

²⁵² “*Sim, Eu achei bem legal a mistura de tipos de imagem.*”

²⁵³ “*Sim, as imagens, são bonitas e bem visíveis.*”

²⁵⁴ “*Sim, por que tem uma imagem de desenho.*”

²⁵⁵ “*Sim, porque as imagens são variadas.*”

²⁵⁶ “*Sim, a história era legal e as imagens divertidas.*”

²⁵⁷ “*Gostei muito organizado.*”

²⁵⁸ “*Gostei porque foi bem trabalhado.*”

²⁵⁹ “*Sim porque é bem elaborado.*”

two students highlighted the beauty of the design, as they said: “*Yes, I found it was cute*”²⁶⁰ (Liam, group B) and “*Yes, it is beautiful*” (Camilo, group C).

From these responses, it seems like the digital task-game was considered well-designed, by taking into consideration the theme, the story, the mix of images and also their colors. In this sense, these elements appear to engage the students in the task by promoting a contextualized learning. According to Medina (2005), when students learn within a context they feel more engaged, confident and motivated in the learning process. Additionally, the use of multimodal texts, which combine words and images (Gee, 2003), is an important characteristic of the game that can enhance students' interpretation skills. Similarly, Mayer (2009) suggests that the presentation of words with images can improve students' comprehension and retention of content. Therefore, these elements may be particularly relevant in designing tasks for children (Ellis, 2003).

Some students liked the design of the game because they found it cool. For instance, Sarah (group, A) said “*Yes, because I found cool the design style*”²⁶¹ while Mandy (group B) mentioned “*Yes, I found it very fun*”²⁶². Leona (group, B) also stated “*Yes, it is very cool*”²⁶³, and Jose (group B) expressed “*Yes, it is interesting, but I do not know how, but it is cool*”²⁶⁴. Thomas (group A) said “*I liked it, it is very cool*”²⁶⁵. In turn, it should be mentioned that perceptions such as “cool”, “fun” and “interesting” are subjective in a technological world like we live in nowadays. It can be difficult to please everyone in terms of educational games, especially when the game is developed by the teacher. Nevertheless, the majority of them seem to have enjoyed it, and their responses also seem to resonate with the motivational aspects discussed before.

Specifically, in some responses, students seem to highlight some elements of a task, such as it being realistic, the fact that images helped them to interpret the story, the language use, and also decision-making. This does not mean that students mentioned such aspects explicitly or know what a task is, but they highlighted design elements that were intentionally included because of the task. For instance, when Susan (group, C) mentioned that she liked the design of the game because “*it is pretty cool and realistic*”²⁶⁶, and Bruce reported about the choices, “*Yes, it is a story of options*”²⁶⁷, or in the case of Tamara (group, B) who calls

²⁶⁰ “*Sim achei bonitinho*”.

²⁶¹ “*Sim. Porque eu achei legal o estilo do design*”.

²⁶² “*Sim, achei bem divertido*”.

²⁶³ “*Sim, bem legalzinho*”.

²⁶⁴ “*Sim, é interessante, não sei de qual jeito mas é legal*”.

²⁶⁵ “*Gostei bem legal*”.

²⁶⁶ “*Sim porque é muito legalzinho e realista.*”

²⁶⁷ “*Yes. I like option games*”.

attention for how the image helped her to language understanding, “*Yes, it was easy to interpret it*”²⁶⁸ (Tamara, group B), as well as Isabel (group, A) who mentioned that to reach the end the game, she needed to understand the story, “*Yes, because I have to pay attention and read carefully, not read fast, there are questions to answer, and I cannot go back until I finish everything*”²⁶⁹.

On the other hand, a minority of players felt discontent with the game design, in which they reported that the design could be more attractive. According to Richard (group C), “*it was not very creative*”²⁷⁰. In addition, two participants described the design as very simple. They said “*more or less, it was very easy*”²⁷¹ (Vicki, group C), “*More or less, it is a little simple*”²⁷² (Junior, group A). Mariana (group A) also mentioned she like the game just a little, but in her case she did not explain the reason, “*A little, because yes*”²⁷³.

Moreover, Joan mentioned that the game could be better in technical terms. He said “*No, because it could be less buggy*”²⁷⁴ (Joan, group C) while Peter (group A) only wrote “*No*”²⁷⁵. It is worth mentioning that the students' explanations may be related to the kind of games they are used to playing in their daily lives with rich and high graphic quality. For instance, student Carlos (group A) mentioned that the game could be 3D, “*It depends, a 3D game would be cool, but I found it great!*”²⁷⁶. In this sense, it is relevant to consider that the game Treasure Hunt was designed by the researcher with limited possibilities and time constraints. In addition, it is important to highlight the fact that when students enjoy the game it is always positive, however, the main purpose of a game in the classroom is not to have fun or please, but rather to teach.

In question eleven, “*Did you like the story of the task-game Treasure Hunt? Why?*”, students were inquired if they enjoyed the story of the game, and asked to provide an explanation about their answer as well. As we can observe in the graph below, most of the participants (sixteen) said they liked the way that the story was conducted in the game.

Graph 8 - Representation of the number of times each answer appeared in the responses for question eleven given by the twenty-seven students

²⁶⁸ “*Sim, foi facil interpretar*”.

²⁶⁹ “*Sim. Por que tem que ter atenção e ler com atenção. E não é só pra ler rápido tem as perguntas para responder e não da pra voltar tem que terminar tudo*”.

²⁷⁰ “*Não gostei muito do design do jogo Porque não foi muito criativo*”.

²⁷¹ “*Mais homenos foi muito simples*”.

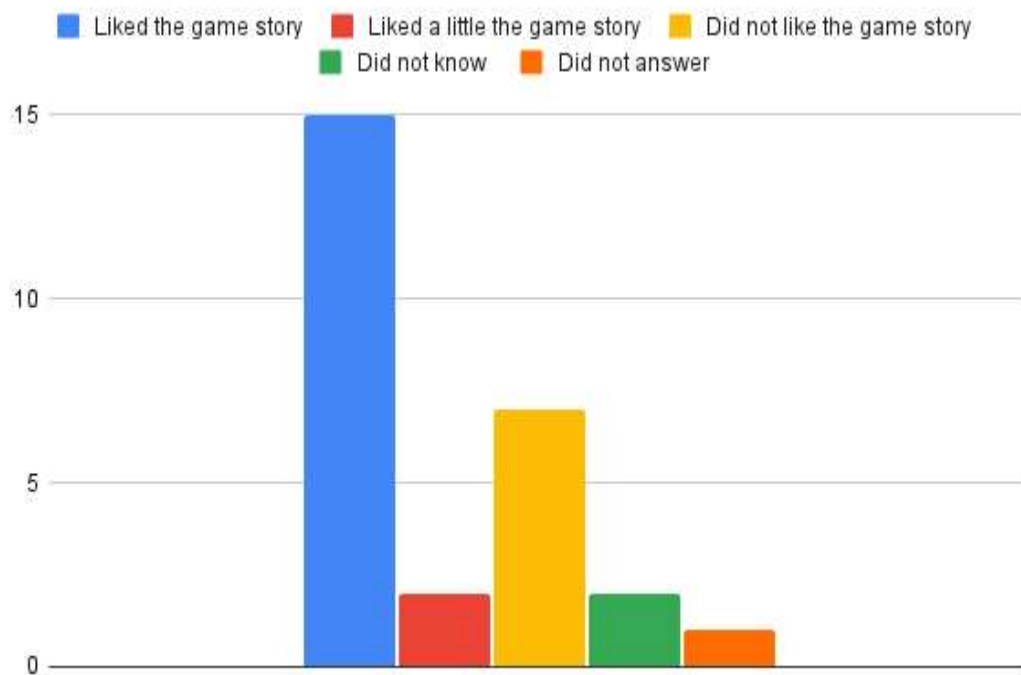
²⁷² “*Mais ou menos. É meio dimples*”.

²⁷³ “*Um pouco. Porque sim.*”

²⁷⁴ “*Não, podia ser menos bugado*”.

²⁷⁵ “*Não*”.

²⁷⁶ “*Depende, seria legal um jogo 3D mais achei massa!*”



Source: Elaborated by the author.

Those students who answered positively about enjoying the game's story, in total sixteen, justified their answers by highlighting certain characteristics such as it being cool, challenging, fun, creative, interesting, mysterious, well-written, and the fact that the story was about choices and a familiar theme as well.

Some players complimented the game's story for being interesting, cool, challenging and creative. For instance, Stella (group A) reported that she enjoyed the game's story because she found it "*interesting*"²⁷⁷. Daniel (group A) liked the story because it had a "*cool end*"²⁷⁸, José (group B) said "*Yes, the story is very cool*"²⁷⁹, and Mila (group B) also found the story cool, even though it was common, stating, "*Yes, I found it a little common comparing to other games, but cool anyway*"²⁸⁰. Susan (group C) not only found the story cool but also mentioned that she "*learned a lot with the with the game*"²⁸¹. Additionally, Liam (group B) mentioned that the story was "*challenging and cool*"²⁸², and Monica (group B) found it "*very creative and challenging*"²⁸³. Miguel (group B) also mentioned that it was "*about a*

²⁷⁷ "Sim, porque é uma história interessante".

²⁷⁸ "Sim por ter um final legal".

²⁷⁹ "Sim, a história é bem legal".

²⁸⁰ "Sim, achei meio comum, de outros jogos, mas legal mesmo assim".

²⁸¹ "Sim, achei legal e eu aprendi muito com o jogo".

²⁸² "Sim desafiadora e legal".

²⁸³ "Gostei, por que foi bem criativo e desafiador".

*challenge*²⁸⁴. Other participants mentioned that the game's story was fun, mysterious, and well-written. For instance, Mandy (group B) stated, "*Yes, I found fun and very mysterious*"²⁸⁵. Furthermore, some participants provided more specific characteristics about the game's story. Enri (group C) said "*I found it well crafted, so I liked it*"²⁸⁶ while Luis (group C) said, "*Yes, because this is neither easy nor difficult*"²⁸⁷. Bruce (group A) mentioned that he enjoys "*option games*"²⁸⁸, that is, decision-making games. A couple of students expressed their satisfaction with the story because it was a familiar theme, which might have helped them in understanding the story. Joan (group C) wrote "*Yes, because I like pirates*"²⁸⁹ and Isabel (group A) said, "*I liked it, because it is about pirates, and everybody already knows the story*"²⁹⁰. Another pair of players mentioned that they could not fully understand the story itself, but they still appreciated the game. Vivian (group B) said, "*I did not understand much, but I liked it*"²⁹¹ (Vivian, group B) while Thomas (group A) stated, "*I did not understand the story, but I liked the game*"²⁹².

However, two students mentioned that they only liked the story of the game to some extent. For instance, Sarah (group A) mentioned having difficulties in understanding the language, saying, "*Not too much, because you cannot understand everything*"²⁹³, while Junior (group A) reported that he liked the game's story more or less because it was "*cliché*"²⁹⁴.

On the other hand, six students reported not enjoying the game's story. Carlos (group A) and Richard (group C) considered the story not creative. Carlos stated, "*No, I found it uncreative*"²⁹⁵ while Richard said "*I did not find the story creative*"²⁹⁶. Mariana (group A) and Vicki (group C) found the story of the game boring, with Mariana stating "*No, it is boring*"²⁹⁷ and Vicki saying "*No, it is a little boring*"²⁹⁸. In addition, Camilo (group C) mentioned that he did not enjoy the story because it was "*long*"²⁹⁹, while Tamara (group B) highlighted difficulty in understanding the story, stating, "*No, because I did not understand anything*"³⁰⁰

²⁸⁴ "*Sim, sobre um desafio*".

²⁸⁵ "*Sim, achei divertida e bem tipo muito misterioso*".

²⁸⁶ "*Achei bem elaborado. por isso gostei*".

²⁸⁷ "*Sim porque não é fácil e nem difícil*".

²⁸⁸ "*Yes. I like option games*".

²⁸⁹ "*Sim, porque eu gosto de pirata*".

²⁹⁰ "*Gostei, por que fala sobre um pirata. E todo mundo já conhece e sabe da história*".

²⁹¹ "*Eu não entendi muito mais gostei*".

²⁹² "*Não entendi a historia mais gostei do jogo*".

²⁹³ "*Não muito. Porque não deu para entender tudo*".

²⁹⁴ "*Mais ou menos. Cliché*".

²⁹⁵ "*Não, achei pouco criativo*".

²⁹⁶ "*Achei a história não criativa*".

²⁹⁷ "*Não. Chato*".

²⁹⁸ "*Não meio chata*".

²⁹⁹ "*Não. Longa*".

³⁰⁰ "*Não, porque eu não entendi nada*".

(Tamara, group B).

Furthermore, there were two students who reported not knowing if they enjoyed the story or not. In the case of Leona (group B), she said “*I do not know, I did not understand it*”³⁰¹, while Peter (group A) did not provide an explanation and simply said “*I do not know*”³⁰².

On the whole, the students' responses seem to demonstrate a positive attitude towards the narrative of the game. Specifically, when they mention that the story is challenging and mysterious, it may justify the other students' explanations when they say that it is interesting and cool. In line with this, Dickey (2011) examined the impact of narrative design in educational game-based learning environments. The study compared the effectiveness of two versions of an educational game that taught problem-solving and critical-thinking skills. The author showed that the version with branching narratives was more effective in promoting engagement and better learning outcomes. It is worth mentioning that the present digital task-game, Treasure Hunt, makes use of branching narratives to teach problem-solving skills and learn about human values. This approach to social awareness was designed to engage students in a reflective and transformative action, taking into account their context of life (Farias, 2018). Despite the fact that only four students recognized the true message of the game, finding human values as treasure, students could understand the moral of the game in a subsequent moment. As already mentioned in the section on data collection procedures, on the last day of data collection, students answered the post-test questionnaire, and were engaged in a critical discussion based on the game story. The purpose of this was to encourage them to reflect on the lesson and their learning.

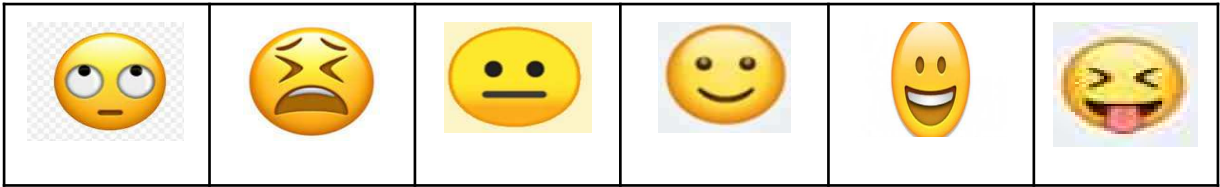
Moving on to question twelve, “How did you feel while playing the task-game Treasure Hunt?”, students were asked to express what they felt about playing the digital task-game. This time, they were given six options: “bored”, “tired”, “okay”, “good”, “great” and “terrific”, as illustrated in Figure 17.

Figure 17 - Question 12 - How did you feel while playing the task-game Treasure Hunt?

Bored ()	Tired ()	Okay ()	Good ()	Great ()	Terrific ()
-----------	-----------	----------	----------	-----------	--------------

³⁰¹ “*Não sei, não entendi*”.

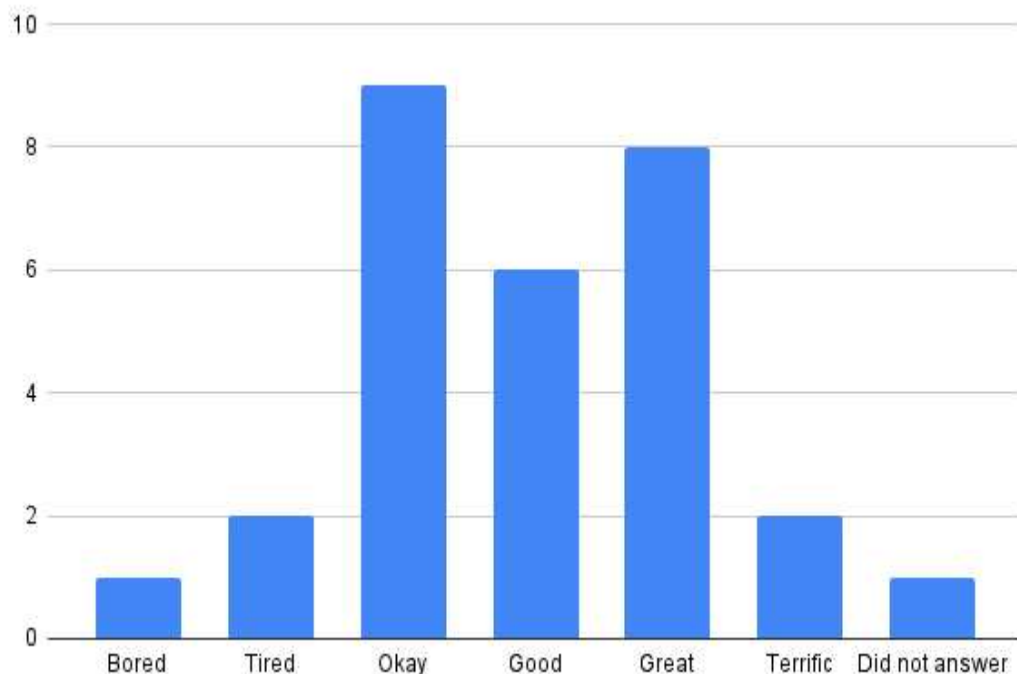
³⁰² “*Não sei*”.



Source: Elaborated by the author.

In general, students seem to have had a good time playing the task-game. The students' emotions are shown in the following graph.

Graph 9 - Representation of the number of times each answer appeared in the responses for question twelve given by the twenty-seven students



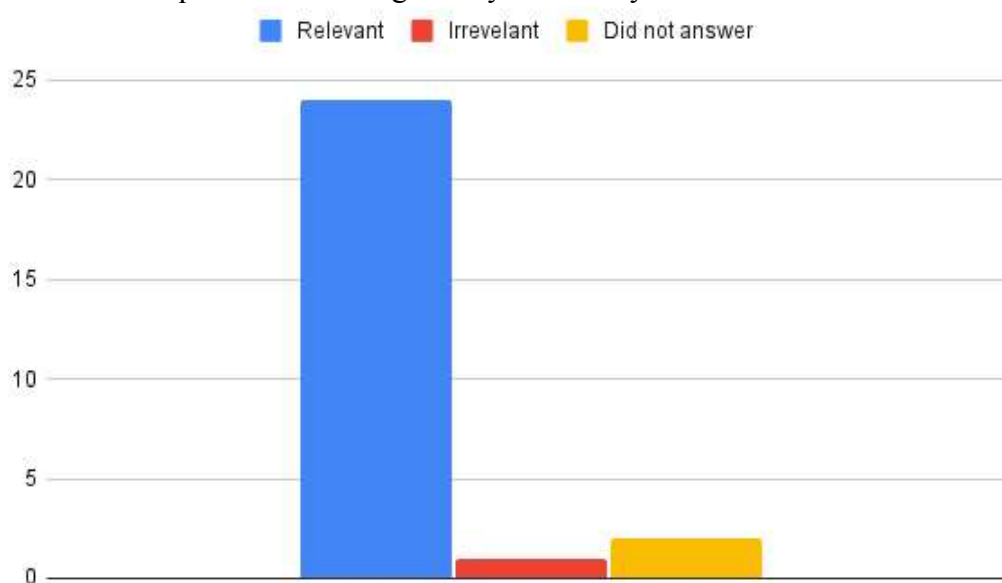
Source: Elaborated by the author.

Eight students, Isabel (group A), Stella (group A), Junior (group A), Monica (group B), Mandy (group B), Mila (group B), Susan (group C), and Luis (group C) expressed feeling great. Six of the participants, Joan (group C), Richard (group C), Miguel (group B), Bruce (group A), Sarah (group A), and Thomas (group A) felt good while playing the game. Also, both students, Liam (group B) and Daniel (group A) mentioned being terrific, and seven students Carlos (group A), Susan (group C), Vivian (group B), Tamara (group B), Enri (group C), Camilo (group C), and Vicki (group C) chose option “okay”. Interestingly, there were a couple of students who marked two options, that is, expressing feeling both things, such as Leona (group B) who marked the options “tired” and “okay” while Jose (group B) marked

“bored” and “okay”. Finally, Peter (group A) said he felt tired playing the task-game. Only one student did not mark any option.

Finally, question 13, the last question of the questionnaire, asked: “Do you consider the integration of digital technologies relevant in English classes? Why? Comment on your answer”. It aimed to unveil whether students consider the integration of technology in English classes important, and required them to justify their responses. Most students seemed to consider the integration of digital technologies into English classes relevant, with a total of twenty-four students reporting the use of digital technologies in the classroom as important. Only one student considered the integration of digital technologies in English classes to be irrelevant, while two students left the question blank. The graph illustrates the students’ responses to this question.

Graph 10 - Representation of the number of times each answer appeared in the responses for question thirteen given by the twenty-seven students



Source: Elaborated by the author

Twenty-four learners perceive digital technologies as an important element to be included in the second language classroom, mainly for their potential to assist vocabulary learning and enhance students' motivation for L2 learning. As Medina (2005) states, digital games can promote autonomous learning, fostering self-confidence, motivation, and competence in players as well. In fact, Participant Richard (group C) is one of them who evidenced it in his answer, and he explained, “*If the student is unsure how to write some word,*

*then through the technology they learn more words*³⁰³. Thus, digital games can be a facilitator tool for vocabulary learning because students learn through “repetition, failure, and goal achievement in a fun, meaningful and purposeful way” (Aziz, 2022, p. 848). Other participants expressed similar reasoning. Table 18 provides a sample of additional responses from students that emphasize language learning through digital technologies.

Table 18 - Examples of students' answers who believe in learning through digital technologies to the question “Do you consider the integration of digital technologies relevant in English classes? Why? Comment on your answer” — translated from Portuguese

“Yes, I think it helps a lot, it encourages us more”³⁰⁴(Leona, group B).

“I think we can learn more by playing something more fun”³⁰⁵ (Enri, group C).

“Yes, because it is much better to study”³⁰⁶ (Kevin, group C).

“Yes, because it is better to learn”³⁰⁷ (Mariana, group A).

“Yes, because we can understand better the words”³⁰⁸ (Vivian, group B).

Source: Elaborated by the author.

As regards the use of the digital technologies that students have access to in different contexts, they highlighted contributions to their own learning experience, in the sense of being motivated, interacting and having a more dynamic movement of learning, consequently leading to a teaching innovation. Jose (group B) confirmed it clearly when he reported his experience “*On the internet, there are many interactive things like chatting in English games with other people. By the way, today I talked to a friend of mine through a game, and we met through the game, he lives in the United States*”³⁰⁹, while Luis (group c) emphasized innovation in the classes when he said “*Yes, for changing because always the same way is boring*”³¹⁰. His perception seems to go hand in hand with East’s (2022) discussion that innovation involves the implementation of a learner-centered approach rather than keeping a traditional teaching method, in which the teacher is the center of attention. Further reasons are provided by the students and can be seen in Table 19.

³⁰³ “*Eu acho porque se o aluno tiver em duvida escrever uma palavra assim aprendi mais palavras*”.

³⁰⁴ “*Sim, acho que ajuda bastante, isso nos incentiva mais*”.

³⁰⁵ “*Acho que podemos aprender mais jogando algo mais divertido*”.

³⁰⁶ “*Sim, porque é muito melhor para estudar*”.

³⁰⁷ “*Sim. Melhor pra aprender*”.

³⁰⁸ “*Porque da pra entender as palavras melhor*”.

³⁰⁹ “*Acho que sim porque na internet tem muitas coisas interativas como conversar em jogos em ingles com outras pessoas. Alias hoje eu conversei com um amigo meu pelo jogo e se conhecesmos pelo jogo, ele mora nos stadus unidos*”.

³¹⁰ “*Sim, para variar porque sempre igual é chato*”.

Table 19 - Examples of students' answers who believe that digital technologies offer an engaging class to the question “Do you consider the integration of digital technologies relevant in English classes? Why? Comment on your answer” — translated from Portuguese

“Yes, only because of the games”³¹¹ (Joan, group C).
 “Yes, because it distracts the students more, and people like more the games”³¹²(Isabel, group A).
 “Because with the technology we pay more attention”³¹³ (Miguel, group B).
 “Yes, because it is better to learn on the computer than on the blackboard”³¹⁴ (Camilo, group C).
 “Yes, since it motivates the children because they use their cell phone to learn”³¹⁵ (Monica, group B).

Source: Elaborated by the author.

Drawing on the information displayed in table twenty, participants seem to perceive the need to integrate digital technologies as an innovative way to engage themselves in a more attractive and productive process of learning an additional language. This is in line with what Filho (2018) and Lorenset (2019) showed in their studies, that games can contribute to an increase in lexical knowledge and that learning can occur naturally and effortlessly. Moreover, many students seem to feel very content when they have the opportunity to experience the potential of digital tools. Table 20 brings some examples that were given explicitly by students.

Table 20 - Examples of students' answers who believe that it is possible to associate learning and fun to the question “Do you consider relevant the integration of digital technologies in the English classes? Why? Comment on your answer”

“Yes, it is easier and fun, we can have fun”³¹⁶ (Liam, group B).
 “Yes, because it is fun” (Junior, group A).
 “Yes, to learn while having a little more fun” (Carlos, group A).
 “Yes, since it is more fun” (Daniel, group A).
 “Yes, because the class becomes fun”³¹⁷ (Mandy, group B).
 “Yes, because it becomes much more fun” (Stella, group A).
 “Yes, because I think it is the funniest way to learn”³¹⁸ (Mila, group B).
 “Yes, because the classes become more fun” (Sarah, group A).
 “Yes, because it is fun”³¹⁹(Vicki, group C).

Source: Elaborated by the author.

³¹¹ “*Sim só por causa dos jogos*”.

³¹² “*Sim. Por que distrai mais a turma e as pessoas gostam mais de jogos*”.

³¹³ “*Por que a tecnologia agente presta mais atenção*”.

³¹⁴ “*Sim. Porque é melhor aprender no computador do que no quadro*”.

³¹⁵ “*Sim, pois isso insentiva as crianças por que pelo menos usarem o celular para aprender*”.

³¹⁶ “*Sim é mais facil e divertido da para se divertir*”.

³¹⁷ “*Sim, Por que a aula fica divertida*”.

³¹⁸ “*Sim, porque acho uma forma mais divertida de aprender*”.

³¹⁹ “*Sim por que é legal*”.

Even though the greatest majority of learners pointed out the benefits of integrating digital technologies in L2 learning, there are some contrasting views, such as Tamara's (group B) perspective. Tamara mentions that digital tools are not relevant in English classes because *"it is difficult to understand and interpret the words"*³²⁰. This could be due to the fact that Tamara was not able to use any tool to search for word meanings during the Treasure Hunt game. However, it is worth noting that along the game, students' attention was driven to meaning, and they should make use of their own linguistic resources and non-linguistic ones to perform the task (Ellis, 2003). The task-game required players to focus on contextual guessing rather than isolated vocabulary. As such, the primary focus of the task was a non-linguistic outcome mediated by language, without language being the main focus itself (Samuda; Bygate, 2008), which might have diverged from some students' previous educational experiences and/or expectations. Susan (group C), on the other hand, expressed enthusiasm for integrating digital technologies in classes, defining it as *"wonderful"*³²¹.

Bearing in mind the objectives of this piece of research, which were to analyze students' perceptions about their English vocabulary development after using the game, their performance in a digital task-game, and their overall experience of playing the digital task-game, the aforementioned responses to the post-task questionnaire seem to have revealed that half of the students of the present study perceived an increase in their vocabulary as a result of playing the task-game. Additionally, when asked to report to what extent they learned vocabulary, they were able to identify the task features that contributed to their learning, despite being unaware of the criteria of the task on which the game was based (Ellis, 2003; 2009).

Regarding their performance during the game, while most students were unable to mention the real treasure (but seem to have found it since they arrived at the final screen), they demonstrated a good understanding of the game, as evidenced by their ability to describe the path they took to complete the mission. Although they also highlighted some difficulties they encountered, their perceptions of their game performance align with the characteristics of game-based teaching (González-Lloret, 2015; González-Lloret; Ortega, 2014), indicating that they were able to overcome these challenges and achieve the goal of the task.

Regarding their experience of playing the digital task-game, 24 out of 27 students said having enjoyed the experience, with most of them reporting feeling motivated while

³²⁰ *"Não, é difícil entender e interpretar as palavras".*

³²¹ *"Sim porque é maravilhoso".*

playing. They identified several positive aspects of the game for vocabulary learning, along with a few negative aspects, though positive elements outweighed the negative ones. The students particularly enjoyed the game's design and story, and almost all of them reported feeling good about playing the game.

Last but not least, practically all the students provided compelling arguments that support the idea of digital technology integration in the L2 teaching contexts, emphasizing that it can assist them in their language learning process.

In order to provoke a deeper dive into the qualitative and quantitative results that have been already presented, the following section focus on triangulation data, that is, students' perceptions regarding the digital task-game and their English vocabulary development.

4.3 DATA TRIANGULATION

This section aims to triangulate the quantitative and qualitative findings. According to Mackey and Gass (2005), triangulation involves the use of different research methods in a single investigation so as to arrive at the same research findings. In this sense, by considering students' perceptions alongside the quantitative results, a more comprehensive understanding of the impact of the task-game on students' vocabulary development can be obtained.

Bearing in mind the main goals of this study were to investigate the impacts of a digital task-game on students in terms of receptive vocabulary learning in English and unveil the students' perceptions regarding their vocabulary development, experience, and performance in the task-game, four research questions emerged: the first question corresponded to the quantitative part of this research and inquired whether there were differences in the development of learners in terms of vocabulary learning before and after playing a digital task-game. The other three questions were related to the qualitative part of this research, inquiring how students perceived the digital-task-game in relation to English vocabulary development specifically, their experience on playing the game, and their general performance in the game.

Based on the results from the quantitative data analysis, there are statistically significant differences between the pre and post-test, indicating that the majority of students had a better performance in the vocabulary test after playing the task-game. Among twenty-seven students, seventeen students had higher scores in their post-test, which may indicate that they could have learned some words while playing the game. Considering the

findings from the qualitative analysis, it could be noted that most students enjoyed the experience of playing the game, stating that they liked to play and felt motivated with the game. They also highlighted positive aspects of the game, such as its story.

Furthermore, they expressed positive feelings about the game and recognized that digital technologies can be a pedagogical tool in the classroom that can facilitate learning. Moreover, students were able to perceive their vocabulary development. For instance, when asked to report what they had learned from the game, some students mentioned learning new words and wrote down the words they had learned. They also described how the game helped them learn English words. Additionally, although the students did not know the characteristics of a task, they were able to identify task aspects that, in their views, aided and were beneficial for their learning. When asked about their performance during the game, students highlighted difficulties with the game, mainly related to language, stating the need to restart the game some time until completion. In addition, they described the path they traced to reach the end of the game.

Having these findings in mind, it can be concluded that the results of the present study may signal that the integration of digital technologies in language classrooms can assist teachers and students in the teaching and learning process. Not only did participants who performed better in the post-test perceive the game as a positive tool for their vocabulary development, but some participants who did not show differences in their tests or performed better in their pre-test also considered the game relevant to the learning process. For instance, Thomas from group A, scored 1 point in both the pre-test and post-test. However, in the pre-test, he did not answer what “dark” meant, but in the post-test, he knew the meaning. This indicates that he learned the word. Furthermore, when asked if he learned any English words from the game, he mentioned “dark”, which confirmed that he learned the word and was aware of it.

The quantitative results together with the participants’ voices in qualitative data suggest that the games, when used with pedagogical purposes in the classroom, can effectively promote language learning. In this sense, the students in this study were able to learn vocabulary while playing a game designed under the principles of a task. Moreover, results suggest that when games are combined with a task-based perspective, language learning opportunities can be maximized.

In this chapter, the results of both the quantitative and qualitative data of this study were presented, described, and analyzed. Now, in the next chapter, the concluding remarks, and final comments on the study as a whole will be addressed, presenting a summary of the

investigation, discussing the limitations of the present study, and providing suggestions for further research in the field. Furthermore, some pedagogical implications will be proposed.

CHAPTER V

CONCLUDING REMARKS, LIMITATIONS AND SUGGESTIONS, AND PEDAGOGICAL IMPLICATIONS

This final chapter aims at covering three closing topics. Firstly, it presents a summary of the investigation to recapitulate the main findings. Secondly, it looks at some limitations and suggestions for future research on the phenomenon of vocabulary learning and teaching under technology-mediated TBLT. Finally, the third topic refers to some pedagogical implications of this study.

5.1 SUMMARY OF THE INVESTIGATION

Task-Based language teaching has been explored for designing and implementing language instruction (Jackson, 2022) in recent years, mainly focusing on adults and adolescents (Skehan, 2003). In this sense, research in the TBLT area for children has been relevant in order to demonstrate the viability of this communicative language approach (Van Den Branden, 2006), and input tasks have reinforced this possibility (Ellis, 2020). Therefore, this study aimed to work with beginning students to contribute to their vocabulary learning, which has been recognized by L2 researchers (Schmitt; McCarthy, 1997) since learning a second language involves learning a wide range of words (Laufer; Hulstyn, 2001).

With this in mind, the present study aimed at implementing a digital task-game for a group of twenty-seven 6th grade students in a public school in Florianópolis in order to find out whether the designed and implemented game could assist the students in receptive vocabulary development. This was done by comparing their performance before and after playing the game and investigating their perceptions through a post-task perception questionnaire.

The objectives of this study were to: 1) compare the students' vocabulary learning before and after playing the digital task-game, 2) analyze students' perceptions about their own English vocabulary development after using the game, 3) analyze students' perceptions about their performance in a digital task-game and 4) unveil the students' perceptions about their experience of playing a digital task-game. Thus, four research questions were posed: 1) Are there differences in the development of learners, in terms of vocabulary learning, before and after playing a digital task-game? If so, which are? 2) What are the 6th grade students'

perceptions about their English vocabulary development after playing the game? 3) What are the 6th grade students' perceptions toward their own performance in a digital task-game? 4) What are the 6th grade students' perceptions about their experience playing a digital task-game?

After the quantitative and qualitative analysis done, the answers for each research question are shown as follows:

1) Are there differences in the development of learners, in terms of vocabulary learning, before and after playing a digital task-game? If so, which are?

Yes, there are. Both independent T-test and Wilcoxon test showed statistically significant differences in the performance of students when comparing the pre-test and post-test results. Most of the students demonstrated a better performance on their post-test. Out of the twenty-seven students who participated in this study, eighteen had a higher score on their post-test compared to the pre-test, while six students scored the same in both tests, and three students had a higher score in the pre-test. However, some of these students provided random correct answers in their tests. Many words that were incorrect or left blank in the pre-test were answered correctly in the post-test. Overall, it is possible to suggest that the digital task-game could assist students in the receptive learning of new words.

2) What are the 6th grade students' perceptions about their English vocabulary development after playing the game?

In order to answer this research question, the students were supposed to answer such questions as in the perception questionnaire: What did you learn while playing the task-game? Did you learn words in English? What words did you learn? How did you learn the words? What words did you most enjoy learning? Regarding students' responses, many mentioned learning language in terms of vocabulary, as well as reading and speaking in English. Some students also mentioned learning life lessons, human values, and how to do something such as how to find a treasure, rob a pirate, choose better, and make choices, interpreting them from the game. In total, twelve students reported learning new words, one student learned human values, six learned how to do something, seven said they did not learn anything, and one student did not answer this question. Twelve students mentioned that they learned new words in English with the task-game and wrote down the words they learned. On the other hand, the other fifteen students stated that they did not learn any new words and, consequently, did not answer the question regarding the words learned. Ten students mentioned some words they

most enjoyed learning while playing the game, five answered that they did not learn any words, four said they did not know the words they most enjoyed learning, and finally, eight students did not answer the question. Therefore, approximately half of the group reported noticing an improvement in their English vocabulary after playing the game.

3) What are the 6th grade students' perceptions toward their own performance in a digital task-game?

Most students (eighteen students) did not report having found the true treasure of the game, which was moral values; instead, they reported having found material treasures. Only four students said they found the expected moral treasure, four mentioned not remembering or knowing about the treasure, and one student did not answer the question. Regarding the students' comprehension of the story, fifteen students wrote about the path they followed throughout the game, while the other twelve mentioned clicking randomly on the options, not knowing, not understanding the question, and not answering the question. The majority of students (eighteen students) mentioned they needed to go back to the beginning of the game, and nine confirmed not going back at any time. Students also shared the difficulties they faced during the task-game, raising different problems. For instance, eight students did not know the meaning of the words, six did not understand the story, the questions, and the text, three had difficulty in reading in English, and two mentioned the internet connection. On the whole, it seems that most students did not comprehend the moral of the game's story, and they had difficulties with the language and internet, affecting their ability to continue playing.

4) What are the 6th grade students' perceptions about their experience playing a digital task-game?

Concerning their experience of playing the task-game, an expressive number of students (twenty-four) enjoyed the game, describing it as cool, creative, with different endings, fun, a good experience, interesting, and not difficult. However, two students had a negative perception of the game, considering it to be bad and boring, and one student did not share their thoughts about the game Treasure-Hunt.

Moreover, most students (eighteen) felt motivated while playing the game. They justified their answers by saying that they would like to know what the treasure was, could learn more English, realized that they knew a lot of English, wanted to find the game, enjoyed playing computer games, liked the cool adventure theme, found it to be very competitive, thought it was cool to read in English, enjoyed mysteries and treasure hunts, kept trying until

they succeeded, and some did not know the exact reason for their motivation. On the other hand, seven students reported that they did not feel motivated because they found the game boring and desired something different and fun. The reasons for others not feeling motivated were not mentioned explicitly. One student felt more or less motivated because of the game's difficulty, and one student did not confirm whether they were motivated or not. Fourteen students shared their perception of how they learned vocabulary during the game, mentioning methods such as images, reading, playing, and context. However, thirteen students did not answer the question. In addition, they also highlighted some positive aspects of the game in terms of English vocabulary learning, such as learning, fun, use of images, historical context, and easy comprehension.

Regarding negative aspects, students mentioned technical problems, difficulties in understanding the language, boredom, and the game's brevity. Eight students mentioned that the task did not have any negative aspects, while one student perceived everything as negative, and one student did not know if the game had negative aspects. Three students did not answer the question.

The majority of students enjoyed the design of the task-game, mentioning that the game design was cool, interesting, organized, realistic, beautiful, and fun, among other things. However, four students did not enjoy the design because they found it not creative and wanted faster loading times, while three students had mixed feelings about the simplicity of the design. Regarding students' opinions about the story of the game, fifteen students enjoyed it, complimenting the story by saying it was interesting, had a cool end, was challenging, cool, fun, mysterious, well-written, about pirates, and neither difficult nor easy. Two students enjoyed the story to some extent but found it cliché and challenging to understand.

On the other hand, seven students did not enjoy the story, stating that it lacked creativity, was boring, long, not creative, and a little boring. Two students did not confirm whether they enjoyed the story or not, and one student did not answer the question. Students also shared how they felt during the game, with most of them expressing feelings such as great, okay, good, excited, or tired. Some students felt bored and okay, tired and okay, while only one student did not specify their feelings during the game. According to the majority of students' voices, they enjoyed the experience of playing the digital task-game, felt motivated, appreciated the characteristics of the game, and realized that the game had a pedagogical purpose, contributing to their learning.

Finally, after having an experience with the task-game, the students were asked to share their opinions about the use of digital technologies in their English classes. Once again,

an expressive number of students (twenty-four) supported the idea that integrating digital technologies in the classroom is important. They mentioned that digital technologies make classes funnier, help them learn while having fun, make classes more enjoyable, facilitate learning, enhance motivation, improve vocabulary learning, aid concentration, are a wonderful tool for learning, and make studying more enjoyable in different ways.

In summary, the statistical analyses of the quantitative data indicated a significant difference in the participants' performance. Furthermore, the qualitative data supported the quantitative results, as most students also seemed to perceive their own vocabulary development. According to their own voices, the task-game offered them opportunities to learn new words. The data analysis outcomes demonstrated that the digital task-game may bring benefits to second language learning, particularly in terms of receptive vocabulary. This can be attributed to the elements of the task and the characteristics of the game, such as contextualized vocabulary development, imagery, story, familiar theme, frequency and repetition of words, use of digital technology, decision-making, outcome, focus on meaning, and motivation to keep participants engaged in playing and learning.

Due to its pedagogical purposes, the task-game assisted participants in their vocabulary development, especially because it was designed taking into account the fusion between TBLT and digital technologies (González-Lloret; Ortega 2014). The task-game allowed students to engage in a challenging story in which they needed to make choices to reach the game's goal. Besides students' appraisal of their learning, the exploration of their perceptions also revealed important aspects of the language learning and teaching process, such as the use of games as pedagogical tools, motivating factors, and tasks as a teaching approach.

Furthermore, it may be concluded that participants enjoyed the experience of playing the task-game Treasure Hunt and were able to learn the language through it. Therefore, taking the aforementioned conclusions into account, it can be stated that both the quantitative results, which highlighted the impact of the task-game in terms of receptive vocabulary development, and the qualitative results, in which participants expressed positive feelings about their game-playing experience, emphasizing its characteristics for learning English, indicate that task-games can be considered a relevant tool to assist vocabulary development in formal language learning contexts such as schools.

5.2 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

The present study should be seen as an attempt to unveil the impacts of a digital task-game on students, aiming at receptive vocabulary development as well as their perceptions of their English vocabulary development, performance and experience of playing the game. The results presented here may be limited in several aspects and should be treated with caution. Therefore, it is important to consider the limitations and suggestions for future investigation which are put forward in this section as follows.

1) Few studies in the area: Despite the fact that the present study was theoretically based on existing literature on technology-mediated Task-Based language teaching (TBLT) theory, there are few studies in the field of TBLT concerning games and the concept of tasks, particularly for beginning students, which is a challenge for the TBLT area. This research was somehow innovative since the investigation instrument was designed by the researcher, and also, the target audience is not an ordinary one. Having stated that, it is important to mention that this study involved some challenges, mainly the scarcity of studies in which researchers design their own game based on the principles of a task, which could have served as a basis for this study. Therefore, further research could seek to develop other task-games and examine their impact on students' language development, especially for beginning students.

2) Pilot study: The task-game was started from scratch and consequently time constraints were faced in this study. Due to that, a pilot study was not conducted in this study. In turn, some issues related to associating the final image with the real treasure could have been identified and avoided. For that reason, future researchers should consider conducting a pilot study in order to prevent such issues.

3) Game resources: The game was designed using the *Branching Scenario* resource in the H5P tool. The *Branching Scenario* did not dispose of videos and sound effects that could improve the task-game in terms of motivation and comprehension. Further resources should be explored to create games more realistic games. Moreover, it should be noted that the H5P tool is available for Moodle, which means other institutions may not be able to use it for developing task-games.

4) Technical problems: The poor internet connection available in the school setting and a restricted number of computers may have played a role during the task-game implementation for some participants. Future research should make efforts to investigate other public schools. It is important to highlight that technical issues are often encountered when dealing with technology, especially in authentic classrooms that are not as controlled as research laboratories environments. However, these challenges should not be seen as obstacles to research conducted in intact classes.

5) Control group and Time constraints: Having a control group would not impact or weaken the objective of this study in any way (given that it had enough participants in each group). In fact, the control group would serve to show that the development (gains) from the experimental group were likely due to the intervention (task-game), and not a consequence of other types of learning. In addition, the control group would help predict certain unexpected situations during and after the implementation. For example, a student searched for the meaning of the target words after playing the game, other students could have done the same. Also, a few students learned how to play the game, that is, realized how to choose answers based on understanding how the game worked. One reason for that could be the fact that the game had only two options in the figures, and they may get to the treasures out of luck sometimes. Consequently, time is an important consideration in designing and implementation of a task. The game could have more options, however, it would demand much more effort and time to do that. Yet, during the implementation, students should have more time to play the game. During the intervention, students played the task-game and also shared their perception about the game experience, thus, doing it all in a 40-minute class was a challenge.

6) Sample size: The present study involved twenty-seven participants, which is considered a small sample from a statistical analysis perspective. According to Farias (2014, p. 87), “studies on the Task-Based paradigm have a sample size of around 45 participants (there are some exceptions) or more, which may ensure external validity for the research”. Although the data collection occurred with three classes of 6th grade students, recruiting participants is always a challenge, especially when working with children. Additionally, conducting research in an authentic classroom setting poses challenges in terms of controlling the number of participants. However, considering the qualitative perspective of this study, it should be noted that a small number of participants can be explored in greater depth.

7) Topic for task-game: The game designed for this study addressed human values. However, although the game conveyed a message of social values to the participants, the movement for engaging learners in a reflexive discussion was very brief. Future research should consider critical topics and deeper dive into them with the learners.

5.3 PEDAGOGICAL IMPLICATIONS

Research in the Task-Based language teaching approach has made significant contributions to the area of second language acquisition by providing language teachers with the concept of tasks to improve the teaching context, framing the reasons “why language are taught, what to teach (the particular content), and how to teach (the classroom procedures)” (Jackson, 2022, p. 1).

Taking into consideration that this research puts together the fields of TBLT and digital technology, it can be said that it contributes to the improvement of the second language classroom environment. That is due to the fusion between tasks and games (González-Lloret; Ortega, 2014) which offers learners the opportunity to focus on pragmatic meaning within a context while learning the language by playing. Additionally, it is significant to mention the importance of teachers being aware of the literature on TBLT, which guides the task elements for designing teaching materials as well as the integration of TBLT with digital technologies, considering that it is part of this new generation. Hence, this integration may turn the classroom environment into a more motivating place for students. Therefore, the results of this study may have an impact on teachers who are willing to design tasks for beginning students.

The results from the present study can be seen as encouraging and innovative, since they demonstrate the relevance of integrating theory and practice in teachers' classes, leading to reflection on methodological procedures for teaching and learning. According to East (2022), the TBLT approach can be an innovation practice to L2 classrooms. Designing a task is not an easy process, as it demands time, reading, and reflection, which also implicates reconsidering the teacher's role in the classroom (East, 2022; Jackson, 2022). The task process involves designing the task, its implementation, as well as the teacher's reflection and reconsideration of materials, which often require more time than what is typically available during regular teaching.

As a teacher, I believe that reflecting on our pedagogical practices and being open to reconsidering our choices is an important aspect of the teaching process, which can result in better learning opportunities for students.

Finally, this study, which also has a qualitative nature, takes into account the perception of English students as a second language regarding their motivation with the task, vocabulary development, and the experience they engage in. As a result, this study presents findings that suggest a positive impact of task-games on learners, such as motivation, receptive vocabulary development, contextualized learning, as well as implicit learning. In short, by using technological resources that students enjoy, such as games that provide contextualized learning experiences, a more motivating and enjoyable language learning setting can be expected.

Games may have the potential to enhance the development of English vocabulary when they are designed with pedagogical purposes (González-Lloret, 2015) especially if their use is guided by language teachers. Hence, the digital task-game investigated in this study can be considered a contribution to both Task-Based research and technology-mediated TBLT. Although this study did not aim to determine which task is the best one for beginning students (mediated by technology or not), teachers who encounter difficulties in using TBLT with children can benefit from these research findings, which encourage the use of digital games as a resource for vocabulary development in beginning students.

Teaching is a challenging process that involves thinking about the tasks for classroom, its design and implementation, but also considering the heterogeneous results of learning that may come arise from it. Among the twenty-seven students who participated in this study, some of them reported learning, while others not. Similarly, their results in the statistics tests showed improvement for most students, but there were still some who did not have vocabulary gains. However, they may have learned much more besides vocabulary which was the focus of the study. In addition, even when we think and make informed decisions for the classroom, teaching is always a challenging process that involves many variables at play, such as attention, previous knowledge, students' background and general experience of leaning English. In this sense, the challenge and difficulties I faced in designing the task-game, and also, regarding its implementation will be presented. This study allowed me to learn that as a teacher, it is necessary to be a bridge between theory and practice (East, 2017, 2022). Designing and implementing a task helped me to better understand the learning and teaching process. During the process of designing and implementing a task, I faced difficulties and challenges, and one of the reasons, was not being familiarized with TBLT.

One of the difficulties was grasping the concepts, which I acknowledged through this study. Before designing a task, I engaged in a research process, reading the TBLT theoretical framework and understanding the concepts and the approach itself. The next stage

was consolidating the theoretical foundation and practice (thinking about a task). Again, it was a difficult process, mainly due to the challenge of translating the concepts of a task into practice. Additionally, designing a task for beginning students, with a primary focus on communication was also a challenge. In this case, deciding on a pedagogical task that represented a real-world language, adapting the task for beginning students, and aligning it with TBLT was a process of connecting theory and practice that demanded time and effort to plan and design. This is important because when designing a task, it's essential to be cautious since the task cannot be too easy or too difficult (Skehan, 1996), and the choice of the task may influence students' performance (Ellis, 2003).

Another difficulty for me was creating the game while keeping the pedagogical purpose in mind. The game worked with vocabulary through TBLT principles, that is, vocabulary with meaning-oriented communication. Thinking about a theme and the game's story that called students' attention and encouraged them to think beyond language. The lack of studies that resemble mine that could inspire my own creation was a challenge as well. Therefore, this phase of thinking about a task and transforming it into a game, focusing on vocabulary development, and following the task characteristics required a lot of reflection and creativity. Regarding task-game implementation, it was also a challenging process because even though the task had been designed based on theoretical grounds and provided supporting information, some students still reported difficulties in understanding the story of the task-game. This is an important question because task difficulty is always perceived through the eyes of students. Still we try to consider the task complexity, it is a challenge, however, it is possible to predict it. Additionally, technical problems occurred, which is common when technology is involved. Therefore, designing and implementing tasks is not an easy process (Farias; D'Ely, 2021; Long, 2016). It is important for teachers to be acquainted with TBLT and its principles, but also to acknowledge the challenges that implementing a task might pose for teachers (Farias; D'Ely, 2021).

Furthermore, embarking on this process of developing a task was an opportunity for me to reconstruct my identity as an English teacher, revising and reflecting on my own practices and beliefs in order to make informed pedagogical decisions. This process constitutes a continuous journey of self-learning (D'Ely; Gil, 2005). Therefore, I hope this study may provide valuable insights for teachers who, like me, are seeking to improve their pedagogical practices and design their own instructional materials.

I believe this study may have significant pedagogical implications for second language teachers, especially those who teach beginning students. Throughout this master's thesis, the results, the concepts of a task, and the task-game designed were carefully described, which may possibly enlighten pedagogical practices that aim to offer students English vocabulary knowledge and provide opportunities for language teachers to engage in the process of reflecting on task design and theme to be addressed.

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APPENDICES

Appendix A – Participants' answers to the profile report questionnaire

Questionário - Levantamento de perfil dos participants

Isabel 6A

Idade: 13 Sexo: **femino** () masculino Repetente: **Sim** () Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Eu não gosto muito, por que eu não sei a maioria das palavras.

4- Você costuma usar o inglês fora da sala de aula? () Sim **Não**

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

Navegando na internet

() Jogando jogos online

Ouvindo músicas

Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes () Frequentemente **Sempre**

Jogar online:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

5- Você gosta de jogos? () Sim () Não

6- Você está jogando algum jogo atualmente? **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Flip Dunk, head ball 2 e Wow**

Stella 6A

Idade: **11** Sexo: (**X**) **femino** () masculino Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) **sim** () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

(**X**) Estudei Inglês em uma escola de línguas durante **7 dos meus 3 anos aos 10** ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim. Eu gosto de tudo mas principalmente ouvir, escrever, traduzir e ler.

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

(**X**) **Lendo livros e revistas**

() Outro(s): _____

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox, e alguns outros jogos que não lembro o nome**

Carlos 6A

Idade: **12** Sexo: () feminino (**X**) masculino Repetente: () Sim (**X**) Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, eu gosto de falar.

4- Você costuma usar o inglês fora da sala de aula? (**X**) Sim () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() Navegando na internet

() Jogando jogos online

() Ouvindo músicas

(**X**) **Assistindo vídeos/filmes/seriados**

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) Sim () Não

6- Você está jogando algum jogo atualmente? (**X**) Sim () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Valorant**

Thomas 6A

Idade: **10** Sexo: () feminino (**X**) masculino Repetente: () Sim (**X**) Não

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) sim () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

Estudei com 5 anos (resposta do aluno)

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

gosto do sotaque

4- Você costuma usar o inglês fora da sala de aula? (**X**) Sim () Não
as vezes (resposta do aluno)

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) Sim () Não

6- Você está jogando algum jogo atualmente? (**X**) Sim () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? Minecraft, GTA, Fifa 22, **Roblox**

Junior 6A

Idade: **12** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) sim () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

(**X**) Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante **1º ao 3º** ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim. Gosto de falar

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

() Ouvindo músicas

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

(**X**) **Outro(s): Países**

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Ouvir músicas:

() Nunca (**X**) **Raramente** () Às vezes (**X**) **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Age of history II e geoguessr**

Sarah 6A

Idade: **11** Sexo: **femino** () masculino Repetente: **Sim** () Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

No duolingo e não lembro quanto tempo (resposta do aluno)

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim. Gosto de ouvir músicas em Inglês.

4- Você costuma usar o inglês fora da sala de aula? **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

Navegando na internet

Jogando jogos online

Ouvindo músicas

Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Ler livros e revistas:

Nunca () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? **Sim** () Não

6- Você está jogando algum jogo atualmente? () Sim **Não**

6.1 - Se você respondeu Sim:

Qual jogo está jogando? _____

Bruce 6A

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) **sim** () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

(**X**) Estudei Inglês em uma escola de línguas durante **3** ano (s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim. Falar, ouvir, ler e saber sobre a cultura

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

() Lendo livros e revistas

(**X**) **Outro(s): Falar com os meus amigos**

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

(**X**) **Nunca** (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

Muito (resposta do aluno)

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Fortnite, minecraft, pokemon go, my singing monsters, duolingo e roblox**

Mariana 6A

Idade: **13** Sexo: () feminino (**X**) **masculino** Repetente: (**X**) **Sim** () Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Não

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Vídeos/filmes/seriados:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Brawralla arla**

Daniel 6A

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, eu gosto de ouvir

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox e GTA RP**

Peter 6A

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

eu gosto sim mas eu não sei o que eu mais gosto.

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Ouvir músicas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Vídeos/filmes/seriados:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Minecraft.**

Liam 6B

Idade: **12** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Eu gosto da cultura a história da língua inglesa

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () **Não**

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Ouvir músicas:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () **Não**

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () **Não**

6.1 - Se você respondeu Sim:

Qual jogo está jogando? the sims e Calf duty

Mônica 6B

Idade: 11 Sexo: (**X**) **femino** () masculino Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) **sim** () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

(**X**) Estudei Inglês em uma escola de línguas durante **1 a 2** ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, gosto de falar, ler ouvir e escrever.

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

(**X**) **Lendo livros e revistas**

(**X**) **Outro(s): conversando com meus pais (por diversão)**

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Dua linguo**

José 6B

Idade: _____ Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, gosto de todos menos de escrever.

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

(**X**) **Lendo livros e revistas**

(**X**) **Outro(s): envolvendo jogos**

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Ouvir músicas:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox Roblox mas ja joguei varios jogos que conversei com pessoas que falam ingles**

Mandy 6B

Idade: 11 Sexo: **femino** () masculino Repetente: () Sim **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, ouvir musica, ouvir

4- Você costuma usar o inglês fora da sala de aula? **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

Navegando na internet

Jogando jogos online

Ouvindo músicas

Assistindo vídeos/filmes/seriados

Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? **Sim** () Não

6- Você está jogando algum jogo atualmente? **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Poket lovre**

Mila 6B

Idade: **12** Sexo: () **femino** () masculino Repetente: () Sim () **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () **sim** () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante **1** ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim. Eu prefiro ouvir, porque eu entendo praticamente tudo, mas gosto mais de falar, e como eu continuo fazendo aulas de Inglês fora da escola e trabalhando bastante na minha pronúncia, então acho melhor falar.

4- Você costuma usar o inglês fora da sala de aula? () **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() **Navegando na internet**

() **Jogando jogos online**

() **Ouvindo músicas**

() **Assistindo vídeos/filmes/seriados**

() **Lendo livros e revistas**

() **Outro(s): Minha mãe e meu padrasto sabem falar Inglês, eu às vezes converso em Inglês com eles.**

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente () **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes () Frequentemente () **Sempre**

Ler livros e revistas:

() Nunca () Raramente () **Às vezes** () Frequentemente () Sempre

5- Você gosta de jogos? () **Sim** () Não

6- Você está jogando algum jogo atualmente? () **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Genshin Impact**

Leona 6B

Idade: **13** Sexo: **femino** () masculino Repetente: **Sim** () Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Eu gosto bastante, principalmente de escutar as pessoas falando é satisfatório e legal.

4- Você costuma usar o inglês fora da sala de aula? **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

Navegando na internet

Jogando jogos online

Ouvindo músicas

Assistindo vídeos/filmes/seriados

Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Jogar online:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Vídeos/filmes/seriados:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? **Sim** () Não

6- Você está jogando algum jogo atualmente? () Sim **Não**

6.1 - Se você respondeu Sim:

Qual jogo está jogando?

Vivian 6B

Idade: 12 Sexo: **femino** () masculino Repetente: () Sim **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Gosto de ouvir musica

4- Você costuma usar o inglês fora da sala de aula? **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

Navegando na internet

Jogando jogos online

Ouvindo músicas

Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Jogar online:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

Nunca () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? **Sim** () Não

6- Você está jogando algum jogo atualmente? **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox mobile legends e etc**

Miguel 6B

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) **sim** () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante **3** ano(s).

() Estudei Inglês em uma escola de línguas durante **3** ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, porque eu queria viajar para America e para ser minha 3 língua

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Vídeos/filmes/seriados:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? () Sim (**X**) Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando?

Tamara 6B

Idade: **13** Sexo: **femino** () masculino Repetente: **Sim** () Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Um pouco, gosto de ouvir porem é um pouco complicado de entender

4- Você costuma usar o inglês fora da sala de aula? **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

Navegando na internet

() Jogando jogos online

Ouvindo músicas

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

Jogar online:

Nunca () Raramente () Às vezes () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

Nunca () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? **Sim** () Não

6- Você está jogando algum jogo atualmente? () Sim **Não**

6.1 - Se você respondeu Sim:

Qual jogo está jogando?

Susan 6C

Idade: **13-14** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) **sim** () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante ano(s).

(**X**) Estudei Inglês em uma escola de línguas durante **1** ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim eu amo, falar, ouvir, ler e escrever.

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

(**X**) **Lendo livros e revistas**

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **robboot, pokemon go e muitos outros**

Enri 6C

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

(**X**) **Jardim de infância** (O aluno respondeu)

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

gosto de todos, quero aprender porque é uma lingua muito falada.

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Ouvir músicas:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **minecraft, roblox, fall guys, jogos de terror, fortnite, nanana shooter, coui of duty e gomshin impact**

Camilo 6C

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) **sim** () **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

(**X**) Estudei Inglês em uma escola de línguas durante **3 meses** ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim. Gosto de ouvir música e escrever e ler.

4- Você costuma usar o inglês fora da sala de aula? () Sim (**X**) **Não**

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() Navegando na internet

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Vídeos/filmes/seriados:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () **Não**

6- Você está jogando algum jogo atualmente? () Sim (**X**) **Não**

6.1 - Se você respondeu Sim:

Qual jogo está jogando? _____

Richard C

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim eu gosto como ler é como eu me interesse

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() Navegando na internet

(**X**) **Jogando jogos online**

() Ouvindo músicas

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Blox fruit**

Vicki 6C

Idade: **12** Sexo: **femino** () masculino Repetente: () Sim **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Mais ou menos e não gosto muito mas é uma língua importante.

4- Você costuma usar o inglês fora da sala de aula? **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() Navegando na internet

Jogando jogos online

Ouvindo músicas

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () Às vezes () Frequentemente **Sempre**

Ouvir músicas:

() Nunca () Raramente () Às vezes **Frequentemente** () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

() Nunca **Raramente** () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? **Sim** () Não

6- Você está jogando algum jogo atualmente? **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox, fortinite**

Luis 6C

Idade: **11** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, porque a maioria das línguas é inglês.

4- Você costuma usar o inglês fora da sala de aula? () Sim (**X**) **Não**

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

(**X**) **Lendo livros e revistas**

(**X**) **Outro(s): Exercícios**

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

() Nunca (**X**) **Raramente** () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox e Suleway Surf**

Kevin 6C

Idade: **12** Sexo: () feminino (**X**) **masculino** Repetente: () Sim (**X**) **Não**

1- Você estudou Inglês antes de entrar no 6 ano? () sim (**X**) **Não**

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim, gosto de falar e ouvir

4- Você costuma usar o inglês fora da sala de aula? (**X**) **Sim** () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

(**X**) **Navegando na internet**

(**X**) **Jogando jogos online**

(**X**) **Ouvindo músicas**

(**X**) **Assistindo vídeos/filmes/seriados**

(**X**) **Lendo livros e revistas**

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Jogar online:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Frequentemente (**X**) **Sempre**

Vídeos/filmes/seriados:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

Ler livros e revistas:

() Nunca () Raramente (**X**) **Às vezes** () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) **Sim** () Não

6- Você está jogando algum jogo atualmente? (**X**) **Sim** () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Roblox**

Joan 6C

Idade: **12** Sexo: () feminino (**X**) masculino Repetente: () Sim (**X**) Não

1- Você estudou Inglês antes de entrar no 6 ano? (**X**) sim () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

(**X**) **Estudei com um vizinho (mas pouco) - Resposta do aluno**

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

Sim eu gosto porque quero ir pro USA conhecer a NASA. Eu gosto de escrever inglês.

4- Você costuma usar o inglês fora da sala de aula? (**X**) Sim () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() Navegando na internet

() Jogando jogos online

(**X**) **Ouvindo músicas**

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s):

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Jogar online:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes (**X**) **Frequentemente** () Sempre

Vídeos/filmes/seriados:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

Ler livros e revistas:

(**X**) **Nunca** () Raramente () Às vezes () Frequentemente () Sempre

5- Você gosta de jogos? (**X**) Sim () Não

6- Você está jogando algum jogo atualmente? (**X**) Sim () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? **Minecraft**

Appendix B - Authorization document from Ethics Committee

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: O jogo tarefa na sala de aula de Língua Inglesa: A aprendizagem de vocabulário e a percepção de estudantes em foco.

Pesquisador: Priscila Fabiane Farias

Área Temática:

Versão: 2

CAAE: 60546122.0.0000.0121

Instituição Proponente: Centro de comunicação e expressão

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 5.674.136

Apresentação do Projeto:

Projeto de pesquisa de mestrado de Andressa Placido Brites, orientado por Dr.a Raquel Carolina Souza Ferraz D'Ely e Priscila Fabiane Farias, no Programa de Pós-Graduação em Inglês da UFSC.

Visa implementar um Jogo-Tarefa, como ferramenta para ensinar e aprender inglês, comparando o desenvolvimento dos alunos antes e depois do Jogo-Tarefa, identificando os efeitos do jogo na sala de aula em termos de aprendizagem de vocabulário e analisando as percepções dos alunos sobre o jogo.

Os participantes do estudo serão alunos de 6º ano do Colégio de Aplicação, localizado na UFSC, que responderão a um questionário de perfil, realizarão teste de vocabulário e responderão a um questionário de percepção pós-tarefa.

Objetivo da Pesquisa:

Objetivo primário:

O objetivo geral deste estudo é investigar os impactos de um Jogo-Tarefa em alunos do 6º ano de uma escola pública, em termos de aprendizagem de vocabulário em inglês.

Continuação do Parecer: 5.674.136

Avaliação dos Riscos e Benefícios:

Riscos:

“Não há riscos físicos nesta pesquisa, entretanto o/a participante pode experimentar aspectos desagradáveis como cansaço, fadiga, constrangimento, desconforto físico ou psicológico, ansiedade, mudança na autoestima, falha no equipamento tecnológico, além de outros desconfortos que podem ocorrer. A participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios na disciplina de língua inglesa que a/o jovem estará cursando. Isto significa, inclusive, que a participação desta/e jovem na pesquisa não afetará sua nota na disciplina de inglês.”

Benefícios:

“A/o jovem executará o jogo-tarefa que será aplicado para auxiliá-lo no desenvolvimento linguístico do inglês. No final da pesquisa, os resultados dos testes e da percepção do/a estudante serão fornecidos por e-mail para os pais/responsável legal.”

Comentários e Considerações sobre a Pesquisa:

Pesquisa de mestrado qualitativa e quantitativa N = 36

Início da coleta de dados:

19/10 Término da coleta

de dados: 16/11

Considerações sobre os Termos de apresentação obrigatória:

Todos os termos obrigatórios foram apresentados.

Conclusões ou Pendências e Lista de Inadequações:

Todas as pendências foram resolvidas adequadamente. Não há impedimentos éticos para a realização da pesquisa.

Lembramos que a presente aprovação refere-se apenas aos aspectos éticos do projeto. Qualquer alteração nos documentos aprovados deve ser encaminhada para avaliação do CEPESH. Informamos que, obrigatoriamente, a versão do TCLE a ser utilizada deverá corresponder na íntegra à versão vigente aprovada.

Continuação do Parecer: 5.674.136

Considerações Finais a critério do CEP:

Este parecer foi elaborado baseado nos documentos abaixo relacionados:

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMAÇÕES_BÁSICAS_DO_PROJETO_1968401.pdf	12/09/2022 15:40:43		Aceito
Outros	Carta_respostaCEP.pdf	12/09/2022 15:40:01	Andressa Plácido Brites	Aceito
Projeto Detalhado / Brochura Investigador	_ProjetodePesquisa.pdf	12/09/2022 15:37:36	Andressa Plácido Brites	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	assentimento.pdf	12/09/2022 15:36:38	Andressa Plácido Brites	Aceito
Outros	questionarioperfil.pdf	11/07/2022 10:46:27	Andressa Plácido Brites	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE.pdf	11/07/2022 10:15:25	Andressa Plácido Brites	Aceito
Outros	questionariopositividade.pdf	04/07/2022 08:04:53	Andressa Plácido Brites	Aceito
Outros	testevocabulario.pdf	04/07/2022	Andressa Plácido	Aceito

		08:01:46	Brites	
Declaração de Instituição e Infraestrutura	termodeanuenciaCA.pdf	04/07/2022 07:58:03	Andressa Plácido Brites	Aceito
Folha de Rosto	folhaderosto.pdf	04/07/2022 06:54:10	Andressa Plácido Brites	Aceito

Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

Continuação do Parecer: 5.674.136

FLORIANOPOLIS, 29 de Setembro de 2022

Assinado por: Luciana C Antunes
(Coordenador(a))



UNIVERSIDADE FEDERAL DE SANTA CATARINA

Centro de Comunicação e Expressão Departamento de Língua e Literatura estrangeiras

Programa de Pós-graduação em Inglês: Estudos Linguísticos e Literários

Appendix C - Consent form to participants' family

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

baseado na Resolução 510/16 do CNS (Conselho Nacional de Saúde)

Prezados pais e/ou responsáveis,

Meu nome é Andressa Plácido Brites, sou estudante de Mestrado no Programa de Pós-Graduação em Inglês da Universidade Federal de Santa Catarina. Estarei realizando uma pesquisa intitulada “O uso de um jogo-tarefa na sala de aula: Um foco na aprendizagem de vocabulário e na percepção dos alunos”, sob a orientação das professoras Doutoras Raquel Carolina Souza Ferraz D’Ely e Priscila Fabiane Farias.

Convido a/o jovem menor de idade, pela qual os senhores são responsáveis, para participar da pesquisa. Neste documento são apresentadas informações sobre como a pesquisa será realizada. Peço que leiam cuidadosamente e perguntem sobre qualquer dúvida que surgir. Caso o jovem aceite o convite e os senhores responsáveis legais se sintam esclarecidos sobre as informações que estão neste documento, autorizando a participação dela(e) nesta pesquisa, faz-se necessário a sua assinatura no final deste documento, em duas vias, sendo uma via sua e a outra desta pesquisadora responsável pela pesquisa.

1- Objetivo: O objetivo dessa pesquisa é investigar as contribuições de um jogo-tarefa no aprendizado de vocabulário de alunos de Inglês como Língua Estrangeira. Para tanto, esta pesquisa busca comparar o desenvolvimento dos alunos antes e depois de realizar o jogo-tarefa, analisar as percepções dos alunos sobre seu desenvolvimento de vocabulário e também desvelar as percepções desses aprendizes sobre esta experiência.

2- Procedimentos: A coleta de dados será dividida em três etapas. Na primeira etapa, a/o jovem será convidada(o) a responder um questionário de perfil. Em seguida, ela/ele fará um teste de conhecimento de vocabulário. Na segunda etapa, o/a jovem irá jogar o jogo-tarefa em sala. Posteriormente, o /a participante receberá um questionário pós-tarefa com o intuito de investigar a percepção das/dos jovens sobre seu desenvolvimento de vocabulário e do jogo-tarefa em si. Na terceira e última etapa o/a participante fará um segundo teste de conhecimento de vocabulário, com objetivo de medir os efeitos do jogo-tarefa no desenvolvimento de vocabulário. Se vocês decidirem autorizar a participação da/o jovem nesta pesquisa e se esta/e jovem aceitar participar da mesma, vocês permitirão que os dados gerados nestas etapas aqui mencionadas sejam utilizados para pesquisa.

3- Riscos e desconfortos: Neste tipo de pesquisa não há riscos físicos, entretanto o/a participante pode experimentar aspectos desagradáveis como cansaço, fadiga, constrangimento, desconforto físico ou psicológico, ansiedade, mudança na autoestima, falha no equipamento tecnológico, além de outros desconfortos que podem ocorrer. Portanto, é importante salientar que não será preciso responder a nenhuma questão ao longo da pesquisa que cause desconforto ou qualquer tipo de constrangimento ou ansiedade.

4- Minimização de riscos e/ou desconfortos: É importante deixar claro que, durante toda a coleta de dados, a professora-pesquisadora estará acompanhando e ajudando a/o jovem com possíveis problemas, ou dificuldades que surgirem a qualquer momento, a fim de proporcionar condições necessárias de conforto durante sua participação na pesquisa. Também é importante destacar que a participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios na disciplina de língua inglesa que a/o jovem está cursando. Isto significa, inclusive, que a participação desta/e jovem na pesquisa não afetará sua nota na disciplina de inglês.

5- Benefícios: A/o jovem executará o jogo-tarefa que será aplicado para auxiliá-lo no desenvolvimento linguístico do inglês. No final da pesquisa, os resultados dos testes e da percepção do/a estudante serão fornecidos por e-mail para os pais/responsável legal.

6- Confidencialidade: Este documento garante a confidencialidade da identidade e informações pessoais da/o jovem. Apenas a pesquisadora e as orientadoras terão acesso aos

dados coletados antes da publicação. Ao serem publicados os dados da coleta de pesquisa, os/as participantes serão identificados por números, por exemplo: Participante 1, Participante 2. Infelizmente, existe a possibilidade de quebra de sigilo, vindo a ocorrer de forma involuntária ou não intencional, cujas consequências serão tratadas nos termos da lei.

7- Indenização: Este documento garante o reparo de danos materiais e imateriais da(o) jovem, caso ocorra comprovadamente decorrente da participação na pesquisa, segundo a Resolução 510/16.

8- Custos, compensação financeira e ressarcimento: A participação da pesquisa é voluntária, não haverá nenhum tipo de pagamento, e a/o participante não terá nenhum custo relativo aos procedimentos envolvidos, visto que a pesquisa ocorrerá na sala de aula do participante e durante o horário da aula de Língua Inglesa. Entretanto, caso vier a surgir algum gasto durante a participação da pesquisa com transporte e alimentação, o/a participante será assegurado o ressarcimento de todos os gastos, seguindo as Resoluções 466/12 e 510/16.

9- Despesas: A/o jovem não terá nenhuma despesa na participação da pesquisa. Todo o momento de coleta de dados ocorrerá durante o horário de aula da/o participante na escola. Não haverá nenhuma forma de pagamento, visto que a participação é totalmente voluntária.

10- Desistência: A participação na pesquisa é voluntária. Caso a/o jovem, pais/responsável legal, não queira continuar na participação da pesquisa ou que os dados coletados não sejam utilizados, não haverá prejuízo algum para a/o jovem. A desistência pode ocorrer a qualquer instante, através do meu telefone (49) 991951777 ou por e-mail dressaplacido@gmail.com.

11- Informações para contato: A qualquer etapa da pesquisa, a/o jovem terá acesso a pesquisadora responsável pela pesquisa para esclarecimento de dúvidas. Informamos abaixo os contatos e endereço das pesquisadoras:

Pesquisadora: Andressa Plácido Brites

Celular e WhatsApp: (49) 991951777;

E-mail: dressaplacido@gmail.com

Endereço do Programa de Pós-Graduação em Inglês – PPGI:

Centro de Comunicação e Expressão – CCE “B” – Sala 313

Campus Universitário – Trindade – Florianópolis – SC

CEP: 88.040-900

Orientadora: Doutora Raquel Carolina Souza Ferraz D'Ely

E-mail: raqueldely@gmail.com

Co-orientadora: Doutora Priscila Fabiane Farias

E-mail: priscila.farias@ufsc.br

12- Informações sobre CEPSH e formas de contato: O CEPSH é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos. Para entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC, utilize essas formas de contato:

Endereço: Prédio Reitoria II, 7º andar, sala 701, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis. Telefone: 3721-6094 E-mail: cep.propesq@contato.ufsc.br

Essa pesquisa cumpre os termos da resolução CNS 466/12 e 510/16 e também suas complementares, que são os documentos que normatizam pesquisas como essa no Brasil. Nós, pesquisadoras, nos comprometemos a realizar a pesquisa de acordo com a Resolução do Conselho Nacional de Saúde nº 510, de 07 de abril de 2016, que estabelece as normas éticas para as pesquisas em Ciências Humanas e Sociais. Para autorizar a/o jovem a participar da pesquisa, os pais ou responsável legal deverão assinar esse documento em duas vias, todas as páginas rubricadas, ficando uma via com os pais/responsável legal e uma com o pesquisador. Este documento contém informações importantes do contrato e assegura os seus direitos como responsável da(o) participante da pesquisa. Muito obrigada!

Eu, _____, declaro que li este documento e obtive dos pesquisadores todas as informações que julguei necessárias para me sentir esclarecido/a

e livre em autorizar a(o) jovem, _____,
a participar da pesquisa intitulada “**O uso de um jogo-tarefa na sala de aula: Um foco na aprendizagem de vocabulário e na percepção dos alunos**”.

Mãe/Pai ou Responsável legal

Andressa Plácido Brites
Pesquisadora

Priscila Fabiane Farias
Co orientadora

Raquel Carolina Souza Ferraz D'Ely
Orientadora

_____ de _____ de 2022.



UNIVERSIDADE FEDERAL DE SANTA CATARINA

Centro de Comunicação e Expressão Departamento de Língua e Literatura estrangeiras

Programa de Pós-graduação em Inglês: Estudos Lingüísticos e Literários

Appendix D - Assent form to participants

TERMO DE ASSENTIMENTO LIVRE E ESCLARECIDO

baseado na Resolução 510/16 do CNS (Conselho Nacional de Saúde)

Olá, aluno (a)

Meu nome é Andressa Plácido Brites, sou estudante de Mestrado no Programa de Pós-Graduação em Inglês da Universidade Federal de Santa Catarina. Junto com as minhas orientadoras, professoras doutoras Raquel Carolina Souza Ferraz D'Ely e Priscila Fabiane Farias, convidamos você a participar da nossa pesquisa com o título "O uso de um jogo-tarefa na sala de aula: Um foco na aprendizagem de vocabulário e na percepção dos alunos".

Neste documento você encontrará informações sobre como a pesquisa será realizada. Por isso, leia com atenção as informações e pergunte sempre que surgir dúvidas. Se você aceitar o nosso convite, será necessário que assine duas cópias deste documento, sendo uma cópia sua e a outra da pesquisadora responsável pela pesquisa.

1- Objetivo: O objetivo dessa pesquisa é investigar as contribuições de um jogo-tarefa no aprendizado de vocabulário de alunos de Inglês como Língua Estrangeira. Para tanto, esta pesquisa busca comparar o desenvolvimento dos alunos antes e depois de realizar o jogo-tarefa, e também analisar as percepções dos alunos sobre seu desenvolvimento de vocabulário.

2- Procedimentos: A coleta de dados será dividida em três etapas. Na primeira etapa, você será convidada/o a responder um questionário sobre informações pessoais. Em seguida, fará um teste de conhecimento de vocabulário. Na segunda etapa, você irá jogar o jogo-tarefa. Posteriormente, sendo a terceira e última etapa, você fará um segundo teste de conhecimento de vocabulário, com objetivo de medir os efeitos do jogo-tarefa no desenvolvimento de vocabulário e, também, receberá um questionário para investigar a sua percepção sobre seu desenvolvimento de vocabulário. Se seus responsáveis decidirem autorizar a sua participação nesta pesquisa e se você aceitar participar da mesma, vocês permitirão que os dados gerados nestas etapas aqui mencionadas sejam utilizados para pesquisa.

3- Riscos e desconfortos: Neste tipo de pesquisa não há riscos físicos, entretanto você pode experimentar apresentar aspectos desagradáveis como cansaço, fadiga, constrangimento, desconforto físico ou psicológico, ansiedade, mudança na autoestima, falha no equipamento tecnológico, além de outros desconfortos que podem ocorrer. Portanto, é importante salientar que não será preciso responder a nenhuma questão ao longo da pesquisa que cause desconforto ou qualquer tipo de constrangimento ou ansiedade.

4- Minimização de riscos e/ou desconfortos: É importante deixar claro que, durante toda a coleta de dados, a professora-pesquisadora estará lhe acompanhando e ajudando com possíveis problemas, ou dificuldades que surgirem a qualquer momento, a fim de proporcionar condições necessárias de conforto durante sua participação na pesquisa. Também é importante destacar que a participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios na disciplina de língua inglesa que você está cursando. Isto significa, inclusive, que a sua participação na pesquisa não afetará sua nota na disciplina de inglês.

5- Benefícios: Você executará o jogo-tarefa que será aplicado para auxiliá-la/o no desenvolvimento do vocabulário de inglês. Através do jogo-tarefa, as/os estudantes terão a oportunidade de aprender e ampliar seu vocabulário. No final da pesquisa, os resultados

dos testes e da percepção da/o estudante serão fornecidos por e-mail para os pais/responsável legal.

6- Confidencialidade: Este documento garante a confidencialidade da sua identidade e informações pessoais. Apenas a pesquisadora e as orientadoras terão acesso aos dados coletados antes da publicação. Ao serem publicados os dados da coleta de pesquisa, as/os participantes serão identificados por números, por exemplo: Participante 1, Participante 2. Infelizmente, existe a possibilidade de quebra de sigilo, vindo a ocorrer de forma involuntária ou não intencional, cujas consequências serão tratadas nos termos da lei.

7- Indenização: Este documento garante o reparo de danos materiais e imateriais da/o jovem, caso ocorra comprovadamente decorrente da participação na pesquisa, segundo a Resolução 510/16.

8- Custos, compensação financeira e ressarcimento: A participação da pesquisa é voluntária, não haverá nenhum tipo de pagamento, e a/o participante não terá nenhum custo relativo aos procedimentos envolvidos, visto que a pesquisa ocorrerá na sala de aula do participante e durante o horário da aula de Língua Inglesa. Entretanto, caso vier a surgir algum gasto durante a participação da pesquisa com transporte e alimentação, o/a participante será assegurado o ressarcimento de todos os gastos, seguindo as Resoluções 466/12 e 510/16.

9- Despesas: A/o jovem não terá nenhuma despesa na participação da pesquisa. Todo o momento de coleta de dados ocorrerá durante o horário de aula da/o participante na escola.

10- Desistência: A participação na pesquisa é voluntária. Caso você ou seus pais/responsável legal, não queira continuar participando da pesquisa ou que os dados coletados não sejam utilizados, não haverá prejuízo algum para você. A desistência pode ocorrer a qualquer instante, através do meu telefone (49) 991951777 ou por e-mail dressaplacido@gmail.com.

11- Informações para contato: A qualquer etapa da pesquisa, você terá acesso a pesquisadora responsável pela pesquisa para esclarecimento de dúvidas. Informamos abaixo os contatos e endereço das pesquisadoras:

Pesquisadora: Andressa Plácido Brites

Celular e WhatsApp: (49) 991951777;

E-mail: dressaplacido@gmail.com

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CEP: 88.040-900

Orientadora: Doutora Raquel Carolina Souza Ferraz D’Ely

E-mail: raqueldely@gmail.com

Co-orientadora: Doutora Priscila Fabiane Farias

E-mail: priscila.farias@ufsc.br

12- Informações sobre CEPSH e formas de contato: O CEPSH é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no

desenvolvimento da pesquisa dentro de padrões éticos. Para entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC, utilize essas formas de contato:

Endereço: Prédio Reitoria II, 7º andar, sala 701, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis. Telefone: 3721-6094 E-mail: cep.propesq@contato.ufsc.br

Essa pesquisa cumpre os termos da resolução CNS 466/12 e 510/16 e também suas complementares, que são os documentos que normatizam pesquisas como essa no Brasil. Nós, pesquisadoras, nos comprometemos a realizar a pesquisa de acordo com a

Resolução do Conselho Nacional de Saúde nº 510, de 07 de abril de 2016, que estabelece as normas éticas para as pesquisas em Ciências Humanas e Sociais. Para aceitar participar da pesquisa, você deverá assinar esse documento em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com a pesquisadora. Este documento contém informações importantes do contrato e assegura os seus direitos como participante da pesquisa. Muito obrigada!

Eu, _____, declaro que li este documento e obtive dos pesquisadores todas as informações que julguei necessárias para me sentir esclarecido e livre em participar da pesquisa intitulada **“O uso de um jogo-tarefa na sala de aula: Um foco na aprendizagem de vocabulário e na percepção dos alunos”**.

Mãe/Pai ou Responsável legal

Andressa Plácido Brites
Pesquisadora

Priscila Fabiane Farias
Co orientadora

Raquel Carolina Souza Ferraz D'Ely
Orientadora

_____ de _____ de 2022.

Appendix E - Colégio de Aplicação consent letter

TERMO DE ANUÊNCIA DA INSTITUIÇÃO

O Colégio de Aplicação UFSC declara que está de acordo com a execução do projeto de pesquisa intitulado Usando um Jogo-Tarefa na sala de aula de Língua Inglesa: Em Foco a Aprendizagem de Vocabulário e a Percepção dos Estudantes, das pesquisadoras Andressa Plácido Brites (UFSC), Raquel Carolina Souza Ferraz D'Ely (UFSC) e Priscila Fabiane Farias (UFSC). O Colégio de Aplicação UFSC assume o compromisso de apoiar o desenvolvimento da referida pesquisa pela autorização da coleta de dados durante os meses de Agosto de 2022. Com a autorização da realização da pesquisa, ficam os pesquisadores responsáveis pelos procedimentos de autorização do Comitê de Ética em Pesquisa e sua aprovação, conforme prevê portaria. Declaramos ciência de que nossa instituição é co-participante do presente projeto de pesquisa, e requeremos o compromisso dos pesquisadores responsáveis com o resguardo da segurança e bem-estar dos participantes de pesquisa nela recrutados.

Autorizamos () ou Não autorizamos () a citação do nome da instituição nos títulos e textos das futuras publicações dos resultados do estudo.

Florianópolis, 22 de Junho de 2022.

Assinatura Professora da Turma na qual será realizada a coleta de dados

Assinatura Responsável pela Instituição



UNIVERSIDADE FEDERAL DE SANTA CATARINA

Centro de Comunicação e Expressão Departamento de Língua e Literatura estrangeiras

Programa de Pós-graduação em Inglês: Estudos Lingüísticos e Literários

Appendix F - Profile report questionnaire

Questionário - Levantamento de perfil dos participantes

Prezado participante! O objetivo principal deste questionário é conhecê-lo melhor.
A confidencialidade dessas informações é garantida e sua identidade será mantida em sigilo.

Instruções:

- 1) Por favor, responda todas as questões.
- 2) Qualquer dúvida, chame o professor.

Nome completo: _____

E-mail: _____

Idade: () 11 anos () 12 anos () 13 anos () 14 anos ou mais

Sexo: () feminino () masculino Repetente: () Sim () Não

1- Você estudou Inglês antes de entrar no 6 ano? () sim () Não

2.1- Se você respondeu SIM:

Onde você estudou e por quanto tempo?

() Estudei Inglês no Ensino Fundamental I (1º ano ao 5º ano) durante _____ ano(s).

() Estudei Inglês em uma escola de línguas durante _____ ano(s).

3- Você gosta da língua inglesa? Se sim, o que você mais gosta? Falar, ouvir, ler ou escrever?

4- Você costuma usar o inglês fora da sala de aula? () Sim () Não

4.1 Se você respondeu SIM:

Assinale todas as alternativas que fazem parte da sua rotina.

() Navegando na internet

() Jogando jogos online

() Ouvindo músicas

() Assistindo vídeos/filmes/seriados

() Lendo livros e revistas

() Outro(s): _____

4.2 Com que frequência você faz as seguintes atividades usando a língua inglesa?

Tik Tok, instagram ou facebook:

() Nunca () Raramente () Às vezes () Sempre

Jogar online:

() Nunca () Raramente () Às vezes () Sempre

Ouvir músicas:

() Nunca () Raramente () Às vezes () Sempre

Vídeos/filmes/seriados:

() Nunca () Raramente () Às vezes () Sempre

Ler livros e revistas:

() Nunca () Raramente () Às vezes () Sempre

5- Você gosta de jogos? () Sim () Não

6- Você está jogando algum jogo atualmente? () Sim () Não

6.1 - Se você respondeu Sim:

Qual jogo está jogando? _____

MUITO OBRIGADA!

_____, ____/____/2022

Assinatura do participante

Assinatura da pesquisadora



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Appendix G - Pre-test and Post test

VOCABULARY KNOWLEDGE TEST

PRÉ-TESTE E PÓS-TESTE

Endereço de e-mail: _____

Nome completo: _____

Data: __/__/____ **Turma:** _____

Prezado participante, obrigado por se dispor a realizar este teste.

Siga as instruções abaixo:

- 1) Evite palpites, responda APENAS às questões que você sabe.
- 2) Não procure nenhuma resposta na internet ou no dicionário, senão o teste não será válido.
- 3) Qualquer dúvida, chame a professora.

1- Por favor, leia o texto com bastante atenção.

How I became a pirate

One day, when I was at the beach building a castle in the sand, a pirate ship appeared, its flag had a skull on it. I could see the sailor dancing on the deck. I tried to tell dad and mom but they were busy setting up the umbrella. So, I went back to my place. Suddenly, a man with a parrot on his shoulder asked “Is this the Spanish Island?” I said “no”. Blue-beard and his crew took a wrong turn. They invited me to bury a treasure. That’s how I became a pirate.

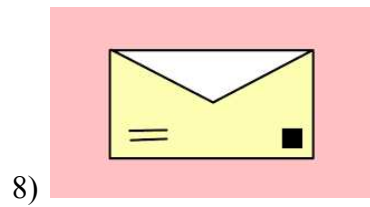
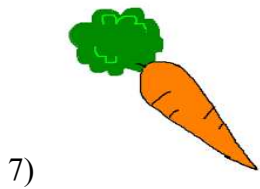
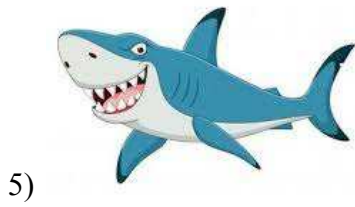
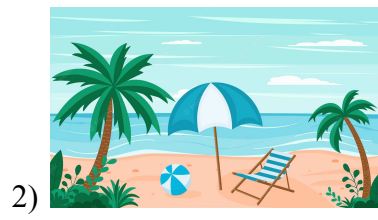
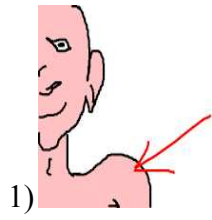
As soon as we were on board, Blue-beard showed me a wooden trunk. When I opened the lid, there were precious stones. There was much to do on board. They taught me to sing and dance. At dinnertime, we went down the stairs to arrive in the hold. So, we ate carrots and drank a bottle of pineapple juice. After dinner, Blue-beard pounded his fist on the table and shouted “Storytime”. They read a letter about a mermaid who plays in the deep blue sea.

Night fell and nobody told me to go to bed, take a shower, brush my teeth. Maybe that’s why their teeth are green, and they don’t wear pajamas. I wanted to be a pirate forever. But I found out that I couldn’t sleep in the dark. I was very scared! A big shark appeared and... I woke up. Luckily, it was only a dream.

Disponível em: <https://www.youtube.com/watch?v=PBSrdK2uorI>. Acesso em: 24 mai. 2022.

(Adaptado).

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



9)



10)



11)



12)



13)



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16)



17)



18)



19)



20)





21)



22)



23)



24)



25)



26)



27)

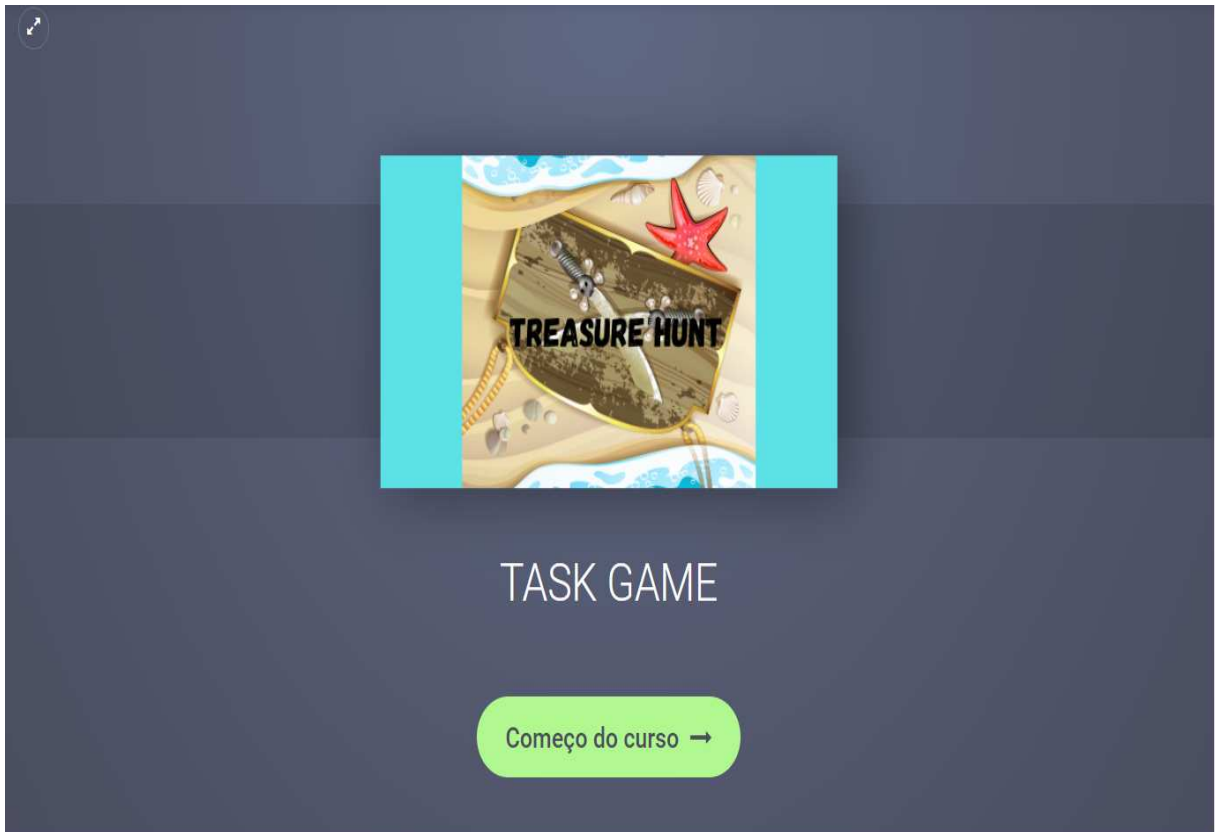


28)

MUITO OBRIGADA!

Appendix H - Task-game Treasure Hunt

DIGITAL TASK GAME



Appendix I - Branching Scenario H5P

H5P TOOL

Editor








H5P Hub *Selecionar tipo de conteúdo*

Criar conteúdo Carregar Colar

Procurar por tipos de conteúdo

Todos os tipos de conteúdo

Mostrar: Populares primeiro [Novos primeiro](#) [Ordem alfabética](#)

	Interactive Video Create videos enriched with interactions	Detalhes
	Course Presentation Create a presentation with interactive slides	Detalhes
	Multiple Choice Create flexible multiple choice questions	Detalhes
	Quiz (Question Set) Create a sequence of various question types	Detalhes
	Fill in the Blanks Create a task with missing words in a text	Detalhes
	Drag the Words Create text-based drag and drop tasks	Detalhes
	Column Organize H5P content into a column layout	Detalhes

Appendix J - Raters' impressions on the game

TASK-GAME

A partir da sua experiência de jogar o jogo-tarefa, o que você acha que estudantes do 6 ano teriam aprendido? 2 respostas

Eu acho que o jogo tem potencial de promover a compreensão leitora dos alunos, identificando as ideias principais dos textos apresentados. Mas acho que, se possível, seria interessante criar perguntas ao longo do jogo que não sejam apenas sobre a atitude/decisão do jogador, mas também perguntas de compreensão do próprio andamento do jogo. Assim, para prosseguir no jogo, o estudante precisaria verdadeiramente compreender a história.

Acredito que os alunos aprenderiam sobre valores humanos, tais como honestidade, generosidade... eles também podem aprender vocabulário com a temática do jogo, no caso praia e itens relacionados com isso.

TASK-GAME

Pensando que esse jogo foi desenvolvido preponderantemente para a aprendizagem de vocabulário de estudantes do Ensino Fundamental, você teria sugestões, comentários a fazer? 2 respostas

Deixei meu principal comentário na questão anterior. Vou dar um exemplo: quando o jogo diz que o estudante deve procurar um wooden trunk, ele poderia ter que escolher dentre algumas imagens qual representa o objeto que ele deve buscar. Ou então de alguma forma mostrar a imagem do wooden trunk e perguntar: "What are you looking for?" e ele ter que selecionar, dentre algumas alternativas: "I'm looking for a wooden trunk". Assim, ele precisa "analisar a imagem" da situação e então escolher a palavra adequada em inglês... De forma similar, poderia ter alguma pergunta sobre a interpretação da mensagem dentro do wooden trunk... Também fiquei pensando se o jogo não precisaria ter um objetivo posto desde o início. Acho que está implícito de alguma forma, mas poderia ser mais claro. Qual é o objetivo/missão do jogador? Eu senti que estava seguindo uma história com consequências (faço isso, daí outra coisa vem como decorrência), mas não sabia qual era o meu objetivo. E talvez poderia ter alguma instrução sobre

a importância de ser corajoso para atingir esse objetivo (já que as respostas que incluem não fazer algo por medo são, de certa forma, "incorretas", já que não levam ao objetivo do jogo). Se possível, seria legal o jogo ter um som (e mais ainda uma narração) - em geral as narrações em jogos aparecem em forma de áudio (às vezes acompanhados de legenda).

Normalmente nesse ambientes de caça ao tesouro, sempre aparece um mapa indicando o local com imagens e símbolos. No slide da carta, se possível, você poderia por imagens para ajudar os alunos associarem o que seria um "treasure", "ship" ou "wooden trunk" como se fosse um mapa mesmo.

TASK-GAME

Caso tenha sugestões ou comentários específicos a fazer sobre aprimoramento do jogo, fique à vontade.² respostas

Acho que já deixei os comentários na questão anterior. Sugiro também revisar algumas construções do texto no jogo (por exemplo: "appeared a parrot" me soou estranho, acho que em inglês a construção mais comum seria "a parrot appeared").

Você poderia desenvolver mais etapas para o aluno escolher. Eu senti que o aluno é guiado direto ao final imediatamente. Exemplos, na parte que ele avista o navio e aparece a pergunta se ele quer dar uma olhada. No momento que o aluno escolhe ver o navio, o próximo slide já é dentro dele. Você poderia colocar uma opção como que o aluno quer alcançar o navio. "você percebe que tem um bote parado perto de você mas você também pode ir nadando, como você prefere chegar até lá?" e dentro disso já é um gancho para você tbm trabalhar vocabulário como boat, to swim... Outra opção é quando ele chega no navio, ele já vai direto falar com o capitão. Você pode incluir antes disso a opção dele vasculhar o navio, dar uma olhada antes pelo deck. Até durante essa olhada pelo deck, ele pode encontrar uma moeda (coin) e aí ele pode pensar que está na pista certa para encontrar o tesouro. Ou apenas dar uma olhada no horizonte e ele consegue ver avistar uma ilha ou golfinhos nadando, algo do tipo. E nisso, claro, vai incorporando os vocabulários necessários. A partir do momento que você dá mais possibilidade de escolhas para o aluno, ele fica mais "fisgado" em explorar o jogo, por mais que sejam escolhas que vão dar em um beco sem saída e ele tenha que voltar para o foco principal (como no exemplo que citei sobre dar uma olhada pelo deck). E claro, nisso tudo ele vai aprendendo o vocabulário.

TASK-GAME

E por fim, que comentários você teria a fazer, pensando no uso da tecnologia para o aprender/ensinar? 2 respostas

Acho que a tecnologia pode potencializar o processo de ensino e aprendizagem, em especial quando utilizada de maneira informada e crítica.

Eu acho que incluir tecnologia na sala de aula é válido, pois dinamiza a aula e inclui algo que está inserido, na maioria das vezes, na vida dos alunos. O jogo criado é um exemplo disso. Muitas das vezes jogos são tidos como ferramentas que distraem mas é um ótimo exemplo para ser usado durante o aprender/ensinar. O único porém é que dependendo do contexto que você atua, às vezes não é possível aplicar tecnologia por conta da falta de recursos.



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Appendix K - Post-task perception questionnaire

Questionário - Percepção dos participantes sobre o “Jogo-tarefa”

Prezado participante! O objetivo principal deste questionário é verificar como foi sua experiência com o Jogo-Tarefa.

A confidencialidade dessas informações é garantida e sua identidade será mantida em sigilo.

Obrigada por se dispor a responder esse questionário.

Instruções:

- 1) Por favor, responda todas as questões.
- 2) Qualquer dúvida, chame o professor.

Nome completo: _____

E-mail: _____

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

2- Qual tesouro você encontrou? _____

3- Conte a história do caminho percorrido no jogo:

4- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

5- Quantas vezes você precisou/quis voltar ao início?

1 2 3 4 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

5- O que você aprendeu ao jogar o jogo-tarefa?

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

E de que forma você aprendeu as palavras em Inglês?

Quais palavras você mais gostou de aprender?

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.







Positivos: _____

Negativos: _____

8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

MUITO OBRIGADA!


Appendix L - Post-task phase

Lesson plan of the final task

Final Task

Title	Task: <i>Post-test and Reflection about the digital task-game</i>
Description	In this task, students will answer a post-test questionnaire to check if they have learned receptive vocabulary through the game, and they will be also engaged in a critical discussion based on the game story. The idea is that, by doing that, they will reflect on the lesson and learning.
Objectives	To assesses the students' vocabulary learning To discuss the students' experience with the game To reflect on the values worked in the digital task-game

Steps	<p>Step 1 - Introduce yourself, greet the students, and inform them of the procedure of the test. Time: 2 min</p> <p>Step 2 - Explain the post-test. Time: 3 min</p> <p>Step 3 - Students perform the test. Time: 20 min</p> <p>Step 4 - Students are asked some questions about their experience with the game. Time: 10 min</p> <ul style="list-style-type: none">a) What was the game about?b) What treasures were there in the game?c) We have seen 4 human values in the game (generosity, friendship, respect, and honesty). Can you name any other human values?d) What was the message of the game? What did you learn about it?e) How can you put these treasures into practice in our daily lives?f) Have you ever been through any of the situations mentioned in the game?g) Why do you think the teacher chose values as treasures?h) What did you learn from the digital task-game? Can you share your experience with the class? <p>Step 5 - Give the students a letter and ask them to read it together. Thank them for their participation in the study. Time: 5 min</p>
--------------	--



Dear student,

Você sabia que os valores humanos são atitudes e sentimentos importantes para uma boa convivência? Eles também ajudam em nosso crescimento como cidadãos. Por isso é muito importante cultivá-los em todos os lugares.

Lembre-se sempre:

Friendship: É ter afeto e carinho por alguém. Ser amigo é ajudar, respeitar e confiar.

Generosity: É compartilhar algo por bondade. Ser generoso é dividir e ajudar sem esperar recompensas.

Honesty: É não mentir, não enganar. Ser honesto é ser verdadeiro em todas as circunstâncias.

Respect: É ter consideração ao próximo. O respeito faz a pessoa não ter atitudes perversas contra a outra pessoa. Devemos respeitar para sermos respeitados.

Que você carregue a mensagem dessa cartinha em seu coração por toda a vida.

Com carinho prof^a Andressa



Slides - Reflection on the task-game



- 1. What was the game about?*
- 2. What treasures were there in the game?*
- 3. We have seen 4 human values in the game (generosity, friendship, respect, and honesty). Can you name any other human values?*

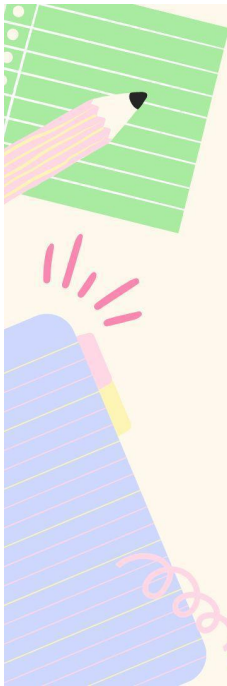


4. *What was the message of the game?
What did you learn about it?*



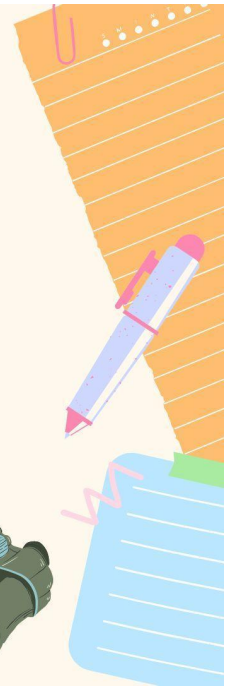
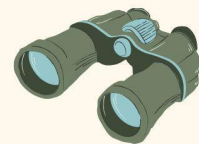
5. *How can you put these treasures into
practice in our daily lives?*

6. *Have you ever been through any of the
situations mentioned in the game?*



7. *Why do you think the teacher
chose values as treasures?*

8. *What did you learn from the
digital task-game? Can you share
your experience with the class?*





*It was a pleasure meeting
you!*



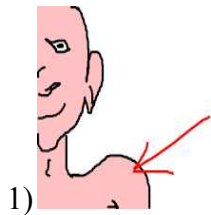
Thank you!



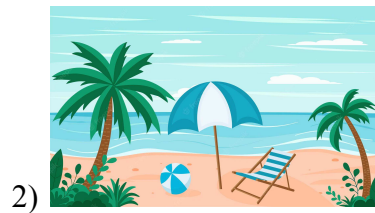
Appendix M - Participants' answers to the pre-test

Isabel 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



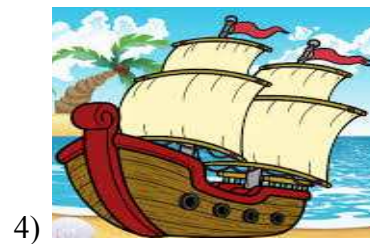
Shoulder



Beach



Table



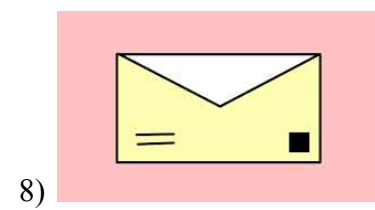
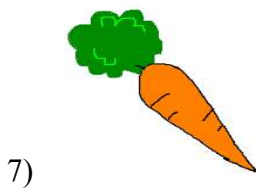
Ship



Shark



Sand



Carrot



9)

Sunshade

Latter



10)

Bottle



11)

Mermaid



12)

Treasure



13)

Não respondeu



14)

Não respondeu

15)



Não respondeu

16)



Não respondeu

17)



Não respondeu

18)



Não respondeu

19)



Não respondeu

20)



Não respondeu

21)



Não respondeu

22)



não respondeu



23)

não respondeu



24)

Não respondeu



25)

Não respondeu



26)

Não respondeu



27)

Não respondeu

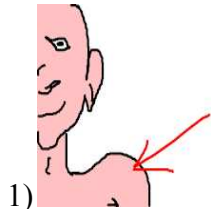


28)

Não respondeu

Stella 6 A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



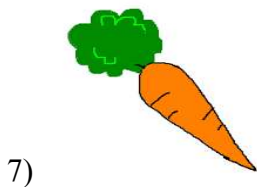
Boat



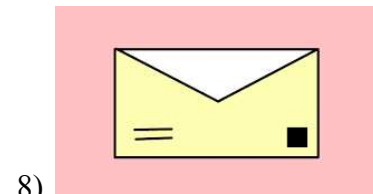
Shar



Send



Carrot



Letter

9)



Umbrella

10)



Bottle

11)



Mermaid

12)



Não respondeu

13)



Pineapple

14)



Wood

15)



Castle

16)



Não respondeu

17)



Stones

18)



Não respondeu

19)



Sea

20)



Não respondeu

21)



Pirate

22)



não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

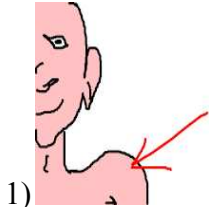


28)

Não respondeu

Carlos 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Table



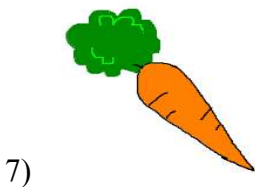
Não respondeu



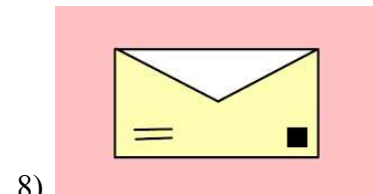
Shark



Sand



Carrots



Não respondeu

9)



Umbrella

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Pineapple

14)



Wood

15)



Castle in the sand

16)



Stair

17)



Stones

18)



Não respondeu

19)



Sea

20)



Não respondeu

21)



Pirate

22)



não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

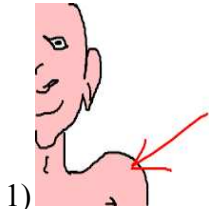


28)

Flag

Thomas 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



s



Hat



teibou



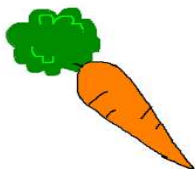
não respondeu



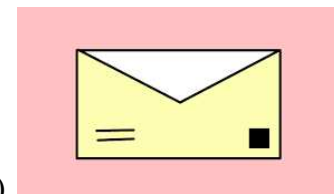
Shark



não respondeu



Não respondeu



não respondeu

9)



não respondeu

10)



não respondeu

11)



Não respondeu

12)



não respondeu

13)



não respondeu

14)



não respondeu

15)



não respondeu

16)



não respondeu



17)
responde
Não respondeu



18) **não**



19)
beard



20)
não respondeu



21)
Pirate



22)
não respondeu



23)
não respondeu



24)
não respondeu



25)

Não respondeu



27)

Bed



26)

não respondeu

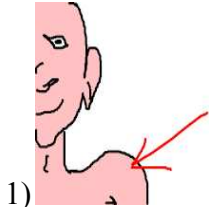


28)

não respondeu

Junior 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Table



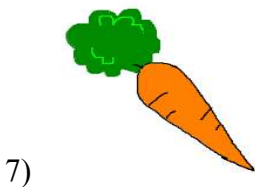
Pirate ship



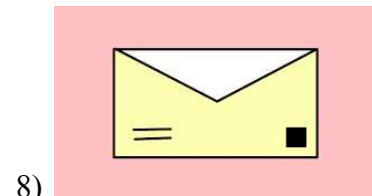
Shark



Sand



Carrott



Letter

9)



Umbrella

10)



Bottle

11)



Não respondeu

12)



Tresure

13)



Pineapple

14)



Wood

15)



Castle

16)



Stair

17)



Stone

18)



Não respondeu

19)



Não respondeu

20)



Deck

21)



Pirate

22)



não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

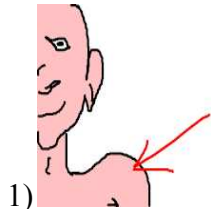


28)

Flag

Sarah 6A- Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Não respondeu



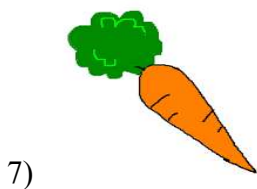
Não respondeu



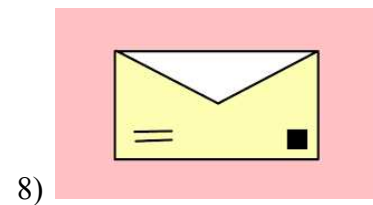
Shark



Não respondeu



Não respondeu



Não respondeu

9)



Umbrella

10)



Não respondeu

11)



Mermaid

12)



Não respondeu

13)



Não respondeu

14)



Não respondeu

15)



Castle in the sand

16)



Não respondeu

17)



Stones

18)



Não respondeu

19)



Sea

20)



Não respondeu

21)



Pirate

22)



não respondeu



23)

não respondeu



24)

Island



25)

Não respondeu



26)

Dark



27)

Bed

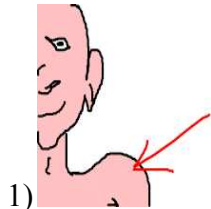


28)

Flag

Bruce 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



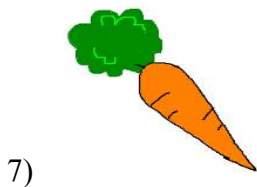
Ship



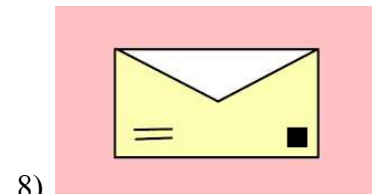
Shark



Sand



Carrot



Card

9)



Umbrella

10)



começou a escrever **bot** e não terminou

11)



Mermaid

12)



Treasure

13)



Pineas

14)



Wood

15)



Sand castle

16)



Stairs

17)



Stones

18)



Chest

19)



Sea

20)



Deck

21)



Sailor

22)



Lid

23)



Hold

24)



Island

25)



Parrot

26)



Dark

27)



Bed

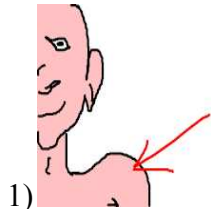
28)



Flag

Mariana 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Não respondeu



Não respondeu



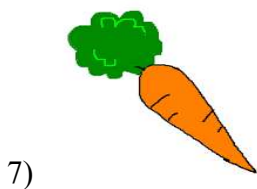
Não respondeu



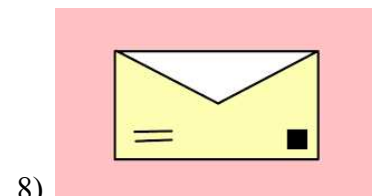
Não respondeu



Sad



Não respondeu



Leder

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Não respondeu

13)



Não respondeu

14)



Não respondeu

15)



Não respondeu

16)



não respondeu

17)



Stok

18)



Não respondeu

19)



Não respondeu

20)



Não respondeu

21)



Não respondeu

22)



não respondeu



23)

não respondeu



24)

Não respondeu



25)

Blue- beard



27)

Bed



26)

Não respondeu

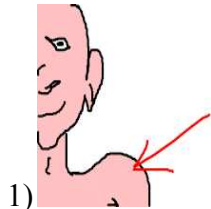


28)

Não respondeu

Daniel 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Não respondeu



Table



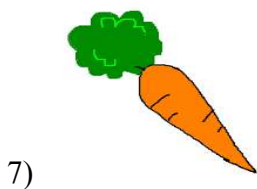
Não respondeu



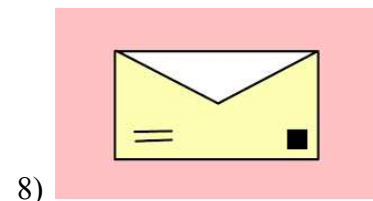
Shark



Não respondeu



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Não respondeu

13)



Não respondeu

14)



Não respondeu

15)



Castle in the sand

16)



Não respondeu

17)



Stones

18)



Não respondeu

19)



Não respondeu

20)



Não respondeu

21)



Não respondeu

22)



não respondeu



23)

não respondeu



24)

Não respondeu



25)

Não respondeu



26)

Night



27)

Bed

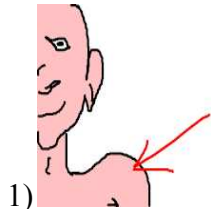


28)

Não respondeu

Peter 6A - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



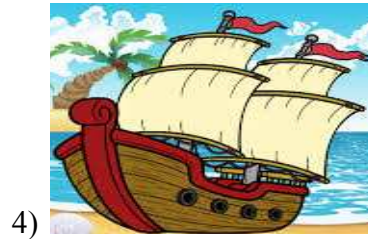
Não respondeu



Não respondeu



Não respondeu



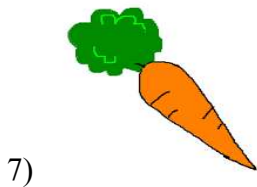
Não respondeu



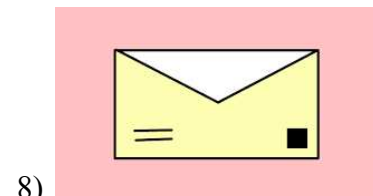
Shark



Não respondeu



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Não respondeu

13)



Não respondeu

14)



Não respondeu

15)



Não respondeu

16)



não respondeu

17)



Stoni

18)



Não respondeu

19)



Não respondeu

20)



Não respondeu



21)

Não respondeu



22)

Não respondeu



23)

não respondeu



24)

Não respondeu



25)

Não respondeu



26)

Nait



27)

Não respondeu

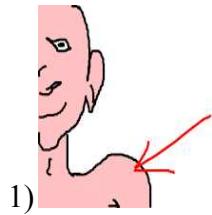


28)

Não respondeu

Liam 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Bach



não respondeu



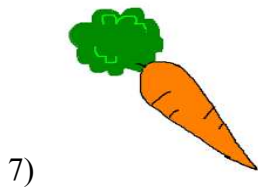
Board



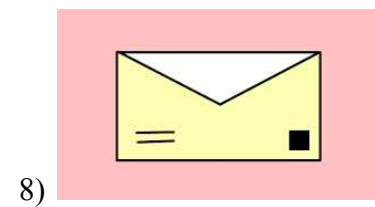
Shark



Sand



Carrots



não respondeu

9)



Umbrella

10)



não respondeu

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Whod

15)



Castle

16)



não respondeu



17)

Stones



18)

Não respondeu



19)

Sea



20)

Board



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

Inslaud



25)

Blue berd



27)

Bed



26)

Dark

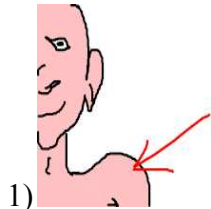


28)

não respondeu

Monica 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



shouder



Beach



não respondeu



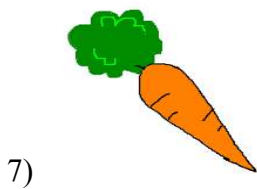
pirate ship



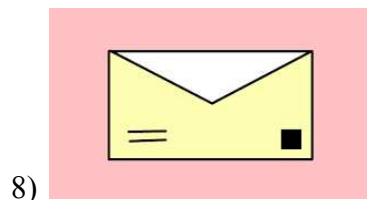
Shark



sand



carrot



não respondeu

9)



umbrella

10)



não respondeu

11)



Mermaid

12)



treasure

13)



pineapple

14)



não respondeu

15)



16)



castle

não respondeu



17)

rocks



18)

Não respondeu



19)

blue sea



20)

deck



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

não respondeu



25)

Não respondeu



27)

Bed



26)

dark

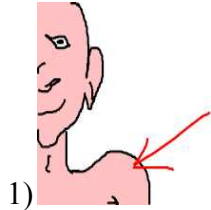


28)

skul flag

Jose 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



shoulder



Beach



Table



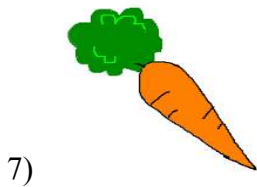
Ship



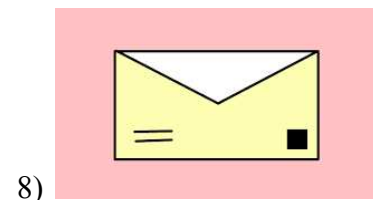
Shark



Sand



Carrots



Letter

9)



Umbrella

10)



Bottle

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Wood

15)



Sand castle

16)



Stairs

17)



Stones

18)



chest

19)



Sea

20)



Deck

21)



Sailor

22)



Lid

23)



Hold

24)



Island



25)

Parrot



27)

Bed



26)

Dark

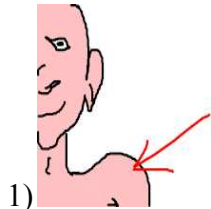


28)

Flag

Mandy 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Não respondeu



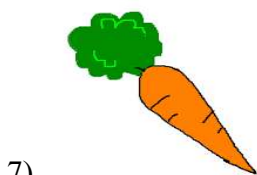
Pirate ship



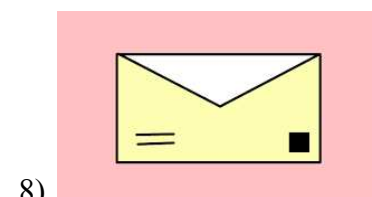
Shark



não respondeu



Carrots



não respondeu



Umbrella



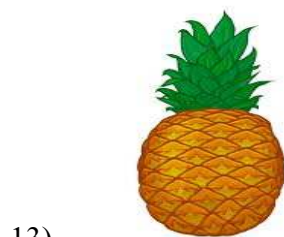
Bottle



Mermaid



Treasure



Pineapple



não respondeu



não respondeu



não respondeu



17)

não respondeu



18)

Não respondeu



19)

Não respondeu



20)

não respondeu



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

não respondeu



25)

Blue - beard



27)

Bed



26)

Dark

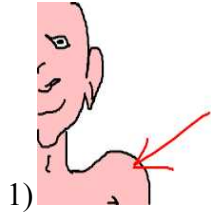


28)

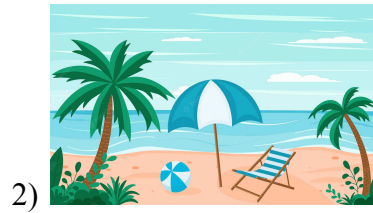
Flag

Mila 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



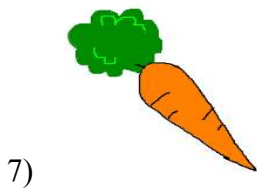
Pirate ship



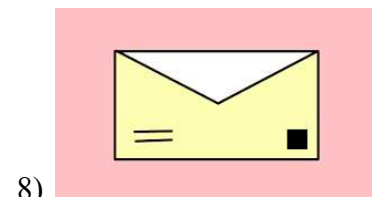
Shark



Sand



Carrot



Letter



Umbrella



Bottle

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Wood

15)



Castle

16)



Stairs

17)



Stones

18)



Trunk

19)



Sea

20)



Deck

21)



Sailor

22)



Lid

23)



Hold

24)



Island

25)



Parrot

26)



Dark



27)

Bed

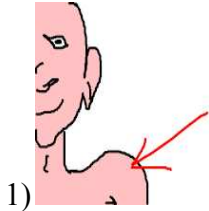


28)

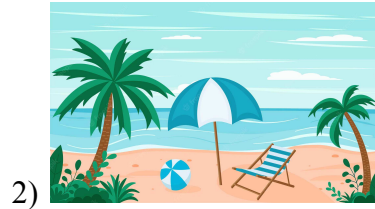
Flag

Leona 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



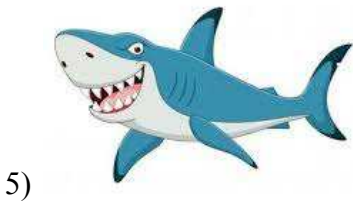
Não respondeu



não respondeu



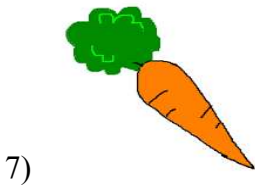
I became a pirate



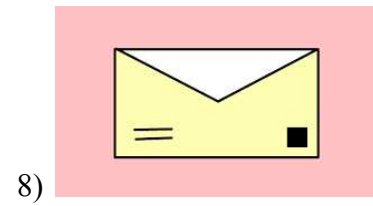
Big shark



não respondeu



Não respondeu



não respondeu



não respondeu



11)

Não respondeu



13)

não respondeu



15)

Castle



17)

não respondeu

não respondeu



12)

Efter dinner?



14)

não respondeu



16)

não respondeu



18)

Não respondeu



19)

Não respondeu



20)

não respondeu



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

não respondeu



25)

Não respondeu



26)

não respondeu



27)

Não respondeu

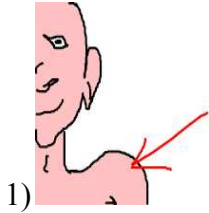


28)

não respondeu

Vivian 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



beach



não respondeu



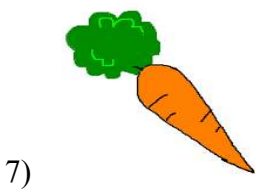
Pirate ship



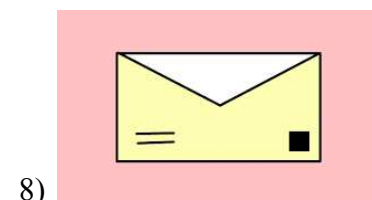
Shark



não respondeu



Carrots



não respondeu



Umbrella



Bottle



Mermaid



Treasure



Pineapple



não respondeu



Não respondeu



não respondeu



17)

não respondeu



18)

Não respondeu



19)

Não respondeu



20)

Não respondeu



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

não respondeu



25)



26)

Blued- beard



27)

Bed

Dark

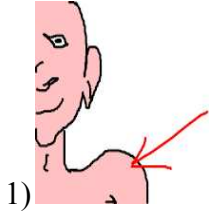


28)

Flag

Miguel 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Não respondeu



Table



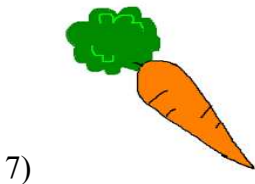
Não respondeu



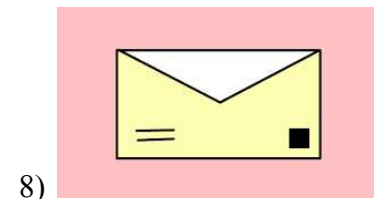
Shark



Não respondeu



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Não respondeu

14)



Não respondeu

15)



Não respondeu

16)



Skul



17)

Não respondeu



18)

Não respondeu



19)

Blue-sea



20)

Não respondeu



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

Island



25)

Não respondeu



26)

Dark



27)

Bad

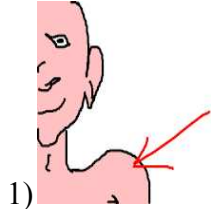


28)

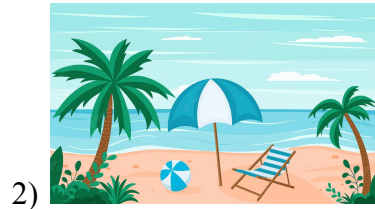
Não respondeu

Tamara 6B - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



shower



Beach



mermaid



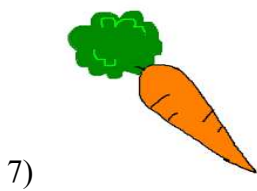
não respondeu



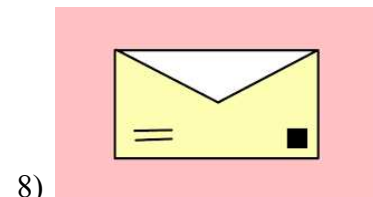
Big Shark



não respondeu



Não respondeu



não respondeu

9)



não respondeu

10)



não respondeu

11)



Não respondeu

12)



Treasure

13)



não respondeu

14)



não respondeu

15)



Castle

16)



não respondeu



17)

não respondeu



18)

Não respondeu



19)

Não respondeu



20)

não respondeu



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

não respondeu



25)

Não respondeu



26)

não respondeu



27)

Bed

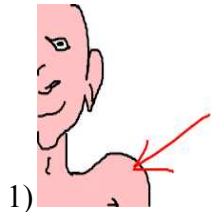


28)

não respondeu

Susan 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



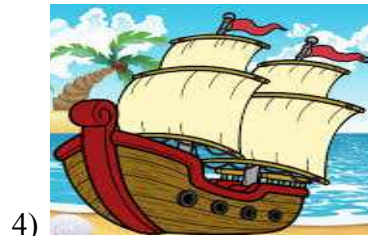
shoulder



Sand



não respondeu



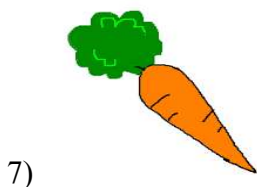
não respondeu



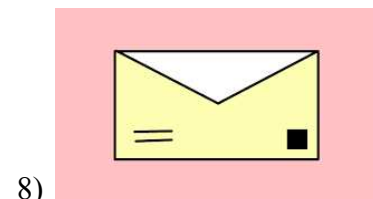
Shark



não respondeu



Não respondeu



não respondeu



não respondeu



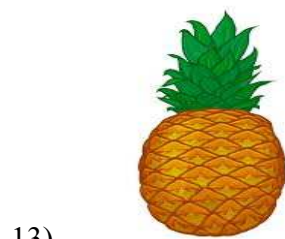
não respondeu



Mermaid



não respondeu



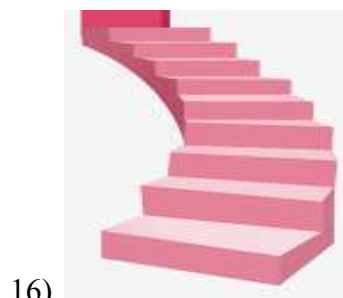
não respondeu



não respondeu



não respondeu



não respondeu



17)

não respondeu



18)

chest



19)

Cea



20)

não respondeu



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

não respondeu



25)

Parrot



26)

não respondeu



27)

Bed

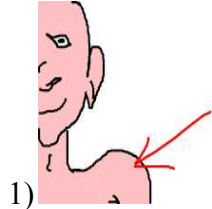


28)

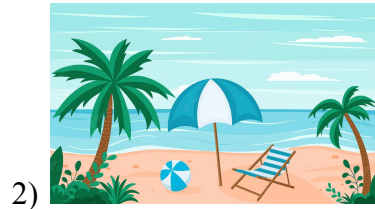
não respondeu

Enri 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Beach



Table



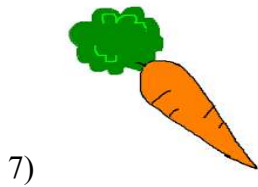
Boat



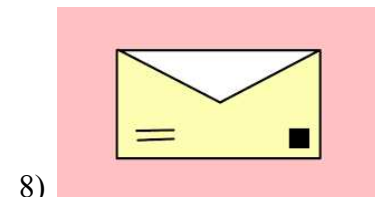
Shark



Sand



Carrot



Invited

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Pineapple

14)



Wooden

15)



Castle in the sand

16)



não respondeu



Stones



Não respondeu



Blue sea



Não respondeu



Não respondeu



não respondeu



não respondeu



Island



25)

Parrot



26)

Dark



27)

Bed

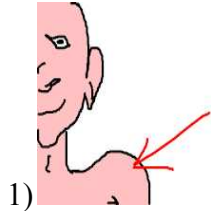


28)

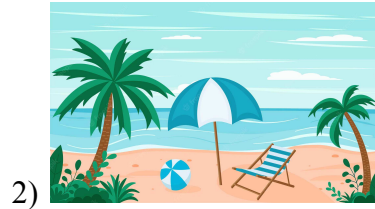
Não respondeu

Camilo 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Table



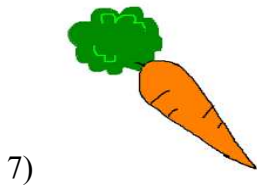
Ship



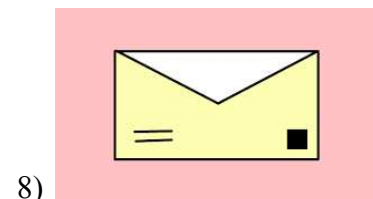
Shark



Sand



Carrot



Não respondeu



10) 

Umbrella



11)

Não respondeu



13)

Pineapple



15)

Castle



17)

Stones

Bottle



12)

Tresure



14)

Não respondeu



16)

não respondeu



18)

Chest

19)



Sea

20)



Deck

21)



Shoulder

22)



não respondeu

23)



não respondeu

24)



Island

25)



Parrot

26)



Dark



27)

Bed

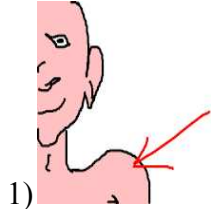


28)

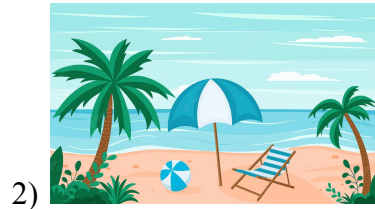
Flag

Richard 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Não respondeu



Não respondeu



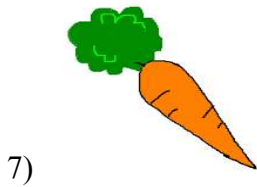
Não respondeu



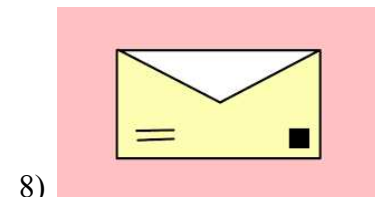
Shark



Não respondeu



Cenoura



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Sand

12)



Treasure

13)



Não respondeu

14)



Não respondeu

15)



Não respondeu

16)



não respondeu



17)

Não respondeu



18)

Não respondeu



19)

Sea



20)

Não respondeu



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

Island



25)

Não respondeu



26)

Night



27)

Bed

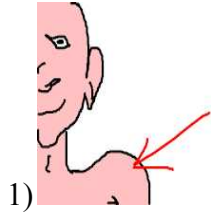


28)

Não respondeu

Vicki 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



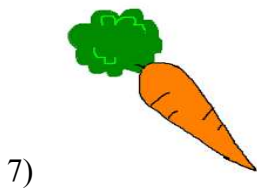
Pirate ship



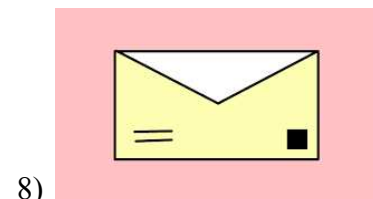
Shark



Sand



Carrot



Não respondeu



Umbrella



Não respondeu

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Não respondeu

15)



Castle

16)



Não respondeu

17)



18)



Stone



19)

Sea

Chast



20)

Deck



21)

Wrong



22)

não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

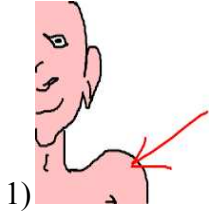


28)

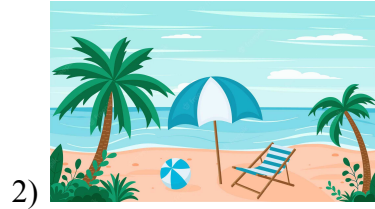
Flag

Luis 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Table



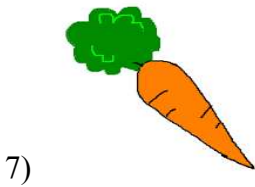
Board



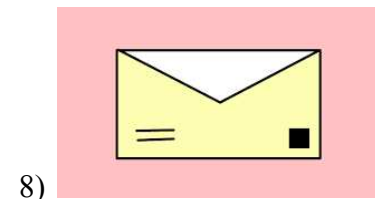
Shark



Sand



Não respondeu



Não respondeu



Não respondeu



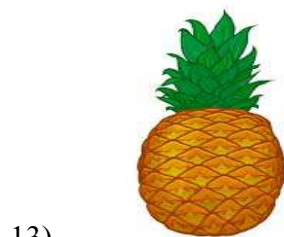
Não respondeu



Não respondeu



Não respondeu



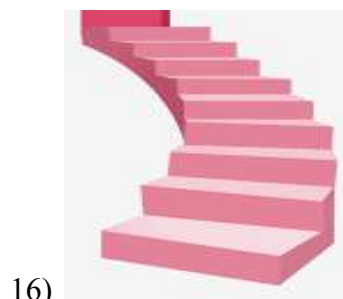
Pime apple



Não respondeu



Castle in the sand



não respondeu



Stone



Chest



Sea



Não respondeu



Board



não respondeu



não respondeu



Island



25)

Não respondeu



26)

Dark



27)

Bed

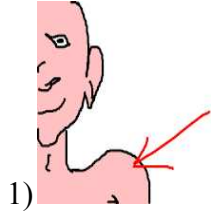


28)

Flag

Kevin 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



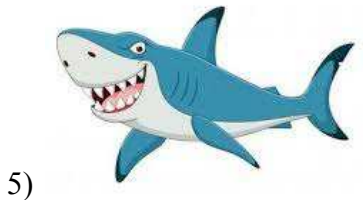
Beach



Não respondeu



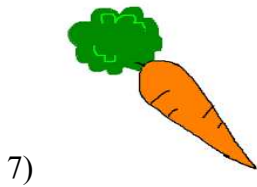
Ship



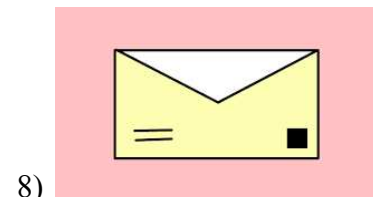
Shark



Sand



Não respondeu



Não respondeu

9)



Umbrella

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Não respondeu

14)



Não respondeu

15)



Castle

16)



não respondeu



17)

Stones



18)

Não respondeu



19)

Sea



20)

Deck



21)

Mermaid



22)

Trunk



23)

não respondeu



24)

Island



25)



26)

Perrot



27)

Bed

Dark

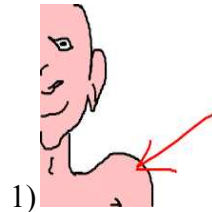


28)

Flag

Joan 6C - Pre-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



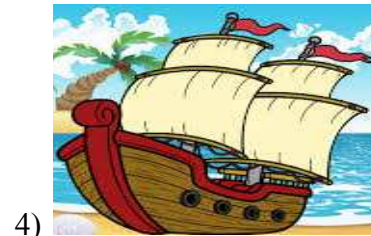
Umbrella



Beach



Table



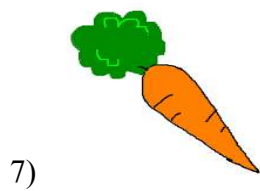
Ship



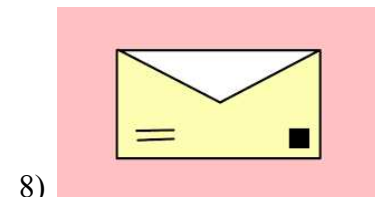
Shark



Sand



Não respondeu



Não respondeu

9)



Suddenly

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Não respondeu

14)



Dack

15)



Castle

16)



não respondeu



17)

Rock



18)

Não respondeu



19)

Sea



20)

Hold



21)

Mermaid



22)

não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bad



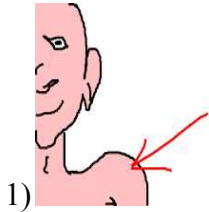
28)

Flag had a skull

Appendix N - Participants' answers to the post-test

Isabel 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



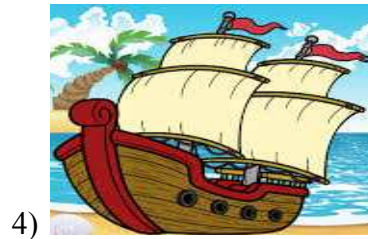
Shoulder



Island



Table



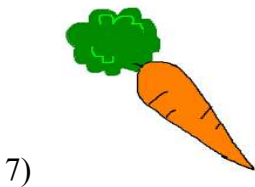
Boat



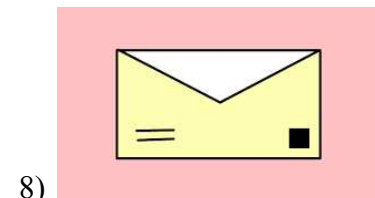
Shark



Sand



Carrot



Letter



9)

Sushade



10)

Bottle



11)

Mermaid



12)

Treasure



13)

Pineapple



14)

Wood



15)

Castle



16)

Stairs



17)

Stones



18)

Chest



19)

Sea



20)

Não respondeu



21)

Sailor



22)

não respondeu



23)

Basement



24)

Não respondeu



25)

Parrot



26)

Dark



27)

Bed

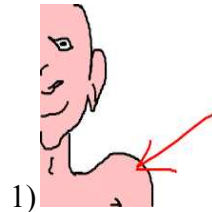


28)

Flag

Stella 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



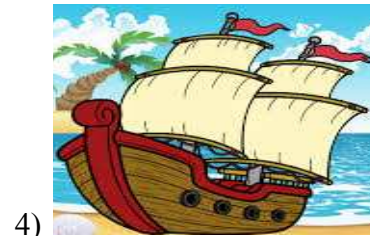
Shoulder



Beach



Table



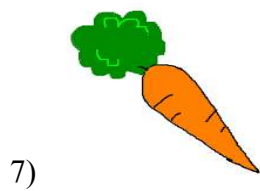
Ship



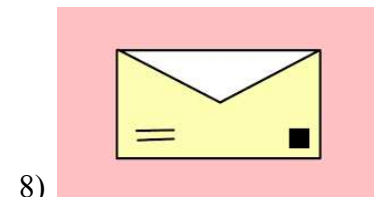
Shark



Sand



Carrot



Letter

9)



Umbrella

10)



Bottle

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Não respondeu

15)



Castle in the sand

16)



não respondeu



Stones



Não respondeu



Sea



Deck



Sailor



não respondeu



não respondeu



Island



25)

Parrot



26)

Dark



27)

Bed

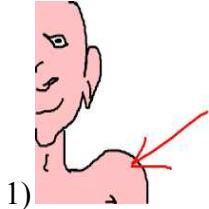


28)

Flag

Carlos 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



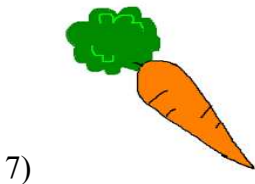
Ship



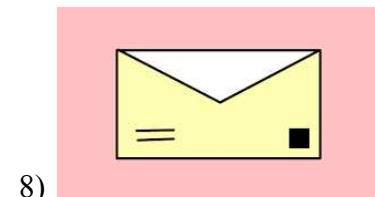
Shark



Sand



Carrot



Letter



9)

Umbrella



10)

Bottle



11)

Mermaid



12)

Treasure



13)

Pineapple



14)

Wooden trunk



15)

Castle in the sand



16)

Stairs



17)

Stones



18)

Chest



19)

Sea



20)

Board



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

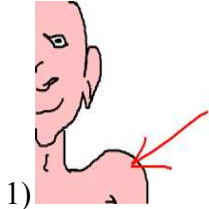


28)

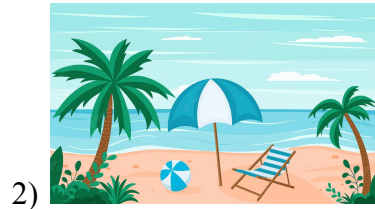
Flag

Thomas 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



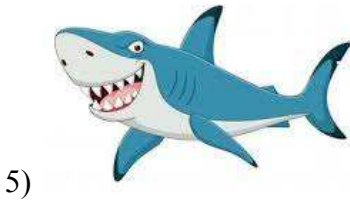
Não respondeu



Teibol



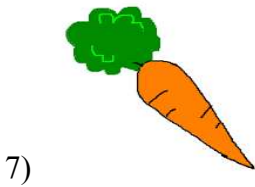
bolt becam pirate



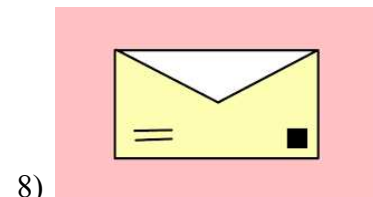
Shark



Não respondeu



Não respondeu



Não respondeu



Não respondeu



escreveu drank riscou e escreveu Ship



escreveu bermaid apagou escreveu Bimad



Became ou pirate



Não respondeu



Não respondeu



Não respondeu



não respondeu



17)

Não respondeu



18)

Became pirate



19)

Beard



20)

Não respondeu



21)

Pirate became



22)

não respondeu



23)

não respondeu



24)

Não respondeu



25)



26)

Não respondeu



27)

Bed

Dark

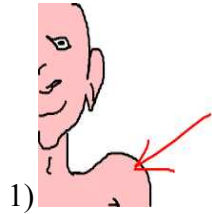


28)

Não respondeu

Junior 6A- Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



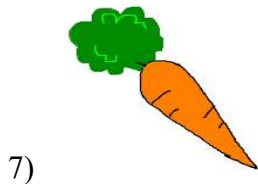
Pirate ship



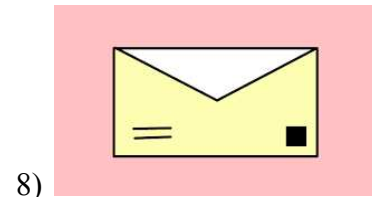
Shark



Sand



Carrot



mail riscou e depois escreveu Letter

9)



Umbrella

10)



Bottle

11)



Não respondeu

12)



Treasure

13)



Pinapple

14)



Wood

15)



Sand castle

16)



Stairs



17)

Stone



18)

chest bury (aluno escreveu e riscou)



19)

Sea



20)

Deck



21)

Não respondeu



22)

Não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

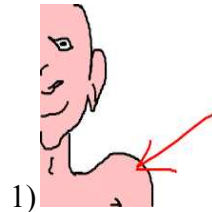


28)

Flag

Sarah 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



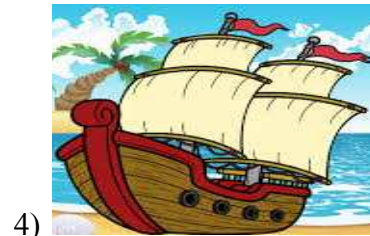
Shoulder



Beach



Não respondeu



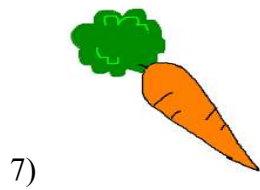
Não respondeu



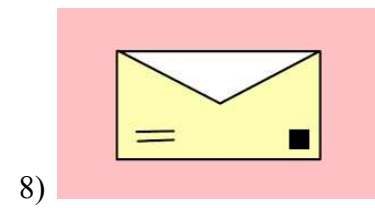
Big shark



Sand



Carrots



Não respondeu



Umbrella



11)

Mermaid

Bottle



12)

Treasure



13)

Pineapple



14)

Não respondeu



15)

Castle in the sand



16)

não respondeu



17)

Precious stones



18)

Não respondeu



19)

Blue sea



20)

Deck



21)

Não respondeu



22)

Table



23)

não respondeu



24)

Island



25)



26)

Blue beard



27)

Bed

Dark

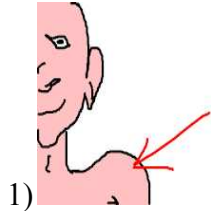


28)

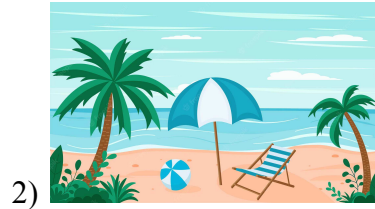
Flag

Bruce 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



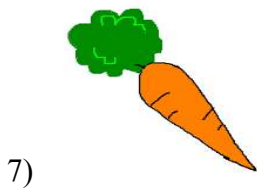
Ship



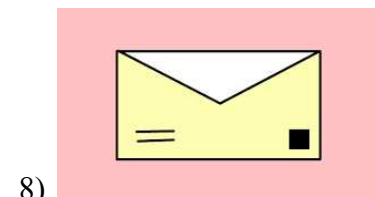
Shark



Sand



Carrot



Letter



Umbrella



Bottle

11)



Mermaid

12)



Treasure

13)



Pineap

14)



Wood

15)



Castle

16)



Stairs

17)



Stones

18)



Treasure box



19)

Sea



20)

Deck



21)

Sailor



22)

Lid



23)

Hold



24)

Island



25)

Parrot



26)

Dark



27)

Bed

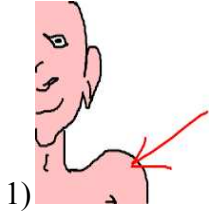


28)

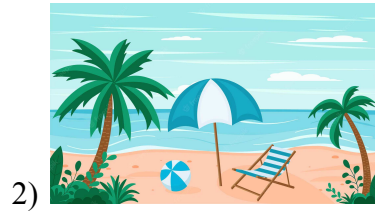
Flag

Mariana 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Não respondeu



Não respondeu



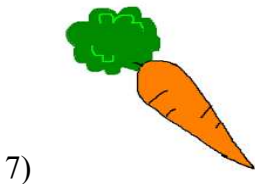
Board



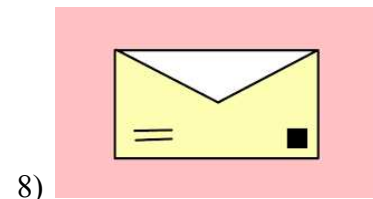
Big shark



Seand



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Não respondeu

14)



Wook

15)



Castli sen

16)



não respondeu



17)

Stonk rock stones



18)

Não respondeu



19)

Não respondeu



20)

Não respondeu



21)

Pirate



22)

não respondeu



23)

não respondeu



24)

Island



25)

Não respondeu



26)

Não respondeu



27)

Bed

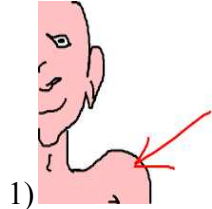


28)

Não respondeu

Daniel 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Beach



Table



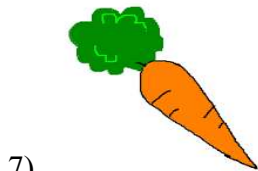
Não respondeu



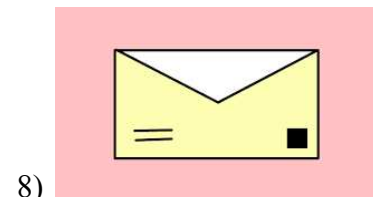
Shark



Sand



About



Não respondeu

9)



Não respondeu

10)



Bottle

11)



Não respondeu

12)



Não respondeu

13)



Não respondeu

14)



Não respondeu

15)



Castle

16)



não respondeu



17)

rock - Stones



18)

Não respondeu



19)

Não respondeu



20)

Não respondeu



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

Não respondeu



25)



26)

Não respondeu



27)

Bed

Night

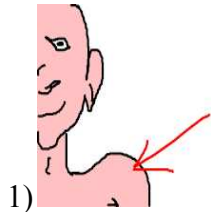


28)

Não respondeu

Peter 6A - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Onbro



Praia



Mesa



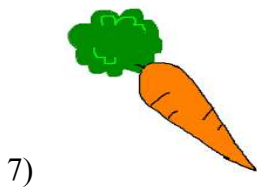
Barco



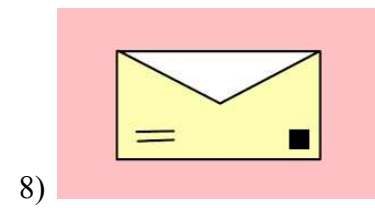
Shark



Suddenly



Cenoura



8)

Carta



9)



10)

Guarda chuva



11)

Sereia

Garafa



12)

Baú



13)

Abacaxi



14)

Madera



15)

Castelo



16)

Escada



17)



18)

Rock



19)

Blue - Beard ou man?



21)

Pirate



23)

Conves



25)

Kerety

Bau



20)

Navio



22)

Baú



24)

Praia



26)

Dark



27)

Blue - Beard ou Bed?

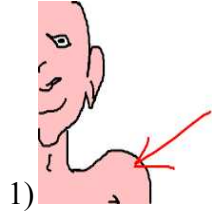


28)

Bandeira pirata

Liam 6B - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



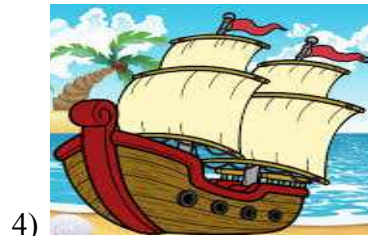
Pajamas



Beach



Não respondeu



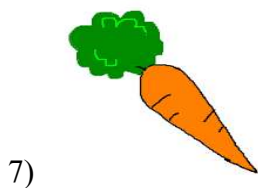
Pirate ship



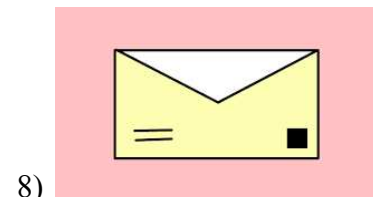
Shark



Sand



Carrots



Cart

9)



Umbrella

10)



Não respondeu

11)



Marmeid

12)



Treasure

13)



Pineapple

14)



Wood

15)



Claster

16)



não respondeu



Stones



Lid



Sea



Não respondeu



Blue - berd



Trunk



Bad-room



Island



25)

riscou blue-beard e escreveu **maybe**



26)

Dark



27)

Bed

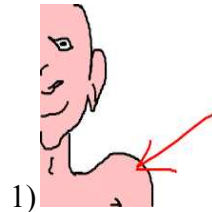


28)

Não respondeu

Monica 6B - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



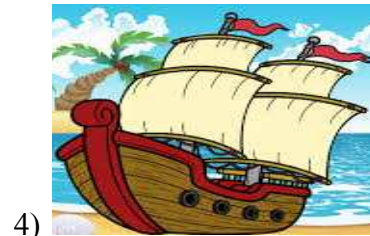
Shoulder



Beach



Table



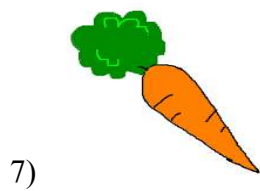
Pirate ship



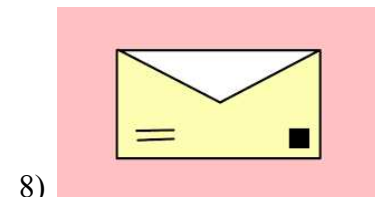
Shark



Sand



Carrots



Letter

9)



Umbrella

10)



Bottle

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Não respondeu

15)



Castle

16)



não respondeu



Não respondeu



wooden trunk



Sea



Deck



Sailor



Lid



não respondeu



Island



25)

Parrot



26)

Dark



27)

Bed

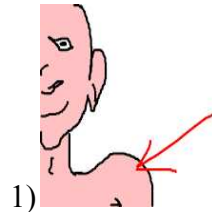


28)

Flag skull

Jose 6B - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shouder



Beach



Desk



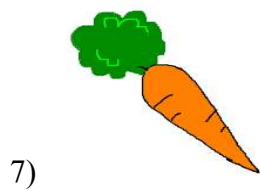
Ship



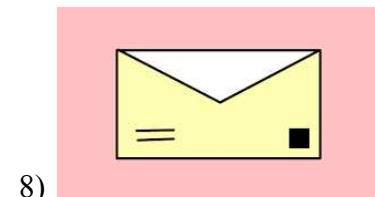
Shark



Sand



Carrot



Letter



9)

Umbrella



10)

Bottle



11)

Mermaid



12)

Treasure



13)

Pineapple



14)

Wood



15)

Sand - castle



16)

Stairs



Stone



Chest



Sea



Deck



Pirate



Lid



Hold



Island



25)

Parrot



26)

Dark



27)

Bed

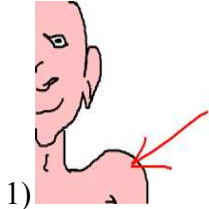


28)

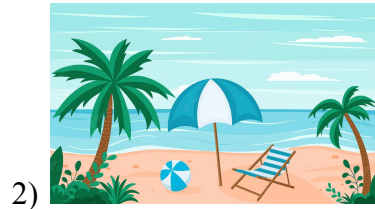
Flag

Mandy 6B Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Table



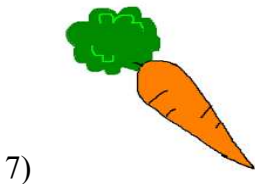
Ship



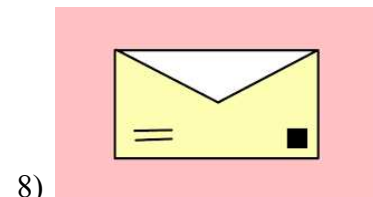
Big shark



Sand



Carrot



Letter



Umbrella



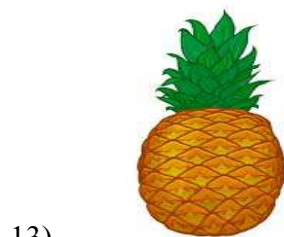
Bottle



Não respondeu



Treasure



Não respondeu



Começou a escrever "W" mas não terminou a palavra



Castle sand



não respondeu



17)

Não respondeu



18)

burry



19)

Não respondeu



20)

Não respondeu



21)

Não respondeu



22)

não respondeu



23)

Became pirate



24)

Não respondeu



25)

Não respondeu



26)

Não respondeu



27)

Bed

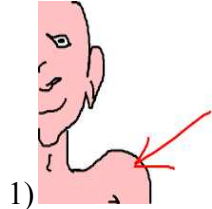


28)

Não respondeu

Mila 6B Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



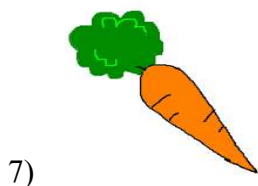
Ship



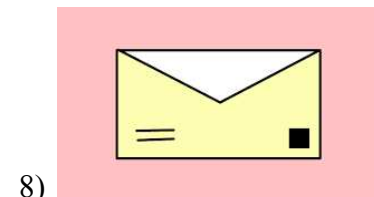
Shark



Sand



Carrot



Letter

9)



Umbrella

10)



Bottle

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Wood

15)



Castle

16)



Stairs



Stones



Trunk



Sea



Deck



Sailor



Lid



Hold



Island



25)

Parrot



26)

Dark



27)

Bed

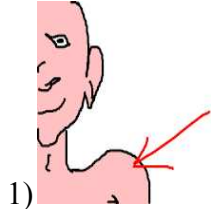


28)

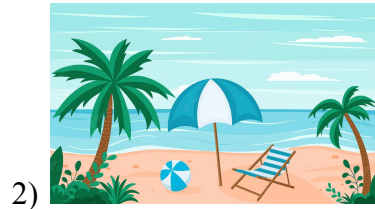
Flag

Leona 6B - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Não respondeu



Não respondeu



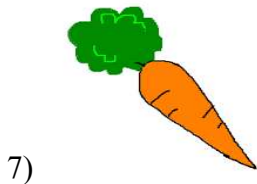
Became a pirate



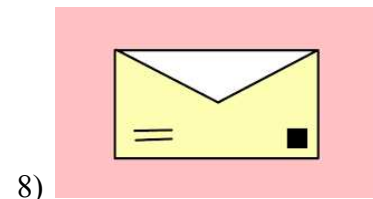
Shark



Não respondeu



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Não respondeu

13)



Não respondeu

14)



Não respondeu

15)



Castle

16)



não respondeu



Não respondeu



Não respondeu



Não respondeu



Não respondeu



Pirate



não respondeu



não respondeu



Não respondeu



25)

Não respondeu



26)

Não respondeu



27)

Não respondeu

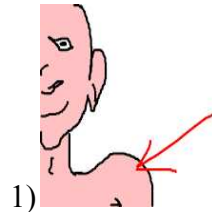


28)

Não respondeu

Vivian 6B Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shoulder



Beach



Table



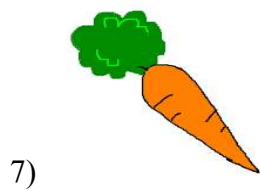
Ship



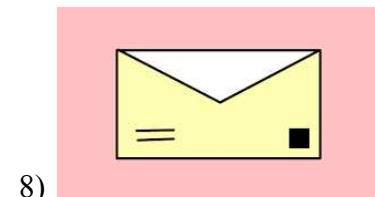
Shark



Sand



Carrot



Não respondeu



Umbrella



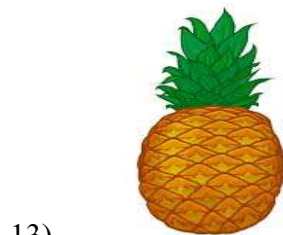
Bettle



Sunddely



Treasure



Pineapple



Não respondeu



Castel



16) **não respondeu**



Não respondeu



Não respondeu



Não respondeu



Deck



Pirate



não respondeu



não respondeu



Não respondeu



25)

Não respondeu



27)

Não respondeu



26)

Não respondeu

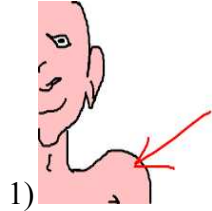


28)

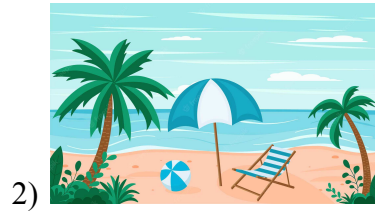
Não respondeu

Miguel 6B - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Não respondeu



Table



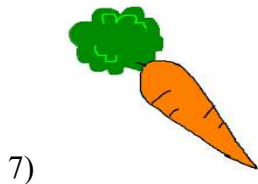
Não respondeu



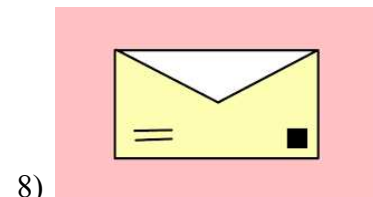
Shark



Sand



Não respondeu



Não respondeu

9)



Não respondeu

10)



Skull

11)



Não respondeu

12)



Treasure

13)



Não respondeu

14)



Não respondeu

15)



Castle the sand

16)



não respondeu



17)

Não respondeu



18)

Não respondeu



19)

Sea



20)

Não respondeu



21)

Não respondeu



22)

não respondeu



23)

Não respondeu



24)

Inland



25)

Não respondeu



26)

Dark



27)

Bad

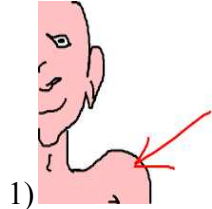


28)

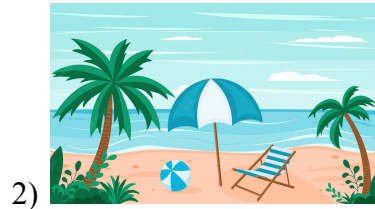
Não respondeu

Tamara 6B - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Shower



Beach



Não respondeu



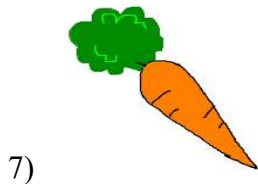
Sing



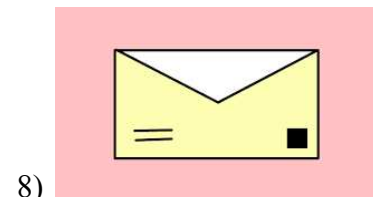
Big shark



Sand



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Não respondeu

12)



Treasure

13)



Não respondeu

14)



Não respondeu

15)



Castle

16)



não respondeu



17)

Não respondeu



18)

Não respondeu



19)

Sea



20)

Não respondeu



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

Não respondeu



25)

Não respondeu



27)

Bed



26)

Não respondeu

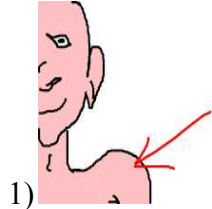


28)

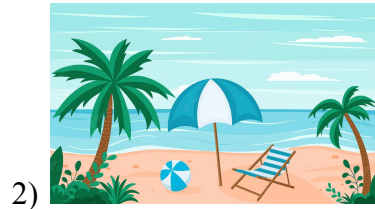
Não respondeu

Susasn 6C Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



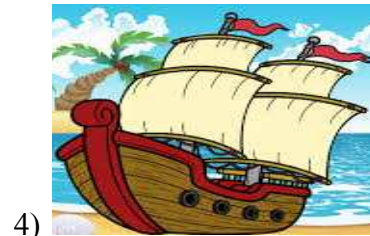
Sholder



Não respondeu



Não respondeu



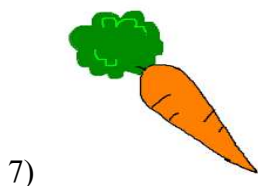
Não respondeu



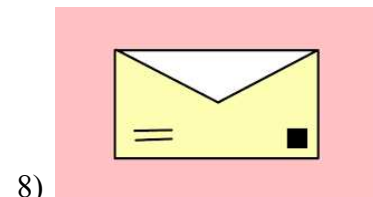
Shark



Não respondeu



Não respondeu



Não respondeu

9)



Não respondeu

10)



Não respondeu

11)



Mermaid

12)



Não respondeu

13)



Não respondeu

14)



Wood

15)



Castle

16)



não respondeu



Stone



Não respondeu



Não respondeu



Não respondeu



Não respondeu



não respondeu



não respondeu



Island



25)

Parrot



26)

Não respondeu



27)

Bad / dream

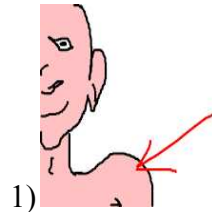


28)

Flag

Enri 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Beach



Place



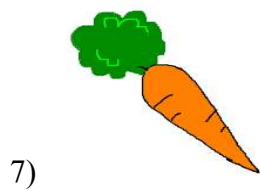
Não respondeu



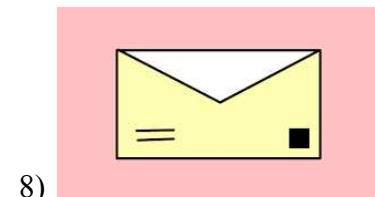
Shark



Sand



Carrot



Não respondeu

9)



Suddenly

10)



Drank

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Wooden

15)



Castle of the sand

16)



não respondeu



17)

Stones



18)

Chest



19)

Blue sea



20)

Deck



21)

Não respondeu



22)

não respondeu



23)

não respondeu



24)

Island



25)

Parrot



26)

Night fell



27)

Bed

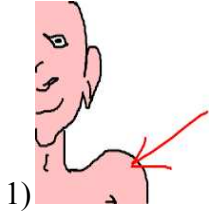


28)

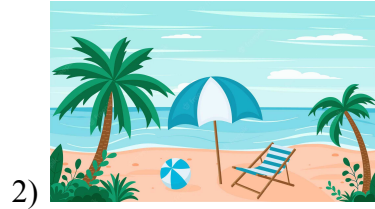
Flag

Camilo 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Table



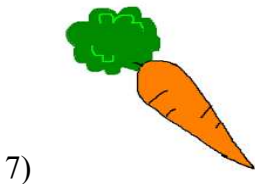
Ship



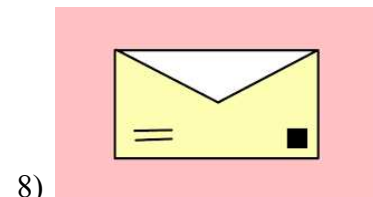
Shark



Sand



Carrot



Não respondeu

9)



Umbrella

10)



Bottle

11)



Não respondeu

12)



Treasure

13)



Pineapple

14)



Não respondeu

15)



Castle

16)



não respondeu



Stones



Chest



Sea



Ship



Não respondeu



não respondeu



não respondeu



Island



25)

Parrot



26)

Não respondeu



27)

Bad

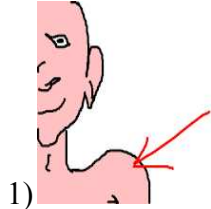


28)

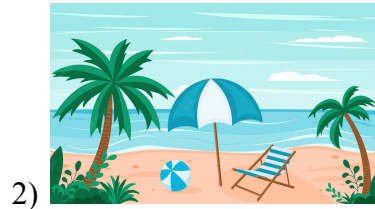
Flag

Richard 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Não respondeu



Não respondeu



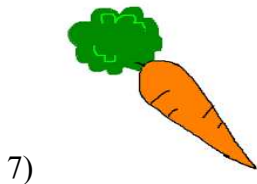
Não respondeu



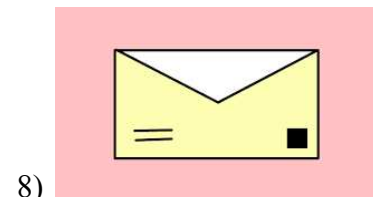
Shark



Sand



Não respondeu



Não respondeu



Não respondeu



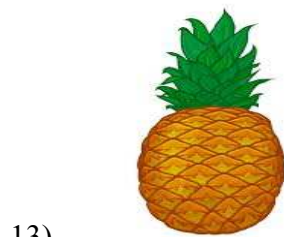
Não respondeu



Não respondeu



Treasure



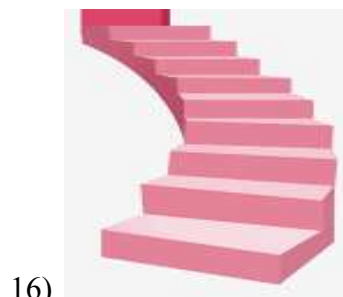
Não respondeu



Não respondeu



Cantle sand



16) **não respondeu**



17)

Rock



18)

Não respondeu



19)

Sea



20)

Não respondeu



21)

Marine



22)

não respondeu



23)

não respondeu



24)

Island



25)

Não respondeu



26)

Dark



27)

Bed

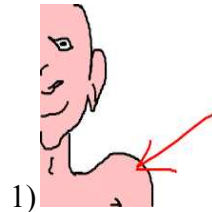


28)

Não respondeu

Vicki 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



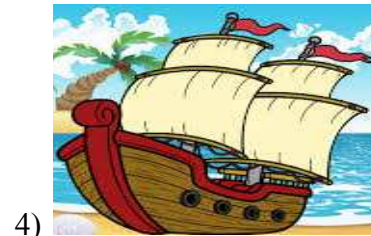
Shoulder



Beach



Table



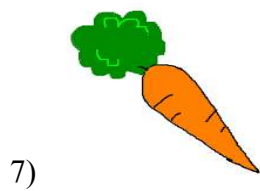
Pirata ship



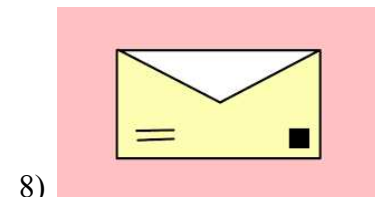
Shark



Sand



Carrots



Não respondeu

9)



Umbrella

10)



Deep

11)



Mermaid

12)



Treasure

13)



Pineapple

14)



Não respondeu

15)



Castle

16)



não respondeu



17)

Precious stones



18)

Não respondeu



19)

Sea



20)

Deck



21)

Wrong turn



22)

não respondeu



23)

não respondeu



24)

Suddenly



25)

Parrot



26)

Dark



27)

Bed

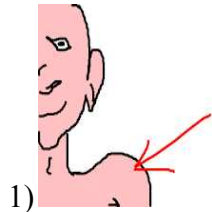


28)

Flag

Luis 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Beach



Table



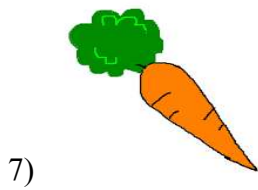
Board



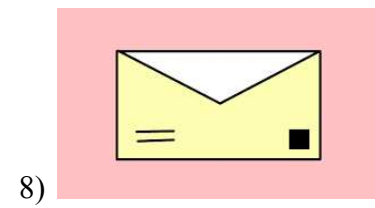
Shark



Sand



Carrots



Drank



10) 

Suddenly



11)

Fishman

Bottle



12)

Treasure



13)

Pajamas



14)

Não respondeu



15)

Castle in the sand



16)

Shower



17)

Stone



18)

Chest

19)



Sea

20)



Deck

21)



Marine

22)



Skul

23)



Teeth

24)



Island

25)



Bird

26)



Dark



27)

Bed

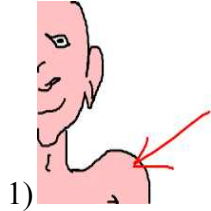


28)

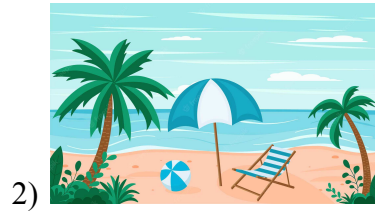
Flag

Kevin 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Não respondeu



Beach



Não respondeu



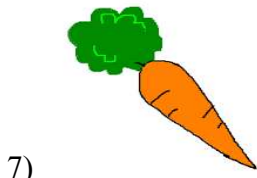
Pirate ship



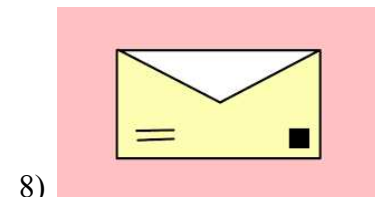
Shark



Sand



Não respondeu



Não respondeu



Umbrela



11)

Não respondeu

Botle



12)

Tresure



13)

Pineapple



14)

Wood



15)

Castle



16)

não respondeu



17)

Stones



18)

Chest



19)

Sea



20)

Deck



21)

Mairmaid



22)

Trunk



23)

não respondeu



24)

Island



25)

Parrot



26)

Dark



27)

Bed

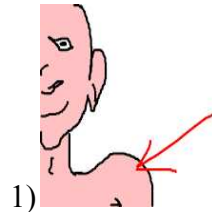


28)

Flag

Joan 6C - Post-test

Agora, por favor, encontre no texto acima as palavras que descrevem as figuras abaixo.



Umbrella



Beach



Table



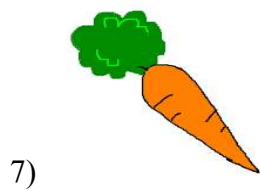
Ship



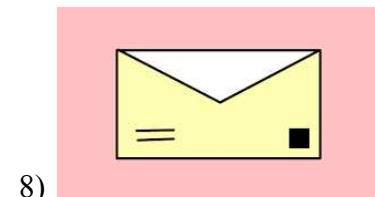
Shark



Sand



Não respondeu



Não respondeu



Suddenly



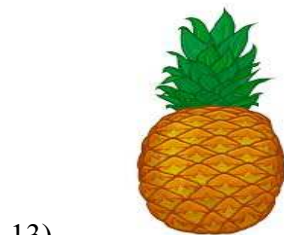
Bottle



Não respondeu



Treasure



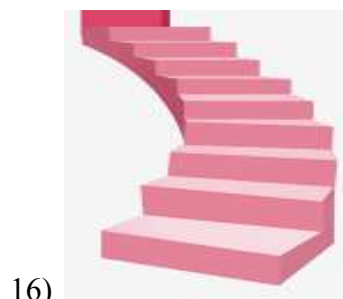
Não respondeu



Não respondeu



Castle in the sand



não respondeu



Rock



Lid



Sea



Deck



Mermaid



não respondeu



Shower



Island



25)

Parrarot



26)

Dark



27)

Bed



28)

Flag

Appendix O - Statistical results

```

GET DATA /TYPE=XLSX
  /FILE='C:\Users\dress\OneDrive\Área de Trabalho\Análise de dados\Análise de dados.xlsx'
  /SHEET=name 'Página1'
  /CELLRANGE=full
  /READNAMES=on
  /ASSUMEDSTRWIDTH=32767.
EXECUTE.
DATASET NAME Conjunto_de_dados1 WINDOW=FRONT.
EXAMINE VARIABLES=Acertopréteste Acertopóstest
  /PLOT BOXPLOT STEMLEAF HISTOGRAM NPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING PAIRWISE
  /NOTOTAL.
  
```

Explore

Observações

Saída criada	30-APR-2023 10:00:20
Comentários	
Entrada	Conjunto de dados ativo
	Filtro
	Ponderação
	Arquivo dividido
	N de linhas em arquivo de dados de trabalho
Tratamento de valor ausente	Definição de ausente
	Casos utilizados

	27
Conjunto_de_dados1	<none>
Filtro	<none>
Ponderação	<none>
Arquivo dividido	<none>
Definição de ausente	Os valores ausentes definidos pelo usuário para variáveis dependentes são tratados como ausentes.
Casos utilizados	As estatísticas têm como base os casos sem nenhum valor ausente para os fatores ou as variáveis dependentes sendo analisados.

Sintaxe	EXAMINE VARIABLES=Acertopréteste Acertopóstest /PLOT BOXPLOT STEMLEAF HISTOGRAM NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING PAIRWISE /NOTOTAL.	
Recursos	Tempo do processador	00:00:00,78
	Tempo decorrido	00:00:01,08

[Conjunto_de_dados1]

Resumo do processamento de caso

	Casos					
	Válido		Ausente		Total	
	N	Porcentagem	N	Porcentagem	N	Porcentagem
Acertopréteste	27	100,0%	0	0,0%	27	100,0%
Acertopóstest	27	100,0%	0	0,0%	27	100,0%

Descritivos

		Estatística	Modelo padrão
Acertopréteste	Média	6,074	,9244
	Intervalo de confiança de 95% para média	Limite inferior	4,174
		Limite superior	7,974
	5% da média aparada	5,805	
	Mediana	6,000	

	Variância		23,071	
	Desvio padrão		4,8033	
	Mínimo		,0	
	Máximo		17,0	
	Range		17,0	
	Amplitude interquartil		7,0	
	Assimetria		,724	,448
	Kurtosis		-,209	,872
Acertopóstest	Média		8,111	,9126
	Intervalo de confiança de 95% para média	Limite inferior	6,235	
		Limite superior	9,987	
	5% da média aparada		8,068	
	Mediana		8,000	
	Variância		22,487	
	Desvio padrão		4,7421	
	Mínimo		,0	
	Máximo		17,0	

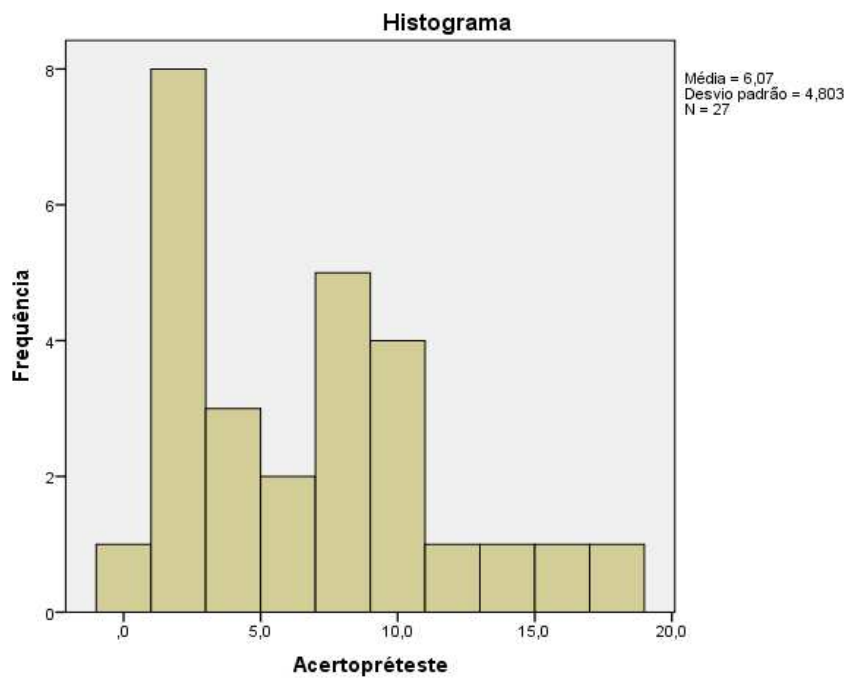
Range	17,0	
Amplitude interquartil	8,0	
Assimetria	,147	,448
Kurtosis	-,903	,872

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estatística	df	Sig.	Estatística	df	Sig.
Acertopréteste	,146	27	,144	,915	27	,030
Acertopóstest	,140	27	,185	,969	27	,582

a. Lilliefors Significance Correction

Acertopréteste



Acertopréteste Stem-and-Leaf Plot

Frequency	Stem & Leaf
6,00	0 . 011111
5,00	0 . 22233
2,00	0 . 45
5,00	0 . 67777
3,00	0 . 899
3,00	1 . 001
,00	1 .
1,00	1 . 4
2,00	1 . 67

Stem width: 10,0
Each leaf: 1 case(s)

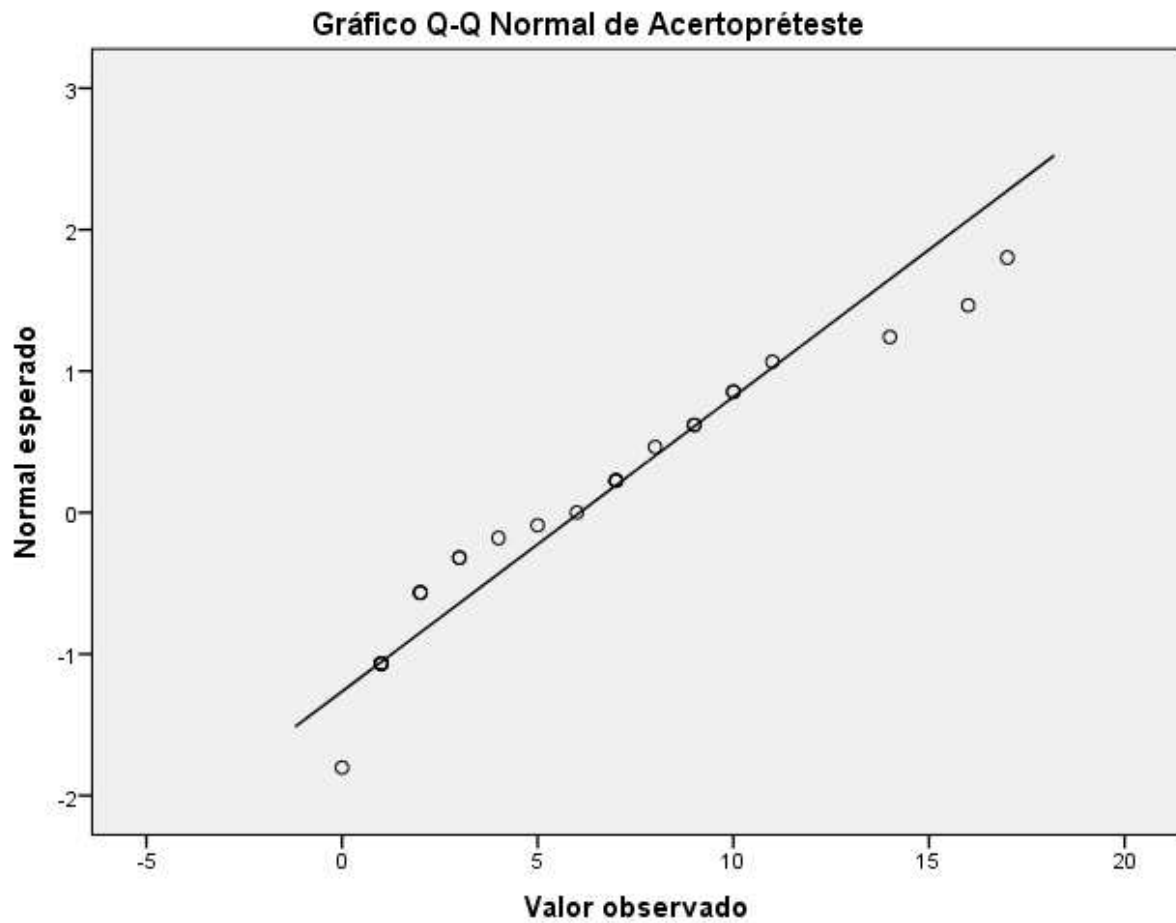
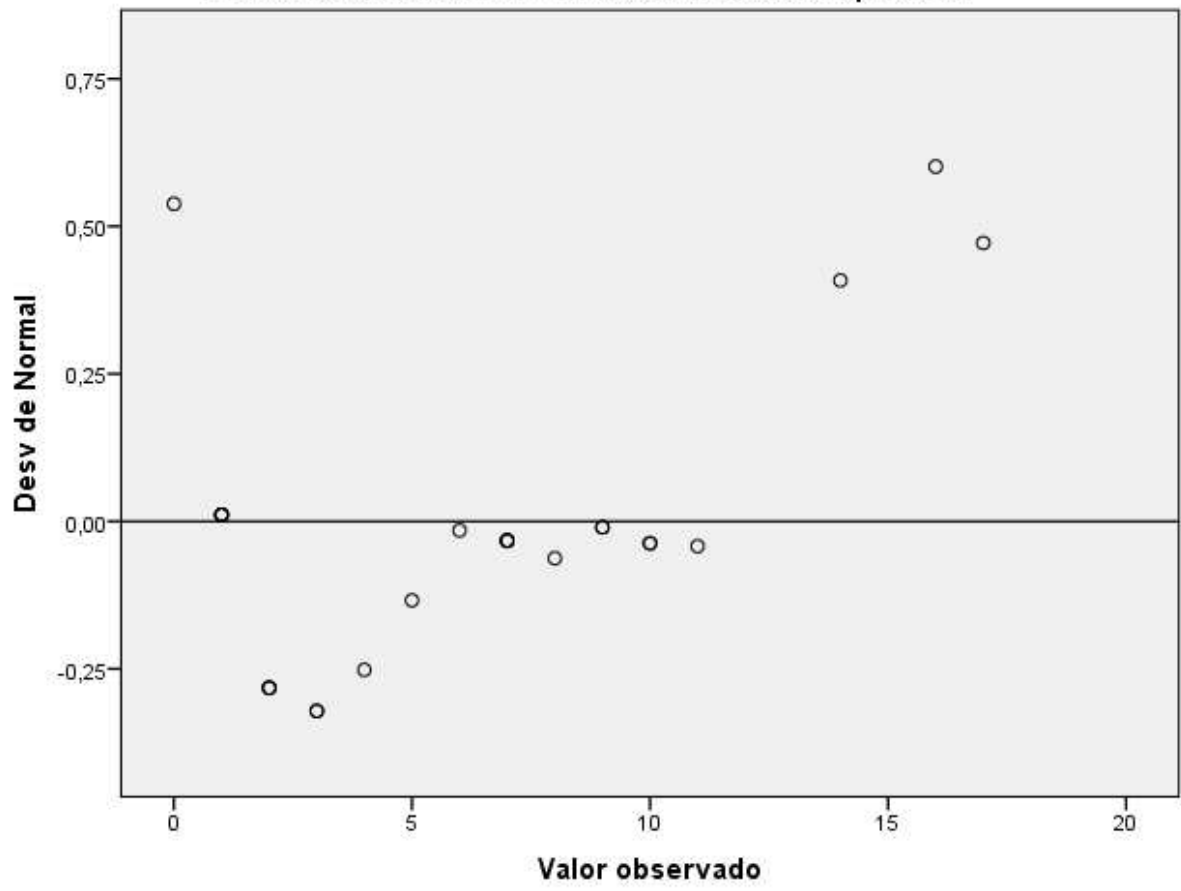
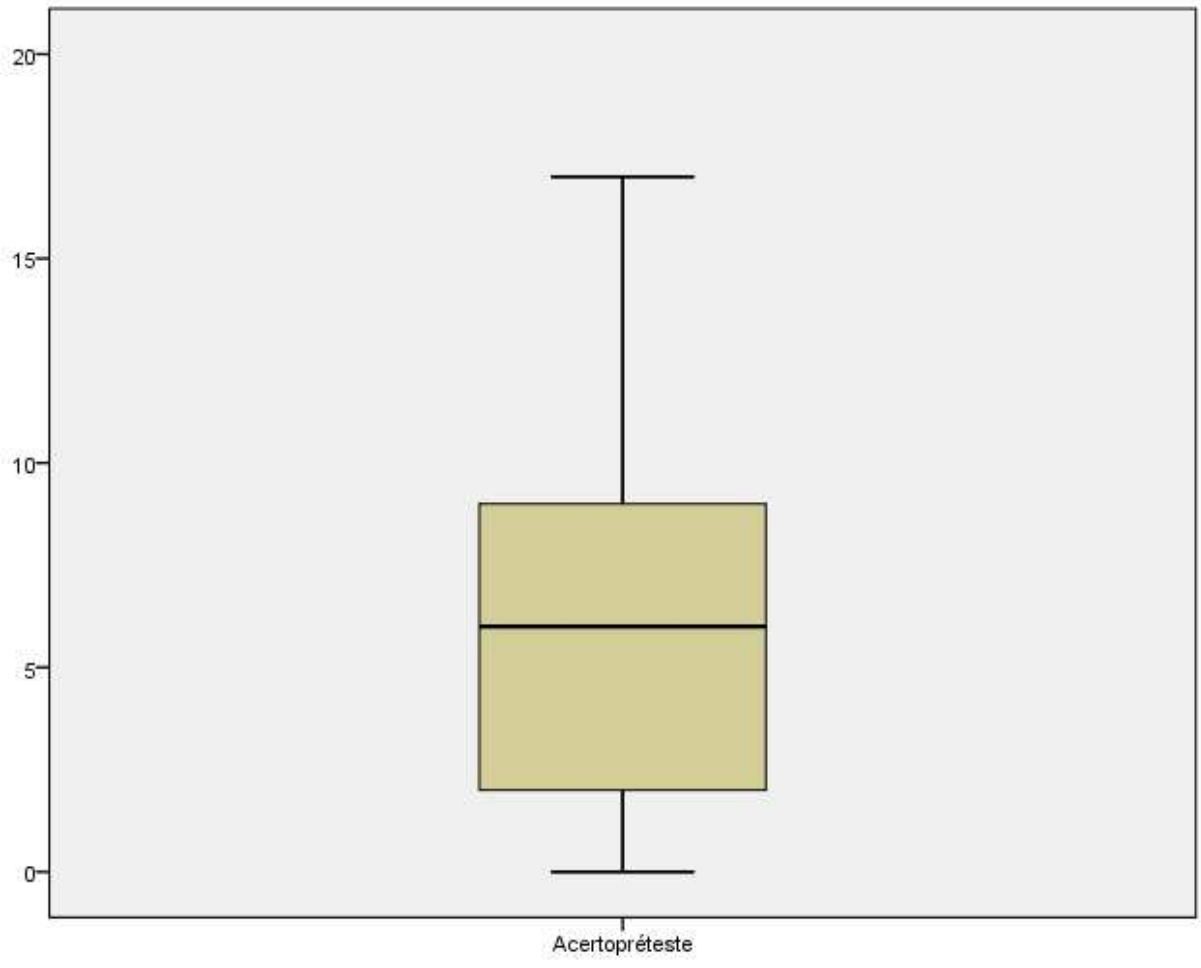
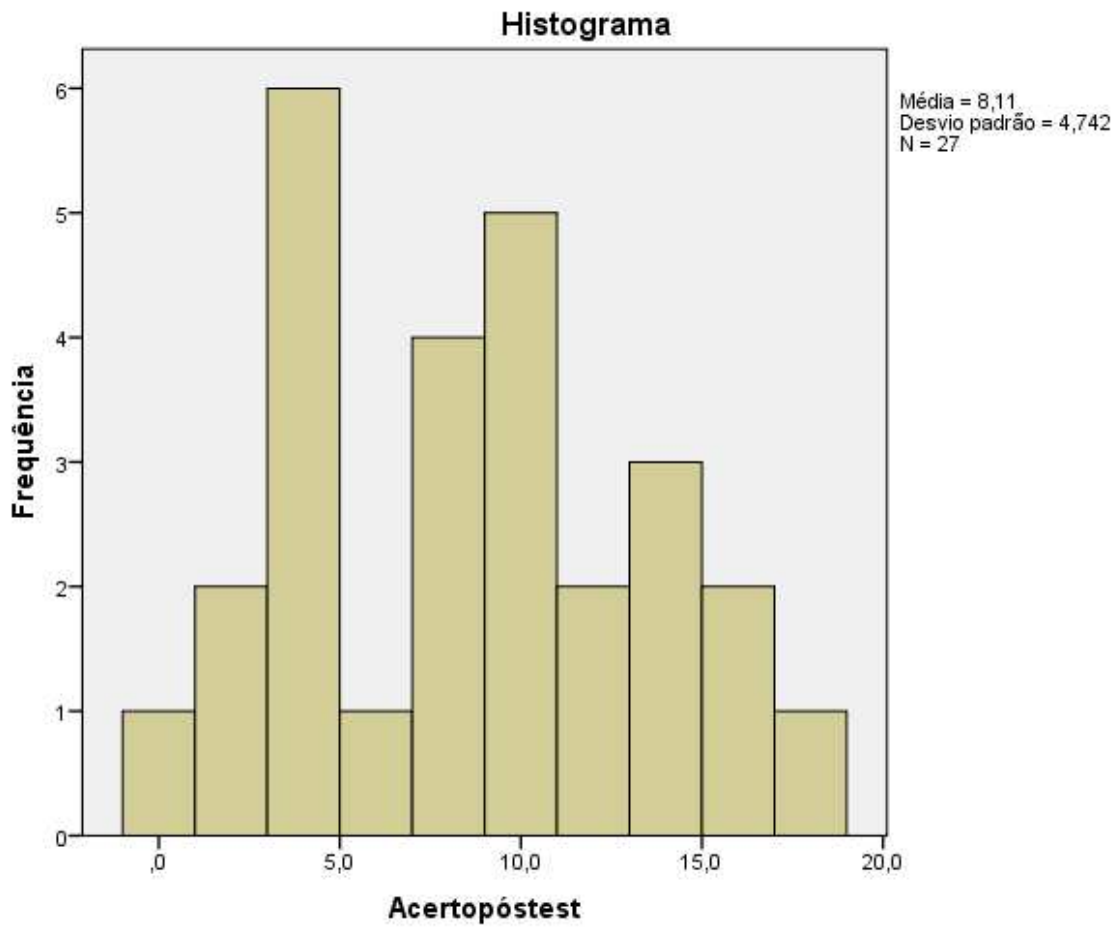


Gráfico Q-Q Normal sem tendência de Acertopréteste





Acertopóstest



Acertopóstest Stem-and-Leaf Plot

Frequency Stem & Leaf

2,00	0 . 01
3,00	0 . 233
4,00	0 . 4444
3,00	0 . 677
5,00	0 . 88999
3,00	1 . 001
3,00	1 . 233
2,00	1 . 45
2,00	1 . 67

Stem width: 10,0

Each leaf: 1 case(s)

Gráfico Q-Q Normal de Acertopótest

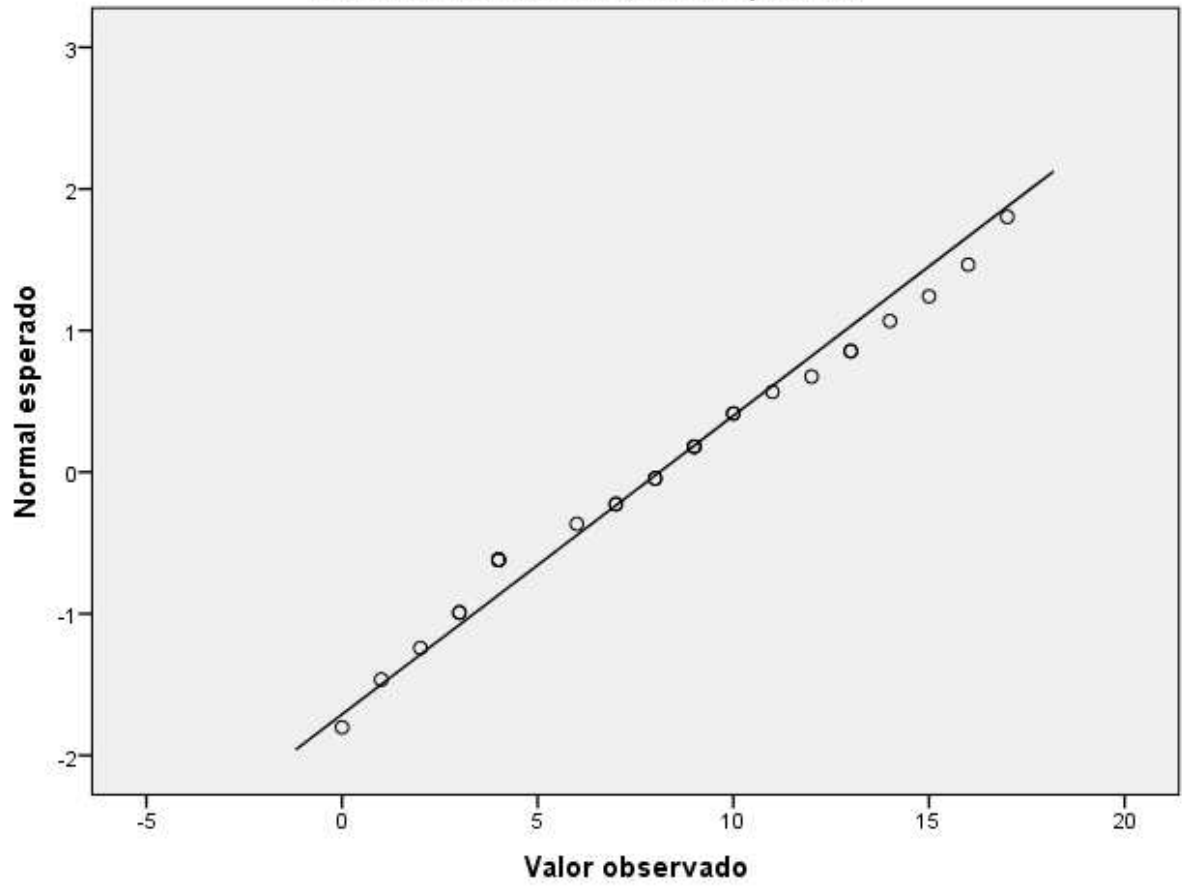
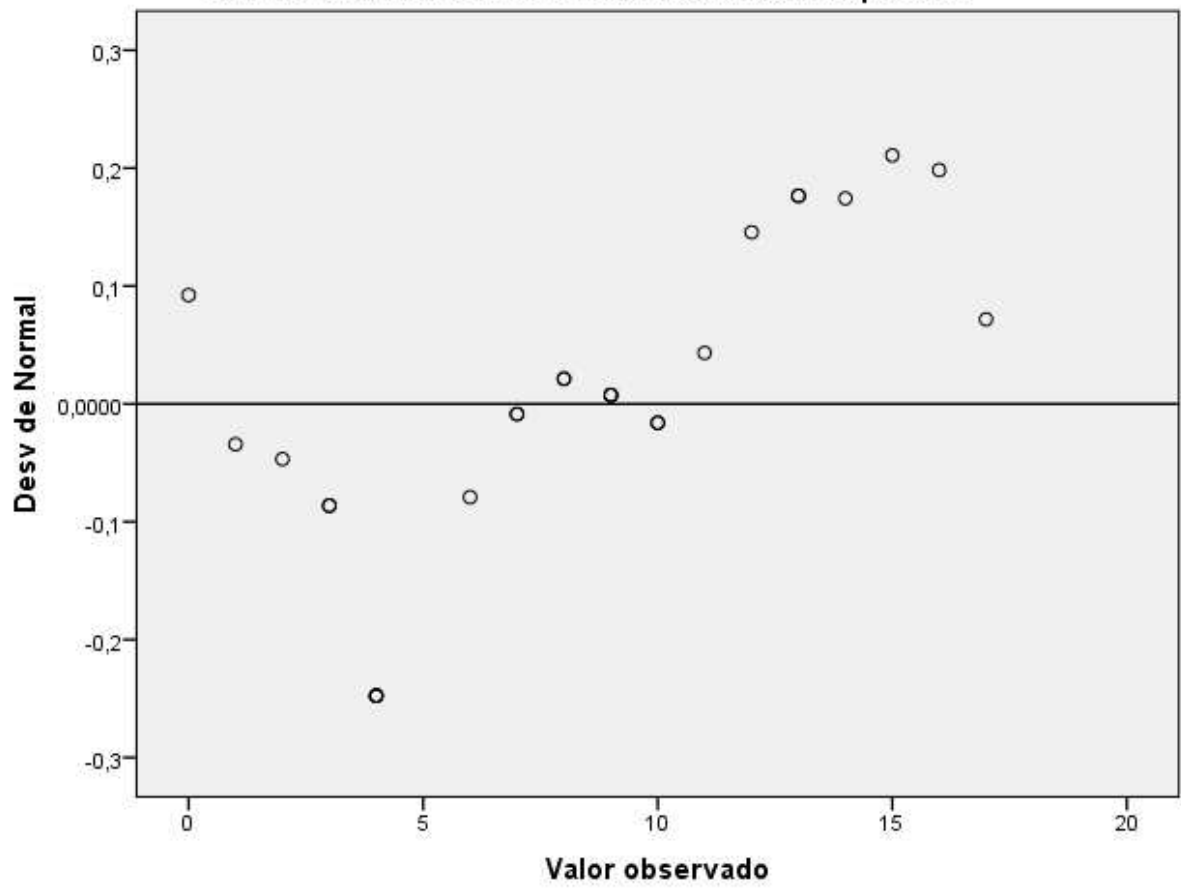
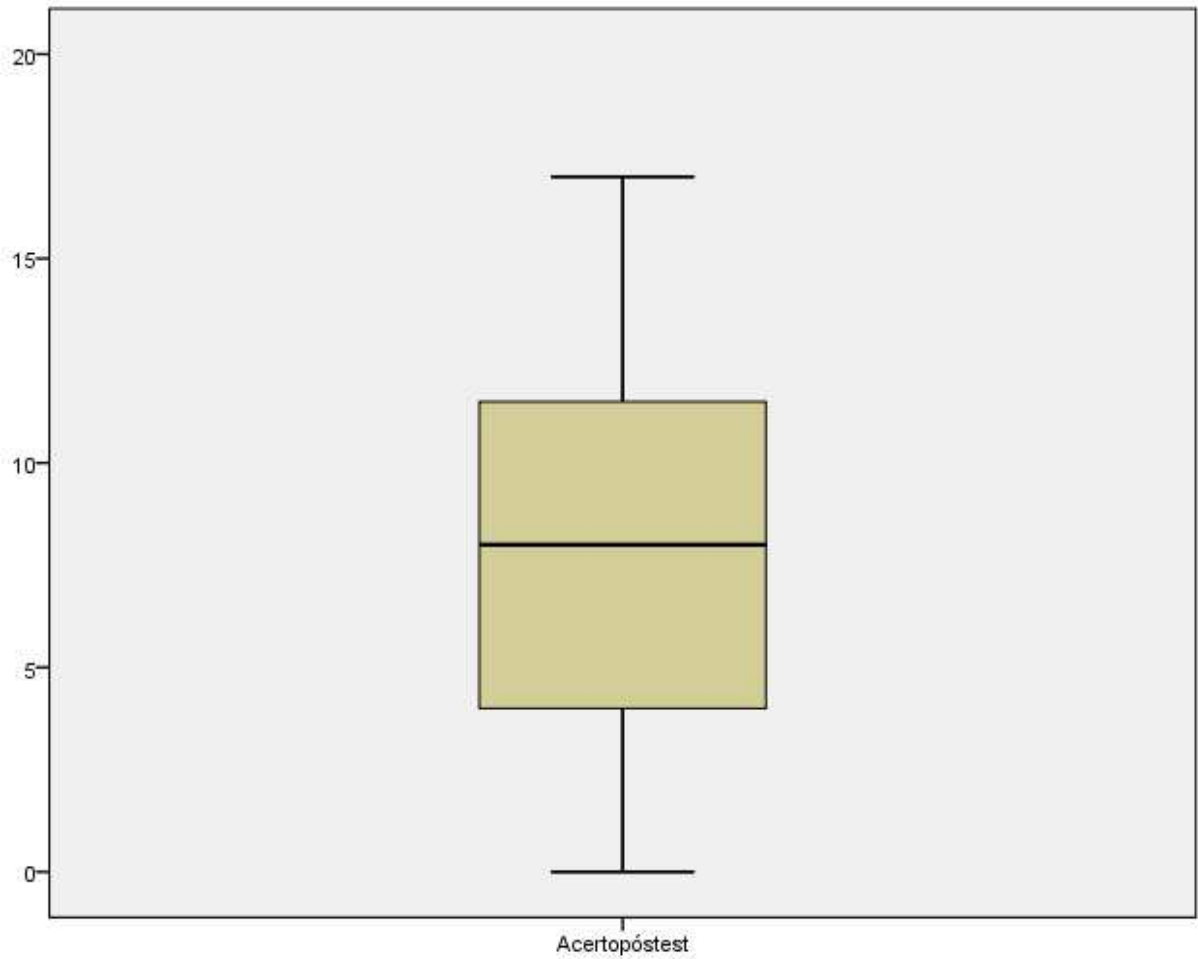


Gráfico Q-Q Normal sem tendência de Acertopótest





T-TEST PAIRS=Acertopréteste WITH Acertopóstest (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

Teste-T

Observações

Saída criada		30-APR-2023 10:07:31
Comentários		
Entrada	Conjunto de dados ativo	Conjunto_de_dados1
	Filtro	<none>
	Ponderação	<none>
	Arquivo dividido	<none>
	N de linhas em arquivo de dados de trabalho	27

Tratamento de valor ausente	Definição de ausente	Os valores ausentes definidos pelo usuário são tratados como ausentes.
	Casos utilizados	As estatísticas para cada análise são baseadas nos casos sem dados ausentes ou fora da amplitude para qualquer variável da análise.
Sintaxe		T-TEST PAIRS=Acertopréteste WITH Acertopóstest (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Recursos	Tempo do processador	00:00:00,00
	Tempo decorrido	00:00:00,01

[Conjunto_de_dados1

Estadísticas de amostras emparelhadas

	Média	N	Desvio padrão	Erro padrão da média
Par 1 Acertopréteste	6,074	27	4,8033	,9244
Acertopóstest	8,111	27	4,7421	,9126

Correlações de amostras emparelhadas

	N	Correlação	Sig.
Par 1 Acertopréteste & Acertopóstest	27	,901	,000

Teste de amostras emparelhadas

	Diferenças emparelhadas			
	Média	Desvio padrão	Erro padrão da média	95% Intervalo de confiança da diferença
				Inferior

Par 1	Acertopréteste - Acertopóstest	-2,0370	2,1210	,4082	-2,8761
-------	--------------------------------	---------	--------	-------	---------

Teste de amostras emparelhadas

		Diferenças emparelhadas	t	df	Sig. (2 extremidades)
		95% Intervalo de confiança da diferença			
		Superior			
Par 1	Acertopréteste - Acertopóstest	-1,1980	-4,990	26	,000

*Nonparametric Tests: Related Samples.

NPTESTS

/RELATED TEST(Acertopréteste Acertopóstest) WILCOXON

/MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE

/CRITERIA ALPHA=0.05 CILEVEL=95.

Testes Não Paramétricos

Observações

Saída criada	30-APR-2023 10:20:22	
Comentários		
Entrada	Conjunto de dados ativo	Conjunto_de_dados1
	Filtro	<none>
	Ponderação	<none>
	Arquivo dividido	<none>
	N de linhas em arquivo de dados de trabalho	27

Sintaxe	<pre> NPTESTS /RELATED TEST(Acertopréteste Acertopóstest) WILCOXON /MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE /CRITERIA ALPHA=0.05 CILEVEL=95. </pre>	
Recursos	Tempo do processador	00:00:00,11
	Tempo decorrido	00:00:00,20

[Conjunto_de_dados1]

Resumo de Teste de Hipótese

	Hipótese nula	Teste	Sig.	Decisão
1	A mediana das diferenças entre Acertopréteste e Acertopóstest é igual a 0.	Teste dos postos sinalizados de Wilcoxon de Amostras Relacionadas	,000	Rejeitar a hipótese nula.

São exibidas significâncias assintóticas. O nível de significância é ,05.

Appendix P - Participants' individual test comparisons

Participants	Turmas	Acerto préteste	Acerto pós test
Isabel	A	7	11
Stella	A	9	13
Carlos	A	7	12
Thomas	A	1	1
Junior	A	11	13
Sarah	A	4	9
Bruce	A	14	16
Mariana	A	1	3
Daniel	A	1	4
Peter	A	1	2
Liam	B	6	9
Mônica	B	8	14
José	B	16	15
Mandy	B	2	6
Mila	B	17	17
Leona	B	0	0
Vivian	B	1	7
Miguel	B	3	4
Tâmara	B	2	4
Susan	C	3	3
Enri	C	7	7
Camilo	C	10	8
Richard	C	2	4
Vicki	C	10	10

Luis	C	5	8
Kevin	C	9	10
Joan	C	7	9

Appendix Q - Participants' answers to the post-task perception questionnaire

Questionário - Percepção dos participantes sobre o “Jogo-tarefa”

Isabel A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Ana Carolina: “Eu achei tesouro”

2- Qual tesouro você encontrou?

Ana Carolina: “Moedas”

2- Conte a história do caminho percorrido no jogo:

Ana Carolina: “Primeiro começa com uma garrafa com papel escrito, depois aparece uma concha”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Ana Carolina: “Sim. Por que pra quem não sabe inglês é bom por que vai aprender mais”.

3- Quantas vezes você precisou voltar ao início?

() 1 (**X**) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Ana Carolina: “Na hora do baú”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Ana Carolina: “Aprendi mais inglês”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (**X**) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão.

E de que forma você aprendeu as palavras em Inglês?

Ana Carolina: “Eu aprendi mexendo em jogos, que tem jogo para aprender inglês. e comecei a jogar eu jogo até hoje”.

Quais palavras você mais gostou de aprender?

Ana Carolina: “Treasure hunt”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.



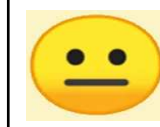

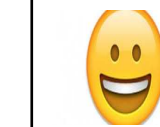
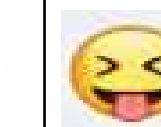
Positivos: **Não respondeu a questão**

Negativos: **Não respondeu a questão**

8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?
Ana Carolina: “Sim. Por que tem que ter atenção e ler com atenção. E não é só pra ler rápido tem as perguntas para responder e não da pra voltar tem que terminar tudo”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?
Ana Carolina: “Gostei, por que fala sobre um pirata. E todo mundo já conhece e sabe da história”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.
Ana Carolina: “Sim. Por que destrai mais a turma e as pessoas gostam mais de jogos”.

Stella 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?
Ana Júlia: “Foi legal mas eu não sabia algumas palavras”

2- Qual tesouro você encontrou?
Ana Júlia: “Não vi qual o tesouro que encontrei”

2- Conte a história do caminho percorrido no jogo:
Ana Júlia: “O jogo é sobre uma caçada ao tesouro mais especificamente que você acha uma garrafa com uma carta e você tem que seguir as dicas e achar o tesouro”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.
Ana Júlia: “Sim, porque eu percebi que sei bastante de inglês”

3- Quantas vezes você precisou voltar ao início?
() 1 () 2 () 3 () 4 () 5 ou mais

Ana Júlia: (x) nenhuma

4- Quais foram as suas dificuldades durante o jogo-tarefa?
Ana Júlia: “Eu só não sabia algumas palavras”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Ana Júlia: “Eu aprendi algumas palavras”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (X) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Ana Júlia: “Ship, Etc (eu aprendi outras palavras mas eu não lembro quais”

E de que forma você aprendeu as palavras em Inglês?

Ana Júlia: “Eu anotei as palavras em uma folhinha e depois que eu acabei o jogo eu pesquisei algumas e outras eu descobri o significado no jogo”.

Quais palavras você mais gostou de aprender?

Ana Júlia: “Eu gostei de aprender todas.”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Ana Júlia: “tudo, o jogo é maravilhoso”**

Negativos: **Ana Júlia: “Eu só achei ruim não poder pesquisar palavras que eu não sabia durante o jogo”.**

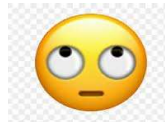





8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Ana Júlia: “Sim, Eu achei bem legal a mistura de tipos de imagem.”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Ana Júlia: “Sim, porque é uma história interessante”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Ana Júlia: “Sim, porque fica bem mais divertido”.

Carlos 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Antônio: “Achei legal”

2- Qual tesouro você encontrou?

Antônio: “joias de ouro, e moedas”

2- Conte a história do caminho percorrido no jogo:

Antônio: “Eu fui em busca do tesouro, adentrei um navio falei com um pirata fui na escuridão e achei o tesouro depois dei o tesouro para o pirata”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Antônio: “Sim, porque queria achar o tesouro”.

3- Quantas vezes você precisou voltar ao início?

(X) 1 () 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Antônio: “nehuma”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Antônio: “ Roubar um pirata”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim **(X) Não**

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão.

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão.

Quais palavras você mais gostou de aprender?

Não respondeu a questão.

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Antônio: “É um jogo”**

Negativos: **Antônio: “nenhum”.**


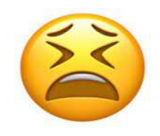
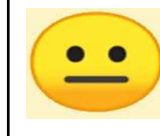

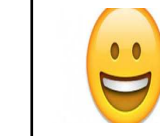
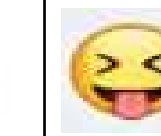
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Antônio: “Depende, seria legal um jogo 3D mais achei massa!”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Antônio: “Não, achei pouco criativo”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Antônio: “Sim, para aprender se divertindo um pouco mais”.

Thomas 6A

E-mail: Aluno não colocou o e-mail

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Ariel: “Muito legal”.

2- Qual tesouro você encontrou?

Ariel: “ Um baú com moedas”.

2- Conte a história do caminho percorrido no jogo:

Ariel: “Eu chutei todos primeiro tinha uma imagem de uma garrafa depois de um carangueijo depois de um navio e um bau do tísouro e so isso que eu vi”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Ariel: “Não muito”.

3- Quantas vezes você precisou voltar ao início?

() 1 (X) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Ariel: “Intender as frases”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Ariel: “A chutar melhor”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (X) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Ariel: “Dark”.

E de que forma você aprendeu as palavras em Inglês?

Ariel: “Lendo”.

Quais palavras você mais gostou de aprender?

Ariel: “Dark foi a unica que eu prestei atenção”.

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Ariel: “Que foi muito legal”.**

Negativos: **Ariel: “ A tela nao carregava e eu não entendo muito bem ingles”.**



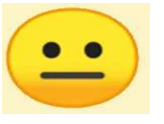



8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Ariel: “Gostei bem legal”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Ariel: “Não entendi a historia mais gostei do jogo”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good (X)	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Ariel: Não respondeu a questão.

Junior 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Benício: “Eu achei legal”

2- Qual tesouro você encontrou?

Benício: “Um baú com jóias”

2- Conte a história do caminho percorrido no jogo:

Benício: “eu entendi que eu tava na praia e achei uma garrafa com uma carta escrita que falava sobre um tesouro em um barco e eu fui atrás desse tesouro, aí no barco eu encontrei um pirata e ele me levou até o tesouro”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Benício: “Sim. Porque eu gosto de jogos de Pc”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 (X) 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Benício: “ler em inglês”

5- O que você aprendeu ao jogar o jogo-tarefa?

Benício: “barco em inglês”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? **(X) Sim** () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Benício: “Ship (barco)”

E de que forma você aprendeu as palavras em Inglês?

Benício: “tentando saber a história”

Quais palavras você mais gostou de aprender?

Benício: “ship”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Benício: “É divertido”**

Negativos: **Benício: “É simples”**

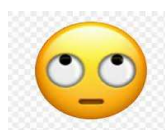

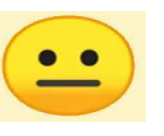



8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Benício: “Mais ou menos. É meio simples”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Benício: “mais ou menos. Clichê”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Benício: Sim. Porque é divertido”

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Constanza: “ Legal”

2- Qual tesouro você encontrou?

Constanza: “Não sei”

2- Conte a história do caminho percorrido no jogo:

Constanza: “Eu comecei na praia com a minha família e achei uma garrafa com um papel dentro, eu li e fui parar em um barco, depois eu conheci um pirata e ele me ajudou a chegar em um lugar muito escuro e eu encontrei o tesouro”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Constanza: “Sim. Porque eu gosto de jogos”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 (**X**) 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Constanza: “Minha dificuldade foi a internet e também eu não sei muito Inglês, então foi difícil”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Constanza: “ Eu aprendi um pouco de contexto das palavras em Inglês”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (**X**) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Constanza: “Eu acho que aprendi tesouro em Inglês”.

E de que forma você aprendeu as palavras em Inglês?

Constanza: “Eu aprendi por causa dos contextos das frases”.

Quais palavras você mais gostou de aprender?

Constanza: “Só aprendi uma...”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Constanza: "História legal e bonita o design”.**

Negativos: **Constanza: “Não sei”.**






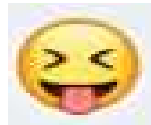
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Constanza: “Sim. Porque eu achei legal o estilo do design.”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Constanza: “Não muito. Porque não dava para entender tudo”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good (X)	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Constanza: “ Sim. Porque as aulas ficam mais legais”.

Bruce 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Gustavo: “Cool, it has different endings”

2- Qual tesouro você encontrou?

Gustavo: “Precious jewels”

2- Conte a história do caminho percorrido no jogo:

Gustavo: “Ending1: ME and my family were having fun then we found a bottle with a message telling me to find a treasure on a ship. I go to the ship and I go down stairs, I find a pirate looking for the treasure, we find it and share with the others. Nervous ending: You find the bottle but you don't go because you were too nervous”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Gustavo: “Yes. to be on a cool adventure”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 () 5 ou mais

Gustavo: 0 (X)

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Gustavo: “None”

5- O que você aprendeu ao jogar o jogo-tarefa?

Gustavo: “Nothing”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:
Quais palavras você aprendeu?

Não respondeu a questão.

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão.

Quais palavras você mais gostou de aprender?

Gustavo: “None”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Gustavo: “Everything”**

Negativos: **Gustavo: “None”**



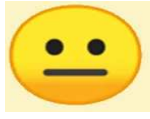



8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Gustavo: “Yes. it is a story of options”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Gustavo: “Yes. I like option games”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good (X)	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Não respondeu a questão.

Mariana 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Hernani: “Muito Boa”

2- Qual tesouro você encontrou?

Hernani: “ouro num baú”

2- Conte a história do caminho percorrido no jogo:

Hernani: “foi num barco dai foi pro poram e achei um baú do tesouro e robei o tessoro dele e dai eu foi pra uma ilha”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Hernani: “ Não porque achei chato”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 (X) 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Hernani: “não saber ingues”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Hernani: “roba se um pirata”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão.

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão.

Quais palavras você mais gostou de aprender?

Não respondeu a questão.

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Hernani: “Ser um jogo”.**

Negativos: **Hernani: “Ser em ingues”**



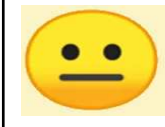


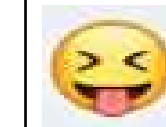
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Hernani: “ um pouco. Porque sim”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Hernani: “não. Chato”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (ok)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Hernani: “Sim. Melhor pra aprender”.

Daniel 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Gabriel: “Muito legal”.

2- Qual tesouro você encontrou?

Gabriel: “ Uma bandera”.

2- Conte a história do caminho percorrido no jogo:

Gabriel: “ A história é para achar um tesouro”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Gabriel: “ Sim por ser dum tema que eu gosto”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 () 5 ou mais

Gabriel: “ 0 (X)”.

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Gabriel: “a internet”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Gabriel: “nunca desistir e um pouco de ingles”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Gabriel: Não respondeu a questão.

E de que forma você aprendeu as palavras em Inglês?

Gabriel: “jogando”.

Quais palavras você mais gostou de aprender?

Gabriel: “task game”.

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Gabriel: “As imagens”.**

Negativos: **Gabriel: “Nenhum”.**



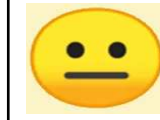

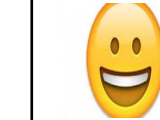
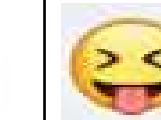
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Gabriel: “Sim porque e bem elaborado”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Gabriel: “Sim por ter um final legal”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great ()	Terrific (X)
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Gabriel: “Sim pois é mais legal”.

Peter 6A

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

João Henrique: “Ruim”.

2- Qual tesouro você encontrou?

João Henrique: “Bau”.

2- Conte a história do caminho percorrido no jogo:

João Henrique: “Não sei”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

João Henrique: “Não”.

3- Quantas vezes você precisou voltar ao início?

() 1 (X) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

João Henrique: “nehuma”.

5- O que você aprendeu ao jogar o jogo-tarefa?

João Henrique: “Nada”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:
Quais palavras você aprendeu?
Não respondeu a questão.

E de que forma você aprendeu as palavras em Inglês?
Não respondeu a questão.

Quais palavras você mais gostou de aprender?
Não respondeu a questão.







7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.
Positivos: **João Henrique: “Nada”.**

Negativos: **João Henrique: “Tudo”.**

8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?
João Henrique: “Não”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?
João Henrique: “Não sei”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired (X)	Okay ()	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.
João Henrique: “Sim”.

Liam 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?
Álvaro: “Achei muito legal”

2- Qual tesouro você encontrou?
Álvaro: “pedras preciosas”

2- Conte a história do caminho percorrido no jogo:

Álvaro: “Eu entrei em um navio pirata entrei no porão e tinha um pirata e eu entrei em outra sala longe do pirata e achei”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Álvaro: “Sim porque eu sou muito competitivo”.

3- Quantas vezes você precisou voltar ao início?

() 1 (**X**) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Álvaro: “em entender algumas palavras”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Álvaro: “em jogar escolhas”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (**X**) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Álvaro: “pedras preciosas”

E de que forma você aprendeu as palavras em Inglês?

Álvaro: “lendo as palavras”

Quais palavras você mais gostou de aprender?

Álvaro: “pedras eu não sabia”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Álvaro: “Eu achei bom para aprender ingles, eu quero jogar de novo muito bom.”**

Negativos: **Álvaro: “nada”**






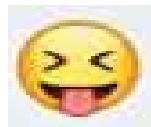
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Álvaro: “Sim achei bonitinho”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Álvaro: “Sim desafiadora e legal”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great ()	Terrific (X)
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Álvaro: “Sim é mais facil e divertido da para se divertir.”

Monica 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Ana Júlia: “achei legal, bem criativo”

2- Qual tesouro você encontrou?

Ana Júlia: “precious stones”

2- Conte a história do caminho percorrido no jogo:

Ana Júlia: “Eu estava numa praia com a minha familia, daí eu encontrei uma garafa com uma pista, então eu fui procurar o tesouro no navio pirata que estava no mar, falei com um pirata e achei um tesouro em um lugar escuro meio que um porão”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Ana Júlia: “Sim, por que foi legal ler em inglês”

3- Quantas vezes você precisou voltar ao início?

1 2 3 4 5 ou mais

Ana Júlia: “(X) 0”

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Ana Júlia: “Algumas palavras”

5- O que você aprendeu ao jogar o jogo-tarefa?

Ana Júlia: “Algumas palavras e ler em inglês.”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? Sim Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Ana Júlia: “treasure, e outras.”

E de que forma você aprendeu as palavras em Inglês?

Ana Júlia: lendo e relendo”

Quais palavras você mais gostou de aprender?

Ana Júlia: “Não tenho serteza...”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Ana Júlia: “É bom ler e tentar entender sozinho”**

Negativos: **Ana Júlia: “Nenhum”**



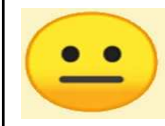


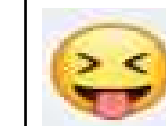
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Ana Júlia: “Sim, as imagens, são bonitas e bem visíveis.”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Ana Júlia: “Gostei, por que foi bem criativo e desafiador.”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Ana Júlia: “Sim, pois isso insentiva as crianças por que pelo menos usarem o celular para aprender.”

Jose 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Enzo: “Legal mas podia ser maior”

2- Qual tesouro você encontrou?

Enzo: “Eu achei umas pedras preciosas e gemas eu acho”

2- Conte a história do caminho percorrido no jogo:

Enzo: “Eu achei uma garrafa com uma mensagem dizendo a localização de um bau, achei um navio entrei nele desci escoli não chamar ninguém desci as escadas continuei e achei o pirata ele perguntou oque eu estava fazendo no navio dele e disse que estava procurando um tesouro e ele disse que estava procurando também eu acho dai eu achei o tesouro e descidi contar para o pirata e ele disse que eu era bravo acho e então acabou.”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Enzo: “Não, não sei porque”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 () 5 ou mais

Enzo: “(X) 0 Nem uma”

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Enzo: “Não tive”

5- O que você aprendeu ao jogar o jogo-tarefa?

Enzo: “A ser bondoso?”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Não respondeu a questão

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Enzo: “tem uma história boa”.**

Negativos: **Enzo: “É muito pequena”**



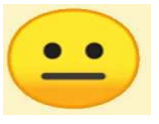



8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Enzo: “sim, é interessante, não sei de qual jeito mas é legal”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Enzo: “Sim, a história é bem legal.”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored (X)	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Enzo: “Acho que sim porque na internet tem muitas coisas interativas como conversar em jogo em ingles com outras pessoas. Alias hoje eu conversei com um amigo meu pelo jogo e se conhecemos pelo jogo, ele mora nos stadus unidos.”

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Gabriella: “Eu gostei bastante”

2- Qual tesouro você encontrou?

Gabriella: “Um bau com perolhas”

2- Conte a história do caminho percorrido no jogo:

Gabriella: “Eu comecei na praia e eu encontrei um papel e abri depois fui procurar e achei um navio e entrei e tinha uma coisa depois eu fui debaixo do navio e achei um tesouro.”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Gabriella: Sim, eu gostei dos mistérios e o que iria achar no final”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 () 5 ou mais

Gabriella: “Nenhuma”

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Gabriella: “Entender as palavras”

5- O que você aprendeu ao jogar o jogo-tarefa?

Gabriella: “Algumas palavras em inglês”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (X) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Gabriella: “Navio, eu aprendi outras so não lembro”

E de que forma você aprendeu as palavras em Inglês?

Gabriella: “Vendo as imagens”

Quais palavras você mais gostou de aprender?

Gabriella: “Eu não lembro muitas mas gostei de aprender varias”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Gabriella: “de aprender palavras em ingles”**

Negativos: **Gabriella: “Não entender muito as palavras”**



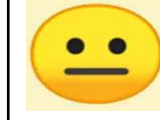



8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Gabriella: “Sim, achei bem divertido”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Gabriella: “Sim, achei divertido e bom tipo muito misterioso”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Gabriella: “Sim, Por que a aula fica divertida.”

Mila 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Helena: “Gostei. Achei divertido”

2- Qual tesouro você encontrou?

Não respondeu a questão

2- Conte a história do caminho percorrido no jogo:

Helena: “Eu estava na praia, encontrei uma garrafa falando um negócio do tesouro no navio pirata, fui pro navio, desci pra parte de baixo, achei um pirata, achei um tesouro, o pirata me deu parabéns e acabou.”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Helena: “Sim, porque gosto de caças ao tesouro”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 () 5 ou mais

Helena: "Nenhuma"

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Helena: “Nenhuma”

5- O que você aprendeu ao jogar o jogo-tarefa?

Helena: “Não sei. Já conhecia todas as palavras.”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Não respondeu a questão

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Helena: “A mesma coisa da 8”.**

Negativos: **Helena: “Nenhum”**



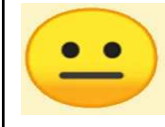


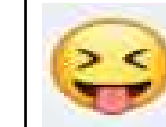
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Helena: “Sim, a história era legal e as imagens divertidas.”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Helena: “Sim, achei meio comum, de outros jogos, mas legal mesmo assim”.

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Helena: “Sim, porque acho uma forma mais divertida de aprender.”

Leona 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Isabela: “Eu achei legalzinho”

2- Qual tesouro você encontrou?

Isabela: “Eu esqueci”

2- Conte a história do caminho percorrido no jogo:

Isabela: “Eu não entendi muito bem, fui só pulando e rindo na sorte”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Isabela: “Sim, eu não parei até conseguir”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 (X) 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Isabela: “Jogar, não entendi nada do que estava escrito.”

5- O que você aprendeu ao jogar o jogo-tarefa?

Isabela: “Não aprendi nada”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Não respondeu a questão

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Isabela: “Ponto positivo é que se você era você volta tudo de novo, então da para aprender e gravar algumas palavras”**

Negativos: **Não respondeu a questão**



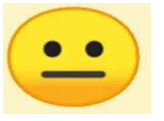



8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Isabela: “Sim, bem legalzinho”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Isabela: “Não sei, não entendi

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired (X)	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Isabela: “Sim, acho que ajuda bastante, isso nos incentiva mais.”

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Isabelly: “legal”

2- Qual tesouro você encontrou?

Isabelly: “um bau”

2- Conte a história do caminho percorrido no jogo:

Isabelly: “é eu tava em uma praia com minha família e eu vi um barco pelo oque eu entendi eu fui capturado fugi e encontrei o tesouro em um deck”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Isabelly: “sim e não ja que fiquei triste porque não entendo algumas coisas”

3- Quantas vezes você precisou voltar ao início?

(X) 1 () 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Isabelly: “em entender a historia”

5- O que você aprendeu ao jogar o jogo-tarefa?

Isabelly: “aprendi a falar algumas coisas”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? **(X) Sim () Não**

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Isabelly: “Deck e navio= ship”

E de que forma você aprendeu as palavras em Inglês?

Isabelly: “é que eu não sei se entendi”

Quais palavras você mais gostou de aprender?

Isabelly: “ship”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Isabelly: “eu aprendi coisas”**

Negativos: **Isabelly: “eu não entendi muita coisa”**



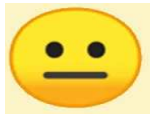


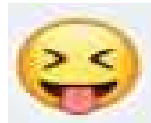
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Isabelly: “gostei muito organizado”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Isabelly: “eu não entendi muito mais gostei”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.
Isabelly: “porque da pra entender as palavras melhor”

Miguel 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

João Pedro: “Um jogo bom”

2- Qual tesouro você encontrou?

João Pedro: “Generosity”

2- Conte a história do caminho percorrido no jogo:

João Pedro: “Não lembro”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

João Pedro: “Por que era igles”

3- Quantas vezes você precisou voltar ao início?

() 1 (**X**) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

João Pedro: “Algumas palavras em ingles”

5- O que você aprendeu ao jogar o jogo-tarefa?

João Pedro: “Não sei”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (**X**) Sim (**V**) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

João Pedro: “Não aprendi nenhuma palavra em ingles”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **João Pedro: “Por que era em ingles”**

Negativos: **João Pedro: “Por que ele foi muito rapido”**







8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

João Pedro: “Sim, por que tem uma imagem de desenho”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

João Pedro: “Sim, sobre um desafio”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good (X)	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

João Pedro: “Por que a tecnologia agente presta mais atenção”

Tamara 6B

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Caroliny: “Foi legal, porém não entendi nada”

2- Qual tesouro você encontrou?

Caroliny: “Generosity”

2- Conte a história do caminho percorrido no jogo:

Caroliny: “Eu não entendi nada, só fui apertando nos botões e cheguei no tesouro”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Caroliny: “Não, porque foi difícil entender as palavras”

3- Quantas vezes você precisou voltar ao início?

() 1 (X) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Caroliny: “ Entender as palavras”

5- O que você aprendeu ao jogar o jogo-tarefa?

Caroliny: “Nada”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Caroliny: “Nenhuma”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **“Algumas palavras são parecidas com o português então é fácil entender”**

Negativos: **Caroliny: “Há palavras que eu não consigo entender e acho difícil”**







8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Caroliny: “sim, foi fácil interpretar”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Caroliny: “Não, porque eu não entendi nada”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Caroliny: “Não, é difícil entender e interpretar as palavras”

Susan 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Agnes: “meio chato”

2- Qual tesouro você encontrou?

Agnes: “generosity / generosidade”

2- Conte a história do caminho percorrido no jogo:

Agnes: “não lembro nada”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Agnes: “Sim porque não sei”

3- Quantas vezes você precisou voltar ao início?

(X) 1 () 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Agnes: “só a parte que eu não sabia oque era generosidade”

5- O que você aprendeu ao jogar o jogo-tarefa?

Agnes: “nada”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? **(X) Sim () Não**

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Agnes: “generosidade”

E de que forma você aprendeu as palavras em Inglês?

Agnes: “aulas”

Quais palavras você mais gostou de aprender?

Agnes: “nenhuma porque eu ja sabia metade.”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Agnes: “da pra jogar no pc e achei legal”**

Negativos: **Agnes: “nada”**

8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

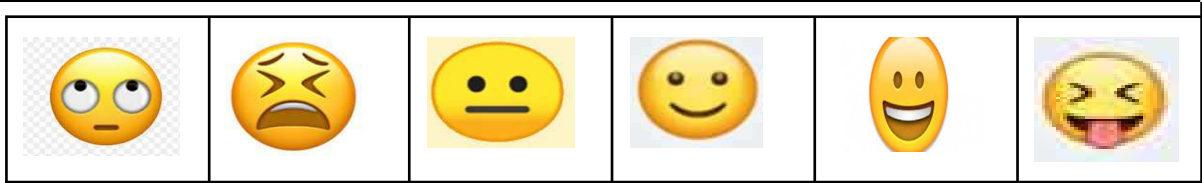
Agnes: “sim porque é muito legalzinho e realista”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Agnes: “sim, achei legal e eu aprendi muito com o jogo”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
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11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Agnes: “sim porque é maravilhoso

Enri 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Arthur: “Achei legal!!!”

2- Qual tesouro você encontrou?

Arthur: “Um tesouro com joias preciosas.”

2- Conte a história do caminho percorrido no jogo:

Não respondeu a questão

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Arthur: “Só me senti motivado a ganhar. Porque quero tirar 10!”

3- Quantas vezes você precisou voltar ao início?

1 2 3 4 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Arthur: “Nenhuma”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Arthur: “por enquanto, nada”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? Sim Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Arthur: “Não sei dizer”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Arthur: “Um jogo indo nas escolhas certas, gostei.”**

Negativos: **Arthur: “Nenhum, só a internet”.**






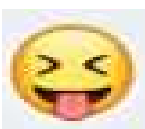
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Arthur: “gostei porque foi bem trabalhado”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Arthur: “Achei bem elaborado, por isso gostei.”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Arthur: “Acho que podemos aprender mais jogando algo mais divertido”.

Camilo 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Davi: “Uma boa experiência”

2- Qual tesouro você encontrou?

Davi: “Pedras brilhantes”

2- Conte a história do caminho percorrido no jogo:

Davi: “Eu li algumas coisas mas chutei tudo”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Davi: “Sim”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 (X) 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Davi: “Ler inglês”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Davi: “Nada, encontrar ou achar um tesouro”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Não respondeu a questão

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Davi: “Gostei da experiência”.**

Negativos: **Davi: “Muita coisa pra ler”.**







8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Davi: “Sim. É bonito”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Davi: “Não. Longa”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Davi: “Sim. Por que é melhor aprender no computador do que no quadro”.

Richard 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Henrique: “Foi um jogo bem interessante e divertido sobre escolhas”

2- Qual tesouro você encontrou?

Henrique: “ um baú cheio de joias”

2- Conte a história do caminho percorrido no jogo:

Henrique: “O caminho foi eu tentar ler mas a maioria eu não entendi um certa resta fui chutando”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Henrique: “É motivador por que você está quebra-cabeça de escolhas assim isso motiva”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 (X) 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Não respondeu a questão

5- O que você aprendeu ao jogar o jogo-tarefa?

Não respondeu a questão

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Henrique: “não aprendi nenhuma palavra sinceramente”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Henrique: “é um jogo interessante para tirar o tédio”**

Negativos: **Henrique: “O jogo é stressante e duvidoso”**






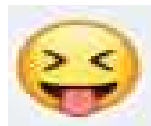
8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Henrique: “Não gostei muito do design do jogo Porque não foi muito criativo.”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Henrique: “Achei a história não criativa”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good (X)	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Henrique: “Eu acho porque se o aluno tiver em duvida escrever uma palavra assim aprendi mais palavras”

Vicki 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Laura: “Foi legal”.

2- Qual tesouro você encontrou?

Laura: “presios stones”

2- Conte a história do caminho percorrido no jogo:

Laura: “Eu e minha familia estava na praia e achamos uma garrafa na areia eu peguei e li dizia que tem um tisouro em um barco dai eu vi um barco no mar e entrei no barco do pirata me perguntou o que estava fazendo ali e eu disse que eu tava la por curiosidade porque eu achei uma garrafa na areia dai eu entrei no barco no porão e achei o tesouro.”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Laura: “Não por que eu não sei falar ingles então não entendi direito”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 () 4 () 5 ou mais

Laura: “Nenhuma”

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Laura: “Nenhuma. quando eu não entendia eu chutava”

5- O que você aprendeu ao jogar o jogo-tarefa?

Laura: “Não sei”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (X) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Laura: “Sea, sand.”

E de que forma você aprendeu as palavras em Inglês?

Laura: “Lendo e vendo as imagens”

Quais palavras você mais gostou de aprender?

Laura: “Não sei”.

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Laura: “prefiro o jogo do que escrever”**

Negativos: Laura: **“Meio chato”**







8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Laura: “Mais homenos foi muito simples”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Laura: “Não meio chata”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay (X)	Good ()	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Laura: “Sim por que é legal”.

Luis 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Leonardo: “Legal e não é difícil”.

2- Qual tesouro você encontrou?

Leonardo: “Não lembro”.

2- Conte a história do caminho percorrido no jogo:

Leonardo: “O meu pirata viu uma garrafa com papel na areia e foi pegar. Ele foi numa sala escura e gritou que tinha um monstro e depois eu pedi ajuda. O resto eu chutei”.

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Leonardo: “Sim, porque eu achava que era difícil”.

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 (X) 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Leonardo: “Algumas perguntas”.

5- O que você aprendeu ao jogar o jogo-tarefa?

Leonardo: “Como é escuro em inglês”.

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? **(X) Sim** () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Leonardo: “Dark e treusse, não lembro como escreve.”

E de que forma você aprendeu as palavras em Inglês?

Leonardo: “Vendo as imagens”.

Quais palavras você mais gostou de aprender?

Leonardo: “Dark”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Leonardo: “Imagens e palavras não tão complicadas.”**

Negativos: **Leonardo: “Nada”**







8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Leonardo: “Sim, porque as imagens são variadas”.

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Leonardo: “Sim porque não é fácil e nem difícil”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great (X)	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Leonardo: “Sim para variar porque sempre igual é chato.”

Kevin 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Lucas: “Legal”

2- Qual tesouro você encontrou?

Lucas: “Generosity comes from heart”

2- Conte a história do caminho percorrido no jogo:

Lucas: “Eu chutei tudo e li um pouco”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Lucas: “Não, porque queria um jogo mais diferente e divertido”

3- Quantas vezes você precisou voltar ao início?

() 1 (X) 2 () 3 () 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Lucas: “Ler e entender”

5- O que você aprendeu ao jogar o jogo-tarefa?

Lucas: “Nada/como achar um tesouro”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? () Sim (X) Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Não respondeu a questão

E de que forma você aprendeu as palavras em Inglês?

Não respondeu a questão

Quais palavras você mais gostou de aprender?

Não respondeu a questão

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Lucas: “Legal e divertido”**

Negativos: **Não respondeu a questão**

8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

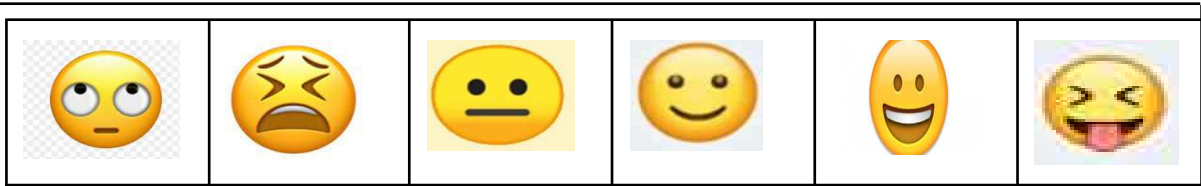
Não respondeu a questão

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Não respondeu a questão

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good ()	Great ()	Terrific ()
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Não respondeu a questão

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Lucas: “Sim, porque é muito melhor para estudar”.

Joan 6C

1- O que você achou de jogar o jogo-tarefa *The treasure hunt*?

Lucas: “Legal”

2- Qual tesouro você encontrou?

Lucas: “pedras preciosas”

2- Conte a história do caminho percorrido no jogo:

Lucas: “Eu e minha família achei uma mensagem na garrafa que falava que tinha um tesouro escondido e eu peguei um barco e navegamos e achei o tesouro: pedras preciosas”

3- Você se sentiu motivada(o) a jogar este jogo-tarefa? Explique o porquê.

Lucas: “Sim, porque eu queria saber o que era o tesouro”

3- Quantas vezes você precisou voltar ao início?

() 1 () 2 () 3 (**X**) 4 () 5 ou mais

4- Quais foram as suas dificuldades durante o jogo-tarefa?

Lucas: “Entender o texto”

5- O que você aprendeu ao jogar o jogo-tarefa?

Lucas: “Nada”

6- Você aprendeu algumas palavras em Inglês durante o jogo-tarefa? (**X**) Sim () Não

6.1 - Se você respondeu SIM:

Quais palavras você aprendeu?

Lucas: “Parrot Papagaio”

E de que forma você aprendeu as palavras em Inglês?

Lucas: “Com as imagens”

Quais palavras você mais gostou de aprender?

Lucas: “Nenhuma”

7- Comente pontos negativos e positivos do jogo-tarefa para aprender palavras em Inglês.

Positivos: **Lucas: “É legal porque é de pirata”**

Negativos: **Lucas: “A imagem demora pra carregar”**







8- Você gostou do design e do visual do jogo-tarefa *The treasure hunt*? Por quê?

Lucas: “Não, podia ser menos bugado”

9- Você gostou da história do jogo-tarefa *The treasure hunt*? Por quê?

Lucas: “Sim, porque eu gosto de pirata”

10- Como você se sentiu ao jogar o jogo-tarefa *The treasure hunt*?

Bored ()	Tired ()	Okay ()	Good (X)	Great ()	Terrific ()
					

11- Você acha importante que o uso das tecnologias digitais sejam incluídas nas aulas de Língua Inglesa? Por qual motivo? Comente sua resposta.

Lucas: “Sim só por causa dos jogos”