

**PEDAGOGICAL GUIDANCE GUIDE FOR TEACHING PORTUGUESE IN BASIC EDUCATION: PROPOSALS WITH GAMIFIED MODELS, VIRTUAL PLATFORMS AND DIGITAL APPLICATIONS\***

GUÍA DE ORIENTACIÓN PEDAGÓGICA PARA LA ENSEÑANZA DEL PORTUGUÉS EN LA EDUCACIÓN BÁSICA: PROPUESTAS CON MODELOS GAMIFICADOS, PLATAFORMAS VIRTUALES Y APLICACIONES DIGITALES

GUIA DE ORIENTAÇÃO PEDAGÓGICA PARA O ENSINO DE LÍNGUA PORTUGUESA NA EDUCAÇÃO BÁSICA: PROPOSTAS COM MODELAGENS GAMIFICADAS, PLATAFORMAS VIRTUAIS E APLICATIVOS DIGITAIS

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**Abstract**

This work presents a pedagogical orientation guide for the teaching of the Portuguese language from gamified solutions, virtual platforms and digital applications. This document is linked to research developed in the Master's course of the Stricto Sensu Graduate Program for Teacher Training and Interdisciplinary Practices (PPGFPI) at the University of Pernambuco (UPE) Campus Petrolina. The objective is to contribute to the pedagogical training of teachers regarding active methodologies, which in this material are composed of digital games and gamification strategies. This educational product is configured as an E-book built from the needs presented by Portuguese Language teachers in the locus of our research, as a way of suggesting the use of games and their strategies in more engaged and meaningful learning processes. It is noteworthy that these proposals should not be strictly followed by teachers, but need to be evaluated based on their didactic needs.

**Keywords:** Digital games; Gamification; Portuguese language.

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**Resumen**

Este trabajo presenta una guía de orientación pedagógica para la enseñanza de la lengua portuguesa a partir de soluciones gamificadas, plataformas virtuales y aplicaciones digitales. Este documento está vinculado a una investigación desarrollada en el curso de Maestría Programa de Posgrado Stricto Sensu en Formación de Profesores y Prácticas Interdisciplinarias (PPGFPI) de la Universidad de Pernambuco (UPE) Campus Petrolina. El objetivo es contribuir a la formación pedagógica de los docentes respecto a metodologías activas, que en este material se componen de juegos digitales y estrategias de gamificación. Este producto educativo se configura como un libro electrónico construido a partir de las necesidades presentadas por los profesores de lengua portuguesa en el lugar de nuestra investigación, como una forma de sugerir el uso de juegos y sus estrategias en procesos de aprendizaje más comprometidos y significativos. Cabe señalar que estas propuestas no deben ser seguidas estrictamente por los docentes, sino que deben ser evaluadas en función de sus necesidades didácticas.

**Palabras llave:** Juegos digitales; gamificación; Lengua portuguesa.

**Resumo**

O presente trabalho apresenta um guia de orientação pedagógica para o ensino da Língua Portuguesa a partir de soluções gamificadas, plataformas virtuais e aplicativos digitais. Tal documento está vinculado à pesquisa desenvolvida no curso de Mestrado do Programa de Pós-Graduação Stricto Sensu de Formação de Professores e Práticas Interdisciplinares (PPGFPI) da Universidade de Pernambuco (UPE) Campus Petrolina. O objetivo é contribuir com a formação pedagógica dos docentes no que tange às metodologias ativas, que neste material se compõe de jogos digitais e de estratégias de gamificação. Este produto educacional se configura como um *E-book* construído a partir das necessidades apresentadas por professores de Língua Portuguesa no lócus de nossa pesquisa, como forma de sugerir o uso de jogos e suas estratégias em processos de aprendizagem mais engajados e significativos. Destaca-se que essas propostas não devem ser seguidas à risca pelos professores, mas precisam ser avaliadas a partir de suas necessidades didáticas.

**Palavras-chave:** Jogos digitais; Gamificação; Língua Portuguesa.

**Presentation**

The educational product *Guide for pedagogical guidance for teaching Portuguese in basic education: proposals with gamified models, virtual platforms and digital applications*<sup>4</sup>, was developed based on the reports of Portuguese Language teachers from Junior High, from the Municipal Educational Department of Petrolina. The present document is linked to the research developed in the Master's course offered by the Programa de Pós-Graduação Stricto Sensu de Formação de Professores e Práticas Interdisciplinares (PPGFPI) at the Universidade de Pernambuco (UPE) Petrolina Campus.

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<sup>4</sup> In the original: “Guia de orientação pedagógica para o ensino de Língua Portuguesa na educação básica: propostas com modelagens gamificadas, plataformas virtuais e aplicativos digitais”.

This Guide, which is composed of digital games and gamification strategies, aims to contribute to the pedagogical training of teachers regarding active methodologies. Thus, in order to make it possible, the research made use of methods such as the application of questionnaires and interviews with municipal department Portuguese teachers, and by these means, gathering the needed information to point out pedagogical suggestions about the use of games and their strategies in learning processes. Such themes related to playability are not objects of specific studies for these professional during their training processes.

It is important to point out to the reader that these proposals are not intended to characterize a step-by-step guide to be followed by the teacher, but rather as possible ways for the development of a more engaging class, which need to be evaluated from the didactic objectives of each teaching project: age, stage of schooling, modalities<sup>5</sup>, etc. In this sense, the modeling and other didactic possibilities presented in the e-book are open for changes according to the intentions of the teacher when the teaching planning is being designed.

Therefore, through this Guide, we sought to provide guidelines on how to develop and build gamified strategies, as well as point out suggestions of platforms and digital games that can be used in the teaching-learning process of Portuguese.

In other words, one of the main reasons for the designing of this product is to empirically and theoretically foster the culture of gamification in schools. Enabling experienced teachers to learn about new learning strategies can enrich their pedagogical work, as well as their identity.

For the construction of such educational material, authors such as Alves (2015); Burke (2015); Moran, Masetto and Behrens (2000), among others, were seen as the main foundation for building knowledge on the topic of gamification in teaching practice.

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<sup>5</sup> Translator's note: This term became popular when the teaching had to adapt to the coronavirus scenario in 2020. Thus, classes given through online conferences were regarded as in "online modality" whereas those ones in person as "face-to-face modality".

## Theoretical-methodological basis

Globalization, constant changes and technological innovations give birth to social demands that are reflected in the school environment. In this way, it is seen a need for educational processes that should follow the daily lives of students and ensure them a more enriched learning, capable of preparing more engaged and critical subjects for the different situations imposed by society.

For Perrenoud (2000, p. 125), “the school cannot ignore what is happening in the world”<sup>6</sup>. Such denial drives the school environment away from the condition of fully fulfilling its social function, which must privilege thinking and the development of a critical conscience that emerges from liberating practices.

Digital games and gamification are inserted in this context, vividly present in students’ daily life, the very own who belong to a generation that is regarded as born in a technological universe and used to being always connected to the online environment. According to Prensky (2001), these young people interact in cyberspace, hybrid environments (computer/television/telephone) in a natural and relaxed atmosphere as well as with a self-taught sense, which make them capable of handling such devices at ease.

Therefore, using games and the appropriate strategies for such may bring the learning process of teachers closer to the reality of their students. For such, this Guide takes into account theoretical and practical considerations that permeate games and gamification.

The material is divided into four chapters, in an e-book format, that deal with pedagogical mediation, gamification, digital platforms, Webquest and games Apps. However, it is intended, further on, to build up this version to an educational website. For this reason, the Guide was built in an accessible language to a wider audience so that any teacher could understand and incorporate such practices.

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<sup>6</sup> In the original: “a escola não pode ignorar o que se passa no mundo”.

## Briefing/guidelines for application

1<sup>st</sup> stage: Gamification

In this proposal, the "Guide" is seen not just as a suggestive material of promising methodologies, but rather as a complementary reading for reflecting on the pedagogical mediation and the constitutive foundation of gamification. In this sense, the importance of changing the teacher's attitude towards a differentiated methodological proposal was highlighted theoretically based on Moran, Masetto and Behrens (2000), in a collaborative and interactive perspective.

In the same way, the concepts and the specific elements that a gamified solution were presented so that teachers could easily understand its stages of construction and suggestions for its development in the classroom. For this model of activity, it was followed the guidelines from Burke (2015) and Alves (2015), in which appears the details for steps of this type of instruction.

Initially, for the construction of the models, it was listed different teaching stages and a large range of skills, emphasizing, this way, the axes of reading, writing and linguistic analysis practices, in order to enable gamification strategies under different aspects of language teaching. So, the BNCC – acronym for Base Nacional Comum Curricular (BRASIL, 2018) – was the material used to define skills and grades, which would be the basis for gamified solutions<sup>7</sup>.

The first modeling, aimed at the 6th grade, seeks to stimulate textual production in the Literary-artistic field<sup>8</sup>. By these means, students can increasingly express themselves through written language by the creation of stories. This gamified solution was based on

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<sup>7</sup> Translator's note: "teaching stages", "skills", and "axes" are part of the jargon used in Education and are expressed in the *Base Nacional Comum Curricular* (BNCC – National Common Curricular Base), a document that guides the state curriculums throughout the country. In brief, "teaching stages" are related to the stages commonly known in English as, for example, Junior High and High School ("Ensino Fundamental – etapa final –" and "Ensino Médio"). "Skills" express the expected learning aspects that are essential for students. "Axes", also known as "language practices", can be regarded as the "dimensions" that shape the way the language is presented, which could be in reading, writing, speaking and the axis of linguistic/semiotic analysis. This last one is a more reflexive one and is seen as an approach that goes beyond a mere grammar study of language.

<sup>8</sup> Translator's note: this is another jargon presented in the BNCC. The teaching of portuguese for native speakers in the document focuses on communicative demands, which leads to a categorization of text genres in certain spheres (namely, fields of action). The field of action in the passage conglomerate literary texts and other texts connected to art in general.

the legends that surround the area of the Velho Chico (nickname of the Brazilian river known as Rio São Francisco).

The second model has its application defined for High School and aims to develop an understanding of the importance of reading and how it reverberates in the social field. In this sense, students are the guests of practices that seeks to incorporate reading into their daily lives, in order to expand their lexicon and writing abilities, in addition to developing the capacity of reflecting and act appropriately in different situations.

The third model is suggested to be used among 9<sup>th</sup> grade students and aims to foster the creation of a narrative based on the theme of fake news. In this way, it encourages students to develop a critical reading of news and to read beyond the lines. In other words, this model presents a relevant topic that has reverberated throughout the media so that the students can engage in discussions and wrap their own minds in face of a certain theme. Fact-checking strategies are emphasized in this section, which may lead the students to a recognition of the consequences of disseminating certain types of information.

All models consisted of elements proposed for a gamified solution, such as: mechanics, dynamics and components. It is worth mentioning that in addition to this structure, there was a special treatment in specifying the intended goals and pedagogical needs to be fulfilled as a given activity was being developed. That was made in order to make it easier for teachers to understand and use the material. It is important to highlight the contextualization of the modeling made use of the storytelling practice, that is, a narrative capable of engaging students and make them carry out the activities. Thus, this structure manages to unify the elements of the gamified solution by adding the aspect of coherence to the whole set.

Therefore, it is observed within the body of the models several gaming characteristics, namely, rules, scores, and feedback, which applied to the teaching of the Portuguese language, can provide a more playful and meaningful learning for the students. By contrast, it is expected students' participation and interaction to be more effective in this type of activity.

2<sup>nd</sup> stage: Virtual learning platforms and Webquest

The proposal proceeds by focusing on the research of virtual learning platforms in order to expand the range of possibilities for building digital activities by the Portuguese language teacher. These technological environments are privileged because they have a variety of resources that can be used by students, including some tools that make it possible for teachers to customize their own games and activities based on their pedagogical needs.

From this perspective, Genially and Kahoot were selected as applications that could provide tools for creating games and interactive activities, since they are full of resources that might be useful for the teacher.

In the case of Genially, there's a feature called gamification, which transforms activities developed by teachers into games. The easy-for-using design is already popular among educators, which makes use of slides. The Guide suggests the teacher to take advantage of this tool as a pathway for practicing reading because the created games provide a challenging experience in reading and interpreting a sequence of narratives.

Kahoot, on the other hand, is open for the possibility of creating quizzes or jumble, which also bears gamification elements, such as feedback, ranking and scores. Among the strategies for studying Portuguese language<sup>9</sup>, it is suggested to encourage students to be producers of their own quizzes, as well as to share the material produced with other classmates.

In addition, researches were carried out by checking reviews and forums of these applications in order to verify the internal and external quality standards. It was observed that most of the comments were positive, although there were some indicators of weak spots in part of the resources provided by the apps. This information is important for system developers as it allows them to improve their platform thanks for the user's opinion.

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<sup>9</sup> Translator's note: By "portuguese language studying/teaching" the reader should think of it as a subject of study that has its teaching nuances presented in the BNCC.



Other relevant points within the Guide are also mere suggestions of activities for utilization of these platforms in Portuguese language teaching, demystifying them for use in the school environment.

Then, it was presented the Webquest, a free authoring tool, in which teachers channel the activities through some sections: introduction, task, process, resources, evaluation and conclusion.

In this space, teachers can introduce several mediatic materials, such as texts, videos, audios, and games. Thus, creating challenges, among others. Webquest's main premise is to use the web to carry out the designed activities, making it possible to apply gamification in the corpus of its composition.

A model built from this tool is also available in the educational product. The quality standards of this resource were evaluated from forums contained in the Portal do Professor, through which it was possible to observe the need to a more effectively spreading of this platform as a possibility of building gamified solutions aimed at teachers.

### 3<sup>rd</sup> Stage: Gaming apps

Seeking to diversify the digital possibilities of this Guide, it was added some suggestions of gaming applications that may be useful in the process of gaming creation, and development of gamification strategies. With that said, it is expected that teachers can use these apps to build up their own digital resources in an easy way to be handled and utilized by students.

The chosen apps presented in the Guide were Quizlet, Quizizz, Wordwall and Jamboard. In order to assess the quality standards of these tools, it was taken into account, mainly, the reviews available on the Play Store, a widespread platform of digital apps for smartphones. At this stage, it was also presented pedagogical strategies for Portuguese language game-based teaching.



The Quizlet application allows the creation of interactive games through flashcards while Quizizz brings quizzes, interactive slides and other gamified elements. Likewise, through Wordwall, it is possible to create games in the same style of consolidated games, such as: Word Search, True or False, Random Wheel, Matching Pairs, Maze Chase, Combination, among others. Jamboard, on the other hand, deals with the production of textual genres, as well as the crafting of flashcards and interactive games.

Thus, some suggestions for Portuguese language teaching are pointed out. Quizlet aids to create flashcards in a way that building narratives is feasible because of the image-text association. Quizizz makes it possible to work on the interpretation of texts, since the answers are provided simultaneously as the students perform the activities in an interactive way. The Random Wheel game in Wordwall may provide a more engaging discussion on a specific topic by having an image or a text displayed for everyone in class. The game Combination in this last app is also an interesting tool for exploring the association of images and texts and, as in addition, concept-checking grammar aspects, text progression and storyingwriting. Jamboard may foster deeper discussions, negotiation of meaning and concepts, as well as the writing process. The virtual board in the previous app allows a more diverse work on textual genres with the aid of mind maps, post-it notes, flashcards, question board, ideas space, digital quiz, ordering and progression of texts, collaborative storyboards, brainstorming, among others.

Therefore, teachers can use these game applications to promote new learning strategies and turn Portuguese language teaching into an experience more playful, engaging and interactive.

### **Critical-reflexive considerations about the application**

This instrument of reference was based on the importance of promoting the knowledge of innovative methodologies, regarding the use of digital games and gamification for the teaching of Portuguese. It was aimed to present suggestions and directions for the establishment of gamified solutions in the teaching and learning processes by means of reinforce the knowledge on a given topic under discussion in the school context.

Games provoke a real fascination on people, as stated by Huizinga (2000) in his thoughts on the practices of games throughout history. Thus, its benefits are already known in the development of several skills, whether sensory, motor or cognitive. Its strategies deal with some learning principles, such as: identity, interaction, production, risks, problems, challenges and consolidation. In addition, playing may also contribute significantly to the social constitution of the subject. Currently, the number of digital games is enormous, which leads to impacts on the economy throughout the globe, since it creates new types of jobs, and breakthroughs in technology.

In the same way, gamification, through the strategy of games, presents itself as a tool that seeks to engage people in general. Widely used in corporations, it appeared in the educational context as an additional possibility to carry out language teaching in a more dialogic and interactional perspective, as well as to deepen teaching work. This does not mean that gamification is the solely solution to educational problems, but rather another stratagem capable of scaffolding learning. In conclusion, despite gamification being new in the educational field, the contexts that make use of these strategies have become more thought-provoking and strategical, turning the teaching into a practice with more engagement, participation, motivation, interaction, and also contributing to a better-quality learning process.

Therefore, teachers are offered different subsidies so that they can carry out their work consistently, given the current teaching scenario. With that said, having the teaching process supported by digital technologies and playful strategies require a more active and collaborative participation of students in the process of knowledge negotiation, and, as a consequence, the teaching practice may also be strengthened.

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