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TASK-GAME: ‘MAGIC THE GATHERING’ AND THE IMPLICIT LEARNING OF ENGLISH

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Task-game: Magic the Gathering and the implicit learning of English

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On a weekend night, about 16 years ago, I walked around UFSC with some friends. I looked at the buildings, and I could see some shadows of students and sometimes their heads through the windows. I thought to myself: “This is a place I will never be able to reach”. Back then, I had to work 44 hours a week to help my family. Before that, I had studied my entire life in a public school where sometimes I was sent home after lunch or the snack break because teachers used to be absent.

Things have changed, however, and I had the opportunity to leave my job and go back to studying. In March of 2008, I was having my first class at UFSC. I was living a dream. Four years later, I proved to myself that I could go all the way through by graduating college. I was thrilled!

After graduating college, I thought that it was the furthest I could go. I was wrong again. I just needed some time to take it all in. Four years later, I was a master’s student. I could not believe the son of a poor northeastern family who came all the way from the drylands of Piauí would have gotten this far. But I did! It was extremely hard, but I did it. I am glad I had the opportunity to go to a public university, and later get a scholarship in order to dedicate exclusively to my studies and professional development. I am glad I did not have to work 44 hours a day, otherwise, I would not have had the chance to enter the university. That makes all the difference. In that sense, I owe CAPES my deepest gratitude, since without this scholarship I wouldn’t have been able to conclude my studies.

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ABSTRACT

Recent studies in SLA demonstrate that integrating technologies such as games with the task-based approach to language teaching (TBLT) may produce a learning environment which is more connected to students' realities (González Llorét & Ortega, 2014). Taking that into consideration, the main goal of this study was to examine if the Trading Card Game (TCG) *Magic: the Gathering (MTG)* would impact the learning of English of players significantly. For that purpose, the game was systematized as a task according to the criterial features presented by Ellis (2003) and named task-game. Within this idea, one would like to observe whether playing MTG yields implicit language learning or not, the kinds of processes involved in playing the task-game, and to understand how player participants perceive the impact of the game in their own development in the English language. In order to do so, data were gathered from four MTG players who participated of this study. Quantitative data were yielded through two different types of tests, a grammaticality judgement test and a fill in the blanks test, implemented both in pre and post-test moments. In between pre and post-tests, participants engaged in three sessions of the task-game which lasted four hours each. Qualitative data were gathered via self-report questionnaires, video recordings and interviews. The data were recorded and analyzed both quantitatively and qualitatively. However, no statistical tests were run since there were not enough participants. The general results did not show any noticeable improvements, since the scores were heterogeneous. However, when looking at the individual results, there were some improvements by some participants. Although part of these improvements could be attributed to test-effect, there seems to be qualitative evidence to suggest that the task-game might have influenced the participants' performances. In addition, individual differences such as processing capacity and experience in the game may have contributed to participants' improvement or decline in the post-tests.

Keywords: task-based, task-game, gaming, implicit learning, cognitive processes, reading

RESUMO

Estudos recentes em Aquisição de Segunda Língua demonstram que a integração de novas tecnologias e a abordagem baseada em tarefas para o ensino de línguas (TBLT) pode produzir um ambiente de aprendizagem mais conectado às realidades dos estudantes (González Lloret & Ortega, 2014). Levando isso em consideração, o principal objetivo deste estudo foi examinar se o jogo de cartas *Magic: the Gathering* (MTG) impactaria significativamente na aprendizagem de inglês dos jogadores. Para tanto, o jogo foi sistematizado como uma tarefa de acordo com as características apresentadas por Ellis (2003) e denominado jogo-tarefa (task-game) pelo pesquisador. Dentro desta ideia, observou-se os tipos de processos envolvidos ao jogar o task-game, a percepção dos participantes sobre o impacto do jogo em seu próprio desenvolvimento no idioma inglês e se jogar MTG produz ou não aprendizado implícito. Para isso, foram coletados dados de quatro jogadores de MTG que participaram deste estudo. Os dados quantitativos foram obtidos através de dois tipos diferentes de testes, um teste de julgamento de gramaticalidade e um teste de completar lacunas, implementados em momentos de pré e pós-teste. Entre os pré e pós-testes, os jogadores participaram de três sessões do jogo-tarefa que duraram quatro horas cada. Os dados qualitativos foram coletados por meio de questionários de auto avaliação, gravações em vídeo e entrevistas. Os dados foram registrados e analisados quantitativa e qualitativamente. No entanto, não foram realizados testes estatísticos, pois não havia uma quantidade suficiente de participantes. Os resultados gerais não mostraram melhorias notáveis nos pós-testes, uma vez que os escores foram heterogêneos. No entanto, ao analisar os resultados individuais, é possível detectar melhorias por parte de alguns participantes. Embora parte dessas melhorias possa ser atribuída ao efeito do teste, parece haver evidências qualitativas que sugerem que o jogo-tarefa pode ter desempenhado um papel significativo nesse quadro. Além disso, diferenças individuais, como capacidade de processamento e experiência no jogo, podem ter contribuído para a melhoria ou o declínio na pontuação dos participantes nos pós-testes.

Palavras-chave: baseado em tarefas, jogo tarefa, jogar, aprendizado implícito, processos cognitivos, leitura.

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1.INTRODUCTION

1.1 Context of Investigation

Games have had a substantial impact on people's lives for a long time. There is no consensus as to exactly when, why and where they were created, but the fact of the matter is that games - in the manner of cards, video and computer - have become popular and attracted a considerable number of players from different age groups throughout the world. This popularity may be attributed to some factors, such as the varied number of everyday gadgets which can run them (Entertainment Software Association [ESA], 2015; Chikhani, 2015). These gadgets, like cell phones and tablets, contain apps for gaming which allow people to access games daily. Furthermore, game playing has also become a popular activity due to its widespread publicity through social media. Finally, the popularization of games can be attributed to the fact that one does not need to pay for every game they wish to engage in, since some games are free of charge if played through specific applications for cell phones and computers, as well as social media websites, *i.e.* Facebook. Based on market research and industry reports from the years of 2008 to 2011, Jane McGonigal was able to estimate how many people were engaged with the game industry and consumption in the book *Reality is Broken* (2011). According to research conducted by McGonigal:

> the online gamer community—including console, PC, and mobile phone gaming—counts more than 4 million gamers in the Middle East, 10 million in Russia, 105 million in India, 10 million in Vietnam, 10 million in Mexico, 13 million in Central and South America, 15 million in Australia, 17 million in South Korea, 100 million in Europe, and 200 million in China (p.17).

The globalization of games is not only impressive because of the number of people who are engaged in playing, but also because it has impacted several areas of human life. For instance, the rise of games brought on a shift in the job market because of the necessity of professionals who work with the creation of new and more attractive games (Hadzinsky, 2014). As Klopfer, Osterweil, Groff, and Haas (2009) claim about games, "these technologies are already demonstrating how they impact the way we think, learn, and interact"

(p.1). Similarly, the same authors state that "the emergence of social networking technologies and the evolution of digital games have helped shape the new ways in which people are communicating, collaborating, operating, and forming social constructs" (p.1). Some social interactions have derived specifically from game playing, such as the creation of communities of players (online and otherwise) who share discussions in forums and/or attend events related to the games they play.

As a result of these impacts, games have become the object of researchers' and teachers' interests (Griffiths, 2002; Miller & Hegelheimer, 2006; Hamari et al, 2016; Lebram, Engström, Gustavsson, 2006; Miller & Hegelheimer, 2006; Ranalli, 2008; Lee & Hammer, 2011; Rosser Jr., Lynch, Cuddihy, Gentile, Klonsky, Merrell, 2007; Garland, 2015; Sousa Filho & Tomitch, 2017; to mention a few). Consequently, nowadays there are researchers who point out that games can be used as tools to help students develop specific abilities such as spatial visualization (Griffiths, 2002). For example, driving schools use simulator games to provide practice for their learners. In a like manner, there are medical doctor's programs that make use of games to aid doctors in training precision for surgery performance. Moreover, there is an emerging field of research implicated in adding game elements to the teaching and learning environment. This field of study, which is called Gamification, is related to the idea of using game elements to motivate people to learn (Garland, 2015, p. 6). Gamification has also been researched and used as a resource in the L2 teaching and learning environment to foster learners' motivation (Garland, 2015, p.6).

Nevertheless, it is important to make it clear that there is a difference between gamification and the use of game-based learning. Garland (2015) explains this distinction "In game-based learning, the game is the medium through which learning takes place, whereas in gamification only aspects of games are used in order to facilitate learning and motivate learners" (p. 11). Having this explanation in mind, gamification is not going to be used in this study, since its purpose is to use an existing full-game. Yet, the field of gamification, which emerged around 2010, is another piece of evidence to show how games have become important pedagogically; therefore, it is worth mentioning here.

Considering the abundance of game uses, it is expected that the implication of playing games may be instigating to teachers and researchers in the realm of Applied Linguistics, more specifically in the field of Second Language Acquisition. Games might have this instigating effect because they not only go hand in hand with the new technologies but are part of the new generations' lives. Additionally,

games have the potential to contribute to the learning of a second language because they offer authentic input for the learners. Furthermore, games can be used as innovative ways to engage students in learning in a fun way. They can be a useful tool to explore different kinds of learning. For instance, as playing a game does not necessarily take place inside the classroom and the focus is normally on the act of game playing itself, the learning that might occur may not be the result of any form of instruction. Therefore, the player may experience learning as a consequence of playing the game and the possible product of this interaction might be learning the language implicitly[1] (Dekeyser, 2009; Ellis 2009). Consequently, although some scholars have tackled the issue of learning when playing a game and being part of its community (Lebram, Engström, Gustavsson, 2006; Miller & Hegelheimer, 2006; Rosser Jr., Lynch, Cuddihy, Gentile, Klonsky, Merrell, 2007; Ranalli, 2008; Talak-Kiryk, 2010; to mention a few), the number of studies that relate specifically game playing and the learning of a second language still seems quite timid (Miller & Hegelheimer, 2006; Ranalli, 2008).

Notwithstanding, some researchers have tackled the issue of bringing the new technologies to the L2 classroom environment (Gonzalez-Lloret & Ortega, 2014), considering the fact that the new generations make constant use of the current technological devices. Within this context, the Task-based Language Teaching (TBLT) field has provided contributions to this matter. Within the TBLT field, that has the concept of 'task' - a real world related activity which involves a primary focus on meaning, using language skills (Ellis, 2003) - as its main construct, the idea of a technology mediated task-based language teaching curricula[2] has been discussed to include technologies as tasks in the classroom. Following this trend, considering that games have become quite popular, games could also be included in the curricula as a means to propose tasks that make more sense to the students' lives, and that may be more motivating.

Taking the previous discussion into consideration, tasks have been used as instruments in studies related to L2 teaching and learning

[1] Implicit learning is a concept that was first discussed in the cognitive psychology field and then studied in the SLA area and it refers to the occurrence of learning that does not involve intention or awareness (Ellis, 2009).

[2] In fact, this is discussed in detail in a book entitled *Technology-mediated TBLT Researching Technology and tasks* by Gonzalez-Lloret and Ortega (2014).

(Ellis, 2003; Seedhouse, 2005; D'Ely, 2006, to mention but a few). However, although some studies have been conducted within the area of TBLT, as mentioned before, there is a scarcity of research in the realm of implicit and incidental learning of a second language, since they are difficult aspects to be differentiated and measured. Implicit learning is the "learning without metalinguistic awareness" (Ellis, 2009, p. 7). Incidental learning is defined as learning that "takes place without either intentionality or awareness" (Lowen et al, 2009, p. 263). It is important to point out, however, that both implicit and incidental learning cannot be "clearly separated" since both involve an "absence of intentionality", and it is not possible to differentiate them in terms of awareness (p. 263). Although these kinds of learning might happen in the classroom, one can argue that it seems more likely to occur outside it, in real world tasks, where people may learn something by attempting to accomplish another. For instance, when a teenager plays a game in English s/he is interested in the game itself. However, in the process of playing, they will receive a considerable amount of authentic input and as a result they might learn the language. In a similar vein, but now considering the English language learning classroom environment, a Task can be used with the objective of promoting implicit and/or incidental learning.

Considering the "criterial features of a Task" (Ellis 2003), playing *'Magic: the Gathering'* (MTG)[3] can be considered a Task, since the game focuses on 'meaning' and may contemplate the use of "languages skills" due to the fact that the gamer needs to understand the texts in the cards in order to be able to play the game and succeed. In addition, as the language used in the MTG is authentic, players engage in "real-world processes of language". Furthermore, as in a Task, players employ "cognitive processes" while playing Magic, as they have to "reason" and "evaluate information" in order to engage in decision making regarding the game when playing it. Finally, being capable of playing the game itself may be its "communicative outcome" since it is the player's goal in the first place.

Taking the assumptions into consideration, drawing a clear connection between games and Second Language Acquisition (SLA), it is possible to link games and the concept of Task, since games seem to contain the elements that constitute what Ellis (2003) refers to as

[3] *'Magic: the Gathering'* is a collectable card strategy game in which players use individual decks with specific strategies to battle for the victory. It can be played casually at the kitchen table or competitively in tournaments. For more detailed information, see the subsection 'Task' in the 'Method' session.

criterial features of a Task. In this study, I would like to relate the card-game *'Magic: the Gathering'* and the concept of Task, resulting in what I refer to as a "Task-Game". To this end, the general objective of this piece of research is to understand the impact of playing a task-game 'Magic: the Gathering' on players' learning of English. More specifically, this study intends to unveil the impact of playing the game on the learning of conditionals, bearing in mind that conditional sentences are considerably recurrent in the card's texts, but also carry a highly communicative function since certain actions demand the understanding of the conditions present in the cards in order to accomplish those actions. Although there are other grammatical structures that are present in the cards' texts and can be explored, only the conditionals will be part of this study, as there are time constraints regarding data collection, not to mention the need to limit the focus, and work with a specific language item. In addition, the processes in which MTG players engage while playing the game will be explored, and, finally, I will investigate how players of *"Magic: The Gathering"* perceive the impact of playing the game in their learning of the English language.

1.2 Significance of the Study

The results of this study may contribute to the Second Language Acquisition field by bringing positive effects for the use of games as Tasks for the teaching and learning of English as a second language. As technologies, in this case games such as collectable cards and digital games, are part of the new generations or the digital natives'[4] lives, the integration between those games and the task-based language teaching (the Task-game) might bring insights to the TBLT field (Gonzalez-Lloret & Ortega, 2014). In addition, as this researcher attempts to conduct a study that might trigger the implicit learning of English, it may shed some light on the field considering that there are not many studies that focus on this type of learning. Finally, this work brings about the perceptions[5] of players, specifically '*Magic: the Gathering'*

[4] Digital natives refer to the new generation of people who have been in contact with the most recent media devices (technology) such as the internet, "computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (Prensky, 2001, p. 1).

[5] According to Da Silva (2003), perception is "a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an

players, regarding their own development in the English language through playing the game as well as accessing contents online in the form of articles, forums and videos[6]. Thus, it might be possible to see a relation between the quantitative results and the players' perceptions.

1.3 Objectives

As previously mentioned, the general objective of this study is understanding the impact of playing a task-game *'Magic: the Gathering'* on players' learning of English. There are three specific objectives: 1) the role that this task-game plays in triggering players' implicit learning; 2) the processes they engage in while playing; and 3) their perception on their own learning of English. Bearing that in mind, three research questions will guide this study:

RQ1: What is the impact of the game on learning conditional sentences?

RQ2: What are the processes in which players engage while playing MTG?

RQ3: How do '*Magic: the Gathering'* players perceive the impact of the game and its universe in their learning of the English language?

In order to answer the questions previously posed, this study aims at (1) analyzing the impact the game has on the learning of conditional sentences, considering that the players will be tested on this specific grammatical structure in two occasions: prior to the beginning of playing the game and after having played it; (2) investigating the processes involved when players are playing MTG; and (3) understanding the impact that playing MTG has on the players' English language development according to their own perceptions.

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intuitive cognition or judgment; a way to express a particular opinion or belief as a result of realizing or noticing things which may not be obvious to others; insight, awareness, discernment, recognition, a set of understandings, interpretations and a way of knowing" (p. 21).

[6] It is a common practice for MTG players to access a variety of contents related to the game, both to improve their ability to play the game and to be entertained, such as game tutorials and strategies, new products information and reviews, tournaments coverage and analysis, debates about cards and strategies, comedy shows based on the universe of MTG. These contents can be accessed on Youtube channels, specific webpages, MTG's company's official website.

1.4 Organization of the Study

Concerning the way this thesis is organized, it is divided into five chapters. The first is the introduction, which was previously presented departing from a broad contextualization and narrowing it down to the general presentation of the main concepts and the establishment of the objective of the study. Subsequently, there is chapter 2, which presents the theoretical background of this study. This chapter starts with the presentation of some studies which report on the use of games in the teaching of English, therefore making a connection between the use of this media in language learning and the second language acquisition field. Further, the main concepts of this piece of research such as the task-based approach and implicit learning are explained. Finally, the notion of perception as a theoretical concept is discussed, considering that the participants' views are of great importance in this study.

Moving on to chapter 3, the method applied in this research is presented and described in detail. In this section, instruments used in the data collection sessions such as questionnaires, tests, and treatment, are mentioned. Moreover, in this chapter, the participants' profiles are presented in detail. In addition, the procedures for data collection as well as data analysis are explained. Finally, the pilot study is described and its results are presented.

The fourth chapter encompasses the analysis and discussion. In this section, the quantitative and qualitative results are presented. The first subsection concerns the presentation and discussion of the scores the participants obtained in the tests to answer the first research question. Subsequently, the second subsection contains the analysis and discussion of the data qualitatively. In this part, processes involved in playing MTG and issues concerning the participants' perceptions about the impact of the game on their development in English are presented and analyzed. Finally, in chapter 5, the main aspects of this study such as the objectives, the procedures, the results, and discussion are summarized. Having recapped the main issues of this research, the final remarks are made in the form of limitations of the study and the pedagogical implications.

2. REVIEW OF LITERATURE

This section will be divided into four subsections which inform this study: (1) Empirical Studies on Games for L2 Teaching; (2) Task-based Approach; (3) Implicit and Incidental Learning; and (4) Perception.

2.1 Empirical Studies on Games for L2 Teaching

Before approaching other studies conducted within this area, it is relevant to point out that no studies relating trading card games and L2 Teaching were found. However, there are some studies that have contemplated the use of other games in the teaching and learning of an L2. Although not inserted completely within the scope of the present research, both studies shed some light on the correlation between games and learning. With that in mind, the following subsection will present two studies that deal with games and teaching in order to contribute to a better understanding of the area.

In the year of 2006, Miller and Hegelheimer adapted the best-selling and popular simulator game "The Sims" to conduct research on ESL. More specifically, they were concerned with the issue of vocabulary acquisition. 'The Sims' is a game that simulates real life, so in this game's universe, players do activities that people normally do in their quotidian such as finding a job, working, buying a house, starting a family and so forth. Thus, in the beginning of the game, the player has to create a character of a specific gender (male or female), engage in the construction of its appearance (in the most recent versions of the game, besides hairstyle, build, skin color, clothes, there is also large variety of details related to appearance such as size and shape of the eyes, eyebrows, eyelashes, lips). Hence, the player's objective is to live a life inside the game, which involves going to work, making friends, engaging in romantic relationships, starting a family and so on. The player does all of that by selecting specific options on menus that are shown on the screen. As a result, there is a large amount of reading input in the form of options and commands, as well as messages and conversations provided by other characters (either non-player characters or other players). Miller and Hegelheimer developed a framework (see Miller & Hegelheimer, 2006) in order to demonstrate how the original game, which was developed for commercial and entertainment ends, could be adapted for pedagogical purposes. These researchers had 18 ESL students as participants who were speakers of various languages. They were organized in 6 groups of three and each group would work in three different computers, being one for the game play, one for

accessing the supplementary materials, and the other for recording the "major events" by writing them down in a summary (p. 318). The supplementary materials were found in different web pages created by the researchers in order for the students to gather the instructions and perform the tasks, which were then organized by stages. There were 3 stages; however, only 2 contained materials. They consisted of "vocabulary lists and exercises, grammar descriptions and exercises, and cultural notes" (stage 1) and "link to an on-line dictionary, grammar explanation, and cultural notes" (stage 2) (p. 316). Each group was submitted to all three conditions, that is, stages 1, 2 and 3 as a way to compare their performance in each one of them.

At the beginning of the experiment, students took a pre-test which was compared to their performance in the activities they engaged in along the experiment sessions. Then, once a week, for fifteen weeks, students did vocabulary matching quizzes (generated by Hot Potatoes 6.0[7]) and wrote summaries of the major events in the game. At the end of the experiment, they filled in a questionnaire about the activities they did, which, together with their responses in the vocabulary matching quizzes, was used to respond the research questions. Thus, as indicated by the results, there were statistically significant results pointing towards increase in vocabulary acquisition. In addition, the supplementary materials had a positive impact on the completion of the tasks, as suggested by the participants' feedback (Miller and Hegelheimer, 2006, p. 321).

Concerning the second study, Ranalli (2008) replicated Miller and Hegelheimer's (2006) study with the purpose of exploring whether 'The Sims' would be pedagogically beneficial to university level ESL learners, thus attaining similar results in relation to the previous study he was replicating. Ranalli adapted the 'The Sims' to make it accessible to ESL learners in order to observe the possibility of vocabulary learning. The adaptation followed Miller and Hegelheimer's (2006) framework (see Miller & Hegelheimer, 2006). Ranalli followed the same steps present in Miller and Hegelheimer's as the 3 stages, where the first 2 stages contained supplementary materials and the third did not. Participants were divided in groups of three and each student had his/her own function: manager, controller, and recorder. Along the experiment,

[7] Hot Potatoes is a program that can "enable you to create interactive Web-based teaching exercises which can be delivered to any Internet-connected computer equipped with a browser" (Half-baked Software, Inc., 1998-2004, p. 4).

students performed vocabulary matching quizzes and wrote summaries. Furthermore, Ranalli conducted a qualitative analysis to obtain students' perceptions on whether they enjoyed the game and perceived it as a useful tool for language learning. Thus, in order to explore his objective, which consisted of examining if simulation games can be adapted for use by ESL students, Ranalli (p. 6) posed the following three research questions: "1. Does structured play of the computer simulation game The Sims facilitated by the use of supplementary materials lead to vocabulary acquisition? 2. How do the participants respond to the supplementary materials and modified mode of play? 3. Do participants enjoy playing the game and perceive it as useful for language learning?"

Ranalli's findings were in line with, and, therefore, supported Miller and Hegelheimer's (2006) study. Regarding the first research question, there were statistically significant gains concerning the impact the supplementary materials and the game playing itself had in the quiz results. Thus, as the results suggested, both materials in combination with the adaptation contributed to vocabulary acquisition. In relation to the second question, most participants found the materials and the adaptation used to "render 'The Sims'" in order to make it accessible to them, "useful for language learning" (p. 12). They also mentioned that the supplementary materials were "clear and helpful", as well as "enjoyable and beneficial to play the game with a partner" (p. 12). In general, participants reported that they enjoyed playing the game and would play it again, if they were given the chance. Although there were limitations such as the number of participants, this study "provided evidence that commercially produced computer simulation games can, with theoretical guidance, be adapted for use by ESL students"[8] (p. 15). In addition, "supplementary ESL materials used to support such play can contribute to vocabulary acquisition" (p. 15).

In a nutshell, both studies, Miller and Hegelheimer (2006) and Ranalli's (2008) replication brought positive insights into the field of ESL in combination with the use of games as teaching tools. In addition, these pieces of research are contributions to this emerging area that seeks to discuss the possibility of including not only the new technologies, but also games as possible pedagogical tools in the

[8] The game was played by one of the participants and did not have any change in its contents per se. However, there were adaptations which were external to the game itself, such as instructions for the game play, the use of supplementary materials, as online exercises. The availability of certain materials and resources varied according to each "Station" (p. 7).

classroom. Considering the necessities and interests of the new generation of learners, it is important to reach their realities as well as to make the classes more attractive to them. Both studies' findings suggested that making use of simulator games with the support of supplementary materials and rendering of the game toward pedagogical purposes may have positive impacts on language acquisition, more specifically on vocabulary learning.

In the two studies previously mentioned, the scholars adapted the popular computer game "The Sims" to the classroom environment based on a framework by Miller and Hegelheimer (2006) in order to investigate whether the game playing together with supplementary materials would have a positive effect on vocabulary learning. The results showed statistical significance towards vocabulary acquisition and qualitative analyses revealed a positive impact of the materials in the students' performances. These results seem motivating as they may go hand in hand with the ideas discussed by Gonzalez-Lloret and Ortega (2014) regarding technology mediated TBLT curricula. Thus, these studies' results can serve as an invitation for more research in this area to enlarge the scope of options for the classroom practice.

2.2 Task-based Approach

The task-based approach is an umbrella term within the Communicative Language Teaching (CLT) that makes use of tasks for second language teaching. The CLT is a result of changes in the 'British language teaching tradition' in the late 1960s (Richards & Rodgers, 1986). According to Richard and Rodgers (1986), the CLT was a result of a "functional or communicative definition of language" proposed by the British linguist D. A. Wiltkins in order to be the "basis for communicative syllabuses for language teaching" (p. 65). As the previous authors mentioned, what Wiltkins did was to analyze 'communicative meanings' which he considered necessary for a learner's comprehension and expression in the target language. He presented two category groups of meaning: the notional and the functional. The CLT as an approach has expanded to the British and North American contexts and Richards and Rodgers (1986) point out that CLT has two objectives: language teaching focused on communicative competence and the development of "procedures for the teaching of the four skills that acknowledge the interdependence of language and communication" (p. 66). In other words, CLT focuses on meaning through functions of the language and it has the goal of

developing ways that promote the teaching of the speaking, listening, reading and writing under the understanding of language as a communication mean.

Task-based Language Teaching (TBLT), in turn, is characterized by Ellis (2012) as more of a "set of general principles" than a "well-defined method", and he explains that TBLT is not a "unified approach" as there are different versions of it (p. 196). What characterizes TBLT is the fact that it has tasks as the central element to teach a second language. Thus, although it is not "unified" (Ellis, 2012, p. 197), TBLT is an approach that caters for finding ways in which language teaching may be systematized and controlled in classroom settings, considering two basic premises: that learners' attentional resources are limited, and that different dimensions of performance compete for learners' attention (Skehan, 1998, 2003). Ellis (2012) mentions that TBLT "emerged" in the 1980s with the support of research findings and of teacher educators and is one of the approaches that derived from the strong version[9] of the CLT (Ellis, 2012, p. 196).

According to this scholar, the strong version of the CLT is characterized by approaches which focus on the use of language to learn the language, that is, the interest was in creating "opportunities for communication" considering that "language is learned through communicating" (Ellis, 2012, p. 196). The TBLT received a "number of key publications" in the 1990s. For instance, some publications dealt with the issue of "how to select tasks that would be most beneficial for language learning". Others would address the issues of "how to design a task-based syllabus" and "how to construct task-based language tests" (p.196). In this decade, the focus was in understanding tasks characteristics and the conditions under which learners performed, with a special focus on strategic planning and repetition (Skehan & Foster, 1996; Bygate, 2001; Lynch & Maclean, 2001; and Ellis, 2005; to mention but a few).

Later, in the first decade of the twenty first century, it was the time for the appearance of books about TBLT, and some of them "provided accounts on TBLT lessons and courses" (Ellis, 2012, p. 196). From the beginning of the second decade of this century up to the present, TBLT has been contemplated with studies that propose the

[9] It is important to mention that there was a weak version of the CLT which was more focused on the teaching and "practise the linguistic exponents of specific notions (such as 'possibility') and functions (such as 'requesting')" (Ellis, 2012, p. 196).

mediation between TBLT and technology, that is, combining a Computer Assisted Language Learning (CALL) "approach" with TBLT (Thomas & Hayo Reiders, 2010, González-Llorét & Ortega, 2014). For instance, González-Llorét and Ortega (2014) discuss the development of technology mediated TBLT curricula, in other words, curricula which include the use of technology in the classroom tasks to reach the new generations of students who have been in contact with the new technologies since they were born (González-Llorét & Ortega, 2014).

Taking the aforementioned into consideration, it would be more than appropriate to define the concept of "Task". Ellis (2003) presents a set of definitions of a task by various authors which range from the simple act of painting a fence to a more complex activity (p. 4). For example, an activity that demands the use of language, has "emphasis on meaning", and is done to accomplish a goal (p. 5). Thus, having a definition for the concept of task has not been an easy search. Nevertheless, Ellis (2003) attempts at defining tasks by listing the 'criterial features of a Task' which take various elements into consideration. In this framework, tasks are real-world related activities that involve the use of the four language skills with focus on pragmatic meaning and engagement of "cognitive processes". A Task is also seen as a work-plan (that is, something that has not been implemented yet), as it is designed for achieving teaching/learning goals; that is, with the objective of guiding learners to use meaning focused language. A task becomes a task only when it is implemented, and in this case a task can be also seen as a process, when one considers "what happens in the classroom"' (Seedhouse, 2005).

More recently, Ellis (2012) presents his definition of a task "based on four key criteria". For him, 1) the focus of a task should be on 'meaning', 2) it should have some sort of challenge which would lead learners to "convey information", "express an opinion", or "infer meaning", 3) in order to "complete the activity", learners have to use their own linguistic (or non-linguistic) resources, and finally 4) "there is a clearly defined outcome other than the use of language", that is, although the use of language is essential, there has to be a "clearly defined outcome" that carries meaning, and goes beyond task completion in terms of language use (p. 198).

2.3 Implicit and Incidental Learning

As one of the elements this researcher intends to investigate is the possible occurrence of implicit learning, it is coherent to discuss the construct of implicit learning from an SLA perspective. The dichotomy between implicit and explicit learning was first discussed in the field of Cognitive Psychology (Dekeyser, 2003). According to Dekeyser (2003), the concept of implicit learning was first defined by Arthur Reber, who construed it as "a primitive process of apprehending structure by attending to frequency cues" and this process contrasts a "more explicit process whereby various mnemonics, heuristics, and strategies are engaged to induce a representational system" (p. 314). Dekeyser brings about a "slightly more precise" definition by Hayes and Broadbent (1988), who refer to implicit learning as the "unselective and passive aggregation of information about the co-occurrence of environmental events and features" (p. 314). Considering the definitions previously presented, Dekeyser (2003) acknowledges implicit learning as "learning without awareness of what is being learned" (p. 314).

From the perspective of SLA, Ellis (2009) draws onto two definitions of implicit learning from the cognitive psychology field to start his discussion on this topic. He points out that cognitive psychologists denominate implicit learning as both a process that does not make "demands on central attentional resources" and that has "sub symbolic knowledge"' as a result, and as a learning that takes place without awareness and cannot be verbalized by the learners (p. 3). According to Ellis, it was Krashen (1981) who came up with the distinction between "acquisition and learning", and explained the first as "the subconscious internalization of grammatical rules that occurs as a result of comprehending input that is slightly beyond the learner's current knowledge" and the latter as "the conscious formulation of explicit rules of grammar" (p. 5). However, according to McLaughlin (1978, p. 21), Krashen could not explain those terms in a satisfactory manner. It was Schmidt (1990, 1994, 2001) who demonstrated that it was possible to validate "consciousness" as a construct. A deconstruction of the term was needed and so it was dismembered into "intentionality, attention, awareness, and control". Bearing this in mind, I side with Ellis (2009) who explains implicit learning as learning that 'takes place without either intentionality or awareness' (p. 7) and includes in its process attention and control.

Another term that may be involved in learning without awareness is "incidental learning'. According to Loewen, Erlam and Ellis (2009), incidental learning takes place without intentionality, but a "conscious attention to some features of the L2" may be present in a spontaneous

manner. As mentioned by Loewen et al (2009), incidental learning is difficult to be differentiated from implicit learning. In both, there is the "absence of intentionality" and it is not possible to distinguish them in terms of awareness. The previous authors highlight three necessary methodological conditions in order to explore incidental learning. They say that in order to investigate this concept it is essential that learners are not aware of the focus of the study and that the materials do not denounce the objectives of the researcher. In addition, it is expected that the learner's focus is led to an aspect other than the one being tested. Therefore, incidental learning may happen when the learner is doing one thing and ends up learning another. For instance, when gamers play a game, their objective is usually to have fun or finish/win the game; however, they might learn something else that they were not focusing on in the process.

2.4 Perception

Since this study aims at understanding how players of '*Magic: the Gathering'* perceive their learning of English as a result of playing the game and participating of its universe, it is essential to tackle the construct of perception. Da Silva (2003) defines perception as

> a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an intuitive cognition or judgment; a way to express a particular opinion or belief as a result of realizing or noticing things which may not be obvious to others; insight, awareness, discernment, recognition, a set of understandings, interpretations and a way of knowing (p. 21).

By recognizing the importance of perception as more than mere opinion giving, this research sides with Da Silva (2003) since perception is understood as an ability that requires cognitive processes to take place. Additionally, da Silva (2003) says that "perception is highly subjective because it is related to personal experiences, beliefs, and interpretations, a unique way in which we come to know what is going on around us" (p. 9). Da Silva also mentions that perception 'involves our ability to elaborate, interpret, and assign meaning to the input we receive' (p 9). The analyses conducted had the objective of unveiling the players' perceptions regarding their experiences with the game, such as

playing the game itself, the sort of decision making they engage in, the difficulties they face, and what they consider challenging in the game. Additionally, it included accessing contents online such as Youtube videos, articles about game strategies, deck building[10] and their participation in online forums (created for the game).

[10] Deck building or building a deck is a common expression in trading card games which means the act of putting a specific number of cards together in order to have one's own deck to play the game. Building a deck is normally done by respecting a specific set of rules; for instance, the minimum and maximum number of cards as well as the quantity of copies of each card is allowed. In addition, some games, as MTG itself, contain a list with legal and illegal cards that can or cannot be used in a deck.

3. METHOD

As mentioned in the introduction, the general objective of this research is to understand the impact of the task-game *'Magic: the Gathering'* on players' learning of English. Thus, the objective of this study is threefold: first, it aims to check how playing MTG impacts the participants' implicit learning of conditional sentences in English. Secondly, it seeks to investigate the processes in which MTG players engage in while playing the game. And thirdly, it intends to understand *'Magic: the Gathering'* players' perceptions on their own language development through their experiences in the game, be it by playing it or accessing its contents online, such as articles, videos, forums, or any other information tools. The context in which this study was conducted was Universidade Federal de Santa Catarina. It is important to point out that this study complies with the norms, as it follows all the requirements from the ethics committee to be conducted. Thus, this project was submitted to the *Comitê de Ética em Pesquisa com Seres Humanos* (CEPSH) at *Universidade Federal de Santa Catarina* (UFSC) in order to obtain its approval, before data collection was initiated. Furthermore, the participants signed a consent form to be able to participate in the study. All the documents before mentioned are included in Appendix.

The present section describes the method that was used in conducting the experiment. The section is organized into 5 subsections: instruments, participants, procedures for data collection, procedures for da analysis, and pilot study.

3.1 Instruments

The instruments used in this study consisted of a profile questionnaire, a Grammaticality Judgement Test (GJT) and a Fill-in-the-Blanks Test in the form of pre-tests and post-tests, a self-report questionnaire for the pre-test, a task which was the game *'Magic: the Gathering'* itself, a Facebook group, a self-report questionnaire for the post-test, and interviews. This section will present them in detail.

3.1.1 Profile Questionnaire

The profile questionnaire was designed as means of gathering information about the participants, such as interests about the English language, their perceived level of English, the activities they engage in

that might include the English language, the amount of time they dedicate to the game and varied contents about the game which they access (see appendix A). This questionnaire also sought to reveal information about the players' profile, for instance, whether they are competitive or casual players, as well as any other sources of information that can be considered necessary or important for the present study. Furthermore, the questions and/or alternatives present in this questionnaire are in Portuguese (the participants' mother tongue), since it was important that they understood what was being asked in order for them to be able to answer accordingly. In addition, the questionnaires in this study were not part of the tests or Tasks proposed here. They were designed as a means of developing the profile of the participants, which is fully described in subsection

3.1.2 Pre and Post-Tests

Two types of tests were designed as ways to attain this study's goals, a Grammaticality Judgment Test (GJT) (appendixes B and G) and a Fill in the Blanks Test[11] (appendixes C and H). The first can be used as "tasks" (Ellis, 1991) that may "provide information about second language (L2) learner's ability, particularly with regards to morphosyntactic proficiency" (Loewen, 2009, p. 94). In this type of test, the learner, or in the case of this research, the participant player, will "decide whether a sentence is well formed or deviant" (Ellis, 1991) when considering specific grammatical features. Moreover, it is important to point out that GJTs may "provide a performance measure of L2 learners' linguistic abilities" (Loewen, 2009, p. 95). For instance, in the case of this study, they can tell the researcher about how much the participants know about conditionals. Bearing the aforementioned concepts in mind, GJTs were used in this study in order to measure the participants' knowledge about zero conditionals[12] in English.

[11] This test was designed taking into consideration the results of a pilot study which was undertaken prior to the beginning of this study (which is fully explained in subsection 3.1.2).

[12] Celce-Murcia and Larsen-Freeman's (1999) grammar book refer to the zero conditional as the "Factual Conditional" (p. 548). The Factual Conditional is subdivided into four types: "generic, factual, implicit inference and explicit inference" (p. 548). The first three are either formed or can also be formed by two clauses in the present tense. This type of conditionals has the function of making statements about the world, absolute truth, denoting real and possible

The second, the Fill in the blanks test, was another way of attempting to measure the participants' knowledge about zero conditionals in English. This test was designed considering Doughty's list of measures presented in Ellis (2009, p. 27). In this list, Doughty divides the measures into two groups: controlled (there are options to be selected by the students in order to complete the task or test) versus free (students use their own knowledge to accomplish the task), and production (promote the use of the active skills, speaking and writing) versus comprehension (reading and listening), being free production the combination that is most likely to measure implicit knowledge (Ellis, 2009, p. 27). It is important to mention that although the Fill in the Blanks test in this study was designed considering Doughty's list, there is a minor difference. In this author's list, the fill in the blanks test gives options for the participants to select in order to complete the blanks. In this study's test, however, there is no list of words to be chosen, rather, participants had to rely on their own knowledge to answer the test. Thus, the Fill in the Blanks test in this study would be characterized as a "constrained production" test, following the terminology in Doughty's list (Ellis, 2009, p. 27) since it is controlled (in opposition to 'free'), and involves writing words in the blanks. Furthermore, the "criterial features" (Ellis, 2009 p. 38), which can be used to distinguish the types of knowledge acquired from tasks or tests, were also considered for the design of the Fill in the Blanks test. These are explained in the next paragraphs.

These tests, when used as pre-tests, served the purposes of both an assessment of participants' knowledge of English and also as basis to be compared with the post-test results. They would also serve as an attempt to measure implicit learning. In this regard, as previously mentioned, the criterial features suggested by Ellis (2009) to measure implicit knowledge, were taken into consideration (see chapter 2). These criterial features are the following: 1) degree of awareness; 2) time available; 3) focus of attention; 4) systematicity; 5) certainty; 6) utility of knowledge of metalanguage; 7) learnability (see chapter 2, section 2 for details).

The aforementioned criterial features were considered for the designing of this study's tests in the following manner: In terms of 'degree of awareness', both tests were designed to demand a 'feel' response from participants, that is, they were expected to rely on their

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situations, and giving instructions (when the imperative is used in the main clause). For example, "If you go downstairs, get the mail".

'feels' (supposedly, they had no time to analyze the sentences) rather than their metalinguistic knowledge (Ellis, 2009, p. 38). The time available not only is one of the determinant factors for the kind of knowledge which is being measured, but also contributes to making participants deliver a 'feel' response. In relation to the 'focus of attention', there is a difference between the two types of tests used in this study. The first, GJT, had a focus on the grammaticality of the sentences, that is, on their form. However, the second test was more meaning oriented, as it demanded that participants completed the meaning of the sentences with the missing words using their own knowledge. Concerning systematicity, it is possible to say that both the GJT and Fill in the Blanks test had consistent answers as their products, since there was only 'yes' or 'no' as answers for the first, and only verbs in the base form for the second. Further, concerning 'certainty', participants were expected to be certain of their answers in terms of them being correct or incorrect in both tests. That is, the tests presented sentences which were either grammatical or ungrammatical (in the case of the GJTs) or blanks that could only be completed with a word that participants thought were correct for the context. Moreover, in relation to the 'utility of knowledge of metalanguage' which concerns whether a task or test requires the use of metalanguage (Ellis, 2009, p. 40), it is possible to say that the tests used in this study had a focus on grammatical aspects. However, considering that participants were under time pressure together with the fact that they were not aware of the structures they were being tested on, there still seems to be an emphasis on meaning rather than on form. Finally, to contemplate the last criterion, learnability, although the participants in this study did not begin to learn English during their childhood, they did not learn it (effectively or at all) in a formal environment. Therefore, their answers probably relied on implicit knowledge.

In relation to the tests structures, each test contained 50 sentences which included both the target structures as well as non-target ones to avoid making participants aware of the grammar structure being tested, thus affecting the results of the study. The non-target sentences present in the tests were used as distractors in the form of grammatical structures such as imperatives, simple present and modal sentences. These grammatical structures were selected based on the following criteria: 1) they are recurrent in the cards' texts; 2) they present the biggest challenge in terms of demanding more linguistic knowledge and effort from players, and 3) there is not sufficient time to test all the structures present in the cards as there are limitations of the study

regarding data collection time constraints. Furthermore, the tests were timed because there was a focus on implicit and/or incidental learning. According to studies on these issues (Dekeyser 2003; Ellis, 2009), implicit and/or incidental learning might occur only when the tests are taken under time pressure. In addition, to avoid having one test influencing the results of the other, half of the participants took the GJT first, while the other half took the Fill in the Blanks Test first. Table 1 illustrates the numbers of sentences and the time of slide transition for the tests.

Table 1: Amount of conditional and non-conditional sentences

	Conditional Sentences	**Non-Conditional sentences**	**Total**	**Slide Transition Time**
Grammaticality Judgement Test	32	18	50	9s
Fill in the Blanks Test	27	23	50	20s

The sentence constructions in the test followed the patterns present in MTG cards to make sense to the players, as they normally see these structures in those patterns (*i.e.* "When Mulldrifter enters the battlefield, draw two cards" and/or "Whenever you draw a card, gain 1 life" and/or "At the beginning of your upkeep, if you have exactly 1 life, you win the game"). The participants performed the same tests in two different moments, prior to the task and after it, the first as a pre-test and the second as a post-test in order to gather data that can be compared. It is important to point out that, although the sentences in the post-tests were the same as in the pre-tests, their orders were changed in as an attempt to diminish test effect. In the GJT tests, participants had to confirm if conditional sentences with 'if', 'when' and 'whenever' were correct or incorrect. Yet, in the Fill in the Blanks Test, they had to complete the sentences with the missing words.

The tests were designed in the Microsoft PowerPoint. They counted with a total of 52 slides each, the first two contained the instructions for the participants and the next 50 introduced the sentences. These sentences consisted of 32 conditional sentences and 18 non-conditional ones, which were the distractors. The players read the instructions about the tests and about how to perform them. As previously mentioned, the tests consisted of a set of fifty sentences

which were of different grammatical constructions such as the zero conditional, imperative, simple present, and modal sentences. Participants were instructed to read the sentences the fastest they could. They were also told that there were not untrue sentences, that is, they only had to read the sentences and say whether they were grammatical or not (by checking 'yes' or 'no' on the test sheet) or fill the blanks with a word on the answer sheet. Once the participants started the test, they had nine seconds per sentence for the Grammaticality Judgment Test and twenty seconds for the Fill in the Blanks Test. The time was thought considering that participants were supposed to read the sentences, come up with a word (in the case of the Fill in the Blanks Test), and mark or write the answer on the activity sheet.

3.1.3. Task

3.1.3.1. Magic: the Gathering

In this study, the card game *'Magic: the Gathering'* was used as a Task, hence it is important to explain what constitutes the game and how it is played. According to Wizards of the Coast (MTG's developer), *'Magic: The Gathering'* is a trading card game (TCG), that is, a game in which players not only engage in playing with the cards, but also in collecting and trading them. MTG involves strategy, decision making, and the ability and/or capacity of making complex inferences. In addition, it can be played both on paper and digitally on a computer on the internet. In order to learn more about the game and succeed in it, players may consult different sources such as forums, blogs, webpages, Youtube videos, where they may find articles and tutorials that offer information about the game.

Figure 1: Oficial website

Regarding how MTG is played, there can be two or more players and each player is the other's opponent. Each player has his or her own deck which may contain forty, sixty, a hundred or more cards, depending on the format [13] he or she plays. They start the game with seven cards in hand and will draw a card per turn. In order to play the cards and understand their effects and interactions, players must read the texts in the cards. The game is divided into turns where each player takes his or her turn one after the other (deciding who plays first is normally done by rolling dices). The objective of the game is to defeat the opponents, and for that, as explained by Sousa Filho and Tomitch (2017), there are four different ways in which one can win. The first occurs when players "zero their opponent's life points (which are normally 20 points)" (2017, p. 783). The most common way to do that is by attacking the opponent with a creature card. Creatures have a power and a toughness value assigned which are found in the bottom right corner of the card. The first number is the power (used to inflict damage to an opponent or another creature) and the second is the toughness (the creature's life points or resistance). A player also wins the game by causing infect damage (10 points wins the game), an ability present in some cards. Creatures which inflict this type of damage have "infect" as a keyword in their card's instructions box. One also wins when their

[13] A format is a modality of the game with its own legal cards, rules concerning deck size (minimum and maximum number of cards) and number of copies of a card allowed in each deck, among other things. Some formats are official, therefore have events held in authorized stores or organized by bigger companies. Others are casual formats which are played in the players' home kitchens.

opponent needs to draw a card but no longer has any on their deck. Both creature and non-creature spells can cause a player to put cards from the top of their decks onto their graveyard (discard pile). Finally, the fourth way to win the game is "when a card says that 'you win the game' or 'your opponent loses the game'" (Sousa Filho & Tomitch, 2017, p. 783). It is important to point out that these types of winning conditions will normally demand a specific game state for a player to win.

Figure 2: Cards that illustrate the four conditions one wins a game of MTG.

To illustrate to the reader the different ways in which the game may be won, information about the cards above will be provided. The white card shows a creature card which can attack an opponent and deal damage to them each turn until their life points are zeroed. The green card is a creature card with the ability "infect" which deals infect damage on the attack. The blue card is used to remove half the cards in the opponent's library as an attempt to win by zeroing the cards in their deck. Finally, the red and black cards can win the game by reaching their conditions.

To be able to reach the point of winning the game, a player needs to cast spells (a spell is any card which is not of the land type) which

will lead them to victory. However, casting spells demands resources or a source of power called ‘mana’. This source of power is mostly drawn from a card type named ‘Land’ (see figure 3). A player can play a land card once per turn and draw its ‘mana’ to cast his or her spells. The spells have different costs depending on their power level and rarity (rare and mythic cards tend to be more powerful and cost less than the usual). There are five different colors of mana and a colorless one. Thus, there are six different types of basic lands from which one can draw colored or colorless mana to cast spells.

Figure 3: All the colored basic Land cards.

Pertaining to the types of information one can find on the cards, there is: a name, a card type specification, and a text box with the effects and or abilities of the cards. In addition, many cards have a text in italics at the bottom of their text boxes which is called “flavor text”. It is an excerpt from the romance books from which the game sets (collections) are based on. For instance, the characters, the scenery, the artifacts, and the illustration of the spells are all based on the story told in the romance books. The image below shows all the elements that can be found in a card with the official categories.

Figure 4: Elements of a card

Taking the information about how MTG is played and the elements one finds on a card into account, it is possible to say that this game not only provides authentic input, but also engages the player in many different processes. Some examples can be reasoning, strategizing, and making decisions, to mention but a few. In addition, language use is necessary in the gameplay itself as the game demands a considerable amount of reading.

Figure 5: Professional players reading the cards in one of the modalities of the game called Draft.

3.1.3.2 Cube Draft

Having the explanation about how to play MTG in mind, the task, which was the previously mentioned championship, consisted of a sealed format called 'Cube Draft'[14]. The 'Draft' in this piece of study kept the traditional patterns of the game, which happened in the following manner: the four participants received a stack of fifteen (15) cards each from which they had to select a card and pass the rest of the stack to their left side, this way, everybody passed and was passed the cards. After all the fifteen cards were passed, the players got another stack with the same number of cards and did the same procedure. However, this time, they passed the stack of cards to their right side. Finally, the process was repeated and once again, remembering that the cards went to the left. When there were no more cards left, the participants were given twenty minutes to build their decks. A 'Cube Draft' sealed deck can have a minimum of forty (40) cards. Finally, they played against each other, using the decks that they built with the cards

[14] Cube Draft is a casual modality of the game in which usually a player puts together at least 360 cards of his or her choice which do not repeat and are from all colors and types, normally respecting a certain synergy among the cards. The draft is a modality in which players play a sort of card selection game before they build their decks to battle against each other.

they drafted, in a three-match sequence. The championship happened in three different encounters and there were three matches in each encounter (players played against three opponents per encounter). The researcher took notes of the results of each day and updated them in order to keep track of the players' scores because once the Task was completed; cards were ruffled among the participants, maintaining a standard procedure used by local authorized shops.

For this championship to happen, a card selection needed to be made prior to the beginning of the game, according to the following criteria: 1) the cards were in English; 2) half of them contained the conditionals as the grammatical structures and the other half had other grammatical constructions in order to keep the validity of the game as a real-life Task; 3) the cards had to have synergy (it means they had to present a certain interactivity among themselves in a way they made sense together) and equilibrium among themselves in order to keep the originality and a fair playability of the game; 4) the selection considered cards that were not very common in other formats of MTG with the objective of avoiding that the players knew what the cards did by heart which would end their necessity of reading the cards. Thus, three different cubes were assembled for this research. Each Cube counted with 270 different cards (there was only one copy of each card), summing a total of 810 non-repeating cards (see appendixes L, M, N and O). For instance, in Cube 1, 140 cards contained conditionals in their instructions while 130 contained other grammatical constructions. Cube 2 counted with 132 cards with conditionals and 138 without them. Finally, Cube 3 had 136 cards with conditionals and 134 with other structures. This way, participants would have the opportunity to see the conditionals about 50% of the time.

Table 2: Number of cards and number of conditionals and non-conditionals in each Cube.

	Cube 1	Cube 2	Cube 3	Total
Conditionals	140	132	136	408
Non-conditionals	130	138	134	402

3.1.4. Facebook Group

A Facebook group was created in order to have the participants share their strategies while playing the game after each session. In other words, in this Facebook group participants were supposed to post their moves, strategies, doubts about the game playing or cards' texts and other sort of information they considered relevant in relation to the game. The comments were made in Portuguese as the interest here was to see what types of processes would have emerged from the game playing, hence, it was important that the participants were able to make themselves understood in the best way possible.

Figure 6: Facebook Group Cover

3.1.5. Self-Report Questionnaire

After the participants took the pre and post-tests, they answered self-report questionnaires (see appendixes F and I). The first self-report questionnaire was answered after the pre-test. This questionnaire contained two List[15] questions which demanded reason, and two Open questions. The questions were related to the pre-test itself such as its difficulty and how the participants felt during the test. For instance, the first two alternatives required participants to tick the alternative that better fit their sense of difficulty regarding the test *"In your opinion, you thought the 1st / 2nd test [pre-tests] was: very easy, easy, not easy or difficult, very difficult – Give reason"*[16]. This alternative was added as a

[15] This terminology is based on Bell (2005).

[16] The questions or alternatives from the questionnaires were translated into English in order to facilitate the reading of this study.

result of the pilot study. It was thought of as a way to validate the tests, considering that the tests in this study were not based on any existing material. The third question was related to the slides transition time *"How did you feel regarding the slide transition time to do each one of the tests?"* This question was tested in the pilot study (see section 5.5), for the GJT, to determine the most ideal transition time for the slides. The pilot indicated that 9 seconds was neither too fast nor too slow, that is, depending on the participant's proficiency level, it would be enough for them to do the test and keep them under pressure. Furthermore, the question about the slides transition time was also used in the Fill in the Blanks pre-tests since this one was only included after the pilot study. This information might be useful in future attempts to reproduce this experiment. The last question on the questionnaire was open for anything participants might have wanted to comment on *"Mention something that has not been asked in relation to the tests and the process you engaged while taking them which you consider important to the researcher"*. This alternative could not only provide extra material for the post-test, but also for future attempts to replicate this study.

Regarding the post-test self-report questionnaire, it comprehended questions that required participants to talk about their experience with the task and report if they perceived any improvements in their English language knowledge, or any other development that might have happened as a result of playing the game. For instance, the first question is a List question which demands that participants give reason *"In your opinion, the last two tests [post-tests] were – easier, the same thing, more difficult – in relation to the first tests. Give reason".* This alternative was used to see if participants would perceive a difference in difficulty even though the tests were the same. The next questions are all related to the third research question of this study since all of them try to explore participants' perceptions on their performances on the post-tests and or anything else that might have influenced their performance. For instance, the second question *"Did you feel any difference in your performance in the last tests [post-tests] in comparison to the first tests [pre-tests]?"* is a straightforward comparison between the pre-tests and the post-tests. Yet, the third one addresses the experience with the task *"Do you think that playing the draft has impacted your performance in the post-tests? Give reason".* The fourth question *"Did you look up information about the grammar of the English language in any time between the pre-tests and the post-tests?"* is about any possible element that could have influenced participants' performances other than the task itself. Finally, the last

question in the questionnaire *"Make any comment you find relevant in relation to your performance in the post-tests"* was open for participants to express themselves about their performances in the post-test in case they had anything to say that was not covered in any of the previous questions.

3.1.6 Interviews

Finally, after the questionnaires, the players were interviewed in order to clarify some doubts the researcher had had concerning the data from the questionnaires. Moreover, the interview was also used to gather information that was not present in the questionnaires either because the participants did not provide them or because there were not questions that referred to the issues in question. In addition, the interview was a moment for participants to better elaborate and explain their answers in the questionnaires. Bell (2005) supports this idea as she states that "a response in an interview can be developed and clarified" (p. 157).

3.2 Participants

Concerning the participants, *'Magic: the Gathering'* players from the game's community of Florianópolis over eighteen years old and who were somewhat familiar with the dynamics of the game were invited to participate in the study. The invitation was posted on Facebook and Whatsapp groups related to the game. Thus, presumably experienced *'Magic: the Gathering'* players were chosen because, since I am acquainted with the game, I know the difficulty the game would pose to non-players or beginners. Thus, considering this research aims, players who are familiar with the basic rules of the game are believed to provide reliable contributions to the present study.

Of all the participants who accepted the invitation to participate (initially 14) only 6 went through the first part of the procedures which meant signing the consent form, answering the profile questionnaire, taking the pre-tests, and answering the pre-test self-report questionnaire. The loss of participants prior to the actual data collection occurred due to several reasons, the main one being the fact that not all of them could attend all the meetings according to the schedule (once a week for three weeks in a row). Moreover, they had to be recruited one by one and were quite a heterogeneous group with totally different routines, residence locations, and availability. Hence, matching everyone's

schedules proved to be really challenging. As a result, only 4 participants ended up going through the entire data collection procedures. Even though there were 6 at the beginning, one of them gave up in the first encounter, and the other one missed one of the encounters. The 4 remaining participants were codenamed P1, P2, P3, and P4 for the sake of keeping their identities safe.

With the aforementioned in mind, this and the following paragraphs will bring the four participants' profile information. To start with, participants' ages vary from 23 to 32. P1 is 23 years old, P2 is 29, P3 is 24, and P4 is 32. P1 and P3 learned English in part in school. P1 says he learned it through watching series and playing video games. P3 only mentions online video games as his major source of learning English. P2 and P4 did not study English at any kind of institution. Either they did not have it at all, or school lacked teachers at the time. Therefore, these participants learned English by themselves, mostly through TV series and movies, and video games. Regarding the activities they do, which may involve the English language, all four participants watch series and movies, listen to music, and play video games, computer games, and trading card games. P1, P3 and P4 study English by themselves. They also read books and comic books, talk to people on social networks, participate in online forums, and visit blogs. All participants understand Magic cards. Concerning their perceptions in relation to their own proficiency in the English language, P1, P3 and P4 answered that they read fluently. P4 also says that he writes fluently. P3 and P4 reported that they understand oral communication fluently. P1 and P2 answered that they understand oral communication reasonably well. P1 and P2 mentioned that they write and speak a little. P1 speaks a little, too. P4 says that he speaks reasonably well. All participants seek to improve their command of the English language.

All participants wish to improve their skills in the English language in order to watch series and movies and listen to music. P1 seeks to improve his English to play video games, computer games, and trading card games. P2 aims at playing computer games and trading card games, and P4 wants to be able to play video games and computer games. P1 wishes to conclude his studies of the English language by himself, and improve his performance at work. P1, P3 and P4 aim at improving their English skills in order to have better work opportunities. P1 and P3 desire to better their professional curricula. P2 and P4 wish to improve their English for their own personal contentment.

Regarding the participants perceptions of the type of MTG players they are and the amount of time they dedicate to the game, the

following data were gathered. P3 sees himself as a casual competitive player. He plays MTG from 1 to 4 hours a week. P1 considers himself as a casual-amateur player. He spends from 5 to 10 hours a week playing the game. P2 and P4 perceive themselves as competitive players. The first plays from 11 to 20 hours weekly, while the second does it from 21 to 40 hours a week.

MTG players do not only play the game per se, some of them usually do other activities related to it. This is also valid for the participants of this research. With that in mind, P4 reads books or romances which contain the plots of the different characters in the universe of MTG. He also watches online videos about the plots of the romances and the different universes of MTG. P1, P3 and P4 read contents about MTG in online forums. P4 posts about MTG on online forums. All participants access deck lists produced by other professional or amateur players and watch online videos about new collection cards spoilers. P1, P3 and P4 read articles online about game strategies in English produced by professional players of MTG. All participants watch events on Tweetcam or Youtube which are sanctioned by Wizards of the Coast, such as Grand Prix, Pro-tour, World Championship. P1 and P3 watch online videos of streamers playing the game.

In relation to the types of MTG sanctioned events the participants of this research attend, P3 participates of Friday Night Magic (FNM) and Pre-release events. P1 and P2 attend FNMs, Pre-releases, and Game day events. P4 plays Friday Night Magic, Pre-releases, Game Day events, Grand Prix Trials, Grand Prix, and Circuito Legacy Catarinense. Regarding non-sanctioned events, P3 participates of causal championships and amateur championships organized by local game store owners.

3.3 Procedures for Data Collection

For the data collection, there were three different stages. First, the participants filled in a consent form and answered a profile questionnaire. Second, they took a Grammaticality Judgment Test and a Fill in the Blanks Test as pre-tests which were followed by a self-report questionnaire. Having finished this first stage, participants underwent the task sessions, which consisted of three encounters. Each encounter was divided into three parts: 1) drafting; 2) deck building; and 3) matches. The drafting session consisted of card selection and lasted about 30 minutes. Each drafting session counted with a 270 non-repeating card selection. Second, the deck building stage comprised the

creation of a deck by using the cards previously drafted. Similarly to the drafting session, it took about 20 minutes to be entirely concluded. Finally, the matches phase was the moment in which participants played against each other. This was the longest part of the three, lasting about 3 hours. It is important to point out that each session involving the three stages, drafting, deck building, and playing the matches, was video-recorded on an iPhone SE device. After they had gone through the three task sessions, participants took the post-tests and answered the self-report questionnaire. Finally, they were interviewed in order to elucidate some doubts or elaborate on their answers on the self-report questionnaires, and to gather extra information which was not asked previously.

3.4 Procedures for Data Analysis

After the data collection stage was concluded, both quantitative and qualitative data were coded and recorded into tables and graphs in order to be analyzed (see the appendixes for the participants' profiles tables, interview transcriptions and others). Since the number of participants was too small to look for statistical significance in the analysis of data, the quantitative data were not submitted to any statistics tests. Rather, the information was organized into graphics and tables before being explained and discussed (see Chapter 4). As for the non-quantifiable data, these were submitted to a qualitative analysis. To facilitate the visualization of the data, they were coded into key words or expressions. According to Bell (2005), "coding allows you to 'cluster' key issues in your data and allows you to take steps towards 'drawing conclusions'" (p. 214). Thus, these data were interpreted under the basis of the field's theories.

3.5. Pilot Study

To refine the instruments for the data collection, a pilot study was conducted prior to the actual moment of data collection. The pilot study plays an important role as it "allows for the testing of the instruments" as they generate their own results which can answer the research questions (Bailer, D'Ely & Tomitch, 2011, p. 130). In addition, according to these scholars, the pilot study "(…) predicts results; evaluate the viability and utility of the data collection method in each stage it is carried out; revise and improve the needed points" (p. 130). To reinforce the importance of the pilot, Bell (2005) points out that:

> All data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data (p. 147).

As a result, the pilot helped me to reach the main data collection stage better prepared, that is, aware of what worked and what did not. Bailer, D'Ely and Tomitch (2011) reinforce this idea when they state that the pilot study is a "valuable instrument" that allows the researcher to "get to his or her research context more experienced and with more refined methodological choices" (p. 130).

Taking the aforementioned into account, a pre-pilot stage was done in order to filter, even more, any possibilities of having small mistakes and ambiguities in the questionnaire questions and in the test sentences. Regarding the questionnaires and the test, a colleague from the English graduate program was invited to do them in order to detect possible inconsistencies in the questions and sentences. Another important aspect that has been tested was the time between sentences for the pre-test. Initially, I set up 5 seconds for between sentences, however, it seemed to be too fast even to an advanced speaker to be able to read and register the answer in the test sheet. Thus, as an attempt to solve this problem, three of my students (level 3 – Pre-intermediate) from the Extracurricular English courses, a language course that takes place at the Federal University of Santa Catarina (UFSC), at Centro de Comunicação e Expressão, CCE, were invited to take the test and see if the time between sentences was not either too fast or too slow. After taking the test, they reported that the test was too fast for them. In fact, they were not able to judge many of the sentences, as about a third of the answers were missing in their test sheet. This feedback led me to increase the amount of time between the slides' transitions to 9 seconds. After testing with less time, one noticed that participants also needed some time to add the answer to the answer sheet. As a result, seven seconds would be the time to read the sentence and two seconds were thought as the needed amount of time to fill in the answer sheet.

For the actual pilot study, 4 MTG players, living in Florianópolis, were invited to participate. They first filled in a consent form and answered the profile questionnaire. Next, they did the pre-test, described in the Pre and Post-tests section (5.1.2) which was done in order to check if the time each sentence stays on the screen before moving to the

next one is sufficient for the participants to be able to read the sentences and answer them on the test sheet. That is, the time should not be too long nor too short; otherwise, the test would be either too easy or too hard. Another aspect that needed to be tested was the possibility of ambiguity or confusion regarding the sentences present in the test. After taking the test, participants performed the task, which was to play a 'Cube Draft' championship, as described in the "Task" section, in order to test and evaluate if the card selection contained the necessary synergy and balance. The Task took place in four different encounters, which were divided into 3 stages each: drafting, deck building and playing matches. It is important to mention that after each gaming session, the participants were asked to report about their strategies, decisions, difficulties along the game playing, on a Facebook group. The Facebook group would serve to anticipate possible instructions which could lead to a facilitation of the identification of possible processes that might emerge while playing MTG. Finally, they did the post-test, which was followed by the self-report questionnaire, where the participants reported their perceptions regarding the impact of the game on their performances in the post-test in comparison to the pre-test. The self-report questionnaire was answered in order to check for ambiguity, bias and inconsistency in the questions.

3.5.1. Results of the Pilot Study

Most participants obtained scores which were very close to the maximum already in their pre-tests, resulting in a ceiling effect. Therefore, there was not much room for improvement in the post-test. The following table presents the scores for both pre-test and post-test.

Table 3: Scores of the Pilot Study

Participant	Pre-test scores	Post-test scores
PP1	48	50
PP2	38	30
PP3	47	50
PP4	46	49

PP = Pilot Participant; 1, 2, 3 and 4 refer to the participants.

As presented in Table 3, PP1, PP3 and PP4 scored 48, 47 and 46 in the pre-test respectively. This way, considering that the test maximum score is 50 points, the difference for them to overcome in the post-test

was too small. In any case, these three participants managed to improve their scores in the post test. PP2, on the other hand, made more mistakes in the post-test, obtaining a lower score than in the pre-test, which is, in fact, an intriguing result. Thus, considering the quantitative results of this pilot study, they show a blurred picture from which no clear-cut conclusions can be drawn. That is, these results say very little about the impact of the game on participants learning of conditionals considering the data present in the pre and post-tests. Nevertheless, there is indeed what to say regarding the qualitative nature of these data.

In relation to the qualitative data, there are two sources to be drawn from: my own perceptions of the data collection sessions together with the video recorded data, and the participants' answers in the questionnaires. Hence, what could be observed during the data collection sessions and the video-recorded data (the drafting and deck building stages) was that players used their entire time to read the cards, especially the ones in the first Booster pack. PP2 and PP3 seemed to read more desperately, as they were the less experienced players in the group. On the other hand, PP1 and PP4 were more comfortable as they could pay more attention to other things other than just understanding the cards' texts. They, for instance, were able to read all the cards in less time and, as a result, they could use the rest of the time to think of strategies. PP1 seemed to be the most relaxed player, since he was the most experienced one. Furthermore, players seemed to make efforts to try to figure out the synergies and archetypes of the Cube in order to build a coherent deck. Each player has his own strategy which normally depends on their own game experiences. For example, PP1 can identify the most powerful cards and build strong synergies. At the same time, he tries to pick cards that could be good against him, preventing the other players from having access to those. PP4 is the second most experienced player, so he can pick strong cards too, build synergistic decks, and consider what the others are doing. Notwithstanding, PP2 is more worried about the possible synergies and more committed to the combinations of colors of cards (the less colors one picks, the better) he picked very early in the draft. PP3, as the less experienced player of the four, is overwhelmed, mostly trying to read the cards and building a deck within his comfort zone. That is, as he was not even familiar with the Draft format itself, he was still learning about how it works and what to do exactly. Thus, he was following some pieces of advice he received from the other players, minding his own business, not worrying about what the others were doing in terms of strategy among other things.

During the games, when the participants used their decks to play against one another, they usually read the cards to be able to use them in specific situations. Normally, when they asked another player about the effect of a card, that player would read already translating it into Portuguese. Moreover, players have difficulty with the rules of the game, as they are dense, especially the less experienced ones. Thus, the most experienced ones, or myself, would help them by explaining the rules to them. During one of the games, PP1 says "I didn't notice that this card was so good. I didn't read it correctly". This shows that players sometimes, if not always, no matter how experienced they are, must read the cards more than once in order to fully understand what they do, avoiding misunderstandings or misplays, which normally happen.

What the aforementioned information might mean is that there seems to be more than just one process involved in playing MTG, especially a Draft. That is, players have to read the cards as fast as they can (reading strategies), identify synergies between the cards (making inferences), noticing the colors that are open (the cards they receive), what they are passing to the other players, and strategize in the sense of building a good deck and preventing the other players from having good cards for their decks (game strategies).

The answers in the self-report questionnaires brought up other aspects that were not thought during the observations and analysis of the sessions and video-recordings. All participants regarded the post-test as being easier than the pre-test. When explaining the reason behind that, according to their own perceptions, they mentioned that the Task has impacted their performance by: 1) putting them into contact with the target language, together with the fact that the cards contained structures which were similar to the test; 2) the possibility that they learned without having the intention to; and 3) increasing their reading speed by putting them under pressure.

In relation to the first issue, participants pointed out that the Task provided input that helped in their performance. For instance, PP2 considered the game play as an extra contact with the English language *"It was easier due to the bigger [large amount of] contact with the English language"* and even attributed his presupposed improvement to this input in the target language provided by the game. Following the same line of thought, PP4 points out the amount of reading and the fact that the cards contained similar forms as in the post-test *"(...) more reading of sentences with similar structures".* According to these participants' perceptions, the Task seemed to have impacted their performances by providing input in the form of the target structures,

present in the post-test. This is a strategy called "Input Flood"[17] (Szudarski & Carter, 2015) and it might have primed the participants as the target structure was present in about 50% of the cards used in the Task.

Furthermore, the third issue that was mentioned in the post-test self-report questionnaires was learning without awareness; that is, implicit or incidental learning. This was brought up by PP2, who commented on having learned with the game without having the intention to learn *"Even without perceiving, or having the intention to learn new words, they get stuck in the mind due to the game mechanics"*. It seems that he is conscious of the possibility of being able to learn something he is not aiming at through playing a game, in this case, MTG. However, although he had this perception, one cannot argue that that was the case, since not only the quantifiable results did not show any significant improvements, but PP2 actually performed worse in the post-test. Yet, this might mean that he did not put much attention to the task itself, resulting in a worse performance.

The third subject, the most repeated one, which appeared in the participants' answers, was the increase in their reading speed or processing capacity. To illustrate that, PP1, PP2 and PP3 reported on being able to read the sentences in the post-test quicker. PP1 attributes this effect to the time pressure in the Drafting moment *"the pressure of having to read unknown cards with long texts during the Draft, helped a little the dynamic reading"*. He gives an example of how he felt during the post-test, in comparison with the pre-test, regarding the slides transition *"I had the feeling that just by glancing, in a fraction of a second, it was already possible to evaluate the sentence"*. Yet, in the pre-test, he reports on feeling the time getting shorter for the longer sentences *"(...) in the first test [pre-test], it seemed that, for the longer sentences, the time got shorter"*. Hence, it may be the result of improvement in their reading time. PP2 also confirms this idea as he points out an increase in his reading speed *"I could read quicker and understand better the sentences"*. PP3, at first, could not explain why the post-test seemed easier to him. He believed that he might have used a "quicker logic" to judge the sentences. Nevertheless, later on, he attributed his faster response on the test to a growth in his confidence. In addition, PP3 associated the fact that he had a limited amount of time to read the cards during the Draft with the time he had to judge the

[17] Input Flood is related to the abundant use of a specific language form either through reading or listening in order to attempt to call learners' attention to it.

sentences in the post-test. For instance, he said: *"The connection I see is the time needed to select a card and the time to judge if the sentence in the test was correct".* Although there was not much room for improvement and the playing of the game (in this case) might not have had an impact in his capacity of making grammaticality judgements, it may be possible to infer that the Draft could have impacted his processing capacity.

To sum up, the pilot study showed to be quite effective in the sense of providing a moment of reflection about the instruments prior to the official data collection. In addition, its results also brought insights to some issues which were not thought of beforehand such as the possibility that the Task-game might influence the participants reading speed. These results may be quite helpful when considered after the official data collection.

In a nutshell, the purpose of this chapter was to present the objectives of this study as well as how they would be met departing from the selection of the participants and the development and implementation of the instruments to their testing. That is, this chapter presents the profiles of the player participants, a detailed description of the instruments used, the pilot study and its results. In addition, this chapter intended to help the reader to understand the Task-game itself, which is described in full detail.

4. RESULTS AND DISCUSSION

In the previous chapter, participants, instruments, procedures and pilot study were presented. Moving forward, this chapter has the purpose of presenting and addressing the results of this study by answering the research questions herein proposed. Before moving to the analysis, it is important to restate that the general objective lies in understanding the impact that playing a task-game, namely '*Magic: the Gathering*', has on players' learning of English. The general objective is subdivided into three goals. These goals involve examining how MTG impacts the learning of conditional sentences, exploring the processes involved in playing the game, and investigating the perception of the participant players regarding the impact of the game on their own learning of the English language.

Since the task-game is the instrument on which this study relies in order to answer the research questions, it is important to define and explain how the game came to be systematized as a task according to Ellis' principles (2003; 2012). The task-game is a modality of the game *'Magic: the Gathering'* assembled by me. It makes use of the rules of MTG and it is based on one of its modalities, namely "cube draft" (see method section under 3.1.3.1). The difference between the task-game and the game lies in the selection of cards, in the sense that they are all in English (whereas this is not entirely necessary when playing the actual game) and that half of the entire selection contains the target structure (which is not taken into consideration when playing, since the focus is mostly on the synergy among the cards).

The fact that the task-game requires a focus on meaning in order to be played supports the systematization of the task-game as a task as pointed by Ellis (2003; 2012). For instance, the task-game has a communicative outcome, a focus on meaning, and considers the use of the target language skills. Furthermore, the language used in the game is authentic, promotes the engagement with real-world processes of language, and involves cognitive processes. In addition, the task-game also fits the key criteria suggested by Ellis (2012). For example, in addition to a focus on meaning, it presents a "gap" that demands that learners "convey information", "express an opinion", or "infer meaning". Also, the task-game demands the use of learners' own linguistic (or non-linguistic) resources and has a "clearly defined outcome other than the use of language" (p. 198). In other words, although the use of language is essential, there is a "clearly defined outcome" that carries meaning and goes beyond task completion in

terms of language use (p. 198). For example, when engaged with playing MTG players have to strategize and make decisions in order to play fully.

Still as regards the criterial features of task presented by Ellis (2003; 2012), it is possible to relate them to MTG since in order to play MTG, players need to read the cards and understand the instructions present in the game. Additionally, the game involves real-world processes of language as well as the cognitive processes which are part of it. For instance, first, participants have to read the cards and use reading. Then, when reading the cards, many reading processes are triggered, from decoding to inferential comprehension. Besides, there are other processes involved, such as reasoning, decision making, among others. Finally, playing the game itself can be the outcome of the task-game, which not only conveys meaning, but goes beyond than just completing the task in terms of using language, since it promotes meaning function relationships – players read the cards to act or make decisions in the game.

Notwithstanding, the task-game also has in its heart an implicit focus on form. In other words, although it is entirely based on a real-world activity or game, it brings an implicit focus on zero conditionals. This focus is implicit because the player participants are not explicitly told about what they should pay attention to. That is, the target structures are there abundantly, but the players are not told about them. In this vein, another item which is relevant to pinpoint is the concept of implicit learning. Moreover, the task-game has the potential to yield implicit learning since there is a primary focus on meaning and player participants are not told to pay attention to any grammatical form or vocabulary. As a result, they are more likely not to be able to verbalize any possible learned feature of the target language, but all the same their constant exposure to real world language input may lead them to learn without having the intention to or being aware of this process.

Having disclosed some tenets of the present study and moving on to the organizing principle of the present chapter, to facilitate for the reader, it will be divided into two parts: the first one refers to the quantitative analysis of the data, presented in section 4.1, while the second concerns the qualitative one, in section 4.2. Regarding the quantitative results and discussion section, in section 4.1.1 the results of the Grammaticality Judgement Tests will be presented in tables and graphics along with descriptions and explanations. Moreover, the analysis of the data will be followed by an informed discussion of the results. Subsequently, the same will be done for the Fill in the Blanks

Tests in section 4.1.2. It is important to mention that both 4.1.1 and 4.1.2 will present the results for non-target and target structures separately in order to show the reader whether the possible improvements participants may have had include the target structure or not. In relation to the qualitative analysis under 4.2, it is divided into two subsections. The first part, subsection 4.2.1, presents and discusses the processes participants engaged in while playing MTG based on a theoretical support. The second is subsection 4.2.2 and addresses participants' perceptions on their own performances as they reported on the post-test questionnaires and the interviews.

4.1 Quantitative Results and Discussion

In order to answer research question number 1, concerning the impact of MTG on learning conditional sentences, the data were gathered through two different types of tests: a Grammaticality Judgement test and a Fill in the Blanks test (see subsection 3.1.2). It is important to mention that each test was implemented before and after the Task-game to ensure that a comparison between pre and post tests could be carried out. The tests produced a set of four scores, two from the pre-tests and two from the post-tests. Concerning the presentation of the data, the results for the GJTs and the Fill in the Blanks tests are presented here separated in order to facilitate readers' understanding.

4.1.1 Grammaticality Judgement Tests

As presented in the Method section, the Grammaticality Judgement Test was designed in the Microsoft PowerPoint software and contained 32 conditional sentences and 18 non-conditional ones, namely distractors. For more information on the test, go to section 3.1.2. Although this study counts with quantitative data, statistical tests could not be run due to the limited number of participants. However, even with this limitation, the numbers can still be analyzed, interpreted, and discussed qualitatively. Having presented the aforementioned disclaimer, it is possible to move forward to data analysis. Thus, the following graphic presents the general scores the participant players got in the pre and post-tests.

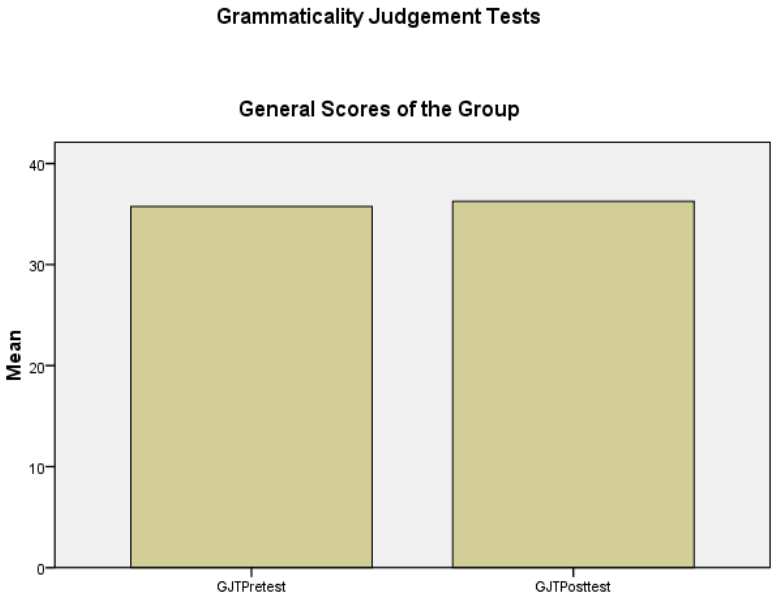

Figure 7: GJTs general results

When examining and comparing the general scores presented in the previous graphic, it is possible to see that there was a slight increase in the post-test scores for the GJTs. This occurrence can be explained by the fact that the individual scores are heterogeneous. Nevertheless, it is important to consider the fact that the small number of participants combined with heterogeneous performances probably contributed to a small average difference. Conversely, when one observes the individual scores of each participant, then it is possible to come across noticeable differences. Having said that, the following table shows the individual scores the players got in the pre and post-tests.

Table 4: General pre and post-tests scores in the GJTs per participant.

Participants	Pre-test	Post-test	Difference
P1	37	38	+1
P2	24	30	+6
P3	45	46	+1
P4	37	31	-6

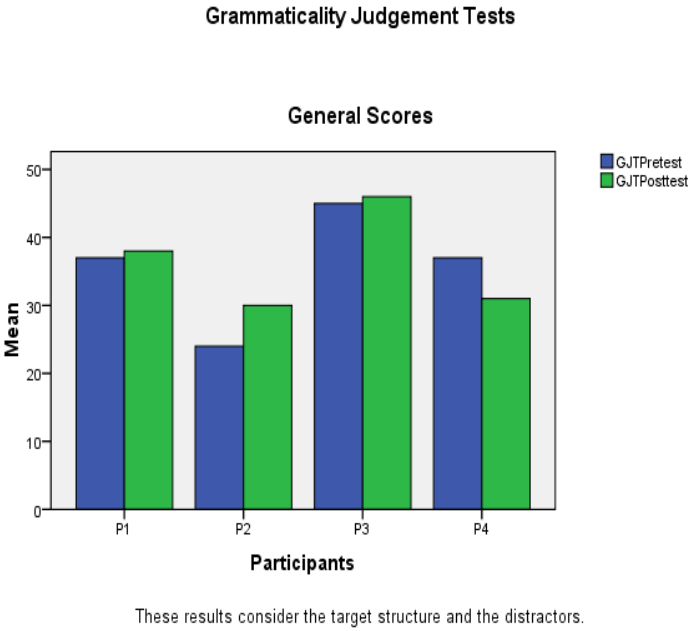

Figure 8: GJT scores per articipant

As presented in the previous table, which shows participants' individual scores in both pre and post-tests, P1 got 37 in the first test and 38 in the latter, P2 got 24 in the pre-test and 30 in the post-test, P3 got 45 and 46, and P4 got 37 and 31, respectively. Taking these numbers into consideration, the scores in the post-test show modest improvements for P1 and P3, who increased 1 point each and practically maintained the same performance as in the pre-test, a higher gain for P2, who had a 6 point boost, and a 6 points decline for P4. P3 got the highest scores among the 4 participants, 45 and 46 respectively, demonstrating a ceiling effect. As for P4, he performed worse in the post-test, obtaining 37 hits in the pre-test and only 31 in the post-test. As a result, 3 of the 4 participants showed improvement in the post-test while one of them underperformed. Despite that, although there were gains in the post-test for most of the participants, only P2 seems to have showed a noticeable improvement.

Before moving on to a more detailed discussion of the data, it is relevant to explain that in order to account for the role of individual differences I will have to resort on data which was gathered qualitatively. These data come from video recordings, questionnaires,

post-test interviews and the Facebook group (see Method section 3). For instance, the video recordings contributed with understanding and analyzing participants' behaviors while playing the game – reading the cards, building decks, and making decisions. In relation to the questionnaires and the interviews, the data comes from participants' own answers to these instruments. Lastly, the Facebook group was created to contribute with qualitative data that came from participants' perceptions regarding their experiences during each data collection session.

The individual scores can be explained in different ways. First, one may assume that the improvement presented by P2 could have been the result of test effect. That is, he might have learned with the GJT pre-test, since the post-test was the same, with the difference that the sentences were presented in a different order. Thus, it is possible that P2's familiarity with the test may have contributed for his better performance in the post-test. However, since the other participants did not show improvements in the post-test as P2, either one must reject this possibility of test-effect or attribute a differential characteristic to P2, or even to the other participants.

Another explanation is that, considering the results were different among participants, there may be an influence of individual differences. In this case, when considering individual differences in the second language acquisition field, there are several possibilities that can be thought of, such as age, L2 proficiency, motivation, working memory capacity, attention, among others (Dörnyei, 1990; Skehan, 2008). According to Skehan, the perspective of ID for the understanding of L2 learning takes into account "the complexity of language learning and also its multi-causal nature" (p. 291). In this study, considering that participants were of a similar age and shared motivation to play the game since all are MTG players, one of the characteristics that stood out among participants as a point of difference was that not every participant had similar experience with playing MTG. When referring to the experience with the game, issues such as amount of time played, knowledge about the formats and rules of the game were contemplated. Besides the previously mentioned characteristic, which is more prominent considering the data, it is only possible to infer that there might have been an influence of participants' processing capacities in the results of the tests. McLaughlin, Rossman & McLeod (1983) point out that "Individuals differ in the amount of information they can process at any one time; what constitutes an overload (i.e., degrades performance) for individual A may provide the ideal cognitive demands

for individual B" (p. 147). As a result, the amount of experience the participants of this study have with the game and a possible difference in their processing capacity may have contributed to their improvement and decline in the post-test.

Referring to the amount of experience in the game, P1, P2 and P3 are much less experienced in MTG than P4. The latter reported that drafting and building his decks were automatic for him. As a result, he won all the 9 matches played during the task-game sessions. On the other hand, P2 was one of the least experienced players and was not familiar with the cube draft format and, therefore, with the task-game (see method section). For this reason he was the player with the lowest winning rate of the four, but was the only one who showed improvement in the GJT post-test. Contrary to P2, P4 declined in this test. Hence, this seems to suggest that the amount of experience in MTG impacted these participants' performances. What can be inferred is that the less experienced the participant player is, the greater are the chances that he may learn a grammatical feature. However, this does not explain why the others did not improve. It is evident that P3 should not be taken into consideration since he almost acquired maximum score in both pre and post-test; hence, P1 is the last to be considered for the GJTs. With that in mind, even though P1 was also one of the least experienced players, he did not show any improvement in his post-test. It seems that there is another issue involved in these participants' performances.

The other possibility which was previously raised is a possible difference in participants' processing capacities. Processing capacity is related to the information processing theory, which concerns how information is processed in a learner's mind. McLaughlin, Rossman, and McLeod (1983) define information processing ability as "how the individual deals with incoming information" (p. 137). With that in mind, in order for an individual to process any possible received input, they dedicate attention to processing this input. In this case, attention refers to "what the individual can attend to at a given point in time" (p. 137). Individuals are not exactly aware of this kind of attention and it can be "focal or peripheral" (137). Perhaps P2 was able to process information in a more effective manner because he might have a better information processing capacity. Another possibility is that P2 engaged in more controlled processes, which may have resulted in learning. In fact, in the information processing field, learning is understood as a process that "involves the transfer of information to long-term memory and is regulated by controlled processes" (McLaughlin, Rossman & McLeod 1983, p. 139). However, it is important to point out that P2 presented the

lowest score in the pre-test. This does not reject the possibility of a higher processing capacity for P2 but gives option that other factors may have played a role in his performance. For instance, the task-game itself might have contributed to his improvement.

Considering that the task-game may have been a factor that contributed to P2's positive performance (he was the only one who benefited from the task-game for the GJT post-test), one may assume it is possible that the draft might have been challenging for him and could have promoted an opportunity for learning. It has been said that all four participants presented a similar proficiency level; however, considering his score in the GJT pre-test, he might have the lowest L2 proficiency level among the four, or at least he was not familiar with the target structure. That might suggest that he had more room for improvement in that grammatical feature than the other participants; therefore, the fact that the task-game provided a sheer amount of input containing the target structure may have contributed to P2's performance. As a result, the draft might have impacted P2's score either by priming him (the structure might have gotten imprinted in his long term memory [WM] after playing the game until he took the post-test) or through actual learning. With that said, there is the possibility that P2 learned the structure, probably implicitly, during the draft sessions. Among all the features of the task-game, it counted with a high "frequency" (Ellis, 2009, p. 144) in which the target structure appeared in the cards of the task-game (50%). This may have been a contributing factor and may have led to P2's attainment of a better score in the post-test. Conversely, when comparing P2's to P4's performance, it may be possible to say that the task-game might not have posed a challenge to the latter. Perhaps, P4's long experience in MTG – over 20 years – may have influenced his results in the sense that he achieved "optimal performance" (McLaughlin, Rossman & McLeod, 1983; Ortega, 2009). That is, he might not have room for much improvement anymore.

As previously discussed, P2 seems to have been the one who benefited the most in the GJT post-test. In this case, as he was the only one who presented a possible improvement in the post-test, there might be a connection between individual differences and the influence of the task-game. That is, the task-game might have contributed to his performance considering his own individual differences, in this case less experience with the game and processing capacity. For instance, as Tagaerelli, Mota and Rebushat (2015) point out "(…) individual differences may be more important in an immersion-like setting, which may promote more implicit processes and the development of more

implicit knowledge" (p. 225). What this might mean is that individual differences play a role specifically when it comes to an activity that is part of the participants' quotidian. In addition, the previous citation also seems to open space for the interpretation that the task-game in this study may indeed stimulate implicit processes (processes that occur automatically), and implicit learning in the sense that it goes hand in hand with the criterial and key features of a task previously presented.

Considering the previously discussed issues and connecting them to the participants' own perceptions, regardless of their actual performances, it is possible to observe that they believe that there was a positive impact of the task-game on their performances. An example is in P2's pre-test self-report questionnaire, in which he mentioned that he had difficulties with the GJT since the slides transitions were moving too fast for him *"bem rápido"*. Conversely, he seemed to have felt slightly more confident in the post test. Although he mentioned he noticed very little improvement *"bem pouco",* he points out that the task-game contributed to his perceived[18] improvement "*bem pouco mas o estudo fixou um pouco mais algumas palavras"*[19]. This seems to indicate that the task-game contributed for the internalization of some words through the high frequency which the target structures are presented. As a result, he could have in fact learned with the task, since it posed a challenge on him. Additionally, P2 also commented that the task-game made him read unknown texts "*Sim, pois fez com que lesse novos textos desconhecidos".* This comment can be interpreted as the impact of the input provided by the task-game, which was new for him. Thus, one may understand this perception as a possible evidence for the potential MTG has as a task-game which is not only challenging, but also provide input that may result in learning.

Concerning P4, he is the most experienced player among the participants of this study, since he has played the game for over 20 years. This may indicate that as he is already familiar with most of the card's texts or with the cards' instructions patterns; thus, he probably did not have to assign much of his attentional resources while reading

[18] Considering that all the instruments that gathered qualitative data were in Portuguese, the citations of the participants answers will be quoted in this language as well. In order to facilitate reader's understanding, the translation into English will be presented in a footnote. In addition, all the translations in this study are my own.

[19] Translation: "very little, but the study helped by fixing some words a little".

the cards. Hence, the task might not have been a challenge for him. In addition, he already has a considerable knowledge of the English language, since his scores were high, even though he performed more poorly in the post-test. Similarly to P1 and P3, there was probably not much room for improvement. P4 himself mentions this fact on the Facebook group (chapter 3, section 3.1, subsection 3.1.4) *"construção e estratégias do deck já sai meio que automático"*[20]. Ortega (2009) corroborates this idea when she explains that "practice will at some point yield no large returns in terms of improvement, because optimal performance has been reached" (p. 85). In P4's case, the Task-game may not have presented a challenge for him, that is, it did not put a great load on his attentional resources since "Automatic processes require small effort and take up few cognitive resources, and therefore many automatic processing routines can run in parallel" (p. 83). Because he was so familiarized with the game, the task might not have demanded enough effort from him to understand the effects or the message of the cards. In other words, the fact that he might not have engaged in any controlled processes may have compromised his performance in the GJT post-test.

In contrast, P2, who was one of the least experienced players, might have had to read the target structures more often. In his case, he probably engaged in more controlled processes, that is, "when no automatic routines have been learned yet because the problem is new" (p. 84). For instance, he mentions *"na primeira semana jogamos com o bloco de Theros ao qual eu não estava jogando Magic na época, tive dificuldade pois também não tinha conhecimento do formato draft, o tempo para escolha é muito curto*[21]. P2 was neither familiar with the card collection used in that session nor with the draft format (the modality used as the task-game). Additionally, the time he had to read the cards was not long enough for him to select the cards properly. That is, he had to put much more effort to cope with the reading of the cards as well as to be able to do it in time. Consequently, there was a great demand on P2's attentional resources, meaning that the task-game was challenging and might have promoted a learning opportunity for him.

[20] Translation: "strategizing [during the draft] and building the deck come out kind of automatically".

[21] Translation: "during the first week, we played with the Theros block. I was not playing MTG back then [which means he was not familiar with the cards], I had difficulties because I also did not have Knowledge on the draft format, the time to make the picks was too short".

Yet, it is important to have in mind that not demonstrating improvement in the post-test does not necessarily mean that the participant did not learn anything. As Ortega (2009) points out, learning is a "gradual transformation of performance from controlled to automatic" (p.85). It might be that the period of data collection may not have been enough for P4 to show improvement. Another possibility is that playing the game does not demand much of his cognitive resources anymore, making learning more difficult. However, considering that learning does not only have to do with increasing the amount of knowledge but refining it or changing its nature or quality, it is risky to just assume that there was no improvement whatsoever involved. Ortega (2009) explains that "prolonged and repeated practice changes the knowledge representation itself by making the stored knowledge become more elaborated and well specified, or more analysed" (p. 85). Another aspect has to do with the fact that the grammaticality judgement test deals with recognition only, so there is no production involved. Because of this issue, it is important to point out that this test may only demand on the participant's metalinguistic knowledge rather than his linguistic knowledge.

Thus far, only the general scores (considering both the target structures and the distractors) have been presented. However, when looking at the results only for the Target structure (zero conditionals) in the GJTs, it is possible to see that the scores change slightly. Yet, there is still not a big difference from the general scores in terms of proportion, since the graphs are still quite similar, as presented in figure 9.

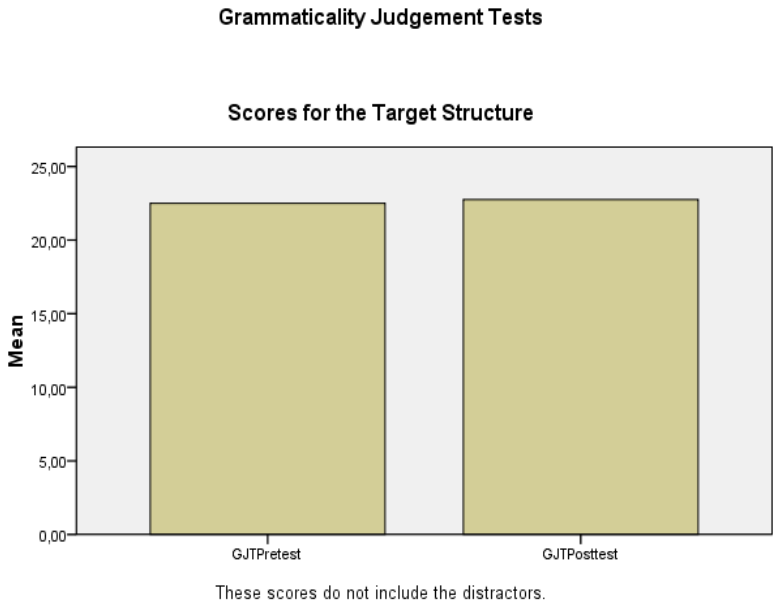

Figure 9: GJT scores for the target structure (conditional sentences)

Table 5: GJT's scores only for the Target structures.

Name	Pre-test1GJT	Post-test1GJT	Difference
P1	23 (71,9%)	25 (78,2%)	+2 (+6,75%)
P2	15 (46,9%)	19 (59,4%)	+4 (+13,5%)
P3	30 (93,8%)	29 (90,7%)	-1 (-3,32%)
P4	22 (68,9%)	18 (56,3%)	-4 (-13,5%)

The maximum score for the Target structure is 32.

As presented in table 5, P1 scored 23 in the pre-test and 25 in the post-test, improving 2 points. P2 was the one who got the biggest improvement when considering only the Target structures, since he got 15 in the pre-test and 19 in the post-test, increasing 4 points. P3 and P4, on the other hand, had a decline in their performance, as they scored 30 and 22 in the pre-test and 29 and 18 in the post-test respectively. P4, as in the general scores, maintained the biggest decline in the post-test, which consisted of 4 points. Nevertheless, it is possible to see that in this scenario P1 and P2 improved 2 and 4 points respectively. It shows that P2 seems to have been more assertive in relation to the target structure than the non-target. The graph in the sequence illustrates the individual performances. Conversely, the opposite happens to P3 and P4, who do worse in this scenario.

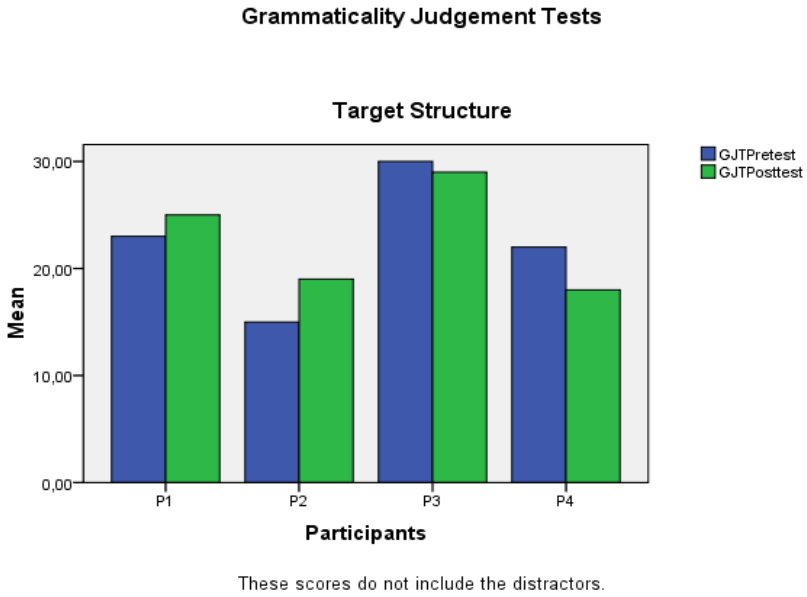

Figure 10: Individual scores in both pre and post GJT tests

To sum up, when considering the quantitative results for the Grammaticality Judgement Tests, it is possible to see that only 1 participant showed a noticeable improvement while the others either practically maintained their performance as in the pre-test or declined.

P1 and P3 were the ones who only increased 1 point in their post-tests, which is too modest to consider an improvement. In their cases, especially for P3, there was practically no room for improvement, since both his scores were very close to maximum. In relation to P2, who presented a boost of 6 points overall and 4 points considering only the target structure, he seemed to have showed a reasonable improvement which can be explained by some factors such as his individual characteristics, for instance, his little experience in the game and his processing capacity. Another possibility may be the fact that there was an impact of the task-game on his performance. It is important to mention, however, that this increase may be the result of test effects, since P2 might have learned with the pre-test. Finally, P4 presented a reasonable decrease in his performance since he declined 6 points overall and 4 points for the target structure. This result suggests that his long experience with the game might have played a role, nullifying the impact of the task-game on his performance. In other words, P4 might have reached "optimal performance" (Ortega, 2009) meaning that the processes he engaged in while playing the game are automatized in a way that he might not engage in sufficient controlled processes. However, it is important to have in mind that learning does not necessarily implicate immediate impact on performance in terms of reaching higher scores. That is, even though P4 did not improve in the post-test, it does not mean that he did not learn, since learning is not only about increasing one's knowledge, but also refining it. Another possibility is that he might have gotten so engrossed with the meaning and with winning the game that he paid very little attention to language since he may have already known many cards quite well. In addition, he might have increased his knowledge of the zero conditional but was not able to display it in the tests.

4.1.2 Fill in the Blanks Tests

Similarly to the GJTs, The Fill in the Blanks test was designed in the PowerPoint software and contained 52 slides. Two of them were dedicated to the instructions and the rest contained the sentences with the blanks to be completed. Further, in this test, participants were supposed to complete the sentences with a missing word. For that, they had 20 seconds to read the sentences and write the words down in the test sheet. This test was designed to function as a production test in order to observe if there would be learning (see the method section for more details).

Concerning the results related to the Fill in the Blanks tests, more specifically, looking at the general results (considering both the target structure and the distractors), there seems to be a slight improvement. The graph that follows illustrates the general results.

By looking at the general results presented in the previous graph, it is possible to see that the difference is more noticeable than in the GJTs results. However, the general improvement for the Fill in the Blanks test are still quite small. Notwithstanding, it is by looking at the individual scores that the differences start to emerge. As presented in table 6, it is possible to notice that there were gains as well as losses since some participants showed a better performance in the post-tests while others underperformed.

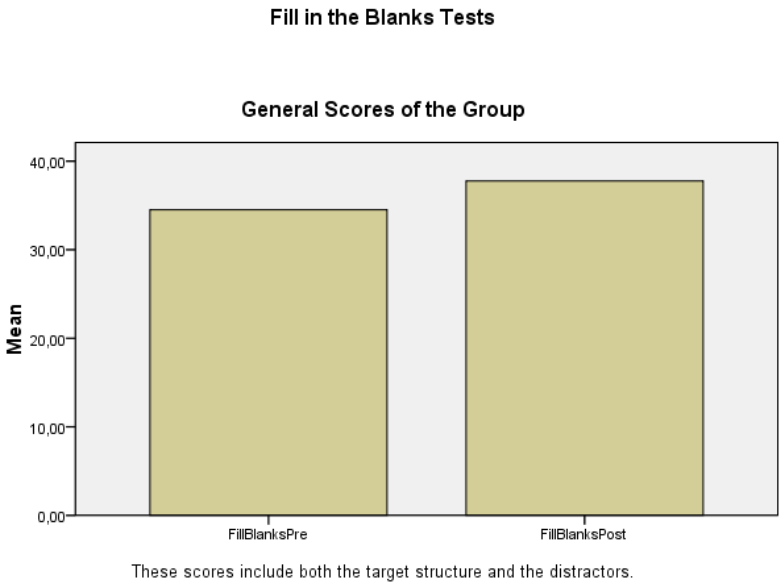

Figure 11: General scores for the fill in the blanks pre and post-tests

Table 6: General pre-tests and post-tests scores in the Fill in the Blanks test per participant.

Participants	Fill Blanks Pre-test	Fill Blanks Post-test	Difference
P1	32	44	+12
P2	34	30	-4
P3	37	43	+6
P4	35	34	-1

According to the data shown in table 6, P1 was the one with the best performance in the Fill in the Blanks test, scoring 32 in the pre-test and 44 in the post-test, hence, increasing 12 points. P3 followed him scoring 37 and 43 in both tests respectively, improving 6 points. In contrast, P2 and P4 presented worse results in the post-test in comparison to the pre-test. That is, P2 got 34 in the first test and 30 in the latter, declining 4 points. Although P4 got a lower score in the post-test, 34 points, the difference from the pre-test (35 points) was only 1 point. Again, these scores, when analyzed individually, show that individual differences seem to have played a role in the participants' performances.

Considering the general scores, it is possible to observe that some participants performed quite well in the post-test, since the gains varied from 6 to 12 points. This time, however, P1 was the one who improved the most, differently from the GJTs, in which he only improved 1 point. In contrast, P2 underperformed in this test. This seems to indicate that for most participants, namely P1, P2, and P3, the types of tests also mattered, since they presented different results depending on the tests. For instance, P2 improved in the GJT post-test, but not in the Fill in the Blanks test. P1 and P3 did the opposite, since they improved modestly in the GJT, but presented an increase in their Fill in the Blanks post-test in comparison to the pre-test. This may have to do with their kind of knowledge of the English language they have, that is, P2 and P4 seemed to have more difficulties with the GJT pre-test than with the Fill in the Blanks tests. In his self-report questionnaire for the GJT pre-test, he mentions that the time for him to judge the sentences was too short

"bem rápido"[22]. On the other hand, P2 does not make any complaint about the Fill in the Blanks test. Regarding P1, he regarded the GJT pre-test as easy and the Fill in the Blanks pre-test as difficult. When talking about the Fill in the Blanks pre-test he said the following: "*O primeiro teste exigia que eu lembrasse das palavras adequadas para cada sentença, tornando-o mais difícil"*[23]. These participants' scores together with their own perceptions of the tests seem to show that they improved in the tests they had more difficulty with at first. This may be explained because of the nature of the fill in the gap test, which is usually more demanding than the recognition test considering that the player has to come up with the correct version of the missing word, therefore getting involved in producing language. Additionally, maybe because it was regarded as more difficult by participants, they put more attention to it in the post-test and as a result performed their best. In relation to P3, he presented lower scores in the Fill in the Blanks tests in comparison to his Grammaticality Judgement tests, since he got really close to maximum score in the latter. In relation to his perception about the Fill in the Blanks test, the participant included in his self-report questionnaire that the slide transition time was a little slow *"um pouco demorada a transição"*. Even with this perception, there was still room for improvement in performance, as he had an increase of 6 points in his Fill in the Blanks post-test. Considering that P3 did not feel pressured by the slides transition time, perhaps his improvement may be the result of an engagement with more controlled processes rather than automatic ones.

Concerning the results for the target structure (see table 7), namely zero conditionals, there are some highlights since P1 and P3 improved 7 and 4 points respectively. In both cases, they present a better score for the target structure than for the non-target one. That could be an indicator that the task-game might have indeed impacted their performances. Table 7 presents the scores only for the target structures. Conversely, P2, who had the best performance in the GJTs, only oscillated 1 point negatively, that is, he practically maintained his pre-test score. Similarly to P2, P4 did not improve in the post-test, but also presented 1 negative point in the post-test in comparison to the pre-test.

[22] Translation: "very fast".

[23] Translation: "The first test demanded that I remembered the appropriate words for each sentence, making it more difficult".

Table 7: Fill in the Blanks scores only for the Target structures.

Name	Pre-testProd	Post-test2Prod	Difference
P1	20 (74,1%)	27 (100%)	+7
P2	19 (70,4%)	18 (66,7%)	-1
P3	20 (74,1%)	24 (88,9%)	+4
P4	21 (77,8%)	20 (74,1%)	-1

As can be observed in table 7, P1 scored 20 points in the pre-test and 27 in the post-test, which is the maximum, improving 7 points. This may mean that the task-game might have impacted P1's performance on the Fill in the Blanks test. It is important to remember that P1 reported on having more difficulty in this test. This might be an indicator that P1 only improved in the test that he had more difficulty with. That is, the test that made him engage in more controlled processes. In fact, just as a matter of comparison, P2 experienced the same situation in the GJT. The fact that one participant improved only in the GJT and the other two presented a better performance only in the Fill in the Blanks test might also mean that: 1) P2 did not know the structure for the conditionals, having more difficulty to judge the sentences in the GJT. Therefore, he might have undergone controlled processes while taking the test (engaging in very controlled processes compromise the possibility of learning implicitly, since controlled processes is normally associated with explicit learning); 2) the task-game might have played a role in his improvement, considering the frequency of the input and the task more communicative, meaning oriented nature. That might explain the increase in his GJT post-test. In his case, he could have learned the construction as a chunk; 3) For P1 and P3, however, they improved in the test that demanded only the main verb of the sentence. In the target structure, the main verb is always in the base form, and was abundantly present in the cards in the task-game. What this might mean is that both P1 and P3 might have only learned or been reminded of about the verbs (in the word-level, not in the structure level). In other words, they could have already been familiar with the structure, but lacked vocabulary to fill the blanks. These scenarios seem to suggest that the task-game might have influenced these participants' performances one way or another. This might also demonstrate how it is difficult to predict what individuals learn even when the task has the purpose of directing their learning (Ellis, 2009).

In relation to P3, he also got 20 points in the first test, but only improved 4 points in the second one by scoring 24. P2 and P4 declined 1 point in the post-test. P2 scored 19 and 18, and P3 got 21 and 20, in the

pre-test and post-test respectively. After observing these scores, it is possible to notice that P1 presented a 25,9% boost in his post-test score only for the target structure, which seems quite noticeable. Following P1, P3 increased 4 points in the post-test for the target structure which is reasonable. Nevertheless, P2 and P4 just oscillated 1 point negatively in their post-tests, that is, they neither improved, nor had a noticeable decline, practically maintaining their pre-test performance.

Taking the aforementioned results into consideration, it is possible to attribute these positive scores to two factors: 1) the possible impact of the task-game on P1's and P2's performances; and 2) their individual characteristics since not all participants improved in the post-test. Regarding the first factor, the task-game seemed to have contributed to these participant players' improvement since it provided a great deal of input. This may have resulted in the learning of vocabulary they probably did not know or remember, that might have helped them. In relation to the second factor, P1 is one of the least experienced players, similarly to P2, and that may have contributed to his performance. That is, the task-game was probably a challenge for him, demanding more from his attentional resources and promoting improvement. This possible improvement may occur as a result of the presence of a "gap" which is one of the features of a task present in the task-game. That is, the possibility that the task was both feasible and challenging for P2 may have resulted in his improvement. P3 was more experienced than P1 and P2, but not as experienced as P4. Consequently, P3 might have benefited from his little experience on the game, especially considering that the task-game was different from the formats he was used to playing. In other words, P3 was put under a similar level of pressure as P1 and P2.

Differently from P1 and P3 in the fill in the blanks test, P2 and P4 oscillated 1 negative point in the post-test, meaning they actually maintained their pre-test performance. That seems to suggest there is a pattern concerning P4, considering his performance in the GJTs. Possibly, it is the same explanation as in the previous section (4.1.1), that is, that this participant might have reached "optimal performance" (Ortega, 2009, p. 85) and, considering his experience in the game, there is the possibility that he was not challenged by the Task-game. The following graph presents the participants' individual scores.

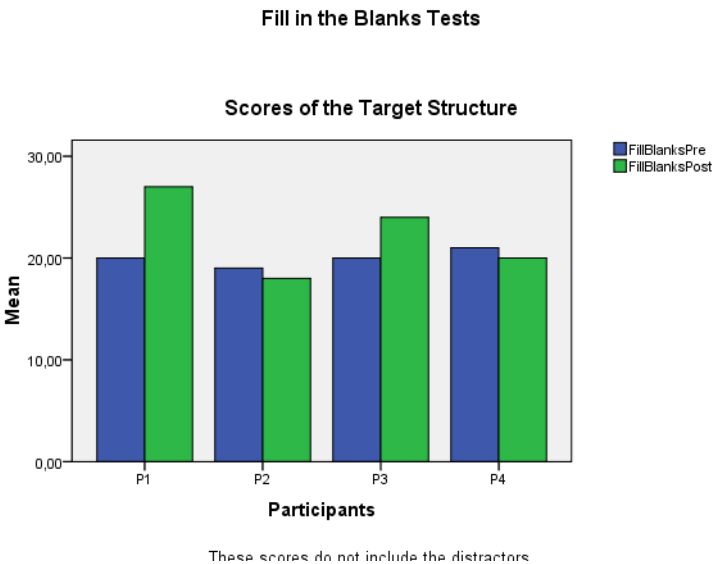

Figure 12: Fill in the blanks pre and post-tests individual scores for the target structure

In a nutshell, the results regarding the fill in the blanks tests were presented in this section. Two participants showed noticeable improvements, P1 and P3, which might be attributed to the influence of the task-game and their own individual differences such as experience in the game which led them to more controlled processes, resulting in possible learning. On the other hand, P2 and P4 did not show improvements or noticeable declines. However, P4 seems to have been the participant who benefited the least or maybe not benefited at all from the task-game. Similarly to his results in the GJT tests, this might have been because of his overwhelming experience in the game, which might have demanded much less effort from him than from the others, hence not pressuring him to engage in the possible processes promoted by the task-game.

4.2 Qualitative Results

In this section, the focus lies on the discussion about the processes that might be involved in playing MTG as well as the participants' perceptions of their development in the English language.

This development will be considered as the result of having played the task-game as well as taken the pre and post-tests. In order to do so, this section is organized in the following manner: first, subsection 4.2.1 presents the discussion on the processes the players engaged in while playing MTG which were identified in the data. Then, to subsection 4.2.2 pertains the discussion on participants' perceptions regarding their own linguistic development in the English language according to the criteria previously indicated.

4.2.1 Processes

As presented in the introduction of this chapter, the task-game follows the criterial features and the key features of a task according to Ellis (2003; 2012). One of these features is that it promotes the engagement in real-world processing of language and involves cognitive processes. Another one is a "clearly defined outcome other than the use of language" which carries meaning and goes beyond task completion in terms of language use (p. 198). After analyzing the data, five processes were identified, two directly related to language and three related to actions and attitudes which result from game playing. The first two concern the processes and the attentional resources which are related to language processing, so that they fit the first key feature previously mentioned. The other three are game strategizing, decision making, and working under pressure. These are examples of non-linguistic processes mentioned in the second key feature that can be beyond task accomplishment by using language.

Considering what has been previously stated, the objective of this subsection is to answer the second research question, which is about the processes involved in playing MTG, the task-game. As already mentioned, the five processes which were identified were: reading processes, game strategizing and decision making, attentional resources control and working under pressure. With that in mind, this subsection is organized in the following manner. First, in subsection 4.2.1.1, reading processes will be discussed. Then, subsection 4.2.1.2 will introduce the issue of game strategizing and decision making. Next, in subsection 4.2.1.3, I will discuss attentional resources control. Finally, in 4.2.1.4, working under pressure will be discussed.

4.2.1.1 Reading Processes

Regarding the reading processes, it is important to mention that for this study I will draw on Gagné el al's (2003) model in order to inform the discussion. These authors propose a model of reading comprehension processes which is divided into component processes. These are decoding, literal comprehension, inferential comprehension, and comprehension monitoring (Gagné et al, 2003). Decoding refers to the process of recognizing meaning at the word level. It is subdivided into matching and recoding. The first concerns the immediate recognition of the printed version of the word, which is part of the reader's declarative knowledge. In relation to recoding, it takes place when matching is not enough for the word meaning extraction. In this process "the print is first translated into a string of sounds and the string of sound is then used to activate meaning" (Gagné et al., 1993), that is, the reader sounds the word out in his or her mind in order to extract its meaning (p. 270). The second process, literal comprehension, is related to the extraction of "literal meaning from print". In this case, it is related to the comprehension of the words at their semantic level (p. 272). This process involves "automated basic skills and conceptual understanding"; an example of that is when a reader engages in simple reading activities such as "reading a bus schedule or reading a recipe" (p. 275). Similarly to literal comprehension, the next reading process, inferential comprehension, demands "automated processes" and "conceptual understanding" (Gagné et al, 1993, p. 275). Nevertheless, this process differentiates itself from literal comprehension in the sense that it "permits the reader to accomplish a more profound task" (Sousa Filho & Tomitch, 2017, p. 779). That is, it happens when a reader is able to read between the lines and make connections with other texts, so the reading experience goes beyond the surface of the text. For instance, inferential comprehension involves connections between pronouns and their referents, "reading between the lines", "making predictions", and associating what is being read with other texts (p. 779). Finally, comprehension monitoring refers to processes which are related to setting goals, checking if the objectives are being attained, and then, in case of failure, find another route. Comprehension monitoring involves "automated skills and strategies" (p. 780). To illustrate that, this process is responsible for monitoring comprehension of the text in the sense that if the reader stumbles on a specific word or sentence, the initial strategy

will be rejected and a new process will be activated in order to fulfill the main goal.

As previously pointed out and considering the player participants' descriptions regarding their strategies during the Task-game, one may understand these as pieces of evidence that support Sousa Filho and Tomitch's (2017) hypothesis that MTG "fosters the activation of the reading processes" (p. 777). In this vein, when playing the task-game, players assume varied reading behaviors or engage in varied reading processes depending on issues such as task-game familiarity and strategy. Further, this can serve as evidence to show the potential of MTG as a pedagogical tool, that is, it not only fits all the features of a task proposed by Ellis (2003), which were previously explained in chapter 3, but has potential as a reading task that can promote learners' engagement in other processes such as game strategizing and decision making. In other words, MTG can be a real world Task-game that can be used to develop students' linguistic and non-linguistic processing capabilities by demanding that players read the cards, be familiar with the rules, strategize and make decisions. However, it is important to point out that in order to be able to play the task-game one must know the basic rules of the game. In this case, there are some issues that need to be considered when using the task-game in a real class. For instance, bringing the task-game to a real class demands careful planning as well as several other elements, as MTG is a quite complex game. It demands that the teacher knows how to build a task cycle and prepare the students to be ready to play the game, to trigger L2 development.

P1 reports that as he had a short amount of time to read the cards in order to select one, so he opted to go for the ones he was familiar with. He mentions that this way he could "interpretar" the instruction of the card easily in order to get the stronger card according to his own perception. What he seems to have done here is to have adopted a very strategic behavior, since he chose the cards he was more familiar with; this led him to devote more attention to the instructions of the cards themselves. Reading familiar content led him to free his attentional resources and thus there was room for making connections among the picked cards, the rules of the game, game strategies, to mention but a few movements that he could have engaged in. That is, he was already making inferences such as integration by connecting the cards effects with his schemata of the game. Furthermore, P1 seems to make some elaboration inferences since he was considering the synergy between the cards "Tentava buscar o máximo de sinergia possível" . Additionally, he draws on his schemata on another collectable card game called

Hearthstone, which is similar to MTG, in order to help him with the draft (see the Task in the method chapter) “Então, eu jogo, costumo jogar, Hearthstone, no Hearthstone tem um formato chamado Arena. É basicamente a mesma coisa, é um Draft, aparece as opções de cartas e você escolhe até formar o seu baralho. É basicamente a mesma coisa. E jogando isso e vendo vídeos desse jogo, eu aprendi que você sempre tem que tentar pegar aquela carta que é mais consistente sozinha” . By analyzing this comment, it is possible to see that P1 engaged in inferential comprehension processes since he integrated the knowledge of the game Hearthstone with MTG in order to be able to accomplish the task successfully. This is an example of an inferential process called elaboration which consists of connecting prior knowledge to what is being read. P3, on the other hand, mentions that he tried to identify the cards by associating their artwork to their instructions. That is, he would infer the card effect by looking only at its image. This can be an example of integration, which is another inferential comprehension process.

Taking the aforementioned into consideration, and considering the player participants’ descriptions regarding their strategies during the Task-game, one may understand these as pieces of evidence that could support Sousa Filho and Tomitch’s (2017) hypothesis that MTG can “foster the activation of the reading processes” (p. 777). Further, this can also serve as evidence to show the potential of MTG as a pedagogical tool, that is, it not only fits all the features of a task proposed by Ellis (2003), which were previously explained in chapter 3, but it seems to have potential as a reading task that can also promote learners’ engagement in other processes such as game strategizing and decision making. In other words, MTG can be a real world Task-game that can be used to develop students’ linguistic and non-linguistic processing capabilities by demanding that players read the cards, are familiar with the rules, strategize and make decisions. However, it is important to point out that in order to be able to play the task-game one must know the basic rules of the game. In this case, there are some issues that need to be considered when considering using it in a real class. For instance, bringing the task-game to a real class demands careful planning.

4.2.1.2 Game Strategizing and Decision Making

Regarding game-strategizing and decision making, they are presented together because strategy and decision-making go hand in hand, since strategizing involves the act of making decisions. These are

cognitive processes which are common elements of everyday activities, and can be related to the non-linguistic feature of a task according to Ellis (2003, 2012). Strategizing and decision making are crucial elements of playing MTG. These processes are inherent to playing the game, since when one is playing it, either when taking their own turns or during their opponents' turns, the player is putting a strategy into play and engaging in decision making processes. Nevertheless, it is important to observe that strategy use depends on familiarity with the task game. Therefore, it is an important variable in determining players/learners behavior. This has implications for thinking of the task game as a pedagogical tool, and how to build room for using it and triggering learning in instructional settings. For instance, in a MTG game, one has to decide to keep the hand (the 7 cards opening hand) they draw before the first play is made. Strategizing and making decisions take place when one draws the seven cards at the beginning of the game and looks at them. A player must decide which cards to play first, whether or not they should make a play or wait to react to their opponents' move, if they should use a card right away or keep it for a more decisive moment. These are some of the strategies and decision-making possibilities players experience while playing MTG.

However, the task-game, which goes beyond just playing with already built decks, involves another layer of strategizing and making decisions, since a draft (see method section 3) involves an additional stage. For instance, drafting (the process of building a deck by selecting one card from a pack – initially with 15 cards – within a limited amount of time in order to build a deck) involves strategy and decision making under pressure. In a draft, a player has to decide which cards to pick to build their deck and also which cards to remove from the card pool in order to prevent their opponents to use those cards against them.

Considering the issues presented previously, and connecting them to what the participants mentioned in the Facebook group and/or in the interview, some examples of strategizing and decision making could be observed. For instance, one of the strategies normally used by less experienced players during drafts is to select cards that have synergies with the ones they picked before. P3 for instance used this strategy "(...) eu sabia um pouco o que combinava com o que, então eu tentei focar mais naquilo (...)" . It is important to mention that it is not a bad strategy, but more experienced players tend to evaluate the power of the card overall, and synergy is not the most decisive element for them. P1, one of the least experienced players, mentions both possibilities "Tentava buscar o máximo de sinergia possível e se eu não achasse eu

pegava a carta mais consistente (...)". In this example, P1 valued synergy more than consistency. Another example of strategies players engaged in during the draft moment was to select cards from the colors (it is an important factor in the game) the other players were rejecting, this way, there would be a better chance to build a more synergistic deck. P4 explains exactly that when he says the following "já que nos anteriores ninguém foi pro vermelho, então comecei a pegar vermelho e preto, todavia o branco começou a se mostrar interessante e como havia pego muitas lands de 2 e 3 cores, o deck ficou perfeito". These examples show the potential the task-game has for engaging its players into non-linguistic processes such as strategizing and decision making.

4.2.1.3 Attentional Resources Control

One of the characteristics of the task-game is that it demands a considerable amount of its players' attentional resources, since it involves reading, strategizing, and making decisions. In addition to that, the drafting part of the task-game was timed, and the time available for the participants to select the cards was short, so it put them under pressure, possibly taxing their attentional resources. Because there was a myriad of processes to attend to, putting attention to some of them might have happened at the expense of others. As a result, the game generated much competition for the players' attentional resources and this situation resulted into two different outcomes.

The first is related to the fact that some of the participants ended up engaging in more controlled processes. For instance, P1, P2 and possibly P3, the least experienced players, were the ones who felt more pressured by the task-game. Coincidently, the three participants showed improvement either in the GJT or the Fill in the Blanks post-tests (see section 6.1). Perhaps, their improvement, whether modest or noticeable, was a result of the engagement in controlled processes which require more attention. This seems go hand in hand with what McLaughlin, Rossman and Mcleod (1983) comment in relation to learning "First, learning involves the transfer of information to long-term memory and is regulated by controlled processes" (p. 139). They complement by mentioning that "By dealing with related units of information rather than isolated bits, more efficient processing becomes possible" (p. 138). That is, when players engage in more controlled processes they may be capable of noticing the information, having a better chance of storing this information into the long-term memory. Yet, it is important to have in mind that "Controlled processes may occur with or without

awareness, depending on the learner's focus of attention" (p. 140). In other words, what it means is that controlled processes take up more attentional resources than automatic ones, but may not take place consciously.

The second outcome refers to what happened to P4, the most experienced player, who ended up underperforming in both post-tests. He himself mentions that he did not experienced any difficulties since he was quite familiar with the draft format and experienced with deckbuilding enough that it came out "automatically". As already discussed, considering P4's own comments and my own observations during the data collection sessions, this participant seemed to have engaged in more automatic processes, that is, not putting much attention to what was actually being read, but rather focusing on other movements, and, thus, not concentrating or noticing aspects related to language, which was the case of the test. Moreover, this can also signal a fact that was already discussed in section 4.1, that P4 had probably already reached optimal performance, not leaving much room anymore for improvements.

Considering the outcomes presented by the most experienced game player it is important to mention that there seems to be a relationship between controlled processes and learning. In other words, the lack of improvement in the pre and post test results of P4 may be explained by his extensive knowledge on MTG. He may not have put much effort on the tasks because the processes were automatic for him. In order for the processes to be more controlled, and therefore demand more attention from P4, the task should have been more challenging for him. Nevertheless, although it does not necessarily mean that automated processes do not yield learning, it may be a sign that the individual who mastered a skill does not have any more room for improvement. However, it is important to point out that there might still have been room for improvement in relation to the English language. Yet, P4 did not present improvement in the post-tests. Thus, there is the possibility that the task-game did not take up enough attentional resources from P4 in order to generate any possible learning. However, as discussed in 4.1, the results do not necessarily mean P4 did not learn, since learning does not only involve increasing the repertoire of vocabulary and structures, but also refining what one already knows.

4.2.1.4 Working under Pressure

The last process, identified by both participants' comments and the observations during the data collection and video recording sessions, is working under pressure. The moment players were mostly under pressure was when they were drafting (see method 5.1.3.2). Since they had only one minute to select one card among fifteen, they did not have time to dedicate to a close reading of the cards. In fact, they had to read as fast as possible or find any other strategy to speed up this selection process, such as the case of relying on already known information (for the more experienced player, for instance). P2 mentions the short amount of time to pick the cards during the draft as he says "tive dificuldade pois também não tinha conhecimento do formato draft, o tempo para escolha é muito curto". In his comment, he also makes reference to his lack of knowledge related to the format of the game itself, that is, he was not familiar with a draft. As a consequence, he faced much more pressure than the other participants. P1 also comments on the difficulties he faced related to the moment of the draft "me senti pressionado por só ter 1 minuto para ler todas as cartas e escolher a melhor para o meu deck". He adds that having to read the cards in English made things even more difficult for him "Fica mais difícil ainda por todas as cartas estarem em inglês" .

The fact that participants were put under pressure during the task-game probably gave them no time to access any possible metalinguistic knowledge they might have had (Ellis, 2009, p. 46). By being under pressure, participants may have to rely on implicit knowledge in order to accomplish their goals, in the case of this study, read MTG cards. Ellis (2009) explains that "The 'procedures' that comprise implicit knowledge can be easily and rapidly accessed in unplanned language use" (p. 12). Working under pressure may also be a characteristic of the task that can demand a greater focus on meaning by players which might result in implicit learning.

In a nutshell, taking the results into account, it was possible to observe that different processes are triggered or executed depending on the level of the player's familiarity with the game itself. In addition, the format of the game also plays a role on triggering different and specific processes related to the demand of that specific format. For instance, the format cube draft demands from the players that they know how to build a deck in 20 minutes with cards they get from the booster packs of a specific set. It is important to note that these booster packs are opened at the exact moment of the game playing, so even though the player may know which cards are part of that specific set, the cards that compose the booster packs opened are randomly assembled. Playing another

format, such as standard, presents different challenges. In this format, players have free time to build their decks, not needing to work under pressure as in the draft format. They are expected to build decks with the best synergies and most powerful cards, which can be from different sets.

Bearing that in mind, five processes involved in the playing of MTG were observed: reading processes, game strategizing and decision making, attentional resources control and working under pressure. Regarding the first one, reading processes, it was discussed that because of the fact that the task-game involves reading the cards, it can be considered as a reading task. Considering that when reading learners have their reading processes triggered, it was commented in this subsection that MTG can also activate those processes. In fact, as previously mentioned, Sousa Filho and Tomitch (2017) discuss in their study about this potential of the task-game of contributing to the activation of all the processes involved in reading according to Gagné et al (1993).

Other processes presented in this subsection were game strategizing and decision making. These processes are part of the non-linguistic processes involved in a real-world task, and are a crucial part of MTG. In this regard, participant players in this study engaged in several moments related to strategizing and making decisions. This shows the potential of the game which goes beyond the linguistic realm. Furthermore, there seems to be a relationship between controlled processes, considering they involve a greater demand of attentional resources than automatic processes, and learning. That is, in the beginning, the learning process will be characterized much more by controlled processes, thus demanding a great deal of attention. However, as learning takes place, more automatic processes will prevail. This will create a greater demand for effort or a challenge in order to generate new instability for the learner to have the chance to engage in more controlled processes again, therefore having room for improvement. In contrast, automatic processes may have demonstrated to be less beneficial, especially considering P4's case. Lastly, working under pressure is a process that participants underwent that may have triggered implicit learning, putting into play or resorting to implicit knowledge of ready-made chunks, rather than making use of rule-based system, nurtured by explicit knowledge (Skehan, 1996). This process may be also seen as the task-game potential for yielding implicit learning from the participant players.

4.2.2 Participants' Perceptions

Concerning participants' perceptions, some topics have emerged and they were coded as follows: awareness of improvement and awareness of the role of the draft, perception of the test, and language learning theory. Having said that, this subsection is divided into three subsections, which are the ones presented previously. They are presented as follows, 4.2.2.1- awareness of improvement and awareness of the role of the draft, 4.2.2.2- perception of the test, and 4.2.2.3- language learning theory.

4.2.2.1 Awareness of Improvement and Awareness of the Role of the Draft

Pertaining participants' perceptions of their improvement and awareness of the role of the draft and the impact of the game and its universe in their learning of the English language; the self-report questionnaires revealed that they consider they learned with the Task-game, hence, with MTG. For instance, P2 comments on his self-report questionnaire, when answering about the impact of the draft on his performance in the post-tests, "Sim, pois fez com que lesse novos textos desconhecidos" . Here, he is probably referring to the cards mechanics he had not seen or heard of before the Task-game. Hence, for him, this new input helped him in his performance in the post-test. This seems to show that P2 is aware of the importance of input for his development in the English language. His perception goes hand in hand with Gass and Mackey's (2015) statement that "Input is an essential component for learning in that it provides a crucial evidence from which learners can form linguistic hypotheses" (p. 182). Another inference that can be drawn from P2's comment is that it confirms one of the features of a task present in the task-game which indeed presents a "gap" which leads learners to "convey information" and "infer meaning" (Ellis, 2003).

As mentioned previously, P2 recognizes the role of (new) input in his own development in the English language. He also recognizes the importance of the task-game as a positive contributor to his performance in the post-test. For instance, when asked to make any comment in the post-test self-report questionnaire, he emphasizes the role of the Task-game in his learning "Tive um pouco mais de conhecimento onde empregar as palavras" .

Taking this comment into consideration and considering the tests he took, it is possible to infer that P2 believes to have improved his

knowledge on syntax, more specifically, in relation to the position of the verbs in the sentences. Additionally, this participant also mentions that, although he did not feel there was a considerable difference between the pre-tests and post-tests difficulty level (which is not only true but intentional, as the tests needed to maintain the same level), the task helped him "(…) o estudo fixou um pouco mais algumas palavras". What he seems to mean is that he perceived he might have memorized or maybe internalized some words. That may be a result of the "frequency" (Ellis, 2009) effect, since there were over eight hundred cards with similar structures, out of which half contained only conditionals, which is the target construction (p. 144). This input frequency may have contributed to other effects since it presents the words and structures with a high-frequency. In turn, high-frequency, in the context of this study, may result in having certain structures and/or vocabulary committed to long-term memory . According to Ortega (2009), "high-frequency words usually make it into long-term memory earlier in the learning process than low-frequency words" (p. 88).

Similarly, P3 also seems to be aware of the role of the task-game in his performance and development, since he mentions that the game sessions helped him maintain the habit of reading "(…) manteve o hábito da leitura". Indeed the game involves a large amount of reading and it did happen; however, there were other elements involved in this reading, among which was a high frequency of conditionals. Another piece of evidence that points towards the influence of input frequency as a possible explanation for the participants' possible improvement in their performances is what P4 comments. He says that there were many texts written correctly which really helped him memorize some structures. It seems that P4 noticed the similarities between the structures in the cards and the ones in the tests, which were the same.

Input frequency seems to have played a major role in the participants' performances, considering what P2 mentioned, as well as what the others reported. For instance, P1 believes the draft did impact his performance on the tests. He explains that it was a result of more contact with the English language. As a free comment in his self-report questionnaire, he pointed out that he did better in the second set of tests because he felt less pressured and could think of some answers he could not answer in the first set of tests. Although it may be the result of test-effect, this might mean he was primed by the Task-game through input frequency. Nevertheless, considering P1's comment, there seems to be another factor that may be influencing his perception of improvement, which is cognitive processing capacity. In other words, by performing

the task, there might have been an increase on the processing speed or automatization of the cognitive processes involved in processing the information. That might have contributed to a faster information processing rate. An example of that can be seen in one of the comments from the interview in which P1 reports that he had difficulties during the first sessions of the Task-game, but was able to perform better in the last day. In fact, the pilot study showed similar results (see chapter 3). As explained by Ortega (2009), practice, which was promoted by the Task-game in this study, "helps proceduralization of new knowledge by allowing the establishment and strengthening of corresponding links in long-term memory" (p. 85). It basically means that practice makes the processes faster. It is important to point out, however, that the kind of practice a learner engages in will determine the kind of skill they will automatize. As Ortega (2009) explains, "practice that focuses on L2 production should help automatize production and practice that focuses on comprehension should help automatize comprehension" (p. 84).

4.2.2.2 Perception of the Test

Perception of the test is related to how participants view the tests in this study. That is, based on their perceptions one might make some inferences concerning this instrument. By looking at this issue, it is possible to see if there was the possibility of test effect, if the test was balanced for them and/or if they could notice the intentions behind it. Taking that into account, by bringing players' perceptions about the post-test it is possible to observe that they noticed the similarities between the pre-tests and the post-tests. For instance, P2 mentioned "Notei que as questões eram algumas a mesma só que a dúvida diferente facilitando um pouco". What he seems to mean is that the fact that the test was the same, even though the sentences were in a different order, made it a little easier for him. In a similar manner, P3 states that he already knew what the test was about when referring to the post-test, since he had already seen it in the pre-test "Pois já sabia mais ou menos o que seria". These perceptions may suggest that there was a test effect for those participants since there was a familiarity for them that did not exist in the pre-tests. That might have facilitated for them when they took the post-test.

On the other hand, these perceptions seem to show that the post-tests did not compromise the data, that is, as they maintained the same pattern as the pre-tests. In addition, the post-tests maintained the same level of difficulty, as pointed out by P4 who mentioned "Parece ser o

mesmo grau de dificuldade, já que utilizava muitas palavras iguais". Nevertheless, one thing that no one seemed to have noticed is target structure. There was no comment related to the presence of conditionals in the tests. It is important to have in mind, however, that the participants in this study did not learn English in a formal context; as a result, they might not have commented about the target structure because they did not know how to express that. On the other hand, this can also serve as a counter argument for itself, since that by not receiving formal instruction; they would not be familiar with the structures in the first place.

4.2.2.3 Language Learning Theory

Another issue that emerged from the participants' perceptions is one of the participants' (P4) own language learning theory. He believes that learning takes place when the learner is made aware of their mistakes and hits. For him, that would improve their English significantly. He says that literally when he states the following "Acredito que divulgação para nós dos erros e acertos vão melhorar muito nosso inglês". He adds by saying that they would improve especially if they failed the test or did not present a single hit on the test "especialmente se algum de nós tirar 0 [zero] porque tal forma é certa ou não" . P4's perception regarding how one learns seems to go hand in hand with what some authors of the second language acquisition (SLA) field propose. For instance, by believing that they should have received the results of their tests, he considers that feedback is important. Additionally, he seems to be aware of the fact that mistakes are also part of learning. Thus, when one puts these two elements together, feedback and mistakes, one can assume that what he is talking about, although probably unaware of the literature in SLA, is that learners need feedback in order to restructure their knowledge in order to improve.

Pertaining to RQ2, participants in this study seem to perceive a positive impact of the game on their performances in the post-tests. They also attribute their improvement to the Task-game. One important element that may have contributed to this improvement is input frequency, as in Ellis (2009), which is represented by the great amount of cards with similar structures, especially conditionals, which are the target structures of the present study. Input frequency has contributed to a high-frequency in which the target structures and also vocabulary were presented to the participants which could have resulted in both the internalization of the information (by storing it in the long-term

memory), and the automatization of the processes which are activated when playing MTG.

5. CONCLUSION

5.1 Concluding Remarks

The general objective of this study was to understand the impact that playing 'Magic: the Gathering' (MTG) has on players' learning of English. In this context, MTG was systematized as a task according to Ellis (2003, 2012) and called task-game. Besides, the present study examines how MTG impacts the learning of conditional sentences by exploring the processes involved in playing the game, and by investigating the perception of the participant-players regarding the impact of the game on their learning of English. This study counted with four MTG players which were not students of a specific course, but rather part of the game's community. These participant-players underwent a series of procedures such as filling in a profile questionnaire, taking tests, answering self-report questionnaires, performing a twelve-hour task (divided into three four-hour sessions), reporting on a Facebook group, and answering an interview. The results were presented into two different sections, the first accounted for the introduction and interpretation of the quantitative results, and the second concerned the presentation and discussion of the qualitative results. The first accounted for the results related to the grammaticality judgement tests and the fill in the blanks tests. The second encompassed the processes involved in playing MTG and the perceptions of the participant-players regarding their own (possible) development in the English language as a result of playing the game.

Regarding the quantitative results, when observed as a whole, there was not a noticeable difference between the pre-test and post-tests overall, since there were few participants, and these presented heterogeneous results. However, when examining the scores individually, it was possible to see some noteworthy differences, since two of the participants showed improvement – one in the GJT and the other in the fill in the blanks test. While one PP had an increase of 6 points overall and 4 points in the target structure in the GJT, the other rose 12 points overall and 7 points in the target structure only – (see chapter 6 for details). Participants' improvements could be the result of test-effect; that is, they might have learned with the test itself. However, this does not explain why participants performed differently from one another, considering that they presented varied scores among themselves. In this case, it is possible to associate participants' performances to individual differences such as their experience with the

game and their processing capacities. In addition, considering the potential of the task-game to promote learning of both linguistic and non-linguistic elements, it seems to have influenced the results that the participants presented in the tests.

In relation to participants' processing capacities, the results seem to suggest that participants who engaged in more controlled processes showed improvement in at least one of the tests while the players who presented more automatic processes ended up declining or not improving in the post-test. It is important to remember, nonetheless, that not showing improvement in the tests does not necessarily mean that there was not improvement per se, as learning does not refer exclusively to acquiring new information, but also to internalizing and sophisticating the knowledge that one already has.

In relation to the qualitative results, the first part considered the processes involved in playing MTG, while the second deliberated on the participants' perceptions of the impact of the task-game on their learning of English. When it comes to processes inherent to playing MTG, five were identified: reading processes, attentional processing, strategizing and decision making, and working under pressure. These processes fit two different categories: the first two, reading processes and attentional processing refer to language processes, and the latter ones are non-linguistic processes. These two groups are part of two different features of a task, which according to Ellis (2003, 2012) comprises both linguistic and non-linguistic processes. By looking at the qualitative data, and relating it to reading processes, it was possible to connect participants' own perceptions to processes such as decoding, literal comprehension, inferential comprehension, and comprehension monitoring. Sousa Filho and Tomitch (2017) discuss the potential that 'Magic: the Gathering' has to motivate the activation of these processes in players. Regarding attentional processing, it was possible to observe that less experienced participants seemed to engage in more controlled processes and more experienced participants reported undergoing more automatic processes. These two groups of participants obtained a difference in scores, since the less experienced ones showed improvement in at least one of the tests while the more experienced did not.

In relation to the non-linguistic processes such as strategizing, decision making, and working under pressure, two issues were brought up to the discussion. The first is the fact that the task-game requires a great deal of strategizing and decision making from players constantly, since they never stop engaging in these processes once they start playing

MTG. To illustrate that, as discussed in the previous chapter, as soon as a player draws their seven cards at the beginning of a MTG game, they already start engaging in strategizing processes. During the game, even when it is the opponent's turn, a player will keep planning their strategies for their next turns. During the draft, which is part of the task-game, players engaged in some strategies such as the colors they would choose, cards they would pass or not to their opponents, whether or not they would choose consistency over synergy or vice-versa, to mention some. Having said that, it is important to point out that the strategies cannot be put into practice without the decision making process. Therefore, while considering strategies, players were also making decisions constantly. Finally, the last process mentioned was working under pressure. This process occurred more specifically during the draft sessions, when players needed to select cards in a small amount of time to build their decks. This characteristic of the drafting stage of the task-game might result in implicit learning, since this type of situation demands focus on meaning which in turn may draw on implicit knowledge (Ellis, 2009).

Regarding participants' perceptions, three topics emerged: awareness of improvement and awareness of the role of the draft, perception of the test, and language learning theory. Regarding awareness of improvement and awareness of the role of the draft, players emphasized the role of new input provided by the task-game as a factor that led them to language development. Another factor which might have contributed to their improvement was the frequency of this new input (Ellis, 2009). As pointed out in the previous chapter, high-frequency words may lead to internalization of vocabulary, for example, since those words may be sent to the long-term memory (Ortega, 2009). Regarding the second theme that was observed in participants' reports, that is, perception of the test, they noticed that there was a similarity between the pre and post-tests. However, they did not notice what the target structure was, not compromising the data. Taking that into consideration and relating it to these players background in the English language, it is possible to understand that they were not familiar with the target structure at all, since none of the participants learned the target language formally. Finally, regarding the third topic, learning theory, one of the participants mentioned that, for him, learning occurs when the learner is presented with their own mistakes, that is, when they are given feedback. Additionally, it is important to mention that this participant believes that making mistakes is also part of the learning process. His

beliefs concerning what learning is are not distant from what SLA theories present in terms of what is part of the learning process.

Taking the aforementioned into account, it is possible to comment that the findings in this study disclose the potential of the task-game as a classroom activity which can promote language learning (including some language processes) and the development of non-linguistic processes. In other words, this game can function as a reading task, therefore it can serve the purpose of not only activating the reading processes, but also as a way to develop and automatize those processes in learners. Moreover, the task-game puts a cognitive load on players, since it demands a great deal of attentional resources. As a result, as observed in this study, players end up engaging in more controlled processes, which can lead to learning (McLaughlin, Rossman & Mc Leod, 1983). Furthermore, MTG can also promote the development of non-linguistic processes in learners, since playing involves strategizing, decision making, and working under pressure, three processes that are demanded in various real-world contexts. In addition, in real life we are constantly put under pressure, for instance, at work or when taking a test to get a job.

Finally, it is important to point out the fact that the task-game, by being a game, may make sense to the reality of learners, considering the popularity of games currently, and how connected the new generations are to current technologies. Including tasks such as the one developed in the present study as a classroom activity presents many other challenges, different from the ones I faced as I tried to investigate the impact of MTG on the language learning world. It would require expertise from the teacher to bring the game and to create a cycle of tasks that would enable learners to play MTG in the classroom. Despite all the effort required, TBLT combined with media that are part of the new generations' lives might be the way to go in order to promote more attractive, meaningful, and efficient learning experiences.

5.2 Limitations of the study and Suggestions for Further Research

In this study, there was an attempt to understand how MTG may impact players' learning of conditionals, the processes involved in playing the game, as well as their own perceptions on their development of the English language. Having stated that, it is important to mention that working in this study involved several challenges. For instance, the fact that there are few studies in the field relating games and the concept of tasks, which could have served as a basis for this study, was a

challenge. As a result, some instruments needed to be developed from scratch. Another issue that was part of the peculiarities of this study was that the participants were not part of a classroom environment, that is, they were MTG players from the community of Great Florianópolis who lived in different neighborhoods and cities. Also, participant-players had different levels of instruction and came from totally different contexts. This implicated in a more difficult recruitment process, since gathering those players together in specific schedules for three sessions was really demanding. As a result, many participants quit even before the first data collection session. Consequently, with few participants, results could not be generalized to represent the MTG community of players. Additionally, the small number of players, which was below the minimal required for statistical tests, compromised the possibility of running those tests. Finally, although GJTs and Fill in the Blanks tests were used in the pre-testing phase in order to account for participants' proficiency, the fact that they were not part of an EFL classroom makes it more difficult to determine a language level for participants. As suggestions for future research in the field, I believe that this study should be replicated with a larger population in order to run statistical tests and applied in the classroom environment once adapted to this new context. That way, it would be possible to investigate whether the task-game is viable and efficient in this setting.

5.3. Pedagogical Implications

Research on task-based language teaching (TBLT) has contributed to the improvement of the classroom environment. Considering that TBLT involves the attempt of promoting activities that are part of the real-world, that is, they resemble tasks people do in their lives, this approach pursues learning which is contextualized within students' realities. This may turn the classroom environment into a more motivating place for students. With that in mind, narrowing it down to the context of this study, it is known that the new generations are quite connected with the new technologies. This has been part of the new challenges TBLT has had to endure. That is, it is important to consider ways in which one can bring these new technologies to the classroom environment since they are already an inherent part of the new generations. Hence, research that proposes the integration of the task-based approach with these new technologies is important, since it can pave the way for the development of materials that can account for this need. Taking the aforementioned into account, this study corroborates

Gonzalez Llorét and Ortega (2014) proposal, which is the development of technology mediated TBLT curricula. Although the task-game was not applied as a pedagogical activity, the present study illustrates its potential to be used as a pedagogical activity that enables language learning.

Further, when one considers thinking a curriculum that considers the necessity of connecting students' real lives to the teaching practice, one is including meaning into the equation. It is important that teachers try to understand their students' needs by bringing to the classroom what makes more sense to them in the form of tasks (systematized). Likewise, as in this study, which brings the perception of the participant players regarding their own development in the English language, it is essential to listen to the students in order to attend to their necessities. This is a crucial part of the teaching process.

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APPENDIXES

Appendix A – Profile Questionnaire

Pesquisador: Raimundo Nonato de Sousa Filho
Orientadora: Raquel Carolina Ferraz D'Ely

Questionário de Perfil

Leia as opções abaixo e selecione a(s) alternativa(s) que estejam de acordo com as atividades que você faz que envolvam a língua inglesa.

Sobre o(a) jogador(a) e a Língua Inglesa

1.No seu dia-a-dia, você faz as seguintes atividades que incluem a língua inglesa:

( ) você assiste séries em inglês (com ou sem legenda);

( ) você assiste filmes em inglês (com ou sem legenda);

( ) você escuta música em inglês;

( ) você joga vídeo games em inglês;

( ) você joga jogos de computador em inglês;

( ) você joga Trading Card Games (TCGs) em inglês;

( ) você estuda inglês na escola regular;

( ) você estuda inglês em uma escola de inglês;

( ) você estuda inglês por conta própria.

( ) lê livros, quadrinhos, conversa com pessoas em redes sociais, participa de fóruns online, visita blogs (em inglês)

( )
Outros:_____
_

Marque a alternativa que está de acordo com o seu nível de inglês:

2.Você considera o seu conhecimento em língua inglesa:

( ) bom ( )ótimo ( ) excelente

Justifique:

_____

3. Quanto a sua habilidade de fala, leitura, compreensão auditiva e escrita:

Considerando o seu conhecimento de inglês para fins de jogar MTG, você pode afirmar que:

( ) Entendo as cartas de Magic;

( ) Leio e entendo um pouco;

( ) Leio razoavelmente bem;

( ) Leio fluentemente;

( ) Escrevo um pouco;

( ) Escrevo razoavelmente bem;

( ) Escrevo fluentemente;

( ) Entendo um pouco;

( ) Entendo razoavelmente bem;

( ) Entendo fluentemente;

( ) Falo um pouco (consigo me comunicar);

( ) Falo razoavelmente bem (consigo expressar minha opinião de forma confortável);

( ) Sou fluente (converso sobre qualquer assunto quotidiano e consigo explicar minha opinião de forma clara)

4.Você deseja aperfeiçoar o seu domínio da língua inglesa?

( ) Sim ( ) Não

5.Se sim, leia as opções abaixo e selecione a(s) alternativa(s) que representa(m) o(s) interesse(s) em relação à língua inglesa. **Você almeja aperfeiçoar o seu inglês para as seguintes finalidades:**

( ) assistir séries:

( ) assistir filmes;

( ) escutar música;

( ) jogar vídeo games;

( ) jogar jogos de computador;

( ) jogar Trading Card Games;

( ) melhorar o seu desempenho nas aulas de inglês da escola regular;

( ) melhorar o seu desempenho nas aulas de inglês do curso de inglês em uma escola de inglês;

( ) complementar seus estudos de inglês por conta própria;

( ) melhorar seu desempenho no seu trabalho;

( ) ter melhores oportunidades de trabalho;

( ) melhorar o seu currículo profissional;

( ) contentamento pessoal.

( )

Outros:_____

_____

Sobre o Magic: the Gathering

6.Que tipo de jogador você se considera?

( ) casual (joga somente para se divertir)

( ) competitivo (joga para ganhar prêmios)

( ) casual competitivo

( ) amador

( ) profissional

( ) outro(s):_____
_____

7.*Quanto tempo você normalmente usa para se dedicar ao jogo?Isso inclui jogar o jogo, acessar conteúdos sobre o jogo tanto em livros e revistas físicas quanto online em websites em diferentes mídias.*

( ) de 1 a 4 horas semanais;

( ) de 5 a 10 horas semanais;

( ) de 11 a 20 horas semanais;

( ) de 21 a 40 horas semanais.

( ) Outros:_____
_____

***8.*Que tipos de conteúdo(s) sobre Magic: theGathering em inglês você normalmente acessa?** *(você pode escolher mais de uma opção)*

( ) nenhum, somente joga o jogo

( ) lê os livros ou romances que contêm os enredos dos personagens e dos diferentes universos de Magic: the Gathering.

( ) lê as tramas das diferentes coleções em websites.

( ) assiste a vídeos online sobre as tramas dos romances dos personagens e dos diferentes universos de Magic: the Gathering.

( ) lê conteúdos sobre Magic: the Gathering em Forums online.

( ) faz postagens sobre MTG em Forums online.

( ) lê artigos online produzidos por jogadores profissionais de Magic: the Gathering sobre estratégias de jogo em inglês.

( ) lê artigos online produzidos por jogadores profissionais de Magic: the Gathering sobre outros assuntos que não estratégias de jogo.

( ) Acessa a listas de decks produzidos por outros jogadores profissionais ou amadores.

( ) Assiste vídeos online sobre "spoilers" de novas coleções.

( ) Assiste vídeos online sobre "reviews" de produtos de MTG.

( ) Assiste vídeos online de "streamers" jogando o jogo.

( ) Assiste aos eventos sancionados pela Wizards of the Coast, como "Grand Prix", "Pro-tour", "World Championship", pela TweetCam ou pelo Youtube.

( )
Outros:_____
_____

9.Você participa de eventos sancionados de Magic: theGathering?
( )Sim ( )Não

Se sim, de que tipos de eventos sancionados você participa?

( ) Friday Night Magic

( ) Pré-release events

( ) Game day events

( ) Grand Prix Trials

( ) Grand Prix

( ) Pro Tour

( ) Outros:_____

10.Se não. De que tipos de eventos não sancionados você participa?

( ) campeonatos casuais organizados por lojistas locais;

( ) campeonatos casuais organizados por membros da comunidade de Magic: the Gathering;

( ) campeonatos amadores organizados por lojistas;

( ) campeonatos amadores organizados por membros da comunidade de Magic: the Gathering;

( ) Outros:_____

Appendix B – Grammaticality Judgement Test – Pre-test

Slide 1:

Instruções

- Neste teste, você se deparará com sentenças variadas, em inglês.
- O seu objetivo será julgar se essas sentenças são gramaticalmente corretas ou não.
- Não há sentenças verdadeiras ou falsas, ou seja, elas ou estão gramaticalmente corretas ou incorretas.
- Você não precisa concordar ou discordar de qualquer possível ideia presente nas sentenças, somente sua construção gramatical.

Slide 2:

Instruções

- Cada slide ficará somente por alguns segundos na tela, portanto, leia o mais rápido o possível e responda sim ou não, ou seja, se a sentença lida está correta (em termos de gramática) ou não. Em seguida, um novo slide aparecerá na tela.
- Não se preocupe se você não tiver certeza da sua resposta. Simplesmente siga seus primeiros palpites e julgue se a sentença está correta ou não.
- Se você estiver pront@, clique 'Enter'.

Do slide 3 até o Slide 52 (a partir do slide 3, as sentenças aparecem numeradas de 1 a 50) :

1. Open the book, then read three pages.
2. Do the dishes, then started with the plates.
3. Buy meat and vegetables, then cook two meals.
4. Whenever you go to the movies, make sure to buy popcorn and soda.
5. Ice cream costs 3 bucks to American people.
6. If your friends invite you to play Magic: the Gathering, accept the invitation.
7. Whenever you go to the beach, was careful with the rip currents.
8. Fashion takes a toll on women.
9. When a crocodile enters your grandparent's house, call the police.
10. You can't smoke in public buildings.
11. If your boss offers you a raise, thanked him.

12.Whenever you TV set breaks, shopped a new one.
13.Drink a cup of coffee at the beginning of each morning.
14.Each person washes his or her hand, then eats seven cookies.
15.When it's late at night, went to sleep.
16.If a group has good students, those students get good grades.
17.Whenever a spider bites a fly, the fly will died.
18.Whenever a snake bites a rat, it paralyses the rat.
19.Sushi coasts a lot of money to Brazilian people.
20.When a lion eats a lot of food, it not killed the tourists.
21.Whenever the mother gets home, her kids run into her arms.
22.When a film is good, I enjoy it.
23.If you buy ice cream, send a picture to your mother.
24.Whenever the father gets home, his kids jumped into his arms.
25.If a snake enters your house, called animal control.
26.When you go to the book store, will buy a comic book for me, please.
27.Brush your teeth and take a nap at the beginning of the afternoon.
28.Organic vegetables are more expensive to us.
29.Black cats will signified bad luck.
30.Robert will returned the sandwich to the fridge.
31.The girl is made the guy discard a card during the game.
32.The elf will died at the hands of the goblin in combat.
33.When a thief breaks in into the house, the alarm fires.
34.When you go out with your friends, have fun.
35.When you fail mathematics, study until you pass all the exams.
36.They will checked the new collection's spoilers now.
37.When a big dog runs after you, will runned faster than the dog.
38.Rare cards are more difficult to get.
39.Whenever a friend plays video games with you, enjoy the moment.
40.When the door is locked, the cat was scratched the door and meowed a lot.
41.If you heat water to 100 ºC, it boils.
42.When a new collection is released, checked the new cards out.
43.Whenever you go out in the rain, take an umbrella with you.
44.Until your next birthday, you won't receive any presents.
45.If the Sun gets closer to the Earth, it gets hotter.
46.Whenever you feel sick, went to the doctor.
47.Whenever you say dirty words, put a dollar in the jar.
48.When you study, you was do well on the tests.
49. If you drive on a rainy day, be careful.
50.Whenever the traffic lights are yellow, stopped the car.

Appendix C – Fill in the Blanks Test – Pre-test

Slide 1:

Instruções

•Neste teste, você se deparará com várias sentenças em inglês.
•O seu objetivo será completá-las com uma palavra que você julgue adequada.
•Use somente palavras em inglês;
•Se você não tiver certeza de como se escreve uma ou outra palavra, escreva da maneira que você imagina que seja correta.

Slide 2:

Instruções

•Cada sentença ficará na tela por alguns segundos. Portanto, tente ler e completar as sentenças o mais rápido o possível.
•Não se preocupe se você não tiver certeza da sua resposta. Simplesmente siga seus primeiros palpites.
•Se você estiver pront@, clique 'Enter'.

Do slide 3 até o Slide 52 (a partir do slide 3, as sentenças aparecem numeradas de 1 a 50):

1.Open the book, then _____three pages.
2.Whenever you go to the movies,_____popcorn.
3.Vampires_____the blood of their victims, but not all of it.
4.John Snow_____his friends.
5.Whenever I go to the supermarket I_____frozen pizza.
6.If your opponent attacks you with all their creatures,_____those creatures.
7.Ice cream_____2 dollars to American people.
8.When the traffic light is red, the drivers_____their vehicles.
9.If a bandit enters your house to steal,_____the police.
10._____a cup of coffee in the morning.
11.If your boss offers you a raise, _____him.
12.Whenever you go to a pre-release event, _____ your lands, sleeves and dice.
13.I always_____the spoilers for the new Magic sets.

14.Rare cards_____more difficult to get.
15.Whenever you feel sick, _____to the doctor.
16.Whenever you say dirty words, _____a dollar in the jar.
17.Kangaroos_____all the time when they are happy.
18.I listen to the Beatles because they_____good songs.
19.Dinosaurs_____extinct by a meteor that fell on Earth.
20.When there is an interesting event in the city, I_____my friends.
21.If I get stuck in a big traffic jam, I_____to some music.
22.Whenever I go to a hobby store, I _____the new products.
23.I only_____good sleeves to protect my cards.
24.If someone commits a mistake during a Magic game in an event,_____the judge.
25.If you like to play casual Magic with friends,_____your friends to a hobby store.
26.You can't_____in public buildings.
27.Everybody I know_____ TV series and plays video games.
28.My parents usually_____the house on the weekends.
29.Whenever you win a Magic tournament, _____with your friends.
30.Whenever you go out in the rain, _____an umbrella.
31.I think I will_____my family during the holiday.
32.When I go to a party with my friends, I_____a lot.
33.If a friend comes over to your house, _____him or her something to drink.
34.When the Sun is too bright, I_____my sunglasses.
35.My cousins_____a movie at the cinema last night.
36.When you fail mathematics, _____until you pass all the exams.
37.If the alarm clock rings in the morning, _____and get ready to work.
38.If you see a person drowning in the ocean,_____this person.
39.I_____the last pre-release event. It was very close!
40.Everybody usually_____Facebook on weekends.
41.Magic players normally_____their expensive cards.
42.When my teachers give me good grades, I_____happy.
43.When my sister enters in my bedroom, I_____her to leave immediately.
44.My friend_____the winner of the last Friday Night Magic event.

45.Every morning, the birds_____at my window.
46.Pirates always_____gold and jewelry. They are never satisfied.
47.Almost all Magic players_____dragon creature cards.
48.If your pet gets hurt _____ it to the veterinarian.
49.Whenever you visit a friend,_____a present to him or her.
50.When you open a good card in a booster pack,_____the card.

Appendix D – Answer sheet for the GJT – Pre-test

Nome:

_____

1. ( ) Sim ( ) Não	18. ( ) Sim ( ) Não	35. ( ) Sim ( ) Não
2. ( ) Sim ( ) Não	19. ( ) Sim ( ) Não	36. ( ) Sim ( ) Não
3. ( ) Sim ( ) Não	20. ( ) Sim ( ) Não	37. ( ) Sim ( ) Não
4. ( ) Sim ( ) Não	21. ( ) Sim ( ) Não	38. ( ) Sim ( ) Não
5. ( ) Sim ( ) Não	22. ( ) Sim ( ) Não	39. ( ) Sim ( ) Não
6. ( ) Sim ( ) Não	23. ( ) Sim ( ) Não	40. ( ) Sim ( ) Não
7. ( ) Sim ( ) Não	24. ( ) Sim ( ) Não	41. ( ) Sim ( ) Não
8. ( ) Sim ( ) Não	25. ( ) Sim ( ) Não	42. ( ) Sim ( ) Não
9. ( ) Sim ( ) Não	26. ( ) Sim ( ) Não	43. ( ) Sim ( ) Não
10. ( ) Sim ( ) Não	27. ( ) Sim ( ) Não	44. ( ) Sim ( ) Não
11. ( ) Sim ( ) Não	28. ( ) Sim ( ) Não	45. ( ) Sim ( ) Não
12. ( ) Sim ( ) Não	29. ( ) Sim ( ) Não	46. ( ) Sim ( ) Não

13. ( ) Sim ( ) Não	30. ( ) Sim ( ) Não	47. ( ) Sim ( ) Não
14. ( ) Sim ( ) Não	31. ( ) Sim ( ) Não	48. ( ) Sim ( ) Não
15. ( ) Sim ( ) Não	32. ( ) Sim ( ) Não	49. ( ) Sim ( ) Não
16. ( ) Sim ( ) Não	33. ( ) Sim ( ) Não	50. ( ) Sim ( ) Não
17. ( ) Sim ( ) Não	34. ( ) Sim ( ) Não	

Appendix E – Answers sheet for the Fill in the Blanks Test

Nome:_____

Escreva as palavras que completam as sentenças do teste nos seus números correspondentes no quadro abaixo.

1.	26.
2.	27.
3.	28.
4.	29.
5.	30.
6.	31.
7.	32.
8.	33.
9.	34.
10.	35.
11.	36.
12.	37.
13.	38.
14.	39.
15.	40.
16.	41.

17.	42.
18.	43.
19.	44.
20.	45.
21.	46.
22.	47.
23.	48.
24.	49.
25.	50.

Appendix F – Self-report Questionnaire for the Pre-test

Pesquisador: Raimundo Nonato de Sousa Filho
Orientadora: Raquel Carolina Ferraz D'Ely
Questionário de Auto Avaliação I

Em sua opinião, você achou que esse teste foi:

( ) muito fácil
( ) fácil
( ) nem fácil nem difícil
( ) difícil
( ) muito difícil

Justifique:

_____
_____
_____

1.Como você se sentiu em relação ao tempo para fazer o teste?_____
_____
_____
_____
_____

2. Mencione algo que não tenha sido perguntado em relação ao teste e ao processo que você embarcou ao fazê-lo e que você considere importante para o pesquisador.

_____
_____
_____
_____

Appendix G – Grammaticality Judgement Test – Post-test

Slide 1:

Instruções

- Neste teste, você se deparará com sentenças variadas, em inglês.
- O seu objetivo será julgar se essas sentenças são gramaticalmente corretas ou não.
- Não há sentenças verdadeiras ou falsas, ou seja, elas ou estão gramaticalmente corretas ou incorretas.
- Você não precisa concordar ou discordar de qualquer possível ideia presente nas sentenças, somente sua construção gramatical.

Slide 2:

Instruções

- Cada slide ficará somente por alguns segundos na tela, portanto, leia o mais rápido o possível e responda sim ou não, ou seja, se a sentença lida está correta (em termos de gramática) ou não. Em seguida, um novo slide aparecerá na tela.
- Não se preocupe se você não tiver certeza da sua resposta. Simplesmente siga seus primeiros palpites e julgue se a sentença está correta ou não.
- Se você estiver pront@, clique 'Enter'.

Do slide 3 até o Slide 52 (a partir do slide 3, as sentenças aparecem numeradas de 1 a 50):

1. Buy meat and vegetables, then cook two meals.
2. Whenever the traffic lights are yellow, stopped the car.
3. The elf will died at the hands of the goblin in combat.
4. Do the dishes, then started with the plates.
5. If your friends invite you to play Magic: the Gathering, accept the invitation.

6.Whenever you go to the beach, was careful with the rip currents.
7.Ice cream costs 3 bucks to American people.
8.When a crocodile enters your grandparents' house, call the police.
9.When it's late at night, went to sleep.
10.Fashion takes a toll on women.
11.Until your next birthday, you won't receive any presents.
12.If your boss offers you a raise, thanked him.
13.You can't smoke in public buildings.
14.Open the book, then read three pages.
15.Drink a cup of coffee at the beginning of each morning.
16.Whenever a spider bites a fly, the fly will died.
17.When a big dog runs after you, will runned faster than the dog.
18.Whenever your TV set breaks, shopped a new one.
19.Whenever a snake bites a rat, it paralyses the rat.
20.Each person washes his or her hand, then eats seven cookies.
21.When a lion eats a lot of food, it not killed the tourists.
22.If you buy ice cream, send a picture to your mother.
23.Sushi costs a lot of money to Brazilian people.
24.Whenever you go to the movies, make sure to buy popcorn and soda.
25.Whenever the father gets home, his kids jumped into his arms.
26.If a snake enters your house, called animal control.
27.If a group has good students, those students get good grades.
28.When you go to the book store, will buy a comic book for me, please.
29.If you drive on a rainy day, be careful.
30.Brush your teeth and take a nap at the beginning of the afternoon.
31.Organic vegetables are more expensive to us.
32.Robert will returned the sandwich to the fridge.
33.They will checked the new collection's spoilers now.
34.When you go out with your friends, have fun.
35.The girl is made the guy discard a card during the game.
36.When you fail mathematics, study until you pass all the exams.
37.When a film is good, I enjoy it.
38.Rare cards are more difficult to get.
39.When the door is locked, the cat was scratched the door and meowed a lot.
40.Whenever the mother gets home, her kids run into her arms.
41.If the Sun gets closer to the Earth, it gets hotter.
42.Whenever you go out in the rain, take an umbrella with you.
43.If you heat water to 100 ºC, it boils.
44.Whenever a friend plays video games with you, enjoy the moment.
45.When a new collection is released, checked the new cards out.

46.Whenever you say dirty words, put a dollar in the jar.
47.Whenever you feel sick, went to the doctor.
48.Black cats will signified bad luck.
49.When you study, you was do well on the tests.
50.When a thief breaks in into the house, the alarm fires.

Appendix H – Fill in the Blanks – Post-test

Slide 1:

Instruções

•Neste teste, você se deparará com várias sentenças em inglês.
•O seu objetivo será completá-las com uma palavra que você julgue adequada.
•Use somente palavras em inglês;
•Se você não tiver certeza de como se escreve uma ou outra palavra, escreva da maneira que você imagina que seja correta.

Slide 2:

Instruções

•Cada sentença ficará na tela por alguns segundos. Portanto, tente ler e completar as sentenças o mais rápido o possível.
•Não se preocupe se você não tiver certeza da sua resposta. Simplesmente siga seus primeiros palpites.
•Se você estiver pront@, clique 'Enter'.

Do slide 3 até o Slide 52 (a partir do slide 3, as sentenças aparecem numeradas de 1 a 50):

1.Whenever you go to the movies,_____popcorn.
2.Whenever I go to the supermarket I_____frozen pizza.
3.If the alarm clock rings in the morning, _____and get ready to work.
4.If your opponent attacks you with all their creatures,_____those creatures.
5.Open the book, then _____three pages.
6.I_____the last pre-release event. It was very close!
7.When the traffic light is red, the drivers_____their vehicles.
8.If a bandit enters your house to steal,_____the police.
9.John Snow_____his friends.
10._____a cup of coffee in the morning.
11.If your boss offers you a raise, _____him.
12.Whenever you go to a pre-release event, _____ your lands,

sleeves and dice.
13.Rare cards_____more difficult to get.
14.I always_____the spoilers for the new Magic sets.
15.Kangaroos_____all the time when they are happy.
16.I listen to the Beatles because they_____good songs.
17.Whenever you feel sick, _____to the doctor.
18.If I get stuck in a big traffic jam, I_____to some music.
19.Dinosaurs_____extinct by a meteor that fell on Earth.
20.Whenever I go to a hobby store, I _____the new products.
21.When there is an interesting event in the city, I_____my friends.
22.If someone commits a mistake during a Magic game in an event,_____the judge.
23.If you like to play casual Magic with friends,_____your friends to a hobby store.
24.You can't_____in public buildings.
25.Vampires_____the blood of their victims, but not all of it.
26.Everybody I know_____ TV series and plays video games.
27.Whenever you win a Magic tournment, _____with your friends.
28.I think I will_____my family during the holiday.
29.My parents usually_____the house on the weekends.
30.Whenever you go out in the rain, _____an umbrella.
31.When you open a good card in a booster pack,_____the card.
32.If a friend comes over to your house, _____him or her something to drink.
33.When the Sun is too bright, I_____my sunglasses.
34.Pirates always_____gold and jewelry. They are never satisfied.
35.My cousins_____a movie at the cinema last night.
36.When you fail mathematics, _____until you pass all the exams.
37.If you see a person drowning in the ocean,_____this person.
38.When I go to a party with my friends, I_____a lot.
39.My friend_____the winner of the last Friday Night Magic event.
40.Everybody usually_____Facebook on weekends.
41.Magic players normally_____their expensive cards.
42.When my sister enters in my bedroom, I_____her to leave immediately.
43.When my teachers give me good grades, I_____happy.
44.Every morning, the birds_____at my window.
45.Ice cream_____2 dollars to American people.
46.Almost all Magic players_____dragon creature cards.
47.If your pet gets hurt _____ it to the veterinarian.
48.I only_____good sleeves to protect my cards.

49.Whenever you visit a friend,_____a present to him or her.
50.Whenever you say dirty words, _____a dollar in the jar.

Appendix I – Self-report Questionnaire for the Post-test

Pesquisador: Raimundo Nonato de Sousa Filho

Orientadora: Raquel Carolina Ferraz D'Ely

Questionário de Auto-avaliação II

Em sua opinião, o segundo teste foi.....em relação ao primeiro teste:

( ) mais fácil
( ) a mesma coisa
( ) mais difícil

Justifique:

_____
_____
_____
_____

1. Você sentiu alguma diferença no seu desempenho no último teste em relação ao primeiro teste?

_____
_____
_____
_____
_____

2. Você acha que jogar o Draft teve impacto no seu desempenho no segundo teste? Justifique.

_____
_____
_____
_____

3.Você buscou informação sobre a gramática da língua inglesa antes de realizar o segundo teste?

_____
_____
_____
_____
_____
_____
_____
_____

4.Faça qualquer comentário que você considere relevante em relação à sua performance no segundo teste.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix J – Consent Form

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês e Literatura Correspondente
Pesquisadora: Raquel Ferraz Carolina D'Ely (UFSC)
Pesquisador Assistente: Raimundo Nonato de Sousa Filho

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está convidado (a) a participar do projeto de pesquisa que busca estudar o aprendizado de língua inglesa por meio de jogos em contexto brasileiro. Este estudo visa a contribuir com o ensino de língua inglesa, uma vez que os dados coletados poderão servir para a reflexão e melhora das práticas de ensino, adequando-os às necessidades dos alunos brasileiros aprendizes do idioma e, também, contribuindo para o ensino de línguas de modo geral.

Caso você aceite participar da pesquisa, você irá (i) ler e assinar este termo de consentimento, (ii) responder um questionário de perfil (iii) realizar dois testes de juízo de gramaticalidade, um no início e outro ao final da pesquisa; (iv) executar uma tarefa que consiste em jogar um campeonato de '*Magic the Gathering'*, que será filmado e ocorrerá em 4 encontros, um por semana; (v) participar de um grupo no *Facebook*, (vi) responder um questionário de auto avaliação sobre sua participação. Todos esses dados integrarão o corpus da pesquisa e serão disponibilizados pelos pesquisadores, e poderão ser utilizados por acadêmicos interessados em investigar sobre o aprendizado implícito de inglês através de jogos. Esta pesquisa será concluída por volta do final do mês de fevereiro de 2018 e o estudo tornar-se-á público. Gostaríamos de contar com sua participação nos quatro encontros nos quais a coleta de dados dessa pesquisa se passará.

Os riscos ou desconfortos associados à sua participação são mínimos, limitando-se a possível cansaço mental, nervosismo e ansiedade ao responder aos questionários e aos testes. As informações fornecidas e o material coletado serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que possam revelar sua identidade. Entretanto, ainda que involuntário e não intencional, existe o risco de que os dados possam vazar, o que pode vir a causar constrangimento. Você poderá, a qualquer momento, deixar de participar da pesquisa, informando aos

pesquisadores de sua decisão, a fim de que eles não utilizem os dados do desistente. Além do mais, asseguramos que esta pesquisa está submetida aos critérios da Resolução 466/12 e suas complementares.

A participação nesta pesquisa não acarreta, de forma alguma, em prejuízos ou em privilégios. Se houver quaisquer dúvidas os pesquisadores estarão à disposição para esclarecimentos através dos contatos dispostos abaixo.

Se você estiver de acordo em participar desta pesquisa, assine no espaço abaixo.

Eu, _____, Carteira de Identidade (ou passaporte) número _____, concordo em participar deste estudo e autorizo o pesquisador a utilizar os dados por mim fornecidos.

_____

Assinatura do Pesquisador Coordenador do Projeto

Florianópolis, ____ / ____/ _____

Contatos:

UFSC: Raquel Carolina, raqueldely@gmail.com (48) 99989-5806

Raimundo de Sousa, teacherray@hotmail.com (48) 99686-0787

Campus Trindade, Florianópolis, CCE-Prédio B, sala 108.

Appendix K – Profile Questionnaire Answers

Participant/Questions	P3	P1	P2	P4
No seu dia-a-dia, você faz as seguintes atividades que incluem a língua inglesa:	Watch series and movies; Listen to music; Play video games, computer games, and trading card games; Read books, comic books, talks to people on social network, participate of online forums, visit blogs.	Watch series and movies; Listen to music; Play video games, computer games, and trading card games; Study English by himself; Read books, comic books, talks to people on social network, participate of online forums, visit blogs.	Watch series and movies; Listen to music; Play video games, computer games, and trading card games;	Watch series and movies; Listen to music; Play video games, computer games, and trading card games; Study English by himself; Read books, comic books, talks to people on social network, participate of online forums, visit

				blogs.
1.Você considera o seu conhecimento em língua inglesa:	Bom	Bom	Bom	Bom
2.Quanto a sua habilidade de fala, leitura, compreensão auditiva e escrita:	Understand MTG cards; Read fluently; Write and speak a little; Understand oral communication fluently.	Understand MTG cards; Read fluently; Write reasonably well; Understand oral communication reasonably well; Speak a little;	Understand MTG cards; Read reasonably well; Write and speak a little; Understand oral communication reasonably well.	Understand Magic: the gathering cards; Read and write fluently; Understand oral communication fluently; Speak reasonably well.
3.Você deseja aperfeiçoar o seu	Yes	Yes	Yes	Yes

domínio na língua inglesa?				
4. Você almeja aperfeiçoar o seu inglês para as seguintes finalidades:	Watch series, movies; Listen to music; Have better work opportunities; Better his professional curriculum.	Watch series, movies; Listen to music; Play video games, computer games, and trading card games; Conclude his studies of the English language by himself; Improve his performance at work; Have better work opportunities; Better his professional curriculum.	Watch series, movies; Listen to music; Play computer games and trading card games; Have better work opportunities; Personal contentment.	Watch series, movies; Listen to music; Play video games; Personal contentment.
5. Que tipo de jogador você se considera	Casual-competitive	Causal-amateur	Competitive	Competitive
6. Quanto tempo você normalmente	From 1 to 4 hours a week	From 5 to 10 hours a week;	From 11 to 20 hours a week	From 21 to 40 hours a week

usa para se dedicar ao jogo (MTG)?				
7.Que tipos de conteúdo(s) sobre Magic: the Gathering em inglês você normalmente acessa?	Read contents about MTG on online forums; Read articles online about game strategies in English produced by professional players of MTG; Access deck lists produced by other professional or amateur players; Watch online videos about new collection cards spoilers; Watch online videos about reviews of MTG products; Watch online videos of streamers playing the game;	Read contents about MTG on online forums; Read articles online about game strategies in English produced by professional players of MTG; Access deck lists produced by other professional or amateur players; Watch online videos about new collection cards spoilers; Watch online videos about reviews of MTG products; Watch online videos of streamers playing the game; Watch events on Tweetcam or	Read contents about MTG on online forums; Access deck lists produced by other professional or amateur players; Watch events on Tweetcam or Youtube which are sanctioned by Wizards of the Coast, such as Grand Prix, Pro-tour, World Championship.	Read books or romances which contain the plots of the different characters in the universe of MTg; Watch online videos about the plots of the romances and the different universes of MTG; Read

	Watch events on Tweetcam or Youtube which are sanctioned by Wizards of the Coast, such as Grand Prix, Pro-tour, World Championship.	Youtube which are sanctioned by Wizards of the Coast, such as Grand Prix, Pro-tour, World Championship.		contents about MTG on online forums; Post about MTG on online forums; Read articles online about game strategies in English produced by professional players of MTG; Access deck lists produced by other professional or amateur players; Watch online videos about new

				collection cards spoilers; Watch events on Tweetcam or Youtube which are sanctioned by Wizards of the Coast, such as Grand Prix, Pro-tour, World Championship.
8.você participa de eventos sancionados de MTG? Se sim, de que tipos de evento	Yes; Friday Night Magic; Pre-release events.	Yes; Friday Night Magic; Pre-release events; Game Day events.	Yes; Friday Night Magic; Pre-release events; Game Day events.	Yes; Friday Night Magic; Pre-release events; Game Day

s sancionados você participa?				events. Grand Prix Trials; Grand Prix; Circuito Legacy Catarinense.
9.De que tipos de eventos não sancionados você participa?	Causal championships organized by local game store owners; Amateur championships organized by local game store owners.	Causal championships organized by local game store owners;	Casual championships organized by members of the MTG community;	Casual championships organized by members of the MTG community; Amateur championships organized by members of the MTG community.

Appendix L – Cube 1

1.White	2.Blue	3.Black	Green
4.Harvestguard Alseids	52.Curse of the Swine	106.Returned Reveler	1.Shed Weakness
5.Mortal's Ardor	53.Nimbus Naiad	107.Vampiric Rites	2.Yavimaya Enchantress
6.God-Favored General	54.Voyage's End	108.Stromkirk Patrol	3.Pheres-Band Thunderhoof
7.Dauntless Onslaught	55.Winds of Rebuke	109.Nyx Infusion	4.Ordeal of Nylea
8.Wingsteed Rider	56.Vaporkin	110.Keepsake Gorgon	5.Voyaging Satyr
9.Trial of Solidarity	57.Cartouche of Knowledge	111.Pitiless Vizier	6.Civic Wayfinder
10.Eidolon of Countless Battles	58.Prescient Chimera	112.Read the bones	7.Sedge Scorpion
11.Oppressive Rays	59.Divination	113.Weight of the Underworld	8.Ravenous Leucrocota
12.Gust Walker	60.Scourge of Fleets	114.Stab Wound	9.Fated Interve
13.Supply Caravan	61.Thassa's Devourer	115.Last Kiss	
14.Devoted Crop-Mate	62.Font of Fortunes	116.Barter in Blood	
15.Akroan Mastiff	63.Griptide	117.Ultimate Price	
16.Cartouche of Solidarity	64.Flitterstep Eidolon	118.Necromancer's Assistant	
17.Dictate of Heliod	65.Eternity Snare	119.Returned Centaur	
18.Protection of the Hekma	66.Crypsis	120.Servant of Tymaret	
19.Valorous Stance	67.Chorus of the Tides	121.Sengir Autocrat	
20.Gideon's Reproach	68.Cloaked Siren	122.Nirkana Assassin	
21.Phalanx Leader	69.Sphinx's Disciple	123.Baleful Ammit	
22.Eagle of the Watch	70.Retraction Helix	124.Mausoleum Turnkey	
23.Vizier of Remedies	71.Omenspeaker	125.Feast of	
24.Favored	72.Galestrike		
	73.Merfolk Looter		
	74.Hubris		
	75.Pin to the Earth		
	76.Sealock Monster		
	77.War-Wing Siren		
	78.Ordeal of Thassa		
	79.Sigiled Starfish		
	80.Illusory Wrappings		
	81.Trial of Knowledge		
	82.Thassa's Ire		
	83.Horizon Scholar		
	84.Benthic Giant		
	85.Whelming Wave		
	86.Skittering Crustacean		

Hoplite 25.Tah-Crop Elite 26.Nyxborn Shieldmate 27.Hopeful Eidolon 28.Marked by Honor 29.Supply-Line Cranes 30.Chosen by Heliod 31.Elite Skirmisher 32.Griffin Dreamfinder 33.Oreskos Swiftclaw 34.Cavalry Pegasus 35.Ghostable Eidolon 36.Glaring Aegis 37.Divine Favor 38.Heliod's Pilgrim 39.Monk Idealist 40.Fabled Hero 41.Gods Willing 42.Divine Verdict 43.Hero of Iroas 44.Felidar Cub 45.Battlewise Valor 46.Oreskos Sun Guide 47.Loyal Pegasus 48.Pacifism	87.Deepwater Hypnotist 88.Whitewater Naiads 89.Triton Calvary 90.Aerial Formation 91.Nyxborn Triton 92.Kiora's Dismissal 93.Fate Foretold 94.Crystalline Nautilus 95.Thassa's Bounty 96.Pull from the Deep 97.Mnemonic Wall 98.Rise of Eagles 99.Polymorphous Rush 100.Vortex Elemental 101.Scribe of the Mindful 102.Naga Oracle 103.Siren of the Fanged Coast 104.Sudden Storm 105.Thassa's Emissary	Dreams 126.Trespassers' Curse 127.Crow of Dark Tidings 128.Cartouche of Ambition 129.Final Reward 130.Corpse Churn 131.Nest of Scarabs 132.Grisly Transformation 133.Necromantic Thirst 134.Grim Guardian 135.Odunos River Trawler 136.Nyxborn Eidolon 137.Eternal Thirst 138.Bloodcrazed Hoplite 139.Unhallowed Pact 140.Warchanter of Mogis 141.Kheru Dreadmaw 142.Cruel Feeding 143.Pharika's Chosen 144.Forlorn Pseudamma 145.Dutiful	ntion 10.Scaled Behemoth 11.Stonefare Crocodile 12.Culling Mark 13.Consign to Dust 14.Splitting Sliver 15.Golden Hind 16.Benefaction of Rhonas 17.Nature's Panoply 18.Lace with Moong

49.Lagonna-Band Trailblazer 50.Revoke Existence 51.Gift of Immortality		Attendant 146.Sinuous Vermin 147.Harvester of Souls	love 19.Eidolon of Blossoms 20.Lead the Stampede 21.Humbler of Mortals 22.Trial of Strength 23.Mischief and Mayhem 24.Initiate's Companion 25.Renowned Weaver 26.Staunch-Hearted Warrior

			27.Font of Fertility 28.Spring 29.Mutant's Prey 30.Nessian Asp 31.Naga Vitalist 32.Market Festival 33.Commune with the Gods 34.Watchful Naga 35.Satyr Hedonist 36.Stinging Shot 37.Feral Invocation 38.Pulse

			of Murasa 39.Hapatra's Mark 40.Fade into Antiquity 41.Servant of the Scale 42.Krupix's Insight 43.Bassara Tower Archer 44.Nessian Game Warden 45.Nylea's Presence 46.Karametra's Favor

			47.Setessan Starbreaker 48.Netcaster Spider 49.Crowned Ceratok 50.Cartouche of Strength 51.Quarry Hauler 52.Nemesis of Mortals 53.Leafcrown Dryad
Red	**Colorless**	**Multicolor**	**and**
148.Hellraiser Goblin 149.Gluttonous Cyclops 150.Hazoret's Favor 151.Akroan Line Breaker	197. Prowler's Helm 198.Opaline Unicorn 199.Armory of Iroas 200.Guardians of Meletis	201.Merciless Javelineer 202.Bounty of the Luxa 203.Shipwreck Singer 204.Fleetfeather Cockatrice 205.Kiora's	

152.Blinding Flare 153.Satyr Rambler 154.Reckless Reveler 155.Minotaur Skullcleaver 156.Brute Strength 157.Satyr Nyx-Smith 158.Sulfurous Blast 159.Rouse the Mob 160.Fall of the Hammer 161.Two-Headed Cerberus 162.Minotaur Sureshot 163.Starfall 164.Warfire Javelineer 165.Limits of Solidarity 166.Manticore of the Gauntlet 167.Flamespeaker's Will 168.Lighting Diadem 169.Spite of Mogis 170.Stormcaller of Keramos 171.Flamespeaker Adept 172.Consuming Fervor 173.Emberhorn		Follower 206.Horizon Chimera 207.Pharika's Mender 208.Reaper of the Wilds 209.Stormchaser Chimera 210.Desperate Sand 211.Spring/Mind 212.Akroan Hoplite 213.Anax and Cymede 214.Destructive Revelry 215.Khenra Charioteer 216.Aven Wind Guide 217.Fleecemane Lion 218.Common Bond 219.Battlewise Hoplite 220.Siren of the Silent Song 221.Decimator Beetle 222.Akroan Hoplite	

Minotaur 174.Fearsome Temper 175.Bladetusk Boar 176.Nimble-Blade Khenra 177.Cartouche of Zeal 178.Pathmaker Initiate 179.Sigiled Skink 180.Lightning Strike 181.Electrify 182.Titan's Strength 183.Magma Jet 184.Nef-Crop Entangler 185.Everflame Eidolon 186.Flurry of Horns 187.Tormenting Voice 188.Thresher Lizard 189.Ill-Tempered Cyclops 190.Bloodrage Brawler 191.Nyxborn Rollicker 192.Satyr Hoplite 193.Pharagax Giant 194.Battlefield Scavenger 195.Mogis's Warhound			

196.Coordinated Assault			

Appendix M – Cube 1 – Card Images

Appendix N – Cube 2 – Table

White	Blue	Black	Green
1.Pious Evangel	48.Ancient Crab	87.Gravedigger	134.Territorial Baloth
2.Captain of the Watch	49.Vessel of Paramnesia	88.Driver of the Dead	135. Tajuru Archer
3.Lingering Souls	50.Wave-Wing Elemental	89.Mind Raker	136. Intrepid Provisioner
4.Mighty Leap	51.Umara Entangler	90.Skitterskin	137. Stoic Builder
5.Precinct Captain	52.Gravity Negator	91.Carrier Thrall	138. Cult of the Waxing Moon
6.Isolation Zone	53.Welcome to the Fold	92.Culling Drone	139. Loam Dryad
7.Sunspear Shikari	54.Abstruse Interference	93.Dominator Drone	140.
8.Kor Sky Climber	55.Compelling Deterrence	94.Mindwrack Demon	
9.Decree of Justice	56.Roilmage's Trick	95.Sludge Crawler	
10.Hope Against Hope	57.Gryff Vanguard	96.Induce Despair	
11.Field of Souls	58.Slip Throug Space	97.Murderous Compulsion	
12.Makindi Patrol	59.Mist Intruder	98.Slaughter Drone	
13.Inspired Charge	60.Ongoing Investigation	99.Mire's Malice	
14.Doomed Traveler	61.Stitched Mangler	100. Ghoulcaller's Accomplice	
15.Vessel of Ephemera	62.Retreat to Coralhelm	101. Silent Skimme	
16.Not Forgotten	63.Eldrazi Skyspawner		
17.Spectral Procession	64.Scrapskin Drake		
18.Stern Constable	65.Gift of Tusks		
19.Raise the Alarm	66.Cyclone Sire		
20.Lithomancer's Focus	67.Press for Answers		
21.Makindi Aeronaut	68.Jwar Isle Avenger		
22.Survive the Night			
23.Ondu War			

Cleric
24.Drogskol Cavalry
25.Spawnbinder Mage
26.Nearheath Chaplain
27.Topplegeist
28.Steppe Glider
29.Angel of Renewal
30.Apothecary Geist
31.Inspiring Captain
32.Relief Captain
33.Expose Evil
34.Thraben Valiant
35.Paranoid Parish-Blade
36.Inquisitor's Ox
37.Shoulder to Shoulder
38.Stone Haven Medic
39.Thraben Inspector
40.Affa Guard Hound
41.Sheer Drop
42.Kor Entanglers
43.Town Gossipmonger
44.Militant Inquisitor
45.Expedition Raptor
46.Unified Front
47.Angelic Gift
69.Serendib Effreet
70.Murk Strider
71.Deepfathom Skulker
72.Seagraf Skaab
73.Relentless Skaabs
74.Tightening Coils
75.Clutch of Currents
76.Stitched Drake
77.Rush of Ice
78.Broken Concentration
79.Blinding Drone
80.Oracle of Dust
81.Essence Flux
82.Brilliant Spectrum
83.Spell Shrivel
84.Gone Missing
85.Makeshift Mauler
86.Sleep Paralysis
r
102. Rancid Rats
103. Tar Snare
104. Butcher of Malakir
105. Hagra Sharpshooter
106. Vampire Envoy
107. Moan of the Unhallowed
108. Demon's Grasp
109. Nirkana Assassin
110. Tooth Collector
111. Null Caller
112. Malakir Familiar
113. Farborg Revenant
114. Sky Scourer
Equestrian Skill
141. Reclaiming Vines
142. Oran-Rief Invoker
143. Gamekeeper
144. Unnatural Aggression
145. Graf Mole
146. Eyeless

		115. From Under the Floorboards 116. Geyserfield Stalker 117. Diregraf Ghoul 118. Pale Rider of Trostad 119. Unnatural Endurance 120. Complete Disregard 121. Witness the End 122. Sinister Concoction 123. Throttle 124. Oblivion Strike 125. Zulaport Chainmage 126.	Watcher 147. Embodiment of Insight 148. Tajuru Beastmaster 149. Moldgraf Scavenger 150. Scute Mob 151. Elemental Uprising 152. Vinelasher Ku

		Wakedancer 127. Voracious Null 128. Flaying Tendrils 129. Stallion of Ashmouth 130. Kozile's Translator 131. Corpsehatch 132. Cadaver Imp 133. Pawn of Ulamog	dzu 153. Earthen Arms 154. Hermit of the Natterknolls 155. Rot Shambler 156. Root Out 157. Byway Courier 158. Groom widow 159. Lifespring

			Druid 160. Void Attendant 161. Tajuru Pathwarden 162. Veteran Cathar 163. Lead by Example 164. Netcaster Spider 165. Baloth Pup 166. Ondu

			Giant 167. Grazing Gladehart 168. Ruin in Their Wake 169. Seek the Wilds 170. Pulse of Murasa 171. Stalking Drone 172. Seek the Horizon

			173. Satyr Wayfinder 174. Fork in the Road 175. Rabid Bite 176. Kozilek's Predator 177. Seed Guardian 178. Graypelt Hunter 179. Crawling Sensati

			on
Red	**Colorless**	**Multicolor**	**Land**
180. Outnumber 181. Press into Service 182. Blood Vampire 183. Uncaged Fury 184. Kazuul's Toll Collector 185. Emrakul's Hatcher 186. Sanguinary Mage 187. Lavastep Raider 188. Belligerent Whiptail 189. Boulder Salvo 190. Fiery Temper 191. Cinder Hellion 192. Makindi Sliderunner 193. Valakut Predator 194. Valakut Invoker 195. Convicted Killer 196. Magnaw 197. Akoum Stonewker 198. Zada's Commando 199. Howlpack	217. Runed Servitor 218. Titan's Presence 219. Chitinous Cloak 220. Slayer's Plate 221.Explosive Apparatus 222. Kozilek's Channeler 223. Pilgrim's Eye 224. Harvest Hand 225. Seer's Sundial 226. Cobbed Wings 227. Kozilek's Pathfinder 228. Eldrazi Devastator 229. Scour from Existence 230. Ulamog's Crusher 231. Warden of Geometries 232. Magnifying glass 233. True-Faith Censer 234. Bone Saw 235. Hedron Blade	239. Flayer Drone 240. Forerunner of Slaughter 241. Munda, Ambush Leader 242. Simic Sky Swallower 243. Joraga Auxiliary 244. Veteran Warleader 245. Resolute Blademaster 246. Void Grafter 247. Roil Spout 248. Ulamog's Nullifier	249.Scoured Barrens 250. Evolving Wilds 251.Ghitu Encampment 252. Jungle Hollow 253. Thornwood Falls 254. Dimir Guildgate 255. San

Wolf 200. Maw of Kozilek 201.Ember-Eye Wolf 202. Embodiment of Fury 203. Immobilizer Eldrazi 204. Vestige of Emrakul 205. Skin Invasion 206. Rush of Adrenaline 207. Voldaren Duelist 208. Eldrazi Aggressor 209. Kozilek's Sentinel 210. Brute Strength 211. Vessel of Volatility 212. Boiling Earth 213. Reckless Cohort 214. Expedite 215. Reality Hemorrhage 216. Senseless Rage	236. Hedron Archive 237. Hedron Crawler 238. Adventuring Gear		dst one Bri dge 256. Ru gge d Hig hla nds 257. Bor os Gul dga te 258. Dis mal Bac kw ater 259. Fert ile Thi cke t 260. Wa stes 261. Un kno wn Sho res 262. Cru mbl

			ing Vestige 263. Tranquil Cove 264. Blossoming Sands 265. Looming Spires 266. Swiftwater Cliffs 267. Bloodfel Caves

Appendix O – Cube 3 – Table

White	Blue	Black	Green
1.Bonds of Faith	47.Frost Lynx	86.Deviant Glee	126.Sight of the Scalelords
2.Azorius Arrester	48.Paralyzing Grasp	87.Macabre Waltz	127.Cached defenses
3.Abzan Battle Priest	49.Dream Stalker	88.Terrus Wurm	128.Hunt the Weak
4.Ainok Bond-kin	50.Surrakar Banisher	89.Bloodthrone Vampire	129.Spawn writhe
5.Smite the Monstrous	51.Man-o'-War	90.Balustrade Spy	130.Sheltered Aerie
6.Enduring Victory	52.Palace Familiar	91.Grixis Slavedriver	131.Stampeding Elk Herd
7.Court Street Denizen	53.Stealer of Secrets	92.Debilitating Injury	132.Tuskguard Captain
8.Kill Shot	54.Waterwhirl	93.Pit keeper	133.Scion of the Wild
9.Haazda Snare Squad	55.Agoraphobia	94.Marshmist Titan	134.Longshot Squad
10.Elite Scaleguard	56.Voidwielder	95.Butcher's Glee	135.Aerie Bowmasters
11.Citadel Siege	57.Coral Trickster	96.Gravepurge	136.Epic Confrontation
12.Kor Hookmaster	58.Inspiration	97.Self-Inflicted Wound	137.Guardian
13.Orator of Ojutai	59.Tower Drake	98.Slum Reaper	
14.Student of Ojutai		99.Sultai Runemark	
15.Sunspire Gatekeepers		100.Sewer Shambler	
16.Whitemane Lion		101.Silumgar Butcher	
17.Glimmerpoint Stag		102.Assassin's Strike	
18.Dragon Bell Monk		103.Flatten	
19.Arrest		104.Phyrexian Gargantua	
20.Otherworldly Journey		105.Disowned Ancestor	
21.Swift Justice		106.Sibsig Icebreakers	
22.Feat of Resistance		107.Abhorrent Overlord	
		108.Necromancer's Assistant	
		109.Ancestral Vengeance	
		110.Dead Reveler	
		111.Mer-Ek Nightblade	
		112.Grisly Spectacle	
		113.State Street	

23.Abzan Falconer
24.Pressure Point
25.Dromoka Dunecaster
26.Scale Blessing
27.Knightly Valor
28.Sandcrafter Mage
29.Seller of Songbirds
30.Jeskai Barricade
31. Midnight Guard
32.Eyes in the Skies
33.Loxodon Partisan
34.Dragon Hunter
35.Kor Skyfisher
36.Misthoof Kirin
37.Stonecloaker
38.Seeker of the Way
39.Rootborn Defenses
40.Miraculous Recovery
41.Leonin Snarecaster
42.Wake the Reflections
43.Security Blockade
44.Trained Caracal
45.Defiant Strike
46.Lightwalker

60.Fathom Seer
61.Force Away
62.Crosstown Courier
63.Mnemonic Wall
64.Isperia's Skywatch
65.Chronic Flooding
66.Traveler's Cloak
67.Psychic Spiral
68.Sphinx of Uthun
69.Quickling
70.Faerie Impostor
71.Contradict
72.Inacti

Ruffian
114.Swarm of Bloodflies
115.Farbog Boneflinger
116.Zanikev Locust
117.Vulturous Aven
118.Virulent Plague
119.Grim Roustabout
120.Dregscape Zombie
121.Dutiful Return
122.Ubul Sar Gatekeepers
123.Fleshbag Marauder
124.Qarsi Sadist
125.Night's Whisper

Shield-Bearer
138.Hydra Broodmaster
139.Centaur's Herald
140.Salt Road Quartermasters
141.Highland Game
142.Druid's Deliverance
143.Ghor-Clan Savage
144.Echoing Courage
145.Incremental Growth
146.Explosive Vegetation
147.Map the Wastes
148.Golgari Decoy

	on Injunction 73.Welkin Tern 74.Youthfull Scholar 75.Reduce in Stature 76.Wall of Frost 77.Soulsworn Spirit 78.Doorkeeper 79.Downsize 80.Runner's Bane 81.Kapsho Kitefins 82.Vertigo Spawn 83.Sphinx of Magosi 84.Coral Barri		149.Horncaller's Chant 150.Destructor Dragon 151.Pinion Feast 152.Korozda Monitor 153.Atarka Beastbreaker 154.Bestial Menace 155.Gatekeeper Vine 156.Axebane Guardian 157.Shaman of Spring 158.Spore mound 159.Strength in Numbers 160.Woolly Loxodon 161.Dromoka's

	er 85.Mizzium Skin		Gift 162.Thrive 163.Salt Road Ambushers 164.Sandsteppe Scavenger 165.Dragon-Scarred Bear 166.Awaken the Bear 167.Circle of Elders
Red	**Colorless**	**Multicolor**	**Land**
168. Splatter Thug 169.Scourge Devil 170.Impact Tremors 171.Seismic Rupture 172.Kolaghan Forerunners 173.Annihilating Fire 174.Lobber Crew 175.Lose Calm 176.Bloodfray Giant 177.Beetleback Chief 178.Street Spasm	206.Tablet of the Guilds 207.Opaline Unicorn 208.Dragon Blood 209.Seer's Lantern	210.Sundering Growth 211.Fluxcharger 212.Scab-Clan Giant 213.Zhur-Taa Druid 214.Rakdos Ringleader 215.Trostani's Summoner 216.Advent of the Wurm 217.Centaur Healer 218.Loxodon Hierarch 219.Auger Spree 220.Carnage Gladiator 221.Rakdos Ragemutt	260.Vitu-Ghazi, the City-Tree 261.Boros Guildgate 262.Rakdos Guildgate 263.Izzet Guildgate 264.Azorius Guildgate

179.Conquering Manticore 180.Tail Slash 181.Battle Squadron 182.Gore-House Chainwalker 183.Bloodfire Expert 184.Mardu Heart-Piercer 185.Gorehorn Minotaurs 186.Dragon-Style Twins 187.Ire Shaman 188.Burn Away 189.Hardened Berserker 190.Temur Battle Rage 191.Viashino Racketeer 192.Goblin Shortcutter 193.Blood Ogre 194.Tormenting Voice 195.Goblin Rally 196.Krenko's Command 197.Wild Slash 198.Hordeling Outburst 199.Twin Bolt 200.Valley Dasher 201.Magmatic Chasm 202.Sprinting Warbrute		222.Gift of Orzhova 223.Dreg Mangler 224.SluicewayScorpion 225.Meglonoth 226.Ruthless Deathfang 227.Lorescale Coatl 228.Simic Charm 229.Coiling Oracle 230.Urban Evolution 231.Dinrova Horror 232.Crackling Doom 233.Rakdos Shred-Freak 234.Wrecking Ball 235.Rix Maadi Guildmage 236.Ponyback Brigade 237.Swift Warkite 238.Jelenn Sphinx 239.Skymark Roc 240.Psychic Strike 241.Winterflame 242.Korozda Guildmage 243. Spawn of Rix Maadi 244.Teleportal 245.Treasured Find 246.Flying Crane Technique 247.Dromoka, the Eternal 248.Frostburn Weird 249. Azorius Charm 250.Izzet Charm 251.Viashino Firstblade 252.Paranoid	265.Golgari Guildgate 266.Selesnya Guildgate 267.Nomad Outpost 268.Sandsteppe Citadel 269.Mystic Monastery 270.Evolving Wilds

203.Kolaghan Stormsinger 204.Kolaghan Aspirant 205.Trumpet Blast		Delusions 253.Blistercoil Weird 254.Courser's Accord 255.Nivix Cyclops 256.Mind Grind 257.Death Frenzy 258.Abzan Ascendancy 259.Collective Blessing	

Appendix P - Authorization from Ethics Committee

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Jogo-tarefa: Magic: the Gathering e o aprendizado implícito de inglês

Pesquisador: Raquel Carolina

Área Temática:

Versão: 3

CAAE: 65980917.0.0000.0121

Instituição Proponente: Centro de comunicação e expressão

Patrocinador Principal: Financiamento Próprio

2DADOS DO PARECER

Número do Parecer: 2.572.238

3Apresentação do Projeto:

Trata-se de um Projeto de Mestrado do CENTRO DE COMUNICAÇÃO E EXPRESSÃO PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS-INGLÊS E LITERATURA CORRESPONDENTE intitulado Jogo-tarefa: Magic: the Gathering e o aprendizado implícito de inglês. O presente estudo é uma pesquisa experimental quantitativa e qualitativa que busca entender o impacto do jogo de cartas colecionáveis Magic: the Gathering no aprendizado implícito de sentenças condicionais da língua inglesa por seus jogadores. Também é parte do estudo investigar os processos nos quais os jogadores de MTG engajam-se enquanto jogam e entender as percepções desses jogadores em relação aos seus próprios desenvolvimentos na língua inglesa através de suas experiências com o

jogo. Para alcançar os objetivos propostos pelo estudo, testes de juízo de gramaticalidade serão utilizados para verificar a presença de aprendizado implícito da língua inglesa, assim como o jogo-tarefa será empregado para providenciar insumo aos jogadores. O jogo-tarefa será desenvolvido pelos pesquisadores de acordo com o conceito de tarefas definido por Ellis (2003). Para reunir dados referentes às percepções dos jogadores em relação aos seus desenvolvimentos na língua inglesa, questionários de auto avaliação serão aplicados após os participantes executarem o jogo-tarefa. Os dados serão tabulados e analisados qualitativamente e quantitativamente.

Hipótese:

O jogo-tarefa Magic: the Gathering causará impacto positivo na performance dos jogadores participantes no pós-teste.

4Objetivo da Pesquisa:

Objetivo Primário:

O presente estudo tem como objetivo primário entender o impacto do jogo de cartas colecionáveis 'Magic: the Gathering', como um jogo-tarefa, no aprendizado implícito de inglês (sentenças condicionais) e investigar os processos nos quais os jogadores de MTG engajam-se enquanto jogam.

Objetivo Secundário:

O objetivo secundário desta pesquisa é entender as percepções dos jogadores de 'Magic: the Gathering' em relação ao seu próprio desenvolvimento na língua inglesa através de experiências com o jogo, seja ao jogá-lo ou ao acessar conteúdos online, como artigos, vídeos, fóruns, etc

5Avaliação dos Riscos e Benefícios:

RISCOS

Ao consentir em participar da pesquisa, os participantes estarão sujeitos a riscos mínimos. Por exemplo, podem se sentir cansados e aborrecidos ao responder aos questionários de perfil e de auto avaliação, bem como aos testes de juízo de gramaticalidade. Além disso, os testes também podem frustrar e constranger aos participantes uma vez que podem achar o teste muito difícil. Outra possibilidade é que os sujeitos possam se sentir expostos ao serem filmados durante a tarefa e gravados durante as entrevistas. Ademais, apesar de todos os esforços do pesquisador em manter completo sigilo das informações coletadas dos

participantes, ainda assim, existe o risco do sigilo ser quebrado, já que o pesquisador não tem total controle sobre os acasos.

Benefícios:

De maneira direta, os benefícios dessa pesquisa se relacionam com o fato de que os participantes poderão obter, possivelmente, um aprendizado de inglês uma vez que irão lidar tanto com testes de juízo de gramaticalidade quanto com as cartas de MTG na língua alvo. Indiretamente, o estudo pode agregar conhecimento à área de ensino e aprendizagem de línguas estrangeiras, gerando maior probabilidade de um ensino informado de línguas que possa ser usufruído por estudantes de inglês de forma geral.

Comentários e Considerações sobre a Pesquisa:

Importante para a construção do conhecimento Os resultados deste estudo podem contribuir para o campo de Aquisição de Segunda Língua, especificamente, para o uso de jogos usados como Tarefas para o ensino e aprendizagem de inglês como segunda língua. Uma vez que as tecnologias (jogos de cartas colecionáveis, jogos digitais, etc) fazem parte da vida dos nativos digitais e das novas gerações, a integração entre jogos e o ensino de línguas baseado em tarefas pode trazer contribuições para a área de TBLT (Gonzalez-Lloret e Ortega, 2014). Além disso, como buscamos realizar um estudo que pode desencadear a aprendizagem implícita de inglês e considerando que não há muitos estudos que se concentram neste tipo de aprendizagem, nosso estudo poderá enriquecer a discussão sobre esse tema.

Considerações sobre os Termos de apresentação obrigatória:

O o pesquisador apresentou a documentação exigida para submissão e avaliação do CEPSH/UFSC tais como: Relatório, Projeto, Declaração Instituição, TCLE, cronograma, orçamento, Folha de Rosto

6Recomendações:

Leitura crítica da Resolução 466/2012

7Conclusões ou Pendências e Lista de Inadequações:

Concluo indicando a Aprovação pelo atendimento de todas as pendências.

8Considerações 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_870412.pdf	15/01/2018 11:46:12		Aceito
Outros	CartaRespostaPendencias.pdf	23/10/2017 17:00:46	RAIMUNDO NONATO DE SOUZA FILHO	Aceito
Outros	TermodeAnuencia.pdf	23/10/2017 17:00:00	RAIMUNDO NONATO DE SOUZA FILHO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE.pdf	28/08/2017 14:14:19	RAIMUNDO NONATO DE SOUZA FILHO	Aceito
Projeto Detalhado / Brochura Investigador	Projeto.pdf	19/03/2017 15:26:14	RAIMUNDO NONATO DE SOUZA FILHO	Aceito
Folha de Rosto	FolhadeRosto.pdf	19/03/2017 15:10:49	RAIMUNDO NONATO DE SOUZA FILHO	Aceito

Situação do Parecer:

Aprovado

9Necessita Apreciação da CONEP:

Não

FLORIANOPOLIS, 30 de Março de 2018

Assinado por:
Ylmar Correa Neto
(Coordenador)