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**THE EARLIER THE BETTER? RELATIONS AMONG AGE OF ONSET,
MOTIVATION AND WRITING SKILLS IN THE SECOND LANGUAGE**

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RESUMO

Temos encarado um aumento no reconhecimento e na demanda da língua inglesa no Brasil, ao testemunharmos o número de escolas de idiomas, escolas e programas bilíngues tomando proporções maiores. No entanto, a discrepância entre escolas regulares é percebida. De um lado, o inglês tem sido introduzido desde a pré-escola (ou até mesmo antes) em contextos educacionais privados; do outro lado, sua exposição, geralmente, ocorre apenas a partir do sexto ano em contextos educacionais públicos. Considerando isso, o objetivo deste estudo é observar a relação entre idade de início e desempenho na segunda língua. Além disso, visamos investigar se motivação, de alguma forma, depende de idade de aquisição, vindo a impactar o processo de aprendizagem da segunda língua, mais especificamente, as habilidades de escrita. Dados foram coletados com onze estudantes brasileiros do nono ano (tendo, em média, catorze anos de idade), vindo de duas escolas públicas. Os participantes foram divididos em dois grupos (aprendizes precoces e tardios) e completaram um questionário de motivação e um teste de língua, que avaliou as habilidades de leitura e escrita. Eles também participaram de entrevistas semiestruturadas. Os dados foram analisados qualitativamente e os resultados sugerem que não há uma diferença significativa nos níveis de motivação entre os dois grupos. No entanto, os que iniciaram mais cedo tiveram a tendência a, timidamente, pontuar mais no teste de língua e a apresentar produções mais longas e complexas. Além disso, para eles, o início precoce pareceu ser um fator mais forte do que a motivação, ao contrário dos que iniciaram em momento mais tardio. Considerando os resultados, esta pesquisa e suas reflexões podem ser relevantes para a área, pois é possível que a maioria dos estudantes de escolas públicas brasileiras estejam sendo expostos à segunda língua tardiamente, favorecendo maiores dificuldades na produção de sua escrita e, até mesmo, exclusão social.

Palavras-chave: Aprendizagem instrucional da segunda língua. Inglês. Diferenças individuais.

ABSTRACT

We have been facing an increase in the recognition and demand of the English language in Brazil, as we witness the number of language institutes, bilingual schools and programs taking larger proportions. However, a discrepancy among schools is noticed. On the one hand, English has been introduced since kindergarten (or even before) in private educational contexts; on the other hand, its exposure usually happens only as of the sixth grade in public ones. Considering that, the objective of this study is to observe the relation between age of onset and performance in the L2. Beyond that, we aim to investigate if motivation, somehow, depends on age of acquisition, impacting the learning process of the L2, more specifically, the writing skills. Data was collected from eleven ninth-grade Brazilian students (on average, fourteen-year olds), who came from two public schools. Participants were divided into two groups (early and late starters) and completed a motivation questionnaire and a language test which assessed reading and writing skills. They also took part in semi-structured interviews. Data was analyzed qualitatively and the results suggest that there is no significant difference in the levels of motivation between the two groups. However, early starters tended to score timidly higher in the language test and present longer and more complex productions. Furthermore, for them, starting earlier appeared to be a stronger factor than motivation, unlike the late starters. Considering the results, this study and its reflections can be relevant for the field because, it is possible that most Brazilian public school students are being exposed to the L2 in a delayed moment, favoring more difficulties in production of their writing, and social exclusion.

Keywords: Instructional second language learning. English. Individual differences.

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LIST OF ABBREVIATIONS

AO - Age of Onset

EL - English Language

FL - Foreign Language

ID(s) - Individual Difference(s)

L1 - First Language

L2 - Second Language

SES - Socioeconomic Status

SLA - Second Language Acquisition

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CHAPTER 1

INTRODUCTION

1.1 CONTEXT OF INVESTIGATION

We have been facing an increase in the recognition and demand of the English language (EL) in Brazil, according to the Brazilian Association of Bilingual Education, as we witness the number of language institutes, bilingual schools, and programs taking a larger proportion. However, a discrepancy among schools is noticed. On the one hand, English has been introduced since kindergarten in private educational contexts. On the other hand, its exposure usually happens as of the sixth grade in public ones. Thus, it is possible that the introduction of the learners is being delayed in Brazilian public schools.

As De Lima and Andrade (2021) argue, this discrepancy may be favoring social exclusion (in the present and future) once, in the authors' words, the lack of access to the foreign language (FL) could cultivate an educational model which perpetuates injustice towards more oppressed social classes. Besides that, it is fundamental to think about our public policies once, as Pfenninger and Singleton (2017) defend, they vary not only in schooling outcomes, but they can also reduce inequalities between low and high status groups.

When attempting to comprehend the reason why the scenario mentioned has been installed in our country, the national documents, which are expected to guide performance in Brazilian schools, may offer some insights. *Base Nacional Comum Curricular* (National Common Curricular Basis, 2017) and *Lei de Diretrizes e Bases* (Law of Guidelines and Bases, 1996), for instance, do not mention EL teaching and learning before sixth grade, when it becomes a mandatory subject for schools. So, what most public schools have been tending to do is to, strictly, follow what these official papers present and introduce the second

language (L2)¹ as of sixth grade, while most private schools tend to expose their students to it at an earlier moment, considering their financial and human resources available.

Having said that, the aim of this study is to comprehend the role of two IDs - age and motivation - in the process of second language acquisition (SLA). Dörnyei and Ryan (2015) explain the uniqueness of the mind and how these variables influence the success and mastery of an L2. In other words, the objective of this study is 1) to investigate a potential relation between these two variables, observing if motivation, somehow, is impacted by age of acquisition, and 2) how these variables are related to the learning process of the L2, more specifically, the development of reading and writing skills. We suspect that learners who have been exposed to the L2 at an earlier stage of life will present better linguistic results than the ones who were exposed to it later.

Taking that into consideration, we seek to answer the following research questions:

1. Is there a difference between the level of motivation to learn English reported by learners who started studying it during first grade and that of the ones who started studying it during sixth grade?
2. Is the performance, in a test of reading comprehension and writing production in English, of ninth-grade learners of English as a Foreign Language (EFL), who started studying the language during first grade superior to that of ninth-grade learners of EFL, who started studying it during sixth grade?
3. Is there a correlation between the participants' performance in the tests of reading comprehension and writing production in English and their reported levels of motivation?

1.2 SIGNIFICANCE OF THE STUDY

¹ It is important to clarify that, as there are certain differences between second language (L2) and foreign language (FL), in most cases, the author of the present study chooses to use the term L2, especially, considering the fact that she writes about early bilingualism. However, even though L2 appears to be appropriate in such a context, FL will also appear, mainly, when other authors who use it are mentioned along the paper.

Taking the mentioned gap into account, we consider it fundamental to investigate and comprehend the influences of individual differences (ID) related to age of onset (AO) of a second language (L2). In addition, this movement is important to provide more equality among students in the country and also to, possibly, impact majors of teacher education, considering that many EL teachers have their academic background focused on working with the subject as of the sixth grade, as mentioned previously. In other words, if these professionals have the chance to work with younger learners, they might not have been exposed to opportunities that provided specific preparation to do so. For that reason, many of them have to rely on other courses or, even, continuous teacher development, taking into consideration the importance of specific knowledge and practices to work with such young students.

Besides that, taking into account the potential benefits the exposure to EL during the early school years might bring, it is important to consider that the opportunity for all learners to have this early exposure to the L2 would provide a more equal scenario among Brazilian students.

1.3 ORGANIZATION OF THE THESIS

The present thesis is organized into five chapters, including this introductory one, where the research problem was contextualized, the importance of its investigation and discussion was argued and the objective and research questions were presented.

The section *Review of the Literature* discusses AO and motivation, their concepts, theories, authors' perspectives and influences when it comes to the process of SLA. In addition, it also delves into the linguistic skills that the present study focuses on, discussing the relations between the development of reading, writing and age.

In the *Method* Chapter we discuss the movements made in order to answer the research questions and to achieve our goals. In it, the methodology chosen, context, participants, instruments and procedures for data collection and analysis are going to be described.

In the Chapter *Results and Discussion* we present the findings of the study, and discuss them, reflecting on them in the light of the literature reviewed.

Last, but not least, the *Final Remarks* Chapter starts by summarizing the results of the present paper, highlighting its main points. It also answers the research questions of the study

and presents its limitations and suggestions for further research, as well as brings the author's final considerations and reflections.

CHAPTER 2

REVIEW OF THE LITERATURE

In order to present the rationale behind this study, it is fundamental to, first, comprehend the process of SLA. One aspect that researchers agree on is the fact that the process of learning an FL is impacted by an array of aspects known as ID. According to Mota and D'Ely (2009), these refer to learners' characteristics, such as age, aptitude, cognitive style, motivation, personality, among others. Ellis (2015) also points out that learners differ in many ways. In other words, we may say that different individuals, inserted in different contexts, learn an FL in varied ways.

Bearing that in mind, we understand that SLA cannot be seen as a uniform phenomenon. Taking into account this complex process, IDs, which Dörnyei and Ryan (2015) mention as what make us understand the uniqueness and variation of our minds, should be taken into consideration, as they will be related to the learner's success. Therefore, to better understand the impact these variables may have in the development of an FL, two IDs will be addressed in the following sections: AO and motivation.

2.1 AGE EFFECTS IN L2 LEARNING

While there are arguments in favor of an early introduction of the L2, considering its possible benefits, there are others who claim this is not crucial for the learning process, especially, in instructional settings. Though this is an issue that has been studied for a long time, it still stirs a heated debate.

Benefits of being exposed to the L2 from an early age have been presented by researchers, such as Avila and Tonelli (2018), who defend that the earlier the learner is exposed to the target-language, the more they will learn. Furthermore, Bialystok (2006) also shares that children who are learning to read in two languages tend to present accelerated progress in their literacy process, depending on the context they are inserted in, depending on

the relation they have with both languages and their socioeconomic status (SES). So, providing young learners with the opportunity to be in contact with more than one language may bring benefits not only to their process of acquiring the L2, but to aspects that embrace other skills and competences of the human brain and mind.

Such statements go against what was believed for years. As Finger, Brentano and Ruschel (2019) explain, until the 60s it was believed that bilingualism resulted in cognitive impairments for the speaker of both languages. It was even thought that bilinguals were, somehow, inferior to monolinguals based on the idea that as they would become more proficient in their L2, they would also become less proficient in their first language (L1). In other words, the development of one language would happen to the detriment of the other.

In addition, according to Lightbown and Spada (2013), there used to be a concern about an early introduction of the L2 among children and the relation between it and the L1, since it was noticed that young bilingual children would mix both languages. Indeed, children who are in bilingual or multilingual contexts tend to present this behavior, as Cromdal (2000) found in his study of bilingual children who attended an English school in Sweden. The author analyzed natural play episodes the participants had, recording twenty hours of audio and video during their break at school. His results indicate that both English and Swedish were positively used during the activities, with children mixing both in order to contextualize their actions so as to facilitate their participation.

Considering phenomena such as the one just mentioned, it was thought that young bilingual learners were confused and were not, in fact, learning either of the languages properly. However, recently, it has been shown that both/all languages are activated in their minds. Marian, Spivey and Hirsch (2002) examined, with the help of eye tracking and functional neuroimaging, neurological and cognitive aspects of the language processing of fifty-five Russian-English bilinguals, fluent in both languages (Russian being their L1). Their results suggest that at early stages of word recognition, the participants activated both languages in parallel, even when input was given in only one of them.

Fromkin (2013, p. 310) also alerts that, especially during childhood, mixing two (or more) languages, which is also called codeswitching, reflects “the grammars of both languages working simultaneously; it is not bad grammar [...]”. That reinforces the fact that a bilingual/multilingual brain is not the sum of two or more monolingual brains. They are, simply, not the same.

Finger, Brentano and Ruschel (2019) add that there is no evidence of linguistic or cognitive risks related to, especially, bilingual literacy acquisition and development. According to them, this is still a myth established in our society, even though for decades, studies have been clarifying that. Through their research they defend that even when learners are in the initial stages of their literacy acquisition process, they tend to use each of their languages according to the context they are inserted in. They reached that conclusion after collecting data from seven and eight-year-old bilingual children in their research (which is going to be further explored later in the present study). According to them, their more mature participants did not confuse or mix the languages any longer.

When talking about benefits regarding the AO of an L2, an important discussion comes to light – the sensitive period hypothesis. It is essential to mention that this term was recently introduced in the field. For a long time, researchers suspected the existence of a critical period for learning an FL considering the likely existence of such a period for L1 acquisition, as put forward by Lenneberg (1969). According to what Bartoszeck and Bartoszeck (2007) illustrate in their study, there would be stages to develop brain functions, depending on its plasticity. It would be during childhood that the organ would be more likely to respond to sensorial stimuli and, thus, develop more complex systems. This hypothesis is also related to the concept of windows of opportunity, which function as gaps that the brain provides in certain stages of development, which can be, somehow, filled with input and taken advantage of. Consequently, SLA would be a factor linked to age.

However, some authors have disputed the existence of a critical period for L2 learning. For instance, Ellis (2015) questions whether there is a critical period for L2 learning, stating that, if there is one, it would vary, depending on the language skill being examined. Fromkin (2013, p. 435) agrees and adds that a critical period for L2 acquisition would be a strong claim. She affirms that “it is more appropriate to say that L2 acquisition abilities gradually decline with age and that there are sensitive periods [...]”.

So, while the initial proposal of a critical period hypothesis for language acquisition tended to be stricter regarding AO, the sensitive period hypothesis does not affirm that it is impossible to learn a language after the end of the period (in average, after the beginning of puberty). According to Lambelet and Berthele (2015, p. 24), it “postulates a window of time in which language learning is more effective [...]. Moreover, this hypothesis provides less definitive time limits and a more gradual decline in attainment.”

Kovelman, Baker and Petitto (2008) add to the definition and explain that sensitive periods represent specific moments in the development of children within which they have peaked sensitivity to determined information during input. So, when they are exposed to such information during this period, they tend to learn it more optimally. More specifically, according to them, in the case of bilingualism, the degree of mastery of the languages has been hypothesized to be strongly connected to the age at which children are first exposed to both languages, highlighting that earlier exposure to them would be optimal in developmental terms. In addition, they explain that the process of childhood development has many sides taking place over time. However, it is marked by various periods of development with important milestones and sensitivities, helping children to be better capable of processing, storing and, even, remembering information, better directing and controlling their thoughts and behaviors.

Once we have comprehended the reasons why these researchers have been defending the existence of sensitive periods, instead of a critical one, it is also important to understand why such a critical period appears to make sense for the L1 acquisition, but not necessarily for the L2. First, we may agree that we are used to seeing people who eventually are fluent in an FL, but that have started to learn it after puberty. Now, that is not applicable to the L1, based on evidence from children who were deprived of socialization and contact with a language. Such cases are, for instance, the ones mentioned by Curtiss (2006) - *Victor, The wild boy of Aveyron* and *Genie*. In the first case, the boy, who could never speak, was found living alone in a forest at around the age of ten or eleven, and even after many efforts on the part of his tutor, was able to produce very little language. In the second case, the girl, who started to receive help at the age of twelve, was able to learn a few words and their combinations. Nonetheless, she could not use grammatical elements, such as tenses, articles, pronouns, or even question words, and her speech did not respect the English Subject-Verb-Object order.

The relations between the L1 and L2 acquisition may be similar and different at the same time according to theories that have been proposed over the decades. However, their relation is very important because, according to Cook (2010), it defines the nature of SLA.

Lacerda (2011), explains that, from the very beginning, theories regarding the acquisition of language and, more specifically, the acquisition of an L2 brought inspiration and contributions from other fields. According to her, before the 90s, language acquisition

research was divided into, basically, two periods. The first one referred to behaviorism. This theory originated in the research field of psychology and may account for both L1 and L2 acquisition, since it is a general theory of learning. It was a theory that could explain both human and animal behavior, without referencing mental or internal processes. In other words, behaviors would be explained by relating them to, uniquely, external elements, stimuli coming from the environment. That means that language acquisition would be a learned behavior, the result of reacting to stimuli and input. So, what was believed was that in order to learn a language, the person would have to be largely exposed to and react to it and then receive some kind of feedback regarding one's response. With the repetition of this behavior, it would soon become a habit.

However, as Lacerda (2011) states, empirical research regarding the topic did not yield convincing evidence and, consequently, a new era with varied theories came to light - the post-behaviorism one. One of these theories attempts was to explain the reason why, sometimes, what is taught is not learned. IDs appeared as being intimately related to this phenomenon, especially, the ones regarding emotional issues, such as, affective relationships regarding the object being learned and, even, the person who was teaching it.

Surprisingly, in spite of their own peculiarities, both the behaviorism and the cognitive theories that followed it are alike when it comes to defending that IDs play an important role in the process of SLA, emphasizing the active participation of learners and the influence of the environment they are inserted in.

According to Cook (2010), although the L1 and L2 acquisition present similarities, they do differ in some aspects. When it comes to comparing the processes of L1 and L2 acquisition, L1 learners are usually younger than L2 ones. The fact that the latter tends to be more mature contributes for the process to follow a different course, considering the way thought is organized, as well as, distinctions between their memory systems and that of youngsters, and their cognitive and social abilities. Besides that, the process of SLA counts on a mind that is distinct from the mind that acquires the L1, considering that there already is a language that the person knows. Moreover, the context in which learners are inserted and the input received are usually different - the way a child is exposed to his/her parents' speech over the years in a natural and familiar environment is distinct from an L2 learner who, often, finds him/herself in a classroom, having an instructional contact with the language coming from a teacher. It seems, then, that the point is not that it is impossible for a person to learn an

FL once their sensitive periods have ended, what happens is that the process which the learner goes through is different and may also bring distinct outcomes.

Considering the process, Jia and Aaronson (2003), when comparing the L2 level of attainment of 10 Chinese-speaking children and adolescents who immigrated to the United States of America, observed that it was only after the third year in the US that the ones who had arrived at a younger age presented higher levels of L2 attainment, besides better performance in tasks. In the same way, Lambelet and Berthele (2015) state, for instance, that although older learners are known to progress faster during the initial stages of L2 learning, generally, younger children attain a higher level of proficiency in the long term, especially when inserted in natural contexts, such as immersion ones.

In addition to that, Lambelet and Berthele (2015, p. 29) explain that “differences in cognitive ability across the lifespan [...] are ultimately caused by maturational changes in the brain.” That would be the reason why we may be used to observing younger and older learners outperforming one another in relation to different language skills and at different rates.

For instance, Hernandez and Li (2007) developed bibliographic research and got to interesting conclusions. They explain that younger children make use of phonological cues, which appear to be fundamental in the processing of syntax. According to them, that means that learning syntax depends on phonological abilities, which are developed early in life. In other words, they affirm that syntax is affected by younger age of L2 learning onset in a positive way.

Lambelet and Berthele (2015) also explain that there are hypotheses which suggest that early learners' deficits, in terms of cognitive abilities, such as those related to higher limitations in working memory capacity, constitute an advantage for children when learning an L2. Because of this system's limitations in terms of processing capability, children would only be able to deal with a part of the complex linguistic stimuli they are exposed to. So, older students' mistakes in the L2 syntax would be related to the higher complexity of their utterances. Besides that, Pfenninger and Singleton (2017) add that late starters frequently present general processing problems (not being able to, effectively, use the information gathered) that make it difficult to access and, in fact, apply relevant grammatical knowledge. In other words, among these learners, it is observed that there are difficulties in basic-level cognitive processing.

Phonology appears to be an area in language that is developed in different ways, depending on the AO. Fathman (1975), in a study which involved, approximately, 200 children (between 6 and 15 years old) who were learning English as an L2 in the United States found that the younger ones received higher scores in phonology by examiners, presenting a correlation between this linguistic skill and age. More recently, Kuhl (2010, p. 715) presented evidence that neural signatures of learning at the phonetic level may be documented at a very early age (merely one year old) of development, allowing young children to understand words and induce meaning, considering their sensitivity to the frequencies of the language sounds. According to the author, “the infant brain is exquisitely poised to crack the speech code in a way that the adult brain cannot.” In other words, for older subjects, language would already be highly modularized and structured, making the process harder for them, considering that they make more (complex) associations with their L1 and are not able to identify certain FL sounds and features anymore, as a child does. Bona (2013) explains that this would be the reason why we tend to notice young learners presenting outstanding pronunciation in the FL.

In addition, Kovelman, Baker and Petitto (2008) state that one more factor that may be a possible bilingual advantage is metalinguistic awareness. More specifically, according to them, from an early age, young bilinguals have to understand the arbitrary relationship between objects and their respective linguistic labels. For instance, the same cat can be called “cat” in English and “gato” in Portuguese.

As regards this issue, even though the superior performance of young learners (compared to older ones) in terms of L2 pronunciation is seen as an advantage, we should be careful not to confound this with an argument for a need or a wish to reach “native-like proficiency”. Lambelet and Berthele (2015) explain that this notion poses problems. They suggest that we critically ask ourselves what it means to be native and at what point proficiency can be considered *native-like*. Additionally, we should bear in mind that the linguistic repertoire of a monolingual and a bilingual/multilingual is not the same. So, comparing such proficiencies should be reexamined. As Wei (2014) also says, native-like proficiency might not even matter to learners. Their aim may be, simply, to communicate, without losing their identities. Indeed, the way we use language says a lot about who we are and what our background is. English as a *lingua franca* with its accents, variants and dialects and, as Siqueira (2018) points out, its contemporaneity, complex and cross-cultural features should belong to everyone, emerging so that people around the globe can see the world

through their own lenses, transit more freely through it and reach each other, most importantly, understanding and being understood. After all, that is what languages and communication are about.

Another issue that must be taken into consideration in this discussion is the fact that different contexts will play a role in the process of L2 development, sometimes bringing a mismatch between what is expected from learners and what, in fact, their performances are. According to Pfenninger and Singleton (2017), ignoring context when attempting to comprehend IDs leads to incomplete understanding, since the variables interact and are impacted consequently. In other words, they are not independent from one another. Yet, especially subjects related to foreign languages are considered to be unique when compared to other objects that are studied in schools. This issue is brought here because different elements should be considered, such as, stereotypes, and SES, among others.

Having said that, Pfenninger and Singleton (2017) state that instructional contexts influence and play a significant role in the amount and quality of the learners' production in the FL. That is the reason why they also defend that AO should not be the only variable taken into consideration when analyzing such elements. In their research, there were participants from five different schools who were exposed to the FL in different stages of life. The results they found present that students' performance did not vary regarding their AO, especially across writing tasks, as opposed to oral measures and performances related to vocabulary and grammar. According to the authors, that is linked to pedagogical methods and approaches that are commonly used with young learners (implicit teaching/learning) and older ones (explicit teaching/learning).

Pfenninger and Singleton (2017) reflect on their findings and affirm that, in school contexts, age effects differ from what is found in naturalistic and immersion settings. So, it is fundamental to consider variables, such as motivation, interacting with age in such environments, once learners who are under different circumstances regarding school and elements related to it demonstrate different educational attainment independently of AO. That is why, according to these researchers, other variables should also be taken into consideration when thinking about policies, practices, among others.

Considering that, previously, it has been presented that SLA does not develop linearly. One of the explored IDs that could be considered is age. In addition to the role that age may play in the process of SLA, motivation emerges as another source of variation, according to

Dörnyei and Ryan (2015). Its concept, varied types and, consequently, relations to L2 learning and age are going to be discussed in the following section.

2.2 THE ROLE OF MOTIVATION IN L2 LEARNING

Highlighting that when it comes to the learning of an FL, different variables play important roles, Swain (2011, p. 195) states that “learning another language is not just a cognitive process but an emotional one as well [...] emotions influence language learning”. So, an ID that is also considered in the process of learning an L2 is motivation.

As Lacerda (2011) presents, defining motivation and proposing motivational techniques to be applied in the classroom has been a big challenge for researchers in the field. Dörnyei (2001) defines motivation as the driving force behind the direction and magnitude of human behavior. In other words, it is intimately linked to someone’s choice of certain actions and, in addition, to one’s persistence in making efforts to succeed. It would be the reason why people decide to do things and it would also be responsible for the duration of the willingness to maintain the action, besides how hard they will try to pursue it.

According to Dörnyei and Ryan (2015), historically, there have been three perspectives under which motivation was developed as a theory - the social-psychological, the cognitive-situated and the process-oriented.

As the authors explain, the social-psychological period (1959-1990) is marked by the work of Robert Gardner. With the theory and methodological rigor presented, motivation research was lifted to a higher level. Its starting point defended that an FL is not neutral in terms of education. In other words, it is related to psychological factors, such as stereotypes and the role that the language plays in society, for instance. So, the learner’s attitude towards it would, crucially, impact their performance. Back then, that went against the thought that success was, mostly, linked to aptitude. Besides that, according to this theory, motivation would be related to other characteristics of the learner: biological factors (such as gender, age etc.), context, learning outcomes, aptitude, strategies, attitudes, anxiety, among others.

According to the authors, the cognitive-situated period (1990s) was characterized by actions to modify the research from the previous origin towards educational psychology, mainly guided by cognitive theories. So, it is marked by the desire to be in accordance with

the advances in motivational psychology, better comprehending L2 motivation. Its concepts translated the ongoing revolution, which was of cognitive nature. What was defended as a fundamental point was that the way the learner thought about him/herself (abilities, difficulties, previous experiences, among others) would play a crucial role throughout the process. In addition to that, motivation started to be studied as a possible impact when it came to classroom contexts (with the teacher, curriculum and peers), more specifically.

Finally, Dörnyei and Ryan (2015) describe the process-oriented period, which started at the turn of the century. It is characterized by a change in motivation studies, being especially interested in the relation between learners and the context where they are inserted in. In other words, motivation started to be seen as a process, analyzing elements, such as the learner's behavior and classroom processes. With this, it starts to be understood that motivation cannot be seen as something static, but as a diverse and dynamic attribute, which would adapt according to the context. From then on, many were the researchers who developed further theories regarding these concepts, some of which are going to be mentioned further in the present study.

Furthermore, when we discuss the relation between motivation and L2 learning, a prominent issue is to distinguish two types of motivation. As Muñoz and Tragant (2001) affirm, motivation can be divided into two types: intrinsic or extrinsic. The former is related to the learner and what motivates him/her in the process of learning something. It could be that the student is interested in the culture or traditions of the people who use the target language as an L1. The latter - extrinsic motivation - is linked to an instrumental need, in this case, to learn the L2 mainly for practical reasons. It may be manifested through the encouragement of parents, teachers, or the interest in traveling, studying or working abroad.

In order to better comprehend the concept of motivation, MacIntyre and Vincze (2017) explain that:

The nature of most of the motivation constructs [...] is facilitative [...] including positive attitudes toward integrativeness and the instrumental value of language learning, pleasant contact and positive acculturation experiences, exerting more effort, feeling competent and confident. (MACINTYRE; VINCZE, 2017, p. 71).

Taking that into consideration, we understand how beneficial motivation is in the learning process of people. As Wei (2014) has also argued, high levels of motivation are, usually, related to better performance and achievement in the FL.

In addition, motivation is related to positive emotion and it can even lead to actions towards what Dörnyei (2010) terms as the ideal self, which is also applied to L2 motivation. To understand that, first, it is important to briefly describe the model of motivation *The Process Model of L2 Motivation* proposed by Dörnyei and Otto in 1998. According to them, it represents the complex and dynamic nature of motivation. More specifically, it proposes three phases. The first is the Pre-actional phase, which involves setting an objective and forming a plan. The motivational factors included in this stage are, for instance, attitudes towards the target language and its community, the fact that the learner, indeed, expects to succeed, among others. Next, there is the Actional stage, which happens when the learner begins to implement his/her plan. In other words, it involves implementing the tasks required from the previous phase and even using strategies to maintain motivation. Finally, the Post-actional phase happens when the learner assesses the results of his/her actions and reflects on what made them succeed or fail. At this point, one may also take into consideration what needs to be changed, considering strategies, making sure there will be a more successful result in the future.

This model is underlied under the principle that motivation arises, especially, when learners identify with “future versions of their own selves.” In other words, they have “ideas of what they might become” and that would work as a guide, setting their hopes, their ideal self.

So, the L2 ideal self is partly based on the learner’s imagination and includes three components: a) Ideal L2 Self: if the individual we would like to become speaks an L2, then the ideal L2 self is a motivator, because we desire to decrease the difference between our present and ideal selves. It is also important to comment that, in this case, there is the incorporation of intrinsic and extrinsic motivation, considering that people may aspire to be L2 speakers because they simply view themselves as one or, for instance, because they want to get a job promotion; b) Ought-to Self: is linked to qualities that someone believes possessing will help achieve goals. In this case, extrinsic motivation is characteristic, because it is related to preventing negative results (for example, having a poor performance in an exam); c) L2 Learning Experience: it is related to immediate learning context and experience.

Here, some critical elements are the teacher, the curriculum, the classmates and experiencing success.

Taking that into consideration, we comprehend that representations of future states are fundamental in the process and linked to mastering an L2. Moreover, as Dörnyei (2010) affirms, they promote focus advancement, growth and accomplishment.

Having said that, it is also important to further comprehend how crucial motivation is in the process of learning an FL. According to Dörnyei and Ryan (2015), motivation is one of the key factors that makes L2 learners excel. Wei (2014, p. 54) argues that “high levels of motivation [...] towards the L2 are clearly linked to faster acquisition and maybe ultimate attainment”. Okuniewski (2014) adds that motivation is essential because when it comes to learning an FL there should be a will to study it, as well as some degree of affiliation to the community that uses it as an L1 and cultural elements related to it.

Yang (2012) appears to agree. His research had 20 master’s students from different countries who were learning English as an L2. A questionnaire related to their process of learning English (how they liked it, the reasons why they studied it, their perspectives on continuing to study it) was delivered to them and their results in the IELTS exam were used as a comparison. The author concluded that the participants who scored higher in the examination appeared to be more motivated, as well. In their responses, they declared to enjoy learning the language, like the culture and the community that speaks it as an L1, and see studying it as a free-time activity. On the other hand, the participants who did not mention appreciation for learning English, or stated that they do it because they feel, somehow, forced, scored the lowest on the proficiency test.

Chandio, Ahmed and Hashim (2019) dialogue. In their cross-sectional study, they had 247 university students who were studying intermediate English as an FL. The participants had to answer a questionnaire related to their motivation (type and attitudes) towards learning the language. The authors came to the conclusion that students tended to present positive and significant attitudes toward learning the target language especially when they reported to be instrumentally motivated, as well as, encouraged by their parents or family members to study it.

So, at this point, we may ask ourselves whether there may be a relation between the two IDs here reviewed: AO and motivation. In the following section we are going to discuss that issue, understanding what phenomena may be observed when it comes to children’s

levels of motivation, whether being an early or late starter plays an important role, as well as, if these levels are maintained along the years and possible reasons for that to happen.

2.3 A POSSIBLE RELATION BETWEEN AGE OF ONSET AND MOTIVATION

To begin, Lambelot and Berthele (2015, p. 30) state that “children are often more motivated”. In other words, they are, usually, more open to experiencing new things. Muñoz and Tragant (2001) bring evidence for that with their analysis of the answers of students of different age-groups and with different proficiency levels to a motivation and attitude questionnaire and language tests. They had a total of 923 participants with different AO (eight and eleven years old), coming from seven different schools in Spain, having English as their L2. The authors conducted a longitudinal and cross-sectional study, comparing students’ responses. They add to the discussion that an earlier onset may promote positive attitudes, especially in language learning and its connections to personal and social terms, as children tend to be more receptive than older learners. So, it is possible that motivation may be an intervening variable that helps explain the long-term success of young learners when it comes to developing an FL.

Considering positive learning circumstances, a greater success in L2 learning for younger learners (at least in the long run) might also be explained by Muñoz and Tragant (2001, p. 221), who argue that young learners tend to be motivated by intrinsic elements (while older ones present more extrinsic and instrumental types of motivation), since attitudes and types of motivation are considered to change with age, adding that “when [...] learners have a positive attitude it tends to be of an intrinsic nature.”

Muñoz and Tragant (2001, p. 220) add that another potential benefit for students who started learning the L2 at a younger age is the fact that motivation, often, increases with experience and years of contact with the L2. That would not only contribute in terms of L2 learning, but also when it comes to gaining knowledge about themselves and recognizing their shortcomings related to learning an FL. In the meantime, subjects who participated in their study and who had less contact with the L2 in the long term tended to present a lack of interest regarding the FL being studied.

Ghenghesh (2010), however, brings contradictory findings. Her study had 144 participants from thirty-five different countries. Five of them were teachers and the others were students learning English as an FL at an international school. These learners, who were between sixth and tenth grades, took part in semi-structured interviews, completed a proficiency test, and answered motivation questionnaires, combining qualitative and quantitative methods of data collection and analysis. By the end of the research, the author affirms that L2 motivation decreased with age as older learners tended to score significantly lower on scales. According to her, that may be caused by different elements, such as the fact that the activities and instructions received from teachers change throughout the years. Pfenninger and Singleton (2017) also observe that the transition from a more communicative and holistic approach at primary levels to more formal and conscious methods of teaching and, consequently, learning an FL at secondary levels is frequently experienced as problematic by students and teachers.

In this case, there may be an advantage for late starters. According to Pfenninger and Singleton (2017), highly motivated students tend to be able to make up for their later AO. In other words, early starters who had less than optimal learning conditions might not be able to profit from having started studying English 5 years before the late starters. That is why context, methodologies and approaches² are so important to be taken into consideration in this discussion.

Lacerda (2011) appears to agree with such statements, as she presents that demotivation, even though it appears to be, somehow, scarce in terms of studies in the L2 field of research, is very noticeable in learning environments. According to the author, the most common causes of demotivation are usually teacher-centered classes and the dislike of the subject being studied. She also explains that self-esteem plays an important role and that, in order to maintain it at high levels, praise, encouragement and attention are needed.

In sum, we can state that researchers agree regarding the relevance of emotions and affection for L2 learning. Considering that, it is important not to forget the power of motivation in the learning process of students, bearing in mind that the one which comes from teachers also plays an important role. Even though it is considered extrinsic, it is an important source in order to encourage the learners, aside from their own inner movements.

² It is valid to highlight that we understand *methodology* as referring to practices that have already been organized, tested and proven also in scientific nature, being executed in steps, while *approach* is seen as a more general element, being able to, somehow, be varied or adapted by those who use it.

Considering that young children are, usually, more open, and tend to develop intrinsic motivation, considered so important in the literature, and that promotes more chances of developing affectionate bonds with the L2 throughout the student's academic and personal life, we may ask ourselves why not expose children to it at an early age. If, for some researchers (e.g., Pfenninger, 2020), age of L2 acquisition is not that relevant for a learner (especially in an FL learning context) considering cognitive aspects, such as the sensitive period hypothesis, it seems there is an agreement that affective elements, such as (intrinsic) motivation, play an important role when it comes to creating bonds from an early age, which may indirectly impact the L2 learning process.

Having been able to comprehend the relations between both variables, the following section is going to move towards the skills of reading and writing and how they are linked to age. In it we will be able to define the concepts of reading and literacy, as well as, discuss issues that are fundamental for its process to take place in the L2 and how AO may influence learners' performance in it. In addition, it is going to bring some implications that the skill of writing has, especially, on cognition and bilingual children's competences, as well as, understand how environment and other factors play an important role in it.

2.4 READING, WRITING AND THEIR RELATIONS TO AGE

According to Friesen *et al.* (2022, p. 2), "reading comprehension is the product of decoding ability and linguistic comprehension ($D \times LC = RC$).” They further explain that decoding refers to the process of word recognition, that is, matching graphemes and phonemes while linguistic comprehension refers to the abilities and competences that are necessary in order to comprehend language. By that, they mean vocabulary, syntax, among others.

Finger, Brentano and Ruschel (2019) explain that *literacy* is a term that originated in the 80s, as the concern regarding the practices of reading (and writing) started to be considered an important issue around the world since children should be prepared to cope with social practices involving more advanced and complex reading (and writing), which demand more than breaking the written code.

Moreover, Finger, Brentano and Ruschel (2019) add that literacy are processes that cannot be dissociated, as they complement one another. In other words, the learner does not only have to comprehend the relation between the sounds and letters, but (s)he also has to attribute meaning to what is written, identifying the context it is inserted in as well, aiming to establish communication with someone. They add that in order to be considered a fluent reader, the child has to be able to pass from the initial stage of decoding graphemes and phonemes to the one of, somehow, automatically identifying words, using their cognitive resources to, globally, comprehend the text. Neves and Tomitch (2022) dialogue, stating that the reading comprehension cannot be reduced to only decoding, because there are other factors that need to be present in order to achieve the production of meaning.

Besides these elements presented as fundamental, especially, in the process of reading, Friesen *et al.* (2022) add that effective strategy selection is also a skill that makes a positive difference when it comes to succeeding in reading comprehension. In their paper they mention strategies, such as, using background knowledge, making reference to the structure of the text, summarizing, making inferences and predicting.

Friesen *et al.* (2022) got to that conclusion in their study of one hundred and fifty-five participants. They were students from grades four to six, in Canada. Ninety-three of them were bilinguals with English as one of their languages (with an average length of exposure of four years and a half), and sixty-two of them were English monolingual speakers. Also, they had thirty-eight bilingual adults participants, who were born in other countries and had been in Canada for an average of nine months. The research included language experience questionnaires, a vocabulary test, a word reading efficiency test, a reading comprehension and strategy use test and think-aloud protocols.

From that, Friesen *et al.* (2022) found that more experienced readers, more specifically, adults tended to use strategic behaviors, such as inferences, which made them successful in reading comprehension tasks. Reading fluency and vocabulary were also significant predictors of successful performance and were more commonly related to the performance of children. According to the authors, that demonstrates that word reading abilities play a unique role when reading comprehension in the target language is developed earlier in life. Receptive vocabulary was also related to better reading comprehension for the groups and it appeared to be stronger for the bilingual children. Such findings dialogue with

what Oller, Pearson and Cobo-Lewis (2007) stated, explaining that the characteristic which mostly appears to be related to literacy is vocabulary learning.

However, one of the elements which stood out the most in the study of Friesen *et al.* (2022) was how literacy experience and the benefits of strong L1 abilities played an important role for successful reading comprehension for adults. According to the authors, that reinforces the idea of how strategies learned for one language can be used in the other one as well, and that competences are shared across languages, dialoguing with what was mentioned previously (citing Bialystok, 2006) and that is going to be commented once again further in the present study.

Van Den Bosch, Segers and Verhoeven (2020) developed a study in which they collected longitudinal data with a hundred and forty-six participants. They were seventy-five Dutch monolingual children (L1 readers) and seventy-one Turkish-Dutch bilingual children (L2 readers) who were attending second and third grades of primary school. It is important to also mention that the L2 readers were immigrant children who were growing up in a context of emerging bilingualism. The instruments of the study were a word reading test, a pseudoword reading test, a Dutch receptive vocabulary test and a reading comprehension test. Children participated in individual testing sessions of thirty minutes each, except for the reading comprehension part, which was administered in class by the teacher.

Van Den Bosch, Segers and Verhoeven's (2020) results showed that the L2 readers' performance improved over time (more specifically, in third grade). In other words, the L1-L2 performance gap in terms of reading comprehension decreased across the grades. Also, L2 readers presented a high performance in terms of vocabulary, which might have helped with the reading comprehension as well.

According to Van Den Bosch, Segers and Verhoeven (2020), this finding would suggest that higher levels of L1 vocabulary knowledge may benefit the development of L2 reading comprehension, presenting that within-language associations, as well as positive cross-language associations between the L1 (oral) proficiency and L2 early literacy reading does exist. In other words, knowing more words in the L1, which might be related to an enriched home language environment, may be important for literacy in the L2. So, high vocabulary knowledge is also associated with higher lexical quality, being important for reading comprehension and achievement in general.

Yet, regarding AO, Gunnerud, Foldnes and Melby-Lervåg (2022) conducted a study, which had ninety-one bilingual children and a hundred and ninety-six monolingual ones as participants. They were fifth-grade students and, more specifically, sixty of the bilingual children were simultaneous bilinguals³, while thirty-one of them had an AO of at least two years old. The participants had to go through a vast range of language, reading comprehension and decoding skills tasks as part of the procedures of the research, which was a one-hour group-based test, administered in a pen-and-paper format by their own teachers (after attending a training session on how to administer them). The authors' results revealed that the early bilingual learners (particularly, with middle to high socio-cultural status) presented levels of decoding skills similar to those of monolingual ones.

Earlier, Kovelman, Baker and Petitto (2008) had developed a study, aiming to investigate whether the age of first bilingual exposure could impact children's reading development. In order to do that, they had children from grades two and three in 50/50 bilingual Spanish-English schools in the United States of America, compared to English-speaking children in monolingual English schools as participants. The bilingual children were intensively exposed to their L2 for the first time either from before the age of three (birth bilinguals) or before turning six.

The instruments Kovelman, Baker and Petitto (2008) used were a range of reading assessment tools, as well as, language competence and expressive proficiency, which enabled them to assess various aspects of language knowledge. More specifically, regarding reading, four tasks were administered in English and in Spanish (for the bilingual participants), assessing regular words, irregular words, pseudowords and passage comprehension. It is important to highlight that, for the bilingual participants, the process of literacy acquisition happened simultaneously in both languages.

What Kovelman, Baker and Petitto's (2008, p. 15) study revealed was that age of first exposure to the L2 had a significant impact on children's reading performance in their L2. In addition to that, they also present that the early bilinguals, whose AO was between zero and three years old, and the monolingual children performed equally well on the tasks, more specifically, outperforming those who were considered to be late bilinguals (whose AO was between the age of three and six). Also, the bilingual participants who had their first exposure to the L2 before the age of three had the best reading comprehension in the target language.

³ A form of bilingualism which involves a child that learns two or more languages at the same time and from birth (until the age of three).

Considering that, the authors state that they found a relationship between the AO and bilingual reading development. More specifically, according to them, “early bilinguals (before age 3) had excellent, monolingual-like, reading performance in both languages, and later-exposed bilinguals (ages 3-6) had less optimal reading performance in their new language only.”

Another element found in Kovelman, Baker and Petitto’s (2008) study was that early bilinguals were the only group which presented high reading performance in both of their languages. More specifically, according to the authors, they performed as well as their monolingual peers. Based on that, they state that young AO is an important predictor of reading success in bilinguals. In addition, interestingly, they add that when comparing participants and only observing SES, it was the low SES children with early bilingual AO who outperformed low SES children with late bilingual AO. That may leave room for the interpretation that the variable of age can potentially have a positive impact on the development of language and, more specifically, reading, possibly improving the, considerably, negative effect of low SES status on literacy. So, what they support and conclude is that bilingual programs which provide children with rich and balanced language, as well as, reading exposure in both of their languages may provide them the opportunity to develop language and reading mastery with high competence in equal ways.

It is important, however, to mention that learning how to read and write are not considered simple or automatic processes (Finger, Brentano and Ruschel, 2019). Dehaene (2012) explains that the human capacity to do so is not innate, as the ability to speak is. In other words, our brain was not, initially, programmed to deal with such skills. What happened was that, in order to foster and process such a cultural invention, it had to adapt itself. This hypothesis is what the author calls neuronal recycling, which adapts a region of the brain (and that was responsible for perceiving faces and objects) to be able to, then, decipher the written modality of language. According to the interpretation of Finger, Brentano and Ruschel (2019), its own low, partial and difficult conversion may, partly, explain some difficulties that certain children present during their literacy acquisition process.

Having said that, besides reading, another element which the present study mainly focuses on is L2 production of writing. Taking that into consideration, it is important to comprehend what authors and prior literature have presented as findings regarding the topic

and, especially, its relation to the aspect of age, which has been discussed in the previous sections of this paper.

According to Finger, Brentano and Ruschel (2019), lately, there has been a growing interest when it comes to clarifying the development of the process of learning how to read and write simultaneously in two languages, as well as, comprehending the impact it has on cognition and, especially, bilingual children's linguistic competence, also considering the visibility early bilingualism has been gaining around the world. However, this discussion becomes even more important in Brazil, considering that, as the authors affirm, research about the topic, taking into consideration our national context, is still lacking.

From the very beginning, it is important for us to understand that writing is considered to be a complex, dynamic, and multifaceted skill. Norris and Manchón (2012, p. 242) state that "there is an urgent need for taking into account all of what is going on in the complex and emergent occasions of writing and L2 language development". This is especially related to social factors, such as the learner's goals for writing (bearing in mind that they might be imposed to them by themselves, as individuals, or by others); beliefs and principles that impact the way they write and the way they deal with feedback that they receive; the background and context they are inserted in; and the genres and types of texts they are assigned to write.

So, when analyzing these aspects, it is fundamental to take into consideration the fact that its development responds to individual and contextual influences that learners have to deal with. That makes the whole scenario even more interesting, considering that the way students interact with these elements provides very rich indications of the way L2 writing skills are acquired and developed by the individuals, besides helping us understand the reasons that make them do so or not.

Pfenninger (2020) developed a study with ninety-one children, who varied in their age of second language acquisition (five, seven, and nine years old). These learners had English or German as their L1 and the classes at school were given 50% in English and 50% in German, constituting a bilingual and immersive environment. The researcher collected data four times annually for eight years, assessing and analyzing the participants' writing production, among others. More specifically, the participants in the study had to produce a narrative essay, which required them to tell a story (talking about a particular event, such as, their favorite holiday, hobbies etc.) and describe the experience the writer (or even the

protagonist of the narrative) got from it. In addition, they also had to produce an argumentative essay, which invited the participants to take into consideration their personal experiences related to broader social contexts, presenting their own perspective regarding it (for instance, the fact of wearing uniforms to go to school). One of the author's goals was to identify whether there were differences in the development of writing production in the L2 among the learners who had been exposed to the target language in different stages of life.

It is interesting to analyze and discuss such issues considering that, as developed in this thesis, researchers have defended an early AO, considering many benefits and advantages that have been presented previously in this study. However, as Pfenninger (2020) cites, other way round predictions are also possible with late starters benefiting from increased cognitive abilities and L1 proficiency.

Having said that, in her study, Pfenninger (2020) focused on writing accuracy, complexity, and fluency, having the participants' transcripts coded by coders with expertise in linguistics. Once the scores of the groups were averaged, it was expected that they would improve as time passed. What she interestingly found was that children that were part of the early AO group (aged five years old) achieved high L2 fluency, complexity, and vocabulary scores in their written samples. On the other hand, the group of late starters (aged seven and nine years old) was not able to catch up with regard to writing measures by the end of primary school. In that specific context, writing fluency and accuracy appeared to be positively influenced by an early AO.

However, it is important to emphasize that the environment the participants of that study were inserted in was considered immersive, since, as mentioned previously, 50% of the interaction and instructions given were in the L2. So, it is important to take into consideration the nature of this context and its features, such as the number of hours of exposure to the L2, because that will, directly, influence and impact the results and performance to be presented by the learners.

Pfenninger (2020, p. 664) herself points out that “[...] a number of variables - notably, intensity of instruction - are much stronger predictors than AO for a range of FL proficiency dimensions”. So, age could not be analyzed in an isolated way without taking into consideration other elements, such as the environment, frequency and amount of meaningful input and interaction, among others. The “when” would not be the only important thing to consider, but the “how” as well.

These external factors appear to be related to performance in the L2. Pfenninger (2020) brings that learners' encounters with the L2 out of school can provide meaningful experiences. Consequently, that may help students increase their levels of motivation, as they feel satisfied when they notice they can, indeed, use the L2 in other settings, perhaps, naturalistic ones, too. The author affirms that socio-affective and contextual elements might be reasons for individual development. So, interaction, whether with peers, the teacher or family members plays an important role when the theme is learners' motivation. In her research, more specifically, the participants reported a positive change of attitude towards the L2 when they started getting involved with online contexts (watching videos, using apps) in the target language. In addition, they praised teachers and parents, attributing their greater effort to their support.

Finger, Brentano and Ruschel (2019) developed a study with a group of twenty-one second-grade students from Brazil, who attended a school in Porto Alegre, which offers a bilingual (Portuguese/English) curriculum. Most of the participants started being exposed to the L2 before first grade (while only three of them started at first grade). Their task was to write a text in both languages, Portuguese and English, talking about their favorite toy or animal and explain why that specific one was their favorite. The researchers aimed to compare the levels of syntactic complexity by counting the T-Units⁴ (Hunt, 1965) that were present in their writing productions.

The authors Finger, Brentano and Ruschel (2019) observed that the evidence they found dialogues with their previous literature, identifying that the development of the writing skill in bilingual people happens in similar ways for both their languages. They explain that subjects who have a facility when it comes to learning how to write (and read) in their L1 tend to present the same facility in their L2.

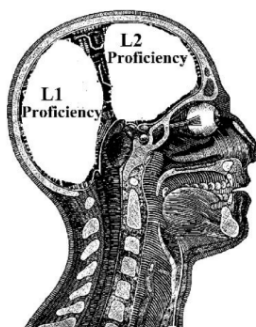
In addition to that, Finger, Brentano and Ruschel (2019) state that as learners advance in the development and complexity of writing strategies in their L1, they progress in their L2 in the same way. Considering that, as well, they explain that the process of learning how to write (and read) in two languages produces a type of linguistic and cognitive increment, because of the transfer of skills and knowledge that occurs naturally between them. That is why, according to them, it is important for teachers and researchers to consider and assess

⁴ T-Units (Hunt, 1965) consist of a main clause and other elements that may be part of it and that depend on it. The length of each T-Unit may operate as a parameter to indicate one's linguistic development in terms of syntax complexity. In addition, through it, the quality of the writing production can be assessed.

writing in both languages of bilinguals. Once that is done, the development of languages and the bilingual him/herself will be seen as an integrated system and not as two independent ones.

That is intimately related to the initial model of Cummins (1979) - the Separate Underlying Proficiency Model (SUP). According to this theory, both of a bilingual's languages would operate separately in his/her brain. That meant that there would be no type of transfer of knowledge between the languages. In other words, what was believed was that the brain would have a specific number of compartments to, somehow, store languages, as we can see in Figure 1:

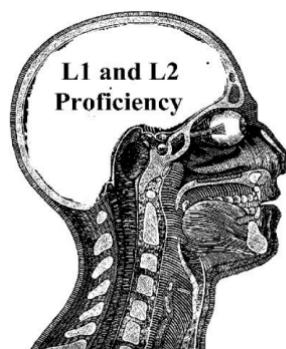
Figure 1: Separate Underlying Proficiency Model



Source: Cummins (1979)

However, at a certain point, evidence started demonstrating that this model could not be sustained any longer, once results started showing the exact opposite. As the paradigm changed, Cummins (1979) developed a different proposal, which was named Common Underlying Proficiency Model (CUP), as we can see in Figure 2:

Figure 2: Common Underlying Proficiency Model



Source: Cummins (1979)

From that, we understand that both languages, actually, constitute one system and one central processing through which they operate. Regarding that, Finger, Brentano and Ruschel (2019) reinforce the idea that bilingualism is dynamic and complex. So, elements related to it, such as the linguistic practices, are related to one another. In other words, they do not function in a separate way. That is a natural process and it characterizes biliteracy.

Having said that, once we have discussed key factors when it comes to reflecting on SLA, such as age, motivation and their implications in skills, such as, the reading and writing ones, the next chapter is going to present how we conducted this study in order to achieve the goals and respond to its research questions posed. More specifically, the method used is described next.

CHAPTER 3

METHOD

This section describes the method that was used in the research in order to answer its questions and achieve its goals. First, it refers to the methodology chosen in theoretical terms. Next, it presents the context and participants who joined the study. In addition, it describes, in detail, the instruments that were used in the data collection. Finally, the procedures for data collection and data analysis are explained, with the movements that were adopted along the process.

3.1 THE METHOD ADOPTED

We may say that the method of the present research can be defined in different ways. First, this study can be defined as an applied one since, as Tomitch and Tumolo (2011) explain, our motivation is of a practical order. In other words, there is a specific aim - exposing a potential problem there may be in having children in public schools exposed to the EL only at sixth grade while children in private schools start much earlier.

In addition to that, this is also a qualitative study as it seeks to make sense of a set of data collected in more subjective ways. In other words, it may allow us to gain an understanding of a complex phenomenon and specific details from the information gathered.

3.2 CONTEXT AND PARTICIPANTS

So that the research questions posed could be answered, data collection happened in two public schools located in São José/Santa Catarina, in the southern region of Brazil. The city was chosen considering the fact that it is next to the city where the Master's program for which the present study was being developed is located - Florianópolis. Additionally, it is known by the author that schools with the profile needed for the conduction of the investigation could be found there.

More specifically, we were seeking students from a public context because we understand that this is the field that is most affected when it comes to the national documents for Education policy. As previously mentioned, in private schools there are usually more financial and human resources in order to provide an earlier onset of L2 teaching for students, despite the age or grade that is mentioned as mandatory by the law. Unfortunately, we may not declare the same for most public schools in our country. Considering that municipality institutions from São José have already been offering English as a subject since first grade for, approximately two decades, we found it interesting to compare their students' results with the ones from another public (State) school that strictly follows Brazilian guidelines, introducing the EL as of the sixth grade to their students.

In the schools, data was collected from eleven ninth-grade students (on average, fourteen years old), native speakers of Brazilian Portuguese. The reason for choosing this specific grade is that we believe students from both schools have had enough time to develop some skills in the FL. Otherwise, choosing an earlier stage might have represented an unfair scenario for the students who started studying English during sixth grade only, considering that, while performing the activities of the research, they would not have had sufficient contact with the EL when compared to the other group of participants.

In this case, Group 1 is composed of six participants (three girls and three boys), who have been exposed to the EL at school since first grade. In Group 2, there are five participants (four girls and one boy), who started studying the FL, at school, only in sixth grade. In the present paper, these participants are going to be named, using pseudonyms that were chosen by them, so as to preserve their identities.

It is also important to mention that other students participated in the data collection. However, they were not included in the analysis, as some of them did not complete all of the tasks, and others did not meet the profile defined to control at least some intervening variables (e.g. studying EL out of the regular classes in school). For those reasons, they were eliminated from the final data analysis.

3.3 INSTRUMENTS

3.3.1 Profile Questionnaire

In the present study, 2 questionnaires were used. Both were in Portuguese since we wanted to ensure participants fully comprehended what was being asked. The first questionnaire (see Appendix C) referred to the participants' profiles as English learners. With it, we aimed to collect information such as how long the students had attended that specific school, whether they had contact with EL out of the school context, and whether they had previously traveled to an English-speaking country, among others.

3.3.2 Motivation Questionnaire

The second questionnaire was an adaptation of the one created by Dörnyei (2010) and was related to the learners' motivation levels for L2 learning. This specific questionnaire was chosen considering that the author is widely acknowledged for his research on motivation and, also, because the questions on it were similar to the ones thought for the present study, seeking to understand how motivated participants were and, consequently, what made them feel that way. More specifically, the adaptation refers to making a version of it in Portuguese and reducing the number of questions, so that the participants (adolescents) would not get tired or demotivated to complete it. We also adapted the language of specific questions to make them closer to the objectives of the present study. Besides that, we added one open question at the end of the questionnaire related to the participants' opinions regarding their AO when it came to L2 learning.

The participants from each school received one of two slightly different versions of this document. In the questionnaire applied at School 1 (see Appendix D), the open-ended question focused on how the early exposure to the L2 might have impacted these students' motivation for learning it. In the same way, the one applied at School 2 (see Appendix E) asked about learners' thoughts related to their later exposure to the EL and how this might have affected their current level of motivation.

3.3.3 Language Test

A language test (which can be seen in Appendix F), elaborated by the researcher, was also applied. The goal was to assess the participants' performance in terms of writing production and comprehension in English. It contemplated, according to *Base Nacional Comum Curricular* (National Common Curricular Basis, 2017), the skills/competencies for eighth grade in the subject of EL, regarding writing and reading.

We have chosen writing skills and not oral ones for two main reasons. One of them is because, for years, especially in public schools, only writing skills (more specifically reading) were encouraged and worked with in L2 classes. Once again, that used to happen because for a long time our national documents, which guide our pedagogical practices, would mention these skills as the ones to, mainly, be learned by students in the subject. Besides that, we aim to control as many variables as possible. Taking that into consideration, by assessing speaking and/or listening, we would have to take into account other different and complex elements, such as pronunciation, intelligibility, speed, and pauses, among others.

To develop the instrument, first, we selected a text from the British Council website (2018). The reason why we chose this source was because in it we were able to find a text which contemplated, in terms of its structure and content, topics that we were looking for, considering the objects of study, skills and competencies required for eighth-grade students as mentioned previously. After also being approved by ninth-grade English teachers, the chosen text gave us the confidence that it would be appropriate for the participants of the present study.

More specifically, the text that we are talking about is an e-mail containing a teenager's introduction and personal information, to be sent to a friend. However, it is important to emphasize that this was not the first option we had. The first text selected was submitted to the analysis of two English teachers from regular public schools, who work with ninth-grade students. According to them, it was a very long and complex material for learners. Considering the fact that we did not want the test to be either too demanding or easy, the text we worked with was our second option, which was considered a more balanced choice.

Having said that, ten multiple-choice comprehension questions were created in Portuguese to assess learners' understanding of the text. We chose that amount of questions because we came to the conclusion that it would be enough to assess what we were aiming for, and it might not be too tiring for the students. Besides that, we chose their native

language, because, in this part of the test, we only wanted to assess their reading and comprehension skills regarding the text. Considering that, questions with the purpose of assessing information that was found in the text, through literal comprehension, and others were elaborated.

As examples of less demanding questions, we have number one “Who typed the e-mail?” and number two “Who was the e-mail sent to?”. For the first question, the correct alternative is letter “a”, which says “Jasmine”, while for the second question, the correct alternative is letter “b”, which says “Yoko”. These are considered to be simpler questions, because they do not demand as much knowledge of the EL as the other ones do, or even the reading of the whole text. More specifically, in order to answer them, the participants would only have to apply their knowledge of the text genre e-mail and read the beginning (Dear Yoko) and the end (Love, Jasmine) of the text.

On the other hand, a question that might have been more demanding or even tricky was number four “Who does Jasmine live with?”. The correct alternative is letter “c”, which says “mom, dad and younger sister”. The issue is that, besides these family members, the text also mentioned a pet dog. However, no pets were mentioned in the alternatives, except for a cat (alternative letter d). Apparently, that would require participants to know the vocabulary of animals and scan the text again to make sure that the pet mentioned was a dog and not a cat. So, as just mentioned, the correct alternative would be “c” and not, for instance, “a” (mom), “b” (mom, dad and older sister), or “d” (mom, dad, younger sister and pet cat).

For the second part of the test - the writing one -, five open-ended questions were created in English (though they had their translation in Portuguese next to them). They were related to the students’ personal information and it was expected that they answered them in English as well, since at this point we wanted to assess their writing skills.

The last activity the students were required to do was a longer text in English. In it, the participants had to write an e-mail introducing themselves and including information such as where they live, who they live with, their family members, and free-time activities they enjoy, among others.

The results for this test allowed us to compare participants’ performance, analyzing whether students from Group 1, who were exposed to the EL in school earlier (8 years before data collection), would score higher than the ones from Group 2, who had their first contact with the EL later (3 years before data collection).

3.3.4 Interviews

Finally, semi-structured interviews (Appendix G, H, I and J) were held (in Portuguese), based on participants' responses to the motivation questionnaire. So the questions asked to them were, sometimes, similar but not the same. Questions, such as, "How does your family encourage you to study English and how does that influence you?" and "What type of activity do you find the easiest/hardest (Reading/Writing or Listening/Speaking)?" were asked. On average, six to seven questions were asked in total to each of the participants invited to the interview.

These interviews took place with the two participants who scored the lowest and the highest in the motivation questionnaire in each school and were audio-recorded. The aim was to better comprehend what and how different aspects might have influenced their feelings towards (learning) the EFL. In other words, we sought to understand whether an earlier or later exposure to the language impacted these learners' perspectives regarding studying and using the EL.

3.4 PROCEDURES

First, the project for the current study was submitted to the ethics committee at Universidade Federal de Santa Catarina before the data collection took place. Regarding that, it is worthy mentioning how difficult and time-consuming it was to wait for the positive response expected. Unfortunately, this wait held back for some months the data collection, considering that we could only, in fact, begin this part of the process, once the authorization had been granted.

Taking that into consideration, after its approval, the next movement was to contact both schools and their ninth-grade teachers. In the beginning, that was one of the biggest struggles faced. We bring that, because one of the schools which had already agreed on contributing with data decided to back down just when data collection was supposed to be starting. A day before going to the school to meet the ninth-grade English teacher, the

pedagogical coordinator and the headmaster of the school, I received a call from the English teacher, canceling data collection with her group.

Considering that, a new movement was done in order to find, at least, one school which would be willing to accept our research conduction, allowing its students to participate in it. More specifically, at least four different schools were visited and twenty more of them were contacted by phone. Twenty-two of them said “no”. While this movement was being held, some features appeared to repeat themselves, making us consider mentioning them here. It was very common for the pedagogical coordinators/headmasters contacted to seem interested in the research until the moment when the researcher mentioned having to collect data through a language test as well. From that moment on, many of the schools’ representatives would present some concern regarding the possibility of their students being tested and, perhaps, having their results shared or published somewhere.

Even though we constantly sought to make it very clear that the project already had the approval of the ethics committee of the university where the researcher comes from, they would say “no”. We also explained that parents and even students would have to read and sign an assent and consent term, allowing us to collect data and analyze it for the conduction of the study, however they would keep saying “no”. In addition, we tried to reinforce the fact that the schools and, consequently, the participants’ identities would be kept anonymous and confidential between the researchers, and they insisted on giving us negative responses.

However, it is important to mention that, as researchers, we acknowledge where these postures might come from. For a long time universities tended to collect data from schools and not give them any accountability or, when given, it tended to present how, perhaps, incorrectly things were conducted and done there. This, somehow, colonial perspective universities have historically taken towards schools may be one of the reasons why they have been more reserved and cautious when accepting data collection to be held in their spaces.

Nevertheless, after days of seeking, two schools seemed to be interested in the research and affirmed to accept the data collection to happen with their students.

After their permission to carry out the research was granted, the researcher visited both classrooms, introduced herself to the students, and briefly presented the investigation, inviting them to be part of it. Assent and consent forms (see Appendix A and B) were handed in to be read by all and signed by those parents and students who agreed to contribute with

data. Considering that they were underage, participants signed an assent form, and their parents were asked to sign a consent form, authorizing them to join the data collection.

This was also a remarkable part of the data collection, considering a number of students did not bring the consent terms signed from home. According to them, their parents would forget to sign it, or they themselves would forget to ask their parents to do so or even bring it to school. So, it was a weekly task to have to remind and constantly ask them for the signed terms. In the end, many of the students who brought them signed, were the ones whose profiles were not in accordance to the one we were looking for. In other words, they were students who had started studying English at a different moment from the one sought, considering the group they were inserted in, or were already studying the EL at different contexts as well, such as language institutes, or were attending private classes.

The first task participants engaged in during class was answering the profile and the motivation questionnaires, in this order. On a subsequent encounter, the - paper and pen - language test was applied. The reason for it to be applied after the motivation questionnaire was to avoid that answers to the questionnaire were influenced by the participants' perceived performance in the language test.

Two people were in the classroom while the test was being carried out - the researcher and the students' teacher. Before starting, the participants received instructions from the researcher regarding what should be done in each activity of the test, how long they had to complete it (one hour and forty minutes, because that is the amount of time they have of EL classes each week and we did not want time pressure to intervene in their performance), that it would have to be done individually, and that they could not consult any sources, such as a cell phone or a dictionary, for example, while completing the test. However, they could call the researcher if they had questions of an operational nature (for example, if the test could be completed with a pencil), though doubts related to the content of the exam (for example, what something means, or how a word is spelled) could not be cleared.

Regarding this part of the data collection, the participants dealt with it well. Most of them were able to conclude the tasks, considering the time they had to do so. One phenomenon that repeatedly happened in both Group 1 and Group 2 was the fact that when students would encounter the final activities, more specifically, the writing production ones, some would affirm that they were not able to write an entire composition in English. In this

case, the researcher would try to encourage them, saying they could do it and, once again, explaining what the tasks required them to do. It would be very common for most of the students, after that interaction moment, to give it a try and, actually, hand in the test complete in the end.

Finally, on another day, the semi-structured interviews took place with the selected participants. The students appeared to be very anxious to know which of them would be invited to participate in this final moment. Once their names were announced, they appeared to feel nervous, perhaps, because they did not know what criteria was used for those specific students being picked. That is why before actually getting started with the interviews, the researcher would explain the procedure and the reasons why it was taking place. In this case, the aim was to better comprehend, through their explanations, what took them to answer the motivation questionnaires the way they did (considering the high and the low punctuations given and achieved by the end). These interviews happened individually, in another classroom, and they lasted, approximately, ten to fifteen minutes.

It is also important to mention that all of the steps described in this section were scheduled in order to best fit all parts according to the timetables of the participants' classes. Regarding this information, we would also like to mention how, in certain moments of the process of collecting data, it was challenging to have it, somehow, flowing and getting to its end. We state that, because there were certain times when the initial schedule defined with the teachers had to be adjusted since, on some of the days set for data collection, students were engaged in other (unexpected) school activities. So, that somehow delayed the conduction of the study as well.

Once we were able to describe the procedures adopted for the data collection, in the next section we will present how the data analysis took place, as well as, what criteria were taken into consideration.

3.5 DATA ANALYSIS

Though some results will make reference to comparisons between numerical scores, data was analyzed qualitatively. The answers to the profile questionnaire were used in an attempt to avoid too many intervening variables being at play since it was possible that some

students from the groups would have a profile that made them outliers in the research. For instance, there were students who, at the time of data collection, attended the school where English is taught from the first grade onwards, but had started there after the first grade. At the same time, there were students attending the state school - where English is only taught from 6th grade onwards - who had been exposed to English earlier than that (they had had private L2 tutoring). These students carried out all the activities proposed to the group, but they were left out of the analysis.

For the motivation questionnaire, scores were calculated by adding up the individual score (1-6) of 18 questions in which the highest the score chosen, the more motivation a participant reported and, after, deducting, from this number, the sum of the individual scores for 2 questions (8 and 14) whose statements indicated a lack of motivation. That is, if the score achieved by a participant with the 18 'positive' statements was 80 and the score achieved with the 2 'negative' statements was 12, this participant's total motivation score would be 68. Using this method, the highest scores achieved in the test indicated the participants who reported the highest levels of motivation, as well as the lowest ones indicated the least motivated participants. It is worth highlighting that the most motivated ones would achieve scores close to one hundred and six points (maximum score possible in the questionnaire) while the least motivated participants were expected to reach a punctuation closer to six points (minimum score possible).

The language test yielded numerical data as well. Each of the three exercises had a maximum of ten points. The first exercise, as mentioned previously, was composed of ten multiple-choice (reading comprehension) questions. The participants received one point for each correct answer and the maximum total score was 10. The second and third exercises were related to writing production. The punctuation each participant scored depended on the following criteria which were defined by the researcher: accomplishment of the task (1 point), answer written in English (1 point), answer reaching its communicative intention (2 points), accuracy in spelling (2 points), accuracy in grammar (2 points) and complexity (2 points). It is important to add that by complexity, we mean elements, such as, the length of the text, the development of complete sentences and the variety of use of vocabulary and grammar structures.

In the first writing activity, there were 5 open-ended questions to be answered and these criteria were applied to each of them. In the final exercise, participants produced a short

text, and the criteria described above were applied by looking at the text holistically. To assign one single score for the participants in the writing production test, the score for the first exercise was added up to the second one. So, the final score for the writing production test could yield a maximum of twenty points, which was the sum of both activities.

After that, once the scores of the motivation questionnaire were calculated, the two participants (from Group 1 and Group 2) who scored the highest (i.e., the most motivated students, according to their answers) and the lowest (i.e., the least motivated students, according to their answers) on the questionnaire were invited for a semi-structured interview, which was transcribed and had its contents analyzed to shed light on the results yielded in the motivation questionnaire and the language test. As we analyzed each transcription, we sought for elements in common arising among them and that, consequently, drew our attention to certain topics and responses. The results obtained will be presented and discussed in the following chapter.

CHAPTER 4

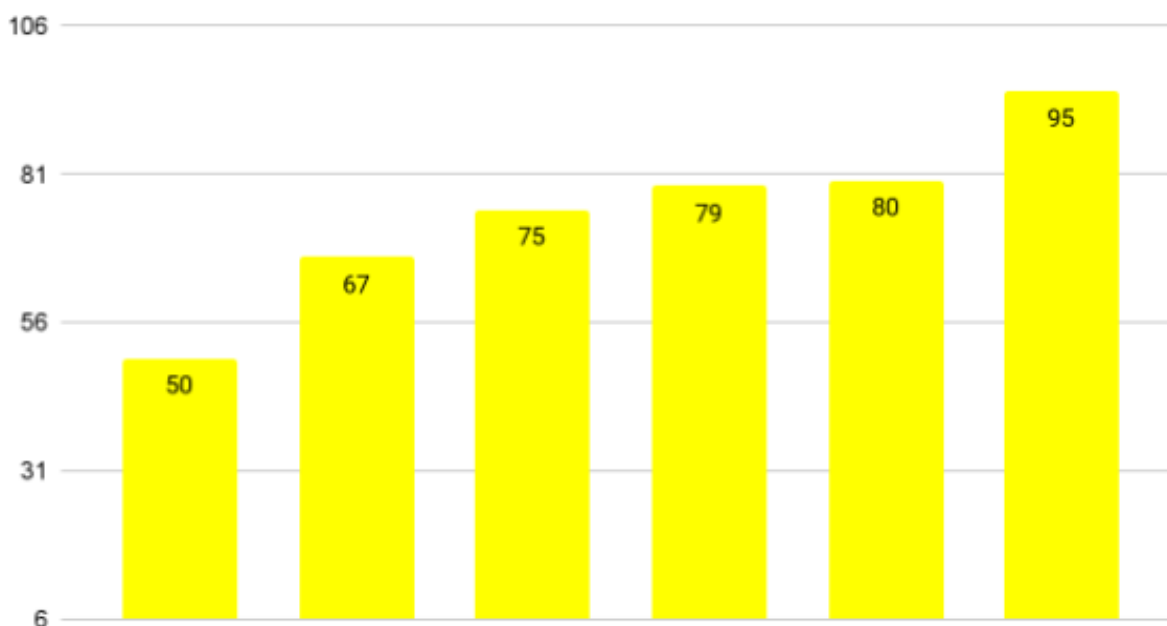
RESULTS AND DISCUSSION

As presented in the introductory chapter, the objective of this study was to understand the potential role of two IDs - age and motivation - in the process of acquiring a second language. More specifically, the aim was to observe a possible relation between these two variables, researching whether motivation, somehow, showed to be related to AO, impacting the learning process of the L2. Taking that into consideration, this chapter presents the findings and discusses them. In order to do that, the chapter is divided into subsections for each research question.

4.1 RESEARCH QUESTION 1

As mentioned previously, research question 1 was: is there a difference between the level of motivation to learn English reported by learners who started studying it during the first grade and that of the ones who started studying it during the sixth grade? So, in order to answer it, participants were invited to complete a motivation questionnaire. The results regarding the levels of motivation of Group 1 (the one in which participants were exposed to the L2 earlier) can be seen in the following graph:

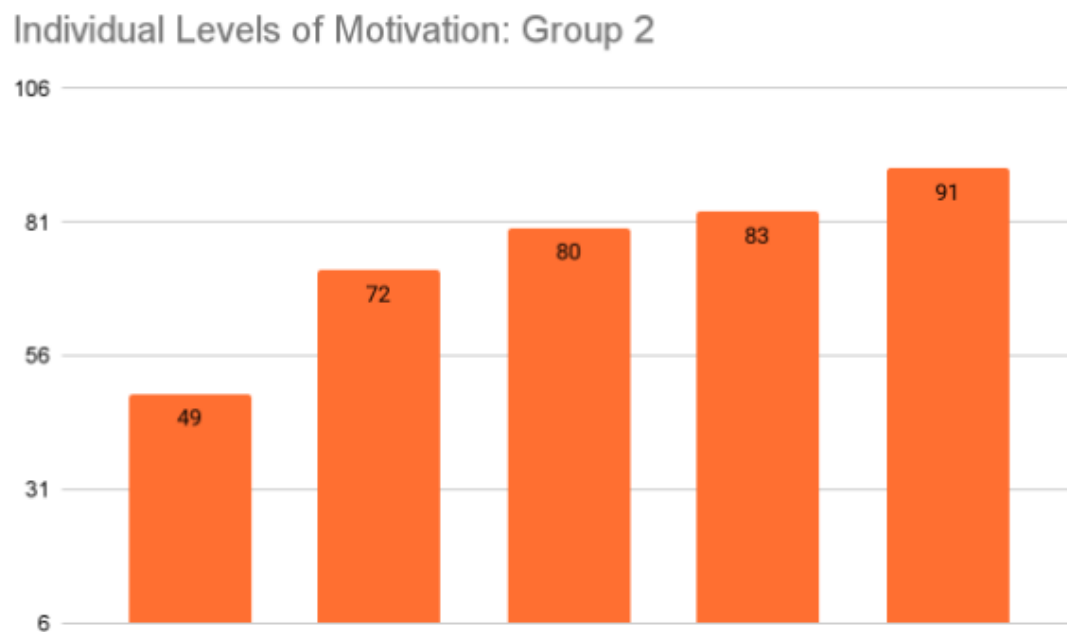
Individual Levels of Motivation: Group 1



Graph 1 - Individual Levels of Motivation - Group 1

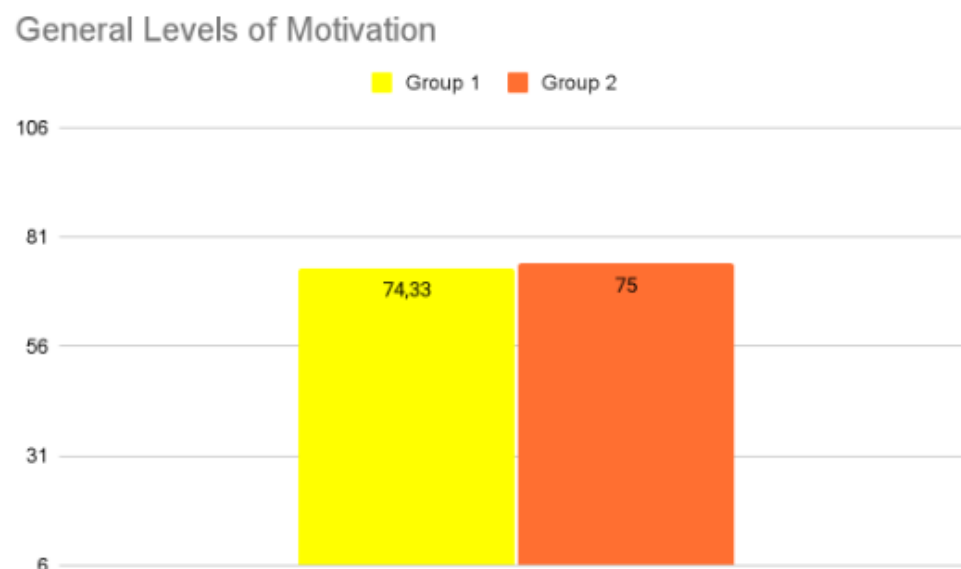
As mentioned previously, once we add the scores for the positive statements in the motivation questionnaire and subtract the scores for the negative ones, they give us a minimum of six points and a maximum of one hundred and six points. That means that less motivated students would be closer to the lowest punctuation (6), while more motivated ones would be closer to the highest one (106). As we can see from this graph, the six participants from Group 1 varied between the punctuations of fifty and ninety-five.

The results related to the levels of motivation from Group 2 (the one in which participants were exposed to the L2 later) can be observed in the following graph:



Graph 2: Individual Levels of Motivation - Group 2

With results varying from 49 to 91, we can notice there is only a slight difference from the other group, which can be better visualized in the following graph:



Graph 3 - General Levels of Motivation

When analyzing individually the numbers from both groups, we noticed that the slightly highest level of motivation came from Group 1, and the slightly lowest one came from Group 2. However, as the graph presents, participants from both Group 1 and Group 2 achieved very similar averages regarding their levels of motivation. More specifically, Group 1 has a total of 74,33 points on average, while Group 2 has a total of 75.

The fact that Group 1 achieved a very similar punctuation when compared to Group 2 may be related to Ghenghesh's (2010) and Pfenninger and Singleton's (2017) observations that learners who have been in contact with the FL since an earlier AO may actually become less motivated with time for different reasons, such as, the change that methodologies and approaches used in class, as well as, instructions from teachers tend to suffer. As we have seen previously, playful and communicative lessons lose their ground to more explicit and traditional methods and practices. Thus, in the present study, students who were exposed to the L2 earlier might, possibly, have had their levels of motivation and interest for the object being learned reduced as the years passed, while the learners who were exposed to it later in their academic lives, may have had their levels of motivation maintained, demonstrating a similar result in the motivation questionnaire.

In addition, as presented previously in this paper, four semi-structured interviews took place as the final part of data collection. More specifically, the two participants who scored the highest and the two who scored the lowest from both groups were invited to answer some questions, seeking to better comprehend their punctuations in the motivation questionnaire and the reasons behind them.

Having said that and, considering the discussion of previous paragraphs, it is important to mention that the two participants who scored fewer points in the motivation questionnaire chose low punctuations to rate their English classes at school. The participant from Group 1, who prefers to be called Weary, rated the atmosphere of the classes with four points (which means "I agree a little bit" with the statement "I like the atmosphere of my English classes"). The participant from Group 2, who chose to be mentioned as Nina, rated the mood of her classes and her expectations for them to happen with four points. In addition, regarding statement 13 "I think studying English is very interesting", her rating was three (which means "I disagree a little bit").

That may be intimately related to what was mentioned previously by Pfenninger and Singleton (2017), elucidating that the conversion to more formal teaching and learning

methodologies (especially for learners who have been exposed to the L2 since the first years of primary levels) is often faced in problematic ways by students (and, consequently, teachers as well) with them presenting decrease in their levels of motivation.

So, considering the lower ratings cited (when compared to the rating of other topics), we asked the participants what they would desire their English classes to be like and what would motivate them more to learn English. Weary affirmed that he would like to have English classes that would focus on oral skills (especially speaking), rather than writing ones only. Similarly, Nina stated that she would enjoy it and feel more motivated if there were more activities that would help her develop oral skills (mainly listening), such as videos, during her English classes, instead of having lessons focusing only on explicit instructions of form on the board.

That reminds us of what was demonstrated by Lacerda (2011) and also cited previously in the present paper, presenting that demotivation is, commonly, noticed in learning environments when they are characterized by teacher-centered classes. We cannot affirm anything without, actually, having observed classes, talked to the participants' teachers about the topic or even analyzed material used in class. However, as just mentioned by the bibliography brought in the present study, when learners have more opportunities to see themselves as protagonists of the lessons, being able to, actually, put their hands on and experience (especially orally) the object being learned, their thoughts and feelings regarding the object being studied and learned can be different in positive terms.

Another interesting piece of information from the interviews also came from Weary (Group 1), who scored the lowest in the motivation questionnaire. When he was asked whether he feels as motivated now as when he was first exposed to the L2 at school, he affirmed that it is impossible for the level of motivation to be the same after these years, since back then the L2 was a new object being studied and that intrigued him.

However, he declared he still has (extrinsic) motivation to learn more of it - he wants to live abroad and he uses English to talk to people from around the world in the games he likes to play. This narrative appears to dialogue with the findings of Pfenninger (2020), who reported that her participants stated that they saw their attitude changing positively towards the L2 as they started to use the online context to watch videos or use apps in the target language and had to rely on their comprehension and communication skills in order to succeed in achieving specific personal goals. In addition, it also dialogues with what, once

again, Chandio, Ahmed and Hashim (2019) found as a result of their study, revealing that the participants who achieved higher levels of motivation, showed to be strongly motivated by external elements, as well.

When it comes to the participants who scored the highest in both groups, one feature that stood out was that, as Pfenninger (2020) had also similarly identified in her study and which was mentioned previously in this paper, both the participants from Group 1 and Group 2 who scored the highest (95 and 91 points) reported feeling highly encouraged by their family members to study English. More specifically, the participant from Group 1, whose pseudonym is LP, mentions his brother and how it was essential for him to be encouraged to learn the L2 from a young age, especially by listening to music, watching series, and receiving useful tips from him. The highly motivated participant from Group 2, who chose to be called Martins 17, mentions her mother and how much she encourages her to learn the FL, considering its importance when it comes to her future, especially her professional life. Such findings also dialogue with the results presented by Chandio, Ahmed and Hashim (2019), revealing that instrumental motivation and the one that comes from parents and family were important as they appeared to be related to their participants' positive attitude towards the L2.

Once again, the reflection that comes to mind here is the fact that though early starters usually tend to be more motivated to learn an L2 because of the characteristics of their age, motivation also arises because of the instructional environment in which the learner is inserted. More specifically, the learning and teaching contexts younger learners find themselves in tend to present an L2 teaching approach that is more implicit and with more interactive classes, which focus also on orality.

So, when directly answering research question 1, we draw the conclusion that the levels of motivation of participants from both groups are very similar. However, as an average, Group 2, which is composed of the late starters, has shown to be slightly more motivated than Group 1.

4.2 RESEARCH QUESTION 2

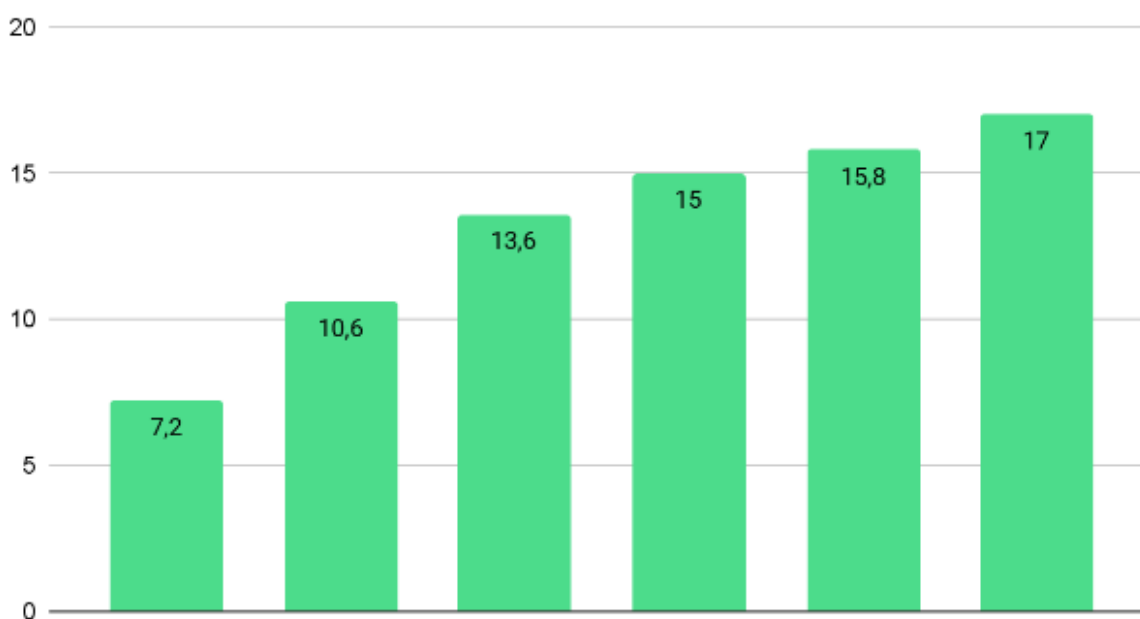
As presented previously, the second research question was: Is the performance, in reading comprehension and writing production tests, of ninth-grade learners of EFL, who started studying the language during first grade superior to ninth grade learners of EFL, who

started studying it during sixth grade? In order to answer it, a language test was applied. The first part consisted of a text (e-mail) followed by ten (multiple choice) comprehension questions.

A surprising result was found in this test since all participants scored high and some even aced it (see Appendix V and Appendix W). Taking that into consideration, we came to the conclusion that we had failed the aim of elaborating a test that would be adequate for this population, even though our decision to build an easier test was informed by the feedback received from ninth-grade teachers from public schools (as explained in the Method chapter). This phenomenon might have happened because, as mentioned previously, the suggestion in national documents is to focus on reading and, especially, public schools in our country have been, indeed, focusing on reading skills during English classes for years. For this reason, we chose not to consider the results of the reading comprehension part of the test in our analyses, once the test did not allow for the variability in skill among the participants to appear in their answers.

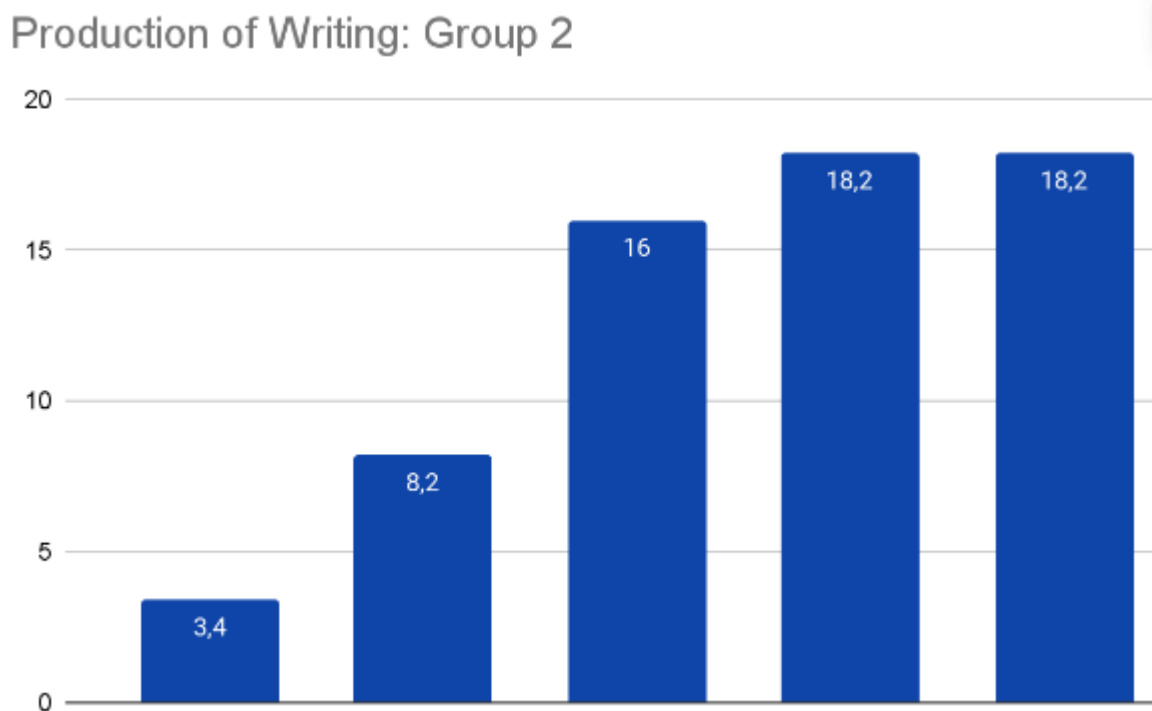
As explained in the Method chapter, the writing production of the participants was assessed through two different activities in the test and the results for Group 1 can be seen in the following graph:

Production of Writing: Group 1



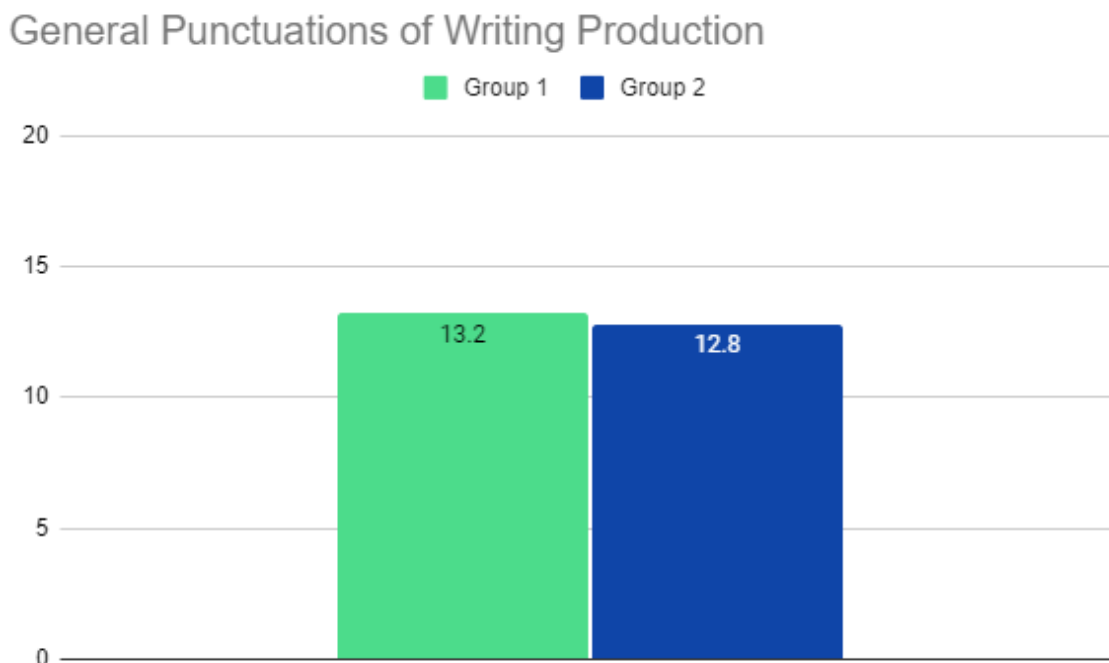
Graph 4 - Production of Writing: Group 1

For this group, we can see a wide variation in scores, though most of them are closer to the highest than the lowest punctuation. The following graph will present the results of Group 2.



Graph 5 - Production of Writing: Group 2

In this graph we can see that participants' punctuations from Group 2 vary much more, ranging between 3,4 (which is the lowest from both groups) and 18,2 (which is the highest from both groups), demonstrating a higher level of diversity in the group. In order to be able to better see the comparison between both groups, we present the following graph:



Graph 6 - General Punctuations of Writing Production

As we analyze the graph, we observe that Group 1 has achieved an average of 13,2 points, while Group 2 scores 12,8 points. The first group presents slightly higher numbers, but this small difference is certainly not enough to justify arguing that Group 1 had a better performance than Group 2 in general in terms of writing production.

As we match these results to the ones found regarding the first research question, which were presented in the previous section, we might see the phenomenon explained by Pfenninger and Singleton (2017): when late starters are more highly motivated, they may, possibly, make up for their later AO, profiting in terms of some linguistic elements, as the early starters may tend to perceive their levels of motivation decrease with time.

However, some interesting elements arose while the correction of the language test was taking place, catching our attention. To begin, participants from Group 1 tended to write both activities with more complexity when compared to the second group. In other words, as it can be further seen in the appendices⁵ as well, they used more complex grammar structures

⁵ In order to be able to analyze the data collected, the language test applied had already been corrected by the researcher at the moment the appendices were included in the paper. For that reason, some participants' tests contain small notes.

and appeared to use a broader range of vocabulary when compared to the writing productions coming from Group 2 and that will be seen along the present paper. The following pictures of a participant from Group 1 start illustrating that:

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)
19 years old

b) Where do you live? (Onde você mora?)
São José, Santa Catarina

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)
Yes, three sisters

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)
yes, two cats

e) What do you love doing? (O que você ama fazer?)
play soccer

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To Jarmin

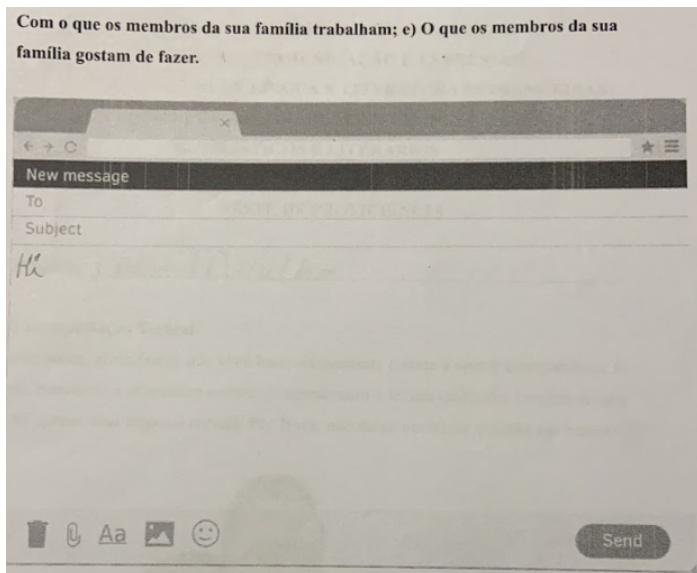
Subject My family

i live with my dad, my mom, my three sisters and my grandmother.
we live in São José, my mom name is Sirlene and my dad Jose Carlos
my sisters, Lara, Kamilly, Nathaly.
my mom work as freelancer and my dad clith (maeís)

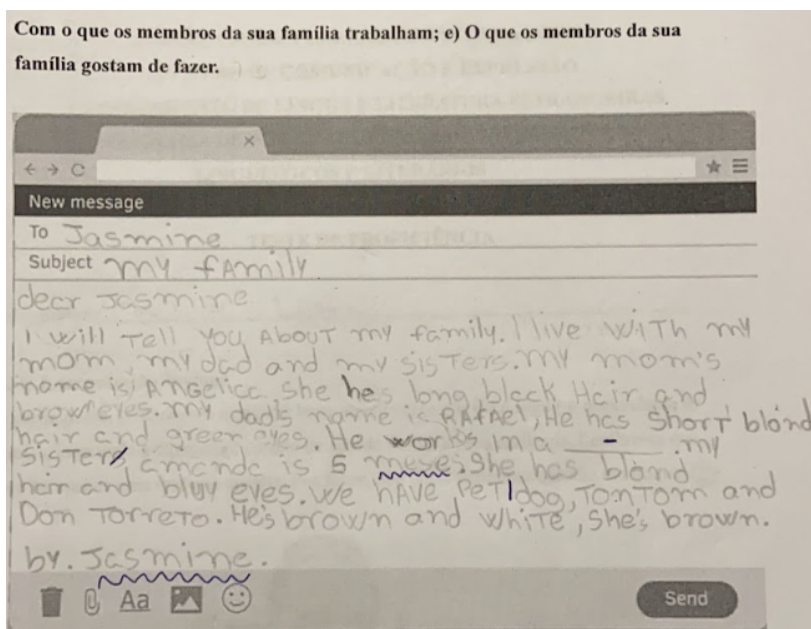
Send

Appendix K. Carloo44's Production of Writing (Group 1)

Some grammar structures used and the range of vocabulary allowed Carloo44, a participant from Group 1, to produce a larger length of text. That also happened with the other participants from the group. More specifically, the number of words used by the participants of both groups was different. Examples are presented in the following pictures:



Appendix S. Morilho's Production of Writing (Group 2)



Appendix M. Little Strawberry's Production of Writing (Group 1)

As exemplified here and as it can also be seen in other pictures of writing productions along the subsection, participants from Group 1 tended to produce longer texts when compared to Group 2. To be more precise, Group 1 participants used an average of fifty-nine words in their writing tasks, while Group 2 used an average of thirty-five words. This curious fact may be related to AO, however it might also be related to what Finger, Brentano and Ruschel (2019) explain and that was also described in the present paper previously. More specifically, the individual development of writing might have happened in similar ways for both the participants' languages. In other words, if they presented a greater facility when it came to learning how to write (and read) in their L1, that tended to be presented in their L2 as observed in their productions. That could be related to the linguistic and cognitive increment, caused by the transfer of skills and knowledge that occurs naturally between them.

In addition to that, there was one participant from Group 1 who was also able to use two clauses in one sentence, as it can be seen ahead:

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)
15 years old

b) Where do you live? (Onde você mora?)
São José, Florianópolis

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)
I have 3 brothers and live with me.

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)
I have 4 cats and 3 dogs.

e) What do you love doing? (O que você ama fazer?)
I love to play games, eat, sleep and leave the house.

New message

To —

Subject —

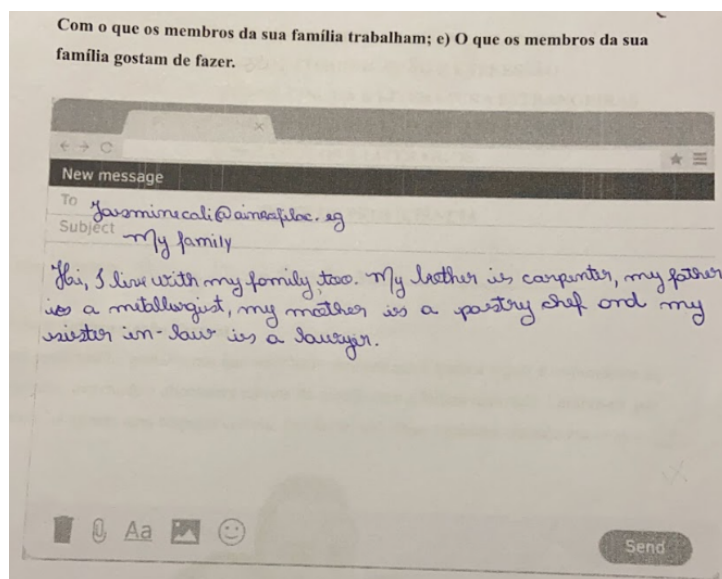
I live in Florianópolis, with my mother, my sister and my two brothers, my mother has ^s a little hair, brown eyes, works in the house, is a preschooler, my brother has ^s a ^{short} hair, black eyes and works in the patrol, my sister has ^s a ^{long} hair, brown eyes and works with decoration at parties, my sister brother has ^s a ^{long} hair, black eyes and ^{is} not work.

Send

Appendix N. LP's Production of Writing (Group 1)

In the first task, we can see that LP, a participant from Group 1, answers almost all the questions, using complete sentences. We may observe that when LP writes “I live” and adds their personal information. LP could also produce two clauses in the same sentence. That can be noticed, more specifically, in task 2 where, in the middle of the writing production, the participant's sister is described in three different ways and, then, information regarding the place she works at is also included.

We understand that such elements present the participant's higher grammar complexity and knowledge of vocabulary, when compared to the other ones who were only able to present one clause in each sentence written for instance. As an example, we bring the following picture coming from Group 2:

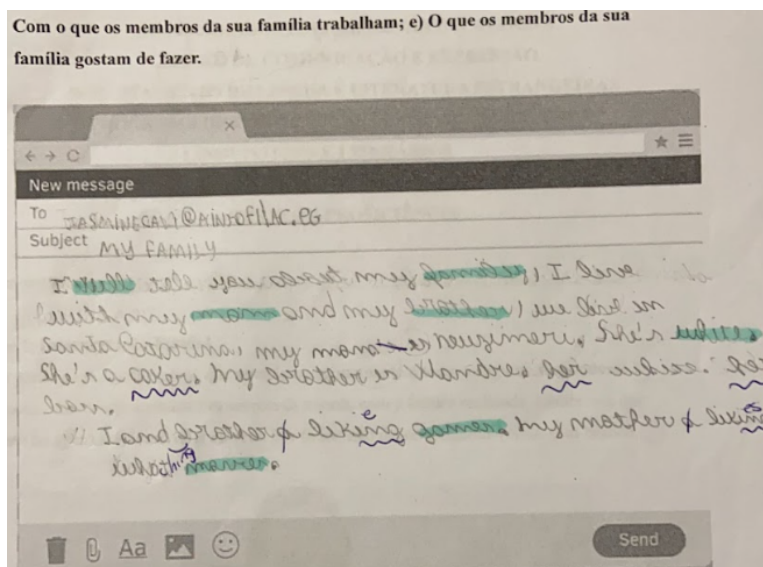


Appendix U. Ste's Production of Writing (Group 2)

In this case, we may observe, perhaps, the more straightforward grammar structure used by the participant from Group 2, who only uses one clause for each of the sentences produced. For instance, an excerpt of the production might be considered more summarized, when it only says “My brother is carpenter”, while presenting their family members' occupations.

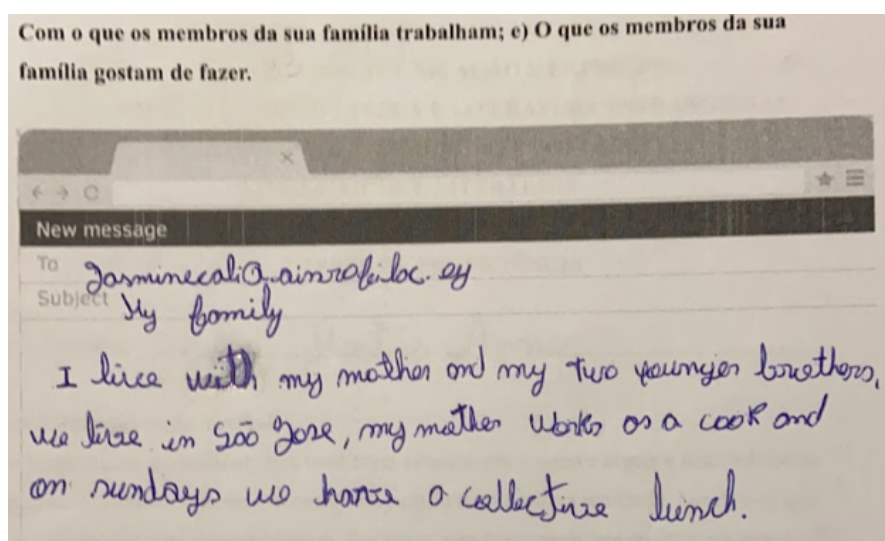
That might be intimately related to Pfenninger and Singleton's (2017) argument that general processing problems are frequently observed among late starters. This phenomenon can make it difficult to access and use relevant grammatical knowledge, due to these basic-level cognitive processing difficulties. So, when referring to writing skills and usage of vocabulary and grammar, the results of this study may dialogue with what such authors have been presenting. In other words, an earlier age of acquisition does appear to, somehow, positively impact the development of L2 writing in an instructional context.

When we mention complex grammar structures, we mean that they were able to use more complete grammar structures, such as, complete sentences (subject - verb - object), as well as, the fact that some of the participants of Group 1 used different verb tenses, such as the Simple Future to express what they were going to talk about in their writing productions. That can be seen in the following illustrations:



Appendix P. Weary's Production of Writing (Group 1)

Weary, a participant of Group 1, starts the writing production of task 2 by writing "I will tell you about my family". However, the following picture illustrates a different behavior coming from a participant of Group 2:



Appendix R. Martins17's Production of Writing (Group 2)

As it can be seen, Martins17, a participant of Group 2, only used Simple Present structures. That was a phenomenon noticed among the participants coming from this specific group. That might have happened for different reasons. One of them is that, possibly, the instructions given tended to lead participants to use the Simple Present tense as it asked them to talk about their family, describing the members, as well as, where they live, their routine, among others.

On the other hand, when talking about Group 2 and their use of the Simple Future tense, that might have happened because they transferred the same introductory sentence from the text of the first part of the test. However, perhaps, by doing that, they may have demonstrated that they understood the tense and felt comfortable enough using it in their own writing productions. It could be that if the second group did not have as many opportunities to encounter and use other tenses as the first one had, considering their AO and amount of input they had contact with, the lack of confidence might be a reason for these specific participants (from Group 2) preferring not to risk and, thus, staying in a safer zone perhaps.

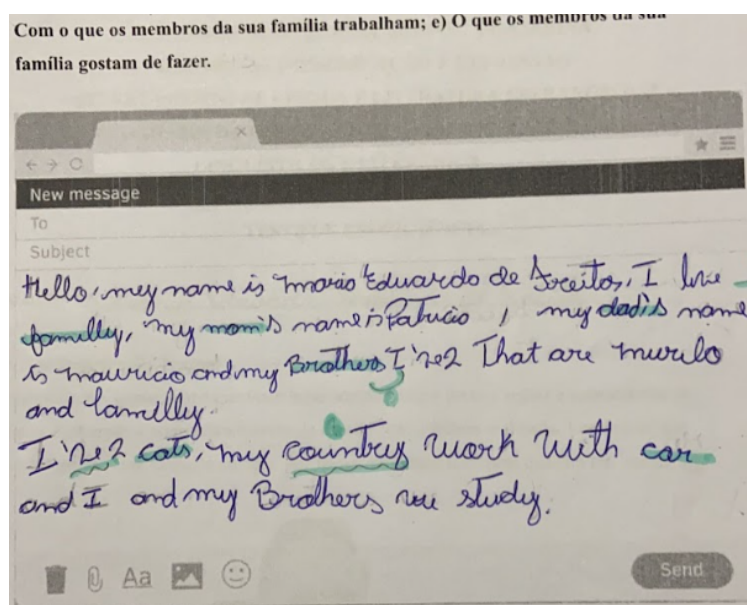
In addition to that, as presented in previous pictures as well, in terms of a range of vocabulary, most of the participants coming from Group 1 tended to demonstrate the knowledge and usage of vocabulary related to family members, physical descriptions, colors,

professions or free-time activities. While the participants from Group 2 only tended to present vocabulary related to family members and professions.

That might be related to the AO of participants from Group 1. The fact that they had an earlier exposure to the L2 in their lives, provided them the opportunity to receive more input and encounter the same vocabulary more times as well. In addition to that, they may also have had the chance to use such words with a greater frequency over the years. That, possibly, allows them to access their lexicon with a greater facility in the target language, making it possible for us to see this use in their writing productions here.

Our findings seem to be in accordance with the ones presented by Pfenninger (2020) as well (which were mentioned in the present paper), even though, surprisingly, her participants were inserted in an L2 immersive context. The author stated that literate learners who had an earlier AO achieved higher L2 complexity and vocabulary scores in their writing productions when compared to the late starters, who were not able to catch up, making early AO appear as a positive and powerful element, considering the contexts inserted in (environment, intensity and quality of input given and received).

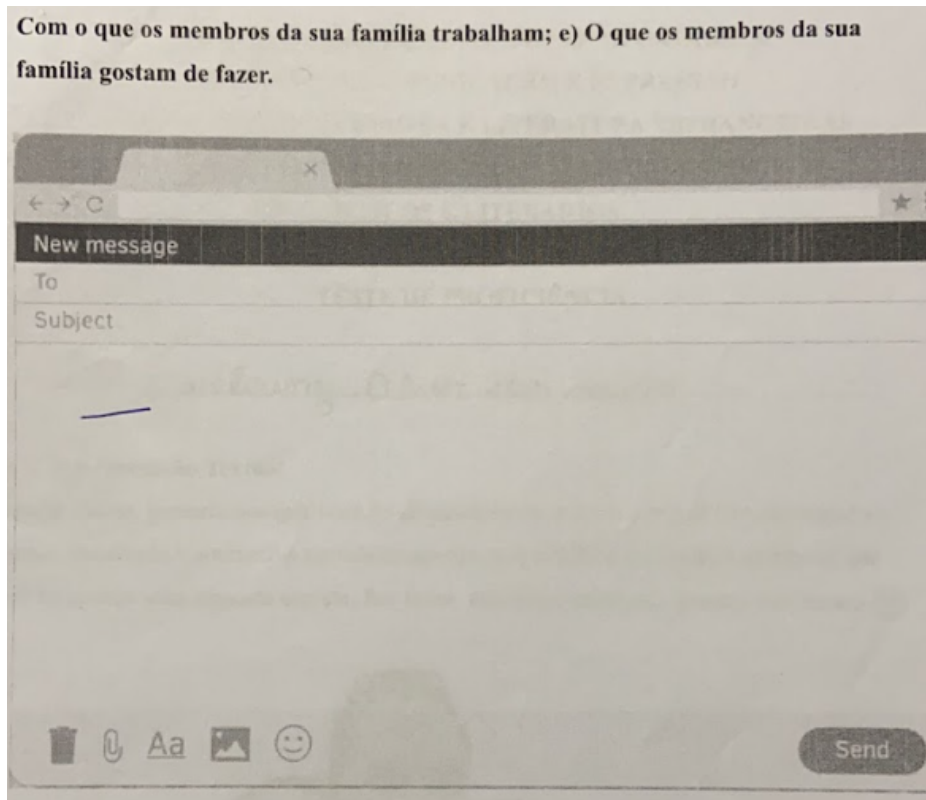
Besides that, participants from Group 1 also present fewer misspelling. An example can be seen in the following picture:



Appendix T. Nina's Production of Writing (Group 2)

As we may notice, while using words from the vocabulary mentioned previously, participants in Group 2 had more difficulty with spelling. One example is “family” written with a double “l”. So, not only did the first group score higher, but their general complexity was also superior.

Furthermore, undone activities were also noticed among participants from Group 2:



Appendix Q. Fruit's⁶ Production of Writing (Group 2)

The figure above is an example of the fact that more participants from Group 2 tended to hand the test (elaborating an e-mail as a response) with nothing written. More specifically, this happened with two participants of Group 2, and none of Group 1. In addition to that, the following pictures demonstrate a writing production of a participant from Group 2:

⁶ It is important to highlight that two participants from the study (one from Group 1 and another from Group 2), coincidentally, chose the same pseudonym - Little Strawberry. Considering that, participant from Group 1 remained with the initial pseudonym, while the pseudonym “Fruit” was created by the researcher for the participant from Group 2, so confusion is avoided.

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)
15 anos

b) Where do you live? (Onde você mora?)
São José, Santa Catarina

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)
Tem 2 irmãos

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)
Não tem nenhum animal de estimação

e) What do you love doing? (O que você ama fazer?)
Morar no celular

Appendix S. Morilho's Production of Writing (Group 2)

As demonstrated in the picture, Morilho, a participant from Group 2, did the first writing task, which required the students to answer the questions with their personal information, in Portuguese, even though it was required for the participants to answer in English. Additionally, Morilho was the participant who completed the second task by only writing the word “hi” in the box where the learners were expected to, hypothetically, reply to the e-mail they had, previously, read in the reading session of the language test.

In addition, we observed a point in common between the two participants from Group 2 who were interviewed regarding this topic. When asked which skill they found the hardest to learn and develop, their answer was the writing one. That, once again, reinforces what the literature mentioned (Hernandez and Li, 2007; Lambelet and Berthele, 2015; Pfenninger⁷, 2020) defends and it dialogues with the results found in the present study. In other words,

⁷ Even though the late starters (aged seven to nine) who participated in her study, somehow, presented a younger AO than the late starters (aged eleven) of the present study.

besides the fact that the writing skill is considered to be a complex skill to be learned and developed, also, learners who were exposed to the FL later, tend to present slightly lower punctuations and less complex writing productions when compared to the ones who started earlier in life.

At this point, we might be asking ourselves why it is that, initially, the results contained in the graphs representing Groups 1 and 2 present slightly different punctuations while along the present section we were able to observe and analyze contrasts regarding the writing productions of the participants from both groups, primarily, related to the lengths, grammar complexity, use of verb tenses and range of vocabulary. Such a phenomenon may have happened for different reasons.

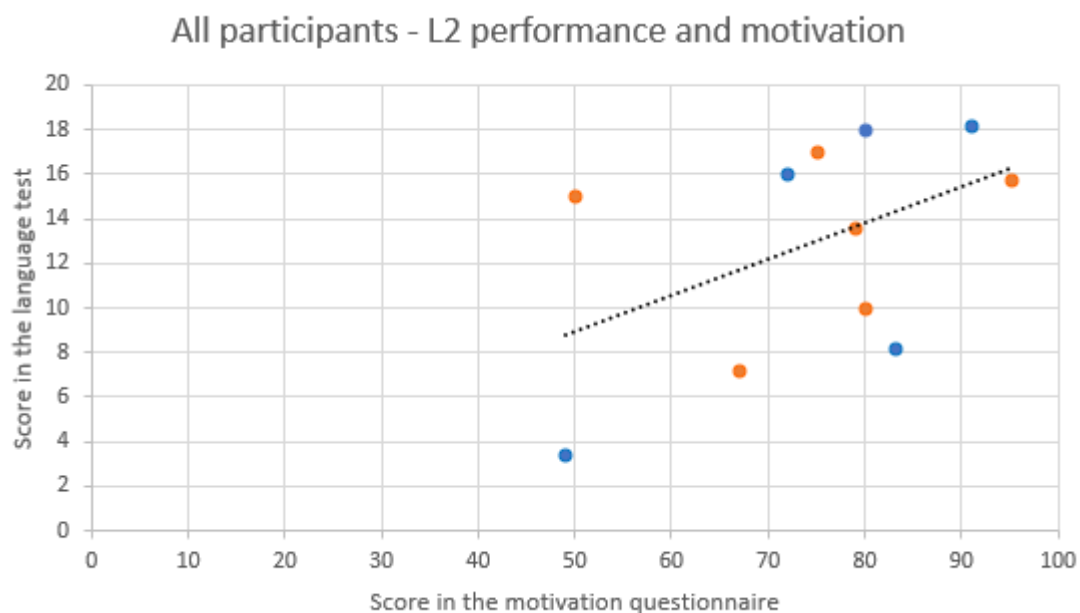
In terms of the criteria regarding grammar, which was taken into consideration in order to assess the participants' responses, it has to be made clear that what was being analyzed while correcting the tasks was whether the L2 structures used were correctly or incorrectly used. So, what may have happened is that participants of Group 1 were risk-takers and made use of a broader range of grammar structures and verb tenses in the target language as observed above. Their attitude, however positive for a learner, might have taken them to make more errors. On the other hand, participants from Group 2 appeared to prefer staying in a safer zone in linguistic terms. Possibly, for that reason, they might have presented fewer errors, providing them good scores and final punctuations to be compared later on. In addition to that, grammar was one of the criteria which gave participants more points (more precisely 2), compared to other elements being analyzed. Hence, that guaranteed higher scores to participants from Group 2 and lower ones for Group 1.

Another criterion that can be mentioned here is complexity. From the very beginning, it was established that what would be analyzed in relation to complexity, taking into consideration the expected level of proficiency of the participants, was the ability they had regarding the production of complete sentences in English. The fact is that as we observed their writing productions more closely, other elements associated with complexity in language use (and that were not even expected) started to arise, such as, the number of clauses present in the same sentence. However, that was not an initial criterion and, for that reason, the participants from Group 1, who presented such competences did not benefit from having used subordination in their texts. It is important to emphasize at this point that complexity was another criterion which yielded 2 points.

Finally, answering research question 2, we were not able to consider participants' reading comprehension skills, but we may affirm that the numerical results presented by both groups in terms of writing were, once again, very similar. However, Group 1 did achieve slightly higher punctuations. Also, more complexity and completion of activities, larger text lengths and wider range of vocabulary were observed in their productions.

4.3 RESEARCH QUESTION 3

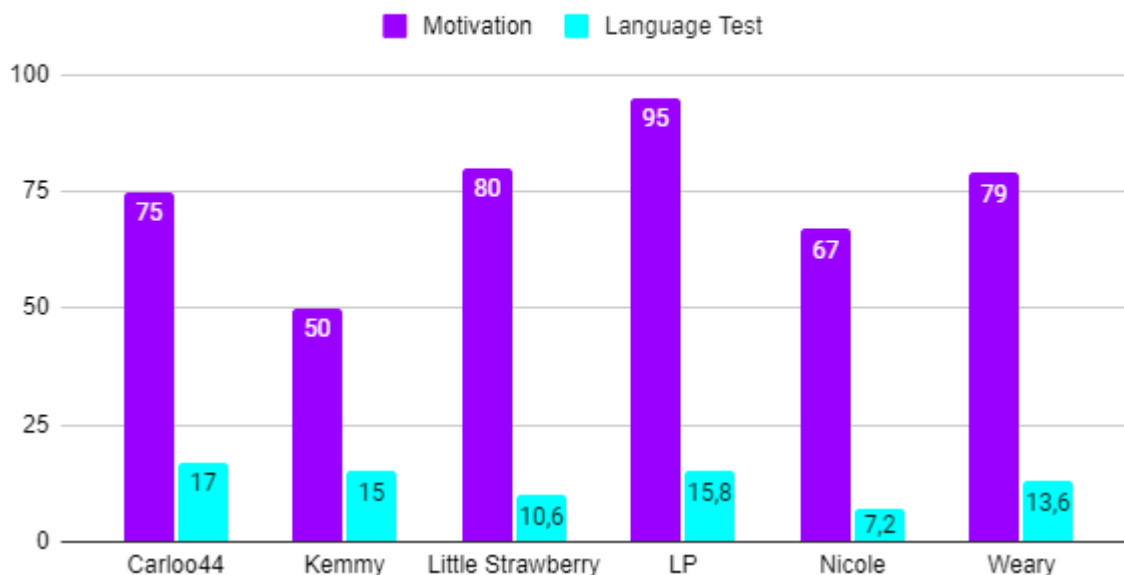
The third and final research question was: Is there a correlation between performance in the test of reading comprehension and production of writing in English and the levels of motivation reported by participants of the study? In order to have, perhaps, a better picture of our findings, they will start to be presented in the following graph:



Graph 7 - All Participants: L2 Performance and Motivation

Considering what we can see from the graph, we comprehend that the results found can be classified according to two groups, depending on the AO of the participants - Early Starters (Group 1) and Late Starters (Group 2). What we were able to observe regarding the early starters was that a relation between levels of motivation and performance in the language test cannot be applied, as it can be further seen in the following graph:

Group 1: Correlation between Level of Motivation and Language



Graph 8 - Group 1: Correlation between Level of Motivation and Language Test

The lack of correlation found for Group 1 can be illustrated when we look at the participant who scored the highest in the Motivation Questionnaire (LP), achieving ninety-five points. He did not have the highest punctuation in the language test though. In the test, the highest score was Carloo44's who achieved seventeen points. Moreover, the latter participant scored a total of seventy-five points on the Motivation Questionnaire.

In addition to that, the lowest punctuations of the group could not be correlated either. The reason why we state that is very similar to the one presented previously. The participant who scored the lowest in the Motivation Questionnaire (Kemmy), more specifically fifty points, was not the one who scored the lowest on the language test. To be more precise, in the test, she achieved a total of fifteen points. The lowest punctuation of the language test was 7,2 points, and the participant (Nicole) who scored it was not the least motivated of Group 1, once she achieved sixty-seven points in the Motivation Questionnaire.

Concerning the other two participants, more specifically Little Strawberry and Weary, a correlation between their levels of motivation and their performance in the language test was not observed. We state that as Little Strawberry achieved a, considerably, high level of motivation (eighty points to be more precise) and a lower punctuation in the language test (precisely, a total of 10,6 points). At the same time, Weary achieved seventy-nine points in

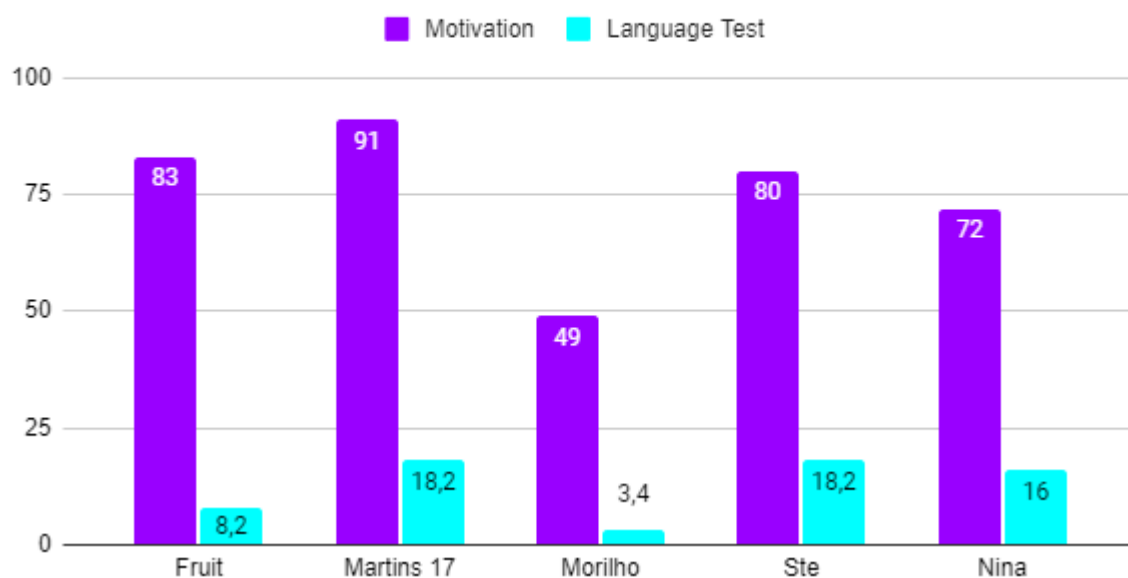
the Motivation Questionnaire, a similar result to Little Strawberry. However, his performance in the language test was somehow better, as he scored 13,6 points.

So, regarding this matter, what we can say about the sample we have got is that for the early starters, being more motivated does not, necessarily, imply a better performance in a language test, while being less motivated does not result in a worse performance in a language test. Thus, no correlation was found for this specific group.

Not only were we unable to find a correlation for this group regarding such terms, but another element also had our attention during the analysis. Both the participants who scored the highest (ninety-five points) and the lowest (fifty points) in the Motivation Questionnaire, achieved very similar punctuations in the language test. In other words, they only had eight-tenths of difference between them (15 and 15,8 points). So, for Group 1 it did not matter whether the participant was the most or least motivated. Apparently, motivation did not play such a decisive role in the language test, because in the end, they both achieved similar scores and results in their linguistic performance.

On the other hand, we have Group 2, which presented, somehow, different results when compared to Group 1, and they can be seen in the following graph:

Group 2: Correlation between Level of Motivation and Language Test



Graph 9 - Group 2: Correlation between Level of Motivation and Language Test

Different from the first group, we were, in fact, able to observe a possible correlation between some of the participants' levels of motivation and performance in the language test. We state that, because the participant who scored the lowest in the Motivation Questionnaire

(Morilho), more specifically forty-nine points (which is not very distant from the least motivated from Group 1, who scored fifty points), was also the one who scored the lowest in the language test. To be more precise, he had a total of 3,4 points as a result of his linguistic performance. It is interesting to remember that this was the lowest score in the test, when comparing both groups, once the lowest punctuation in it coming from Group 1 was 7,2 points.

Furthermore, the participant who scored the highest in the Motivation Questionnaire (Martins17), was one of the learners who scored the highest in the language test as well. More specifically, she achieved a total of ninety-one points in her motivation levels (a little bit lower than the highest score of Group 1, who achieved ninety-five points) and 18,2 points in the language test, which is, actually, higher than the highest score of Group 1 (who achieved 17 points).

Such findings dialogue with the ones found by Raoofi and Maroofi (2017), as they present that motivation can be an important predictor of writing performance. They state that the participants who had high levels in terms of valuing writing, and who believed that writing in English was important and interesting, performed better in the writing tasks, when compared to the ones who had lower value in writing in the L2. More specifically, self-efficacy and intrinsic value played an outstanding role according to them. The authors explain that such elements are intimately related to the learners' persistence in performing and the amount of effort they put in it. In other words, Raoofi and Maroofi (2017, p. 304) affirm that "this implies that motivation energises learning strategies". Taking that into consideration, it makes sense to state that learners who are motivated and interested in writing tasks in their L2 are (more) likely to engage in attempting to develop their writing.

In addition, Raoofi and Maroofi (2017) also appear to agree with what was brought in the present paper previously, regarding the type of methodologies and approaches used by teachers. They defend that student-centered classes, as well as, proposing interesting tasks and giving learners the chance to, actively, participate in the decisions regarding activities to be done may assist learners to feel more motivated and, consequently, engaged, providing opportunities for them to develop. Hence, for that to happen, it is important for teachers to get to know their students as well.

Tsao *et al.* (2021) appear to be in accordance. In their study, their participants were late starters and their results suggest that, especially, intrinsic motivation directly predicted writing scores. Furthermore, the ideal L2 writing self was also found to be capable of indirectly influencing writing scores. According to the authors, such elements should be

fostered, and teachers could help their students go through that process, once it is considered to boost learners' motivation and, generally, engagement. That may assist them to achieve long-term goals, by feeling well about learning and developing in their L2. Otherwise, as the authors explain, students might not feel like investing enough time or effort in their writing or revision.

Despite that, regarding the finding of the present study, it is also important to comment that another element had our attention. More specifically, we are talking about the fact that the participant who scored the highest in Group 2 was not the only one in her group to achieve such a punctuation (18,2) in the test. Another participant (Ste) from Group 2 scored the exact same, but her level of motivation was lower. The latter participant had eighty points as a result of her Motivation Questionnaire.

Such findings suggest that for the late starters there might be a possible correlation between motivation levels and performance in a language test. However, this is not an absolute fact. We affirm that for two reasons. One of them is because the results found are only related to the participants who scored the highest and lowest both in the Motivation Questionnaire and the language test. No correlation was found between the levels of motivation and linguistic skills among the "intermediate" participants. In other words, Fruit, who scored a considerably high punctuation in the Motivation Questionnaire (eighty-three points), scored one of the lowest results in the language test (8,2 points). In addition to that, Nina, who scored seventy-two points, on the other hand, presented a better performance in the language test, achieving a total of sixteen points.

Concluding and answering research question 3, there could not be found a correlation between the levels of motivation and linguistic performance for all participants, especially, considering the fact that for the early starters of the sample that we have got in the present study, once again, age appeared to, possibly, be a variable strong enough to overcome the learners' level of motivation when designing a parallel with their language test results.

Having presented the results found in the research, in the following chapter, we will bring the final remarks where we present the conclusions of the study, as well as, the limitations found throughout the process. Considering that, we also have suggestions for further research and pedagogical implications.

CHAPTER 5

FINAL REMARKS

So far, we have been able to introduce the topic of the present study, contextualize it, highlighting its relevance, and identify our main suspicion, goals and questions to be answered. Subsequently, we visited the literature that has been produced regarding the theme, comprehending what other authors and researchers have as perspectives for that matter. Next, the method used in order to answer our research questions and to achieve our goals was presented, describing the participants, instruments and procedures of the study. Finally, the results found were presented, followed by a discussion regarding the analysis. This final chapter summarizes the present report, commenting on its limitations, posing possible pedagogical implications, and making suggestions for future studies.

5.1 CONCLUSIONS

First, from what we have analyzed, for this specific sample of participants, there is no significant difference between the level of motivation to learn English reported by learners who started studying it during first grade and that of the ones who started studying it during sixth grade though the scores for Group 2 were slightly high.

As we mentioned previously, that might have happened for different reasons. One of them is the possibility that levels of motivation decrease once early starters experience change with the methodologies and approaches used in their classes and their instructional context becomes, for instance, more teacher-centered. According to some of our participants they would like L2 lessons to focus on oral skills and not only on explicit explanations on the board.

Still talking about motivation, extrinsic motivation appeared as an important element behind the participants' wish to learn English. As participants mention, playing online games with people from all over the world and the dream of going abroad, for instance, help them stay motivated to continue learning English. In addition to that, we were also able to notice that among participants from both groups, the support coming from the family was mentioned by the most motivated learners, something that was confirmed in the interviews held.

According to them, their family members' support played an important role when it came to the desire to keep learning the language.

On the other hand, when the issue is whether the performance, in a reading comprehension and writing production test of English, of ninth-grade learners of EFL, who started studying it during first grade is superior to that of ninth-grade learners of EFL, who started studying it during sixth grade, different results appear. First, the reading comprehension part of the test had to be discarded from our analysis, considering that all participants scored high (possibly for being the most practiced skill during classes), an indication that we failed in elaborating a test that was not too demanding or too easy for them.

Regarding the writing production part of the test, what we have found is that participants from Group 1, the ones who were exposed to English during first grade, achieved timidly higher scores when compared to the other group, which started studying the language later in their academic lives. However, as we could see, the group that had an earlier AO, was better at completing the tasks, presenting a wider usage of grammar structures and vocabulary, as well as, presenting less misspelling. In other words, their productions were more complex and diverse, and generated longer texts.

When reflecting on the reasons why this difference appeared, we suspect that this might have happened because of general processing problems or basic-level cognitive processing difficulties, which are sometimes characteristic of late starters. In addition to that, having a later AO gives learners less time and opportunities to be exposed to input and encounter topics, in order to be able to feel confident enough to apply them in their productions.

In relation to the final question, which sought a correlation between performance in the language test and the levels of motivation reported by the participants of the study, results were mixed. For some participants, particularly the early starters, there did not appear to be a correlation between motivation and linguistic results, while for the late starters some associations were possible to be found. So, for most of the participants coming from Group 2, being more motivated usually resulted in better performance in the language test. For Group 1, the earlier AO appeared to, possibly, be a stronger predictor of performance than motivation. As we saw, in Group 1, participants who performed better in the test were not, necessarily, the most motivated ones, and the other way round, as well. That is to say, participants who achieved lower punctuations in the test were not always the ones who were considered to be the least motivated in the group.

Taking all that into consideration, we may come to an end that our initial suspicion was partly confirmed, saying that learners who had been exposed to the L2 at an early stage of life would present better linguistic results than the ones who were exposed to it later. Even though they did not appear to be more motivated, they did achieve slightly higher scores in the writing production test, as well as demonstrating unexpected features (for the present study), such as, more completed tasks, complex and diverse grammar structures, vocabulary usage, number of words and less misspelling.

Once again, as we have mentioned previously, that may have happened for reasons that authors have also justified. In terms of writing production skills, children who have been exposed to the L2 from an earlier stage in life, tend to benefit from certain deficits of cognitive abilities, such as, their working memory. Once they do not have to deal with such complex elements, syntax is a linguistic field in which they usually stand out, having that feature follow them throughout the years. In addition, early starters do not tend to present problems with general processing or accessing and applying of, especially, grammatical knowledge, explaining their greater facility when it comes to writing and using a wider range of grammatical complexity.

On the other hand, in terms of motivation, we get to the conclusion that not only AO directly interferes in how motivated or not learners may feel. From what we have brought previously in our *Review of Literature* and also testified in the present research, context plays a fundamental role. Having said that, it is important, when analyzing levels of motivation, to take into consideration elements such as the classroom context. In addition, the method, approach being used. As well as the teacher, the way instructions are given, among others.

5.2 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

One limitation identified in the study was the fact that certain criteria were established regarding the data analysis of the writing productions of the participants and, as we were able to testify and mention previously, that might have, somehow, compromised the results obtained, especially, by Group 1. Once we were looking for specific features in their productions, we draw a conclusion that, as they used unexpected structures and took more risks than Group 2, they ended up missing the opportunity to score higher and, perhaps, present a different performance and outcome. In addition to that, preparing a reading comprehension test that was too easy for the participants from both groups and that did not meet the competences they had already developed as learners was also a limitation of the

study, which did not allow us to observe and analyze, indeed, their performance, considering such skill.

Another limitation was the low number of participants we had. Unfortunately, in our country, it is difficult to find subjects to participate in our studies for innumerable reasons. One of them is the bureaucracy. In the case of this specific research, once we were finally allowed to enter schools in order to collect data, fairly, terms had to be signed by students and their parents. However, when we had groups of around sixty students, we witnessed that number declining to five or six, considering that many did not bring the terms signed, did not have the profile we were looking for or even did not come to class to participate in all of the data collection process.

Having said that, it is important that further research is done. Therefore, we will be able to, constantly, better comprehend the theme and the elements that surround it. For instance, considering how fluid and non-static motivation is as a variable, it would be interesting for researchers to monitor levels of it in different periods of the week, term, or even, year(s), in a longitudinal study, rather than a cross-sectional study.

It would also be interesting to take into consideration the levels of motivation of teachers and further analyze how important and impactful they are in relation to the levels of motivation of their students. That would be related to what was mentioned along this paper, regarding the role played by the motivation students receive from their own teachers. So, the invitation we make here is to look at how motivated Brazilian teachers of EL are. In addition, it would be interesting researching and comprehending what makes these teachers motivated and if movements, perhaps, through policies are done in our country, in order to foster that.

In addition, witnessing a motivated teacher, who proposes meaningful and engaging classes, and that encourages and praises their students tends to, powerfully and positively, impact the way students see the object being studied and the way that they interact with it and experience the whole process. In the case of the present study, the fact that participants would constantly ask for some type of help or would manifest they could not do the activities required in the language test, and after some words of affirmation, ended up concluding the tasks, made the researcher come to the conclusion that, sometimes, what students need is to feel like they are seen and have someone believing in them and, somehow, demonstrating that. Sometimes, educators might forget the power they have to inspire and help their students persist in their studies and the challenges that come with them. However, the teacher remains a sort of inspirational figure.

Once again, we understand it is important to keep that in mind and also, constantly, ask ourselves, who and what is motivating the teacher? Because, in order to motivate others, educators should be motivated themselves. That is a key factor that transpires whenever they are in the classroom. Moreover, especially, in Brazil, this should be a concern that we should all have in the field and as part of our government policies, considering the conditions under which we know most teachers work.

In addition to that, it would be relevant to assess other students' linguistic skills as well, such as the oral ones (listening and speaking). Reading comprehension is also important, as we had identified initially. However it would be fundamental to elaborate an assessment which, indeed, would be able to measure the learners' linguistic levels. For that, more conversations with teachers, or even piloting the study would be valid.

5.3 PEDAGOGICAL IMPLICATIONS

Having said that, as mentioned previously in this paper, it is important for researchers of our field to understand the influences of IDs such as age and motivation. Studies related to such topics may impact majors of teacher education and their curriculums, allowing professionals to be more prepared once they initiate their pedagogical practices, being able to work with diverse students, owning the specific knowledge that is required from them.

In addition, considering the gap between private and public schools and looking towards a more equal scenario among them in Brazil, we believe it is relevant to think about ways to allow students around our country to have the same opportunities. In this case, it may be by exposing them to the L2 at the same period in their academic lives, especially considering children who come from public educational contexts. In the present research and with our specific sample, we have found slightly contrasting numbers and features among the groups analyzed, particularly, when it came to the writing production levels in the language test, somehow, presenting an advantage to learners who have been learning English from an earlier age, considering complexity and vocabulary knowledge as well.

So, what could contribute in making a difference would be, as mentioned previously, considering the context in which our children are inserted in. Only having an earlier exposure would not be the solution to the problem faced, but the methods being used, as well as, the number of hours should be taken into consideration. In other words, providing a greater extension of time in contact with the L2, selecting and using approaches which have

communication and interaction as their principles could, possibly, contribute for a more equal scenario in terms of L2 teaching in Brazil, across public and private schools.

However, that is not the only reason why we defend an early AO. As a researcher of the field and a language teacher, I comprehend that knowing a second language aids us to widen our horizons. In addition, it works as a passport which allows us to transit more freely around the world, being able to interpret it through our own lenses and not only through other subjects' ones. To conclude, taking that into consideration, we may wonder. Why not allow the children of our nation, as a whole, to experience positive feelings towards an L2 and benefit from these opportunities from an early age? It is our role to problematize and assure that learning it under positive conditions and knowing it does not, necessarily, indicate a social class, but that it is accessible to all, considering its benefits and its universal character in our global and international society.

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APPENDICES

APPENDIX A - Consent Form

UNIVERSIDADE FEDERAL DE SANTA CATARINA

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO - RESPONSÁVEIS

Olá, seu filho/a está sendo convidado/a a participar de uma pesquisa sobre a exposição à Língua Inglesa nos anos iniciais do Ensino Fundamental. Esse estudo está sendo conduzido por Carolina Stroschone do Carmo (mestranda do Programa de Pós-Graduação em Inglês - UFSC) e orientado pela professora doutora Donesca Cristina Puntel Xhafaj.

Objetivo da Pesquisa:

O objetivo deste estudo é compreender o papel da idade e da motivação no processo de aquisição da segunda língua.

Procedimentos:

O participante será solicitado a realizar as seguintes tarefas: (1) responder um questionário de perfil; (2) responder um questionário de motivação; (3) realizar dois testes de proficiência em língua inglesa; (4) participar de uma entrevista semi-estruturada que será gravada. Vale ressaltar que apenas alguns participantes irão desempenhar a última tarefa mencionada, a depender dos resultados apresentados em atividades anteriores.

Haverá algum risco na realização dessas tarefas?

As tarefas deste estudo configuram riscos mínimos. O que pode ocorrer é que o participante venha a se sentir ansioso ao executar uma atividade. Para evitar que isso ocorra, instruções claras serão dadas de antemão. Também, é importante informar que todas as tarefas serão realizadas durante os horários de aula dos participantes e em grupos (exceto as entrevistas semi-estruturadas), tendo em vista três a quatro encontros no total.

Haverá algum benefício?

Sim, uma vez que se considera de grande importância, como estudante e aprendiz, colocar-se, também, no lugar de autoanálise e reflexão acerca da sua própria experiência, sentimentos e motivações no que tange um objeto de estudo como, no caso, a língua inglesa.

A identidade do participante e da escola será revelada?

Não. Todo o tipo de precaução possível será tomada para que não haja a quebra desse sigilo. Para isso, os dados da pesquisa estarão restritos a apenas dois pesquisadores. Além disso, siglas e números serão utilizados nas publicações para manter a confidencialidade.

Haverá acompanhamento de alguém?

Sim, a pesquisadora estará presente durante todo o processo, disponível para auxiliar e sanar qualquer dúvida que possa surgir.

A participação nesta pesquisa é obrigatória?

Não. A participação é totalmente voluntária. Este formulário se configura como apenas um convite. Caso não autorize a participação, isso não acarretará negativamente nas aulas. Além disso, vale ressaltar que o participante poderá desistir a qualquer momento. Ou seja, durante a condução da pesquisa, ele/a tem o direito de não responder às perguntas feitas pela pesquisadora.

Há alguma despesa?

Não está previsto gasto algum para participar desta pesquisa. Mesmo que improvável, caso haja gastos comprovados que digam respeito, por exemplo, a transporte e alimentação, o participante será ressarcido.

Haverá benefício financeiro?

Não. A participação nesta pesquisa é voluntária e não envolve dinheiro. Porém, caso o participante venha a sofrer qualquer prejuízo decorrente da participação na pesquisa, ele/a será indenizado/a de acordo com a legislação vigente.

É possível desistir da participação?

Sim, é possível cancelar a participação a qualquer momento da pesquisa, sem haver prejuízo ao participante. Isso pode ser feito através do meu telefone (55) 9 9985-9401, e-mail: carolinastroschone@hotmail.com ou pessoalmente.

Ademais, há a garantia de livre acesso às informações da pesquisa.

Eu responderei prontamente nos contatos apresentados acima. Além disso, o e-mail da minha orientadora é donescax@gmail.com. Ela também pode ser contatada através do endereço a seguir: Universidade Federal de Santa Catarina. Centro de Comunicação e Expressão - CCE B - Sala 119. Campus Universitário - Trindade - Florianópolis - SC.

O Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à UFSC, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos. O contato com o CEPSH pode ser feito através:

Prédio Reitoria II, 7º Andar, Sala 701, localizado na Rua Desembargador Vitor Lima, número 222, Trindade, Florianópolis.

Telefone para contato: 3721-6094

E-mail: cep.propesq@contato.ufsc.br

Os procedimentos metodológicos adotados obedecem aos preceitos éticos da pesquisa, conforme normatizado pela resolução do CNS 510 de 2016. Os pesquisadores se comprometem a seguir tal resolução, bem como, declaram conhecer e cumprir os requisitos da Lei Geral de Proteção de Dados (Lei nº. 13.709, de 14 de agosto de 2018) quanto ao tratamento de dados pessoais sensíveis.

Este documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com a pesquisadora. A assinatura deste documento me permite usar os dados coletados para posterior divulgação de acordo com o acima estabelecido. Ao assinar o consentimento, você estará autorizando o uso dos dados coletados para a pesquisa. Muito obrigada,

Carolina Stroschone do Carmo

Pesquisadora

Donesca Cristina Puntel Xhafaj

Orientadora

Consentimento Pós-Informação

Eu, _____
(nome completo), fui esclarecido/a sobre a pesquisa “Quanto mais cedo melhor? Perspectivas para a introdução da língua inglesa nos anos iniciais de escolas brasileiras”.

Florianópolis, _____ de _____ de 2022.

Muito obrigada!

APPENDIX B - Assent Form**UNIVERSIDADE FEDERAL DE SANTA CATARINA****TERMO DE ASSENTIMENTO LIVRE E ESCLARECIDO - ALUNOS**

Olá, você está sendo convidado/a a participar de uma pesquisa sobre a exposição à Língua Inglesa nos anos iniciais do Ensino Fundamental. Esse estudo está sendo conduzido por Carolina Stroschone do Carmo (mestranda do Programa de Pós-Graduação em Inglês - UFSC) e orientado pela professora doutora Donesca Cristina Puntel Xhafaj.

Objetivo da Pesquisa:

O objetivo deste estudo é compreender o papel da idade e da motivação no processo de aquisição da segunda língua.

Procedimentos:

Será solicitado que você realize as seguintes tarefas: (1) responder um questionário de perfil; (2) responder um questionário de motivação; (3) realizar dois testes de proficiência em língua inglesa; (4) participar de uma entrevista semi-estruturada que será gravada. Vale ressaltar que apenas alguns participantes irão desempenhar a última tarefa mencionada, a depender dos resultados apresentados em atividades anteriores.

Haverá algum risco na realização dessas tarefas?

As tarefas deste estudo configuram riscos mínimos. O que pode ocorrer é que você venha a se sentir ansioso ao executar uma atividade. Para evitar que isso ocorra, instruções claras serão dadas de antemão. Também, é importante informar que todas as tarefas serão realizadas durante os horários de aula e em grupos (exceto as entrevistas semi-estruturadas), tendo em vista três a quatro encontros no total.

Haverá algum benefício?

Sim, uma vez que se considera de grande importância, como estudante e aprendiz, colocar-se, também, no lugar de autoanálise e reflexão acerca da sua própria experiência, sentimentos e motivações no que tange um objeto de estudo como, no caso, a língua inglesa.

A minha identidade e da escola será revelada?

Não. Todo o tipo de precaução possível será tomada para que não haja a quebra desse sigilo. Para isso, os dados da pesquisa estarão restritos a apenas dois pesquisadores. Além disso, siglas e números serão utilizados nas publicações para manter a confidencialidade.

Haverá acompanhamento de alguém?

Sim, a pesquisadora estará presente durante todo o processo, disponível para auxiliar e sanar qualquer dúvida que possa surgir.

A participação nesta pesquisa é obrigatória?

Não. A participação é totalmente voluntária. Este formulário se configura como apenas um convite. Caso não queira participar, isso não acarretará negativamente nas aulas. Além disso, vale ressaltar que você poderá desistir a qualquer momento. Ou seja, durante a condução da pesquisa, você tem o direito de não responder às perguntas feitas pela pesquisadora.

Há alguma despesa?

Não está previsto gasto algum para participar desta pesquisa. Mesmo que improvável, caso haja gastos comprovados que digam respeito, por exemplo, a transporte e alimentação, o participante será ressarcido.

Haverá benefício financeiro?

Não. A participação nesta pesquisa é voluntária e não envolve dinheiro. Porém, caso você venha a sofrer qualquer prejuízo decorrente da participação na pesquisa, você será indenizado/a de acordo com a legislação vigente.

É possível desistir da participação?

Sim, é possível cancelar a participação a qualquer momento da pesquisa, sem haver prejuízo ao participante. Isso pode ser feito através do meu telefone (55) 9 9985-9401, e-mail: carolinastroschone@hotmail.com ou pessoalmente.

Ademais, há a garantia de livre acesso às informações da pesquisa.

Eu responderei prontamente nos contatos apresentados acima. Além disso, o e-mail da minha orientadora é donescax@gmail.com. Ela também pode ser contatada através do endereço a seguir: Universidade Federal de Santa Catarina. Centro de Comunicação e Expressão - CCE B - Sala 119. Campus Universitário - Trindade - Florianópolis - SC.

O Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à UFSC, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos. O contato com o CEPSH pode ser feito através:

Prédio Reitoria II, 7º Andar, Sala 701, localizado na Rua Desembargador Vitor Lima, número 222, Trindade, Florianópolis.

Telefone para contato: 3721-6094

E-mail: cep.propesq@contato.ufsc.br

Os procedimentos metodológicos adotados obedecem aos preceitos éticos da pesquisa, conforme normatizado pela resolução do CNS 510 de 2016. Os pesquisadores se comprometem a seguir tal resolução, bem como, declaram conhecer e cumprir os requisitos da Lei Geral de Proteção de Dados (Lei nº. 13.709, de 14 de agosto de 2018) quanto ao tratamento de dados pessoais sensíveis.

Este documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com a pesquisadora. A assinatura deste documento me permite usar os dados coletados para posterior divulgação de acordo com o acima estabelecido. Ao assinar o assentimento, você estará autorizando o uso dos dados coletados para a pesquisa. Muito obrigada,

Carolina Stroschone do Carmo

Pesquisadora

Donesca Cristina Puntel Xhafaj

Orientadora

Assentimento Pós-Informação

Eu, _____
(nome completo), fui esclarecido/a sobre a pesquisa “Quanto mais cedo melhor? Perspectivas para a introdução da língua inglesa nos anos iniciais de escolas brasileiras”.

Florianópolis, _____ de _____ de 2022.

Muito obrigada!

APPENDIX C - Profile Questionnaire

PERFIL DO PARTICIPANTE

Nome completo: _____

Pseudônimo (nome pelo qual será identificado na pesquisa): _____

Idade: _____ Língua Materna: _____

Endereço de e-mail e/ou WhatsApp: _____

Por favor, responda as perguntas a seguir da maneira mais completa possível. Se tiver alguma dúvida, não hesite em me contatar (carolinastroschone@hotmail.com ou 55 9 99859401).

1. Há quanto tempo você estuda nesta escola. Isto é, em que ano você começou? (ex.: *1o, 2o etc.*)

2. Se você começou a estudar nesta escola antes do sexto ano, na(s) sua(s) escola(s) anterior(es), você estudou inglês? Se sim, em quais anos? (ex.: *1o, 2o etc.*)

3. Você já estudou/estuda inglês fora da escola? Se sim, onde, com que frequência e por quanto tempo? (ex.: *Wizard, duas vezes por semana, dois anos*).

4. Você tem algum tipo de contato com o inglês fora da escola (ex.: *Games, música, séries, filmes ect.*)? Se sim, de que forma e com que frequência esse contato acontece? (ex.: *Ouçõ música em inglês todos os dias; jogo games em inglês alguns dias da semana etc.*).

-
-
5. Você já visitou um país falante de língua inglesa? Se sim, por quanto tempo você ficou lá?

-
-
6. Você gostaria de informar mais alguma coisa relacionada à sua aprendizagem ou uso de inglês e que não tenha sido perguntada aqui?

Muito obrigada!

APPENDIX D - Motivation Questionnaire (School 1)

QUESTIONÁRIO DE MOTIVAÇÃO

Nome completo: _____

Parte I

Caro participante, gostaríamos que você nos dissesse o quanto concorda ou discorda das afirmações abaixo, circulando um número de 1 a 6. Por favor, não deixe nenhum item em branco 😊

Discordo totalmente	Discordo	Discordo um pouco	Concordo um pouco	Concordo	Concordo totalmente
1	2	3	4	5	6

1. Estudar inglês é importante para mim, pois eu gostaria de viajar para outro(s) país(es).	1	2	3	4	5	6
2. Meus familiares me encorajam a estudar inglês.	1	2	3	4	5	6
3. Meus amigos me encorajam a estudar inglês.	1	2	3	4	5	6
4. Sinto-me empolgado(a) quando ouço ou leio algo em inglês.	1	2	3	4	5	6
5. Tenho interesse nos valores e costumes de países falantes de inglês.	1	2	3	4	5	6
6. Estudar inglês é importante para mim, pois penso que um dia será útil para a minha carreira.	1	2	3	4	5	6
7. Consigo me imaginar me comunicando apenas em inglês.	1	2	3	4	5	6
8. Eu tenho que aprender inglês para passar de						

ano na escola.	1	2	3	4	5	6
9. Eu gosto do clima das minhas aulas de inglês.	1	2	3	4	5	6
10. Eu tenho interesse em me comunicar em inglês.	1	2	3	4	5	6
11. Estou me esforçando para aprender inglês.	1	2	3	4	5	6
12. Acredito que eu serei capaz de compreender a maioria das coisas em inglês se eu continuar estudando.	1	2	3	4	5	6
13. Penso que estudar inglês é muito interessante.	1	2	3	4	5	6
14. Eu tenho que estudar inglês, pois se eu não estudar, meus pais ficarão desapontados.	1	2	3	4	5	6
15. Estou preparado para me esforçar bastante nos estudos do inglês.	1	2	3	4	5	6
16. Eu aguardo com expectativa pelas minhas aulas de inglês.	1	2	3	4	5	6
17. Penso que estou dando o meu melhor para aprender inglês.	1	2	3	4	5	6
18. Eu penso que o tempo passa rápido quando estou estudando inglês.	1	2	3	4	5	6
19. Eu gostaria de ter mais aulas de inglês.	1	2	3	4	5	6
20. Eu gosto de inglês.	1	2	3	4	5	6

Parte II

Você acha que ter começado a estudar inglês no 1o ano influenciou a sua relação com a língua inglesa? Se sim, como? (*ex.: Sim, fez com que você gostasse mais de estudá-la etc.*). Se você não começou no 1o ano, desconsidere.

Obrigada pela sua atenção!

APPENDIX E - Motivation Questionnaire (School 2)

QUESTIONÁRIO DE MOTIVAÇÃO

Nome completo: _____

Parte I

Caro participante, gostaríamos que você nos dissesse o quanto concorda ou discorda das afirmações abaixo, circulando um número de 1 a 6. Por favor, não deixe nenhum item em branco 😊

Discordo totalmente	Discordo	Discordo um pouco	Concordo um pouco	Concordo	Concordo totalmente
1	2	3	4	5	6

1. Estudar inglês é importante para mim, pois eu gostaria de viajar para outro(s) país(es).	1	2	3	4	5	6
2. Meus familiares me encorajam a estudar inglês.	1	2	3	4	5	6
3. Meus amigos me encorajam a estudar inglês.	1	2	3	4	5	6
4. Sinto-me empolgado(a) quando ouço ou leio algo em inglês.	1	2	3	4	5	6
5. Tenho interesse nos valores e costumes de países falantes de inglês.	1	2	3	4	5	6
6. Estudar inglês é importante para mim, pois penso que um dia será útil para a minha carreira.	1	2	3	4	5	6
7. Consigo me imaginar me comunicando apenas em inglês.	1	2	3	4	5	6
8. Eu tenho que aprender inglês para passar de ano na escola.	1	2	3	4	5	6
9. Eu gosto do clima das minhas aulas de inglês.	1	2	3	4	5	6
10. Eu tenho interesse em me comunicar em inglês.	1	2	3	4	5	6

11. Estou me esforçando para aprender inglês.	1	2	3	4	5	6
12. Acredito que eu serei capaz de compreender a maioria das coisas em inglês se eu continuar estudando.	1	2	3	4	5	6
13. Penso que estudar inglês é muito interessante.	1	2	3	4	5	6
14. Eu tenho que estudar inglês, pois se eu não estudar, meus pais ficarão desapontados.	1	2	3	4	5	6
15. Estou preparado para me esforçar bastante nos estudos do inglês.	1	2	3	4	5	6
16. Eu aguardo com expectativa pelas minhas aulas de inglês.	1	2	3	4	5	6
17. Penso que estou dando o meu melhor para aprender inglês.	1	2	3	4	5	6
18. Eu penso que o tempo passa rápido quando estou estudando inglês.	1	2	3	4	5	6
19. Eu gostaria de ter mais aulas de inglês.	1	2	3	4	5	6
20. Eu gosto de inglês.	1	2	3	4	5	6

Parte II

Nesta escola, vocês têm aulas de inglês a partir do 6o ano. Você acredita que a sua relação com a língua inglesa seria diferente se você tivesse começado a estudá-la mais cedo? Se sim, como? (ex.: *Sim, penso que se eu tivesse começado a estudar a língua inglesa no 1o ano, talvez eu gostaria ou teria mais vontade de aprendê-la etc.*). Se você começou a estudar inglês **antes** do 6o ano, desconsidere.

Obrigada pela sua atenção!

APPENDIX F - Language Test**TESTE DE PROFICIÊNCIA**

Nome completo: _____

Parte I: Interpretação Textual

Caro participante, gostaríamos que você lesse atentamente o texto a seguir e respondesse às perguntas, marcando a alternativa correta de acordo com a leitura realizada. Lembre-se que sempre há apenas uma resposta correta. Por favor, não deixe nenhuma questão em branco 😊



From: jasminecali@ainrofilac.eg

To: yoko@idkwyl.ptm

Subject: My family

Dear Yoko,

I will tell you about my family. I live with my mom, my dad and my little sister. We live in California. My mom's name is Maya. She's Indian. She's a teacher. She's tall and slim, she has long, brown hair and brown eyes. My dad's name is David. He's North American. He's tall and a little fat! He has short brown hair and brown eyes. He works in a bank. My sister Shania is 11 and she loves listening to music. She listens to music all the time! She has brown hair and brown eyes, like me. We have a pet dog, Brandy. He's black and white and very friendly.

Write soon and tell me about your family.

Love,

Jasmine

Adapted from:

<https://learnenglishteens.britishcouncil.org/skills/writing/a1-writing/about-my-family>

1. O texto lido se trata de um e-mail. Quem o digitou e enviou?

- a) Jasmine
- b) Yoko
- c) Maya
- d) Shania

2. Para quem o e-mail foi enviado?

- a) Jasmine
- b) Yoko
- c) Maya
- d) Shania

3. Sobre o que o texto fala?

- a) A família de Jasmine
- b) Uma viagem que Jasmine fez
- c) A vida nos EUA
- d) O tipo de música que Jasmine gosta de ouvir

4. Com quem a Jasmine mora?

- a) Mãe
- b) Mãe, pai e irmã mais velha
- c) Mãe, pai e irmã mais nova
- d) Mãe, pai, irmã mais nova e gato de estimação

5. Onde a Jasmine mora?

- a) Nova Delhi (Índia)
- b) Tóquio (Japão)
- c) Califórnia (EUA)
- d) Nova Iorque (EUA)

6. Qual é a profissão da mãe de Jasmine?

- a) Chef de cozinha
- b) Professora
- c) Bancária
- d) Cantora

7. Onde o pai de Jasmine trabalha?

- a) Hotel
- b) Escola
- c) Banco
- d) Hospital

8. O que a irmã de Jasmine gosta de fazer?

- a) Viajar
- b) Ir à praia
- c) Estudar
- d) Ouvir música

9. Qual animal de estimação a Jasmine tem?

- a) Gato
- b) Peixe
- c) Cachorro
- d) Cavalo

10. Como é esse animal de estimação?

- a) Marrom

- b) Marrom e branco
- c) Marrom e preto
- d) Preto e branco

Parte II: Produção Textual

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

- a) How old are you? (Quantos anos você tem?)

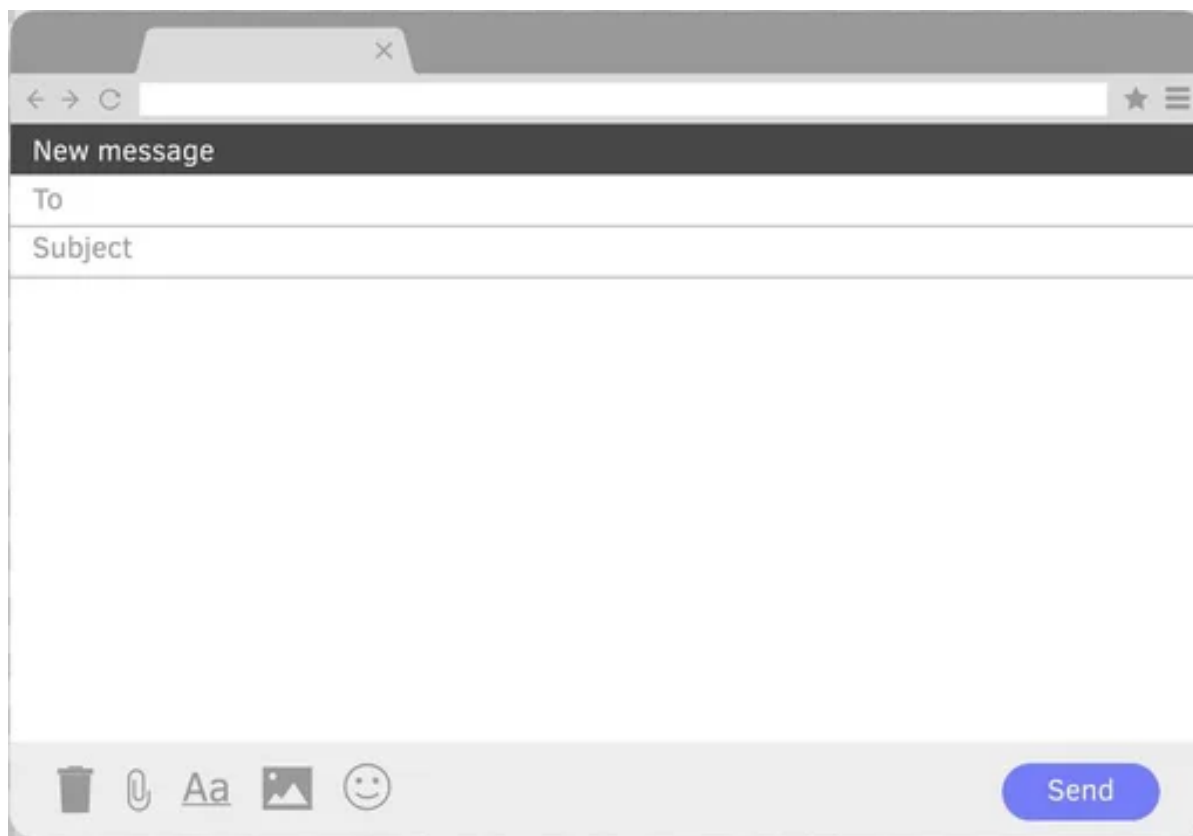
- b) Where do you live? (Onde você mora?)

- c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

- d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

- e) What do you love doing? (O que você ama fazer?)

2. Agora, imagine que Jasmine enviou o e-mail da Parte I para você. A sua tarefa é escrever, em inglês, um curto e-mail sobre a sua família, respondendo-a. Lembre-se de mencionar aspectos como, por exemplo: a) Onde vocês moram; b) Com quem você mora; c) Descreva os membros da sua família fisicamente; d) Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.



APPENDIX G - LP's Interview Transcription

Researcher: LP, eu lembro que no seu questionário, tinha algumas partes que falavam sobre a família e os amigos encorajarem a estudar o inglês e você deu uma pontuação bem alta para isso. E, eu queria entender um pouquinho mais. Como que a tua família, no caso, te encoraja e te apoia a estudar o inglês?

LP: Vem do meu irmão, porque quando ele era pequeno ele tinha muita preguiça com o inglês. E, daí, quando ele cresceu, ele falou, *puxa*, perdi minha oportunidade de aprender inglês. Daí, *tipo*, ele “estuda, estuda inglês enquanto tu é menor, que tu capta mais as coisas, fica mais pra ti. E estuda inglês.” Aí, foi o que eu fiquei interessado.

Researcher: E, quais são as maneiras que ele tem de te dar esse apoio? Como que ele te apoia?

LP: Ele me apoia, *tipo*, dando opções para estudar, *tipo*, às vezes ele já deu opções de pagar curso pra mim de inglês, de fazer assistir série legendado tudo.

Researcher: E, além do seu irmão tem mais alguém que faça isso ou só ele?

LP: Não, só ele.

Researcher: Agora, uma coisa que me chamou atenção também foi que você falou de uma maneira bem positiva sobre o apoio do seu irmão, *né?* Mas, em compensação, parece que seus amigos já não te apoiam tanto quanto seu irmão. E, *aí*, eu queria saber, por que que tu acha que talvez os teus amigos não te encorajem tanto a estudar o inglês?

LP: Deve ser porque não tem alguém para explicar o que o inglês serve pra vida e tudo isso.

Researcher: Então, tu acha que é importante ter alguém assim mais velho que te dê esse norte?

LP: Isso.

Researcher: Uma outra coisa, também, que eu observei nas tuas respostas foi que tu não deu uma nota máxima para as tuas aulas de inglês na escola, *né?* E, eu queria entender um pouquinho mais o porquê.

LP: É porque, bem falado, é escola pública, *né?* Então, *tipo*, a educação não é tão alta assim igual, *tipo*, uma escola particular, que o inglês lá deve ser bem mais. Ou até tem escola

pública que não tem aula de inglês. Mas, *tipo*, aqui é fraco o inglês, sabe? É, *tipo*, só verbo *to be*. E, está mais complicado agora só, mas, *tipo*, nem tanto.

Researcher: E, se tu pudesse visualizar uma aula de inglês perfeita, ideal, sabe? Como que seria?

LP: *Tipo*, igual no *duolingo*, sabe? Separar por partes, *tipo*, hoje vamos falar sobre comida em inglês, sobre, *tipo*, como se cumprimentar etc. *Tipo*, isso.

Researcher: Tu ainda usa o *duolingo*?

LP: Ah! Preguiça.

Researcher: Mas, ele te ajudou?

LP: Bastante.

Researcher: E, teria mais alguma coisa que tu gostaria que tivesse ou não tivesse nas aulas?

LP: Não sei. *Tipo*, já é bom, mas se tivesse como melhorar, seria bem mais. Separar uma aula para só falar inglês, *tipo*, a professora falar inglês, todo mundo entender *assim*, seria bem legal.

Researcher: Ok. Teve duas partes. Uma que falava sobre se você se sentia preparado para se esforçar para aprender inglês e uma outra parte que falava sobre se você já se esforça. E, *aí*, as tuas respostas ficaram um pouquinho diferentes, sabe? O que eu queria entender um pouquinho mais é, pelo que eu vi, você falou que você se sente preparado para se esforçar, mas ainda não se esforça. Então, o que falta para você se esforçar mais a estudar o inglês aqui na escola principalmente. O que falta para ti, sabe, dar aquela viradinha na chave e se esforçar mais, já que tu se sente preparado para isso?

LP: Na escola, eu não sei. Porque, *tipo*, o coletivo, essa coisa toda. Daí, *tipo*, se um faz barulho ali, daí tu já não entende aqui e daí o coletivo atrapalha um pouco isso todos *assim*. *Tipo*, se fosse só, *tipo*, cada um numa salinha, *assim*, estudando seu próprio inglês seria bem melhor.

Researcher: Entendi. Eu lembro que, no final, você falou sobre o seu irmão, no caso, que ouvia bastante música em inglês e isso, de alguma forma, te influenciou, *né*? E, eu queria saber se você, hoje em dia, você também ouve bastante música em inglês ou, de modo geral, séries, filmes. Como que é a tua rotina, nesse sentido?

LP: Música não ouça inglês, só ouço brasileira. Não sei porquê, mas tinha uma época que eu gostava de música em inglês, mas depois eu fui enjoando e não gostei mais. E, série e filme eu sempre opto pelo legendado. Eu nunca consigo. Já é um costume já.

Researcher: E, você acha que isso tem te ajudado de alguma maneira?

LP: Sim. *Tipo*, hoje em dia, eu já consigo falar com outras pessoas em inglês, sabe? É, *tipo*, às vezes, eu jogo jogos e nem todo mundo é brasileiro. E, *daí*, tem que falar inglês, *né*? Fazer o quê? E, *daí*, eu me esforço ali, tenho que quebrar a cabeça e consigo falar um pouquinho, só um pouquinho.

Researcher: Muito bem! Assim, da minha parte, essas seriam as perguntas. Não sei se tu gostaria de comentar mais alguma coisa, algo que tu ache importante, interessante, relevante.

LP: Ah! O importante é sempre estudar inglês, *né*? Não pode ficar sem, porque, *tipo*, é uma língua mundial e qualquer lugar que tu vai, todo mundo fala inglês. *Tipo*, tem que aprender nem que seja o mínimo do mínimo, mas tem que saber pelo menos falar “oi”.

Researcher: Muito bem!

APPENDIX H - Weary's Interview Transcription

Researcher: Eu lembro que no questionário de motivação você deu a entender que você acha que o inglês é importante para você, *né?* E, *aí*, eu queria te perguntar, por que tu acha, Weary, que seria importante nesse momento para você?

Weary: Por que, como eu acompanho muita pessoa que trabalha com gráfico, essas coisas, *tipo* mais digitalmente, sabe? E, em algum momento eu sei que vou conseguir. *Aí*, eu vou viajar para fora, para o exterior e conseguir, *tipo*, vou precisar do inglês.

Researcher: Ah! Que legal! Assim, aqui no no seu questionário, você também deu a entender que, talvez, os seus familiares ou os seus amigos não tem encorajem tanto assim a estudar o inglês mesmo que seja um objetivo que você tem de estudar fora, *né?* Por que que tu acha que eles não te encorajam tanto?

Weary: Porque, *tipo*, eu estudo inglês quando eu consigo. É sozinho, sabe? Eu não estudo perto das pessoas. Eu fico só no computador vendo, *tipo*, vídeo essas coisas. Aprendendo um pouco mais. *Aí*, eles meio que não sabem muito o que eu quero.

Researcher: E tu acha que os teus familiares poderiam te apoiar ou te encorajar mais?

Weary: Uhum. Minha mãe, por exemplo.

Researcher: E como que tu acha que ela poderia fazer isso?

Weary: Minha mãe dando, *tipo*, mais apoio moral, sabe? *Tipo*, é psicológico essas coisas para seguir, *tipo*, botar força.

Researcher: E em relação às aulas de inglês que você tem aqui na escola, você acabou não dando uma pontuação máxima. Como que tu acha que essas aulas poderiam ser? Se tu pudesse vislumbrar a aula perfeita, do jeito que você adoraria que elas fossem. Como elas seriam?

Weary: Não sei, mas, *tipo*, assim se ela explicasse mais sobre as palavras, essas coisas, *tipo*, toda palavra que ela fala, se se ela conseguisse explicar pra gente o que seria, seria mais fácil do que só passar, *tipo*, a mesma coisa a gente vai aprendendo só que aprender coisas novas seria muito melhor. Eu acho que, *tipo*, aprender a falar, sabe? Acho que seria muito bom.

Researcher: E, neste momento, como é que as aulas estão sendo?

Weary: Estão sendo até que legais. A gente só não está fazendo muita coisa diferente. A gente já está aprendendo uma coisa nova. Isso é bom.

Researcher: E além disso, nesse momento, o que mais vocês fazem?

Weary: Acho que mais nada. É só aprender as palavras. Uma coisa nova que a gente vai estudar agora, que é as palavras para a prova, sabe? Vai ter ditado, prova, essas coisas.

Researcher: E, *aí*, vocês trabalham mais a leitura, a escrita?

Weary: A escrita.

Researcher: Mas, você tem que produzir um texto? Como é?

Weary: Ela dá, *tipo*, um monte de palavras, assim, no quadro. Até é bom, porque está o inglês e o português, aí eu consigo entender e já vou aprendendo um pouco.

Researcher: *Aí*, vocês têm que anotar essas palavras no caderno para entender o que elas significam?

Weary: Sim, deixa guardado, porque as palavras vão ser usadas na prova, sabe? *Tipo*, algumas delas. Então, você vai estudando. Às vezes, ela ajuda a gente, *tipo*, o que significa realmente aquilo lá.

Researcher: Além disso, Weary, tinha uma parte que perguntava sobre se você está se esforçando o suficiente ou o quanto você gostaria. E, *aí*, você também não deu uma pontuação máxima para isso. E, *aí*, eu queria entender um pouquinho melhor o que você acha que falta para você se esforçar ainda mais quando você estuda inglês, principalmente na escola, sabe?

Weary: *Tipo*, o inglês não é como se fosse o meu objetivo principal esse ano. Porque eu estou muito focado em como fazer *streaming*, essas coisas, que é algo que eu gosto muito, sabe? *Aí*, eu não estou muito focado nisso agora.

Researcher: Entendi. E nos dias de hoje, o Weary com catorze anos, tu acha que tu ainda sente a mesma admiração pelo inglês, que você sentia quando você começou e era pequeno?

Weary: A mesma não tem como. Era outro nível. Só que eu ainda admiro muito, porque eu acabei querendo aprender, sabe? Só que por causa do *streaming*, essas coisas, acabo deixando um pouco de lado. Só que, *dai*, eu vou tentar focar um pouco mais em aprender melhor. Eu

ainda tenho jogos, sabe? Que eu, *tipo*, vejo inglês, essas coisas. E, às vezes, eu não entendo muito.

Researcher: Entendi.

Weary: E, tem uma coisa que é muito boa também porque, *tipo*, eu assisto tanto anime em japonês, quanto filme em inglês, sabe? E aí, *tipo*, fica a legenda ali, eu já vou aprendendo algumas coisas.

Researcher: Sim! Isso ajuda muito! Enfim, da minha parte seria isso. Não sei se tu gostaria de comentar mais alguma coisa, adicionar algo que tu acha que seja interessante, importante, relevante sobre o teu estudo e aprendizado do inglês.

Weary: Não sei. Acho que falei tudo.

Researcher: *Tá* bem.

APPENDIX I - Nina's Interview Transcription

Researcher: Olha só, eu tenho aqui o questionário de motivação que você preencheu. E, aí, eu vou te fazer algumas perguntinhas baseadas em coisas que você respondeu, para eu entender um pouquinho melhor, *tá?*

Nina: *Tá.*

Researcher: No teu questionário, você não chegou a pontuar com a nota máxima o encorajamento, no caso, dos teus amigos, para você estudar e aprender o inglês, *né?* E, *aí*, a minha primeira pergunta é: por que que tu acha que os teus amigos não te encorajam tanto, não te apoiam tanto a estudar o inglês?

Nina: Porque, eu acho que, assim, eles me incentivam muito a colar e essas coisas.

Researcher: E por que tu acha que eles fazem isso?

Nina: Sem vontade de estudar.

Researcher: E, o encorajamento e apoio deles ou da tua família seria importante pra ti nesse processo. Por que tu acha que seria importante?

Nina: Por estar sempre me incentivando a estudar.

Researcher: Como que a sua família te encoraja? De que maneira?

Nina: Encoraja de sempre falar para eu estudar, porque isso vai me ajudar no futuro.

Researcher: E, existe um motivo pelo qual tu ache que faça isso ser importante pra ti?

Nina: Sim, isso me ajuda bastante.

Researcher: Que bom! Teve também uma parte que falava sobre atividades que vocês realizam em aula. Quais atividades tu acha que tu tem mais facilidade? São aquelas que tu tem que ler, são aquelas que tu tem que escrever, são aquelas que tu tem que ouvir, ou as que tu tem que falar? Qual dessas tu acha que é que tu mais tem facilidade?

Nina: Facilidade? Em ouvir.

Researcher: E qual é o contrário? Que, no caso, tu tem mais dificuldade.

Nina: De ler ou de escrever.

Researcher: Teve uma outra pergunta no questionário que falava sobre se você gosta de estudar inglês. E, *aí*, você também não colocou uma nota, pontuação máxima. Então, a pergunta é, por que você acha que você não gosta tanto? Por que você não gosta tanto assim de estudar inglês?

Nina: Não é uma coisa que me chama tanta atenção.

Researcher: Também, em relação às aulas de inglês aqui da escola, você não chegou a pontuar com nota máxima. Então, a minha pergunta é: como que tu acha que as aulas aqui na escola poderiam ser? Se você pudesse imaginar a aula perfeita. Como que ela seria? O que que ela teria? O que que ela não teria? Enfim, comparando as aulas que você tem hoje, como que tu gostaria que elas fossem?

Nina: Eu não ia mudar muita coisa. Eu gosto das aulas. Eu acho que eu gosto mais é quando tem vídeos.

Researchers: E, tu acha que esse tipo de coisa talvez te ajudaria a não ter tanta dificuldade assim? Os vídeos te ajudam?

Nina: Me ajudam.

Researcher: *Tá.* Nesse momento, como é que as aulas de vocês geralmente são?

Nina: Em sala de aula, explicação do conteúdo. É algumas vezes que a gente vai pra sala de vídeo e que o professor explica.

Researcher: E o que vocês fazem, por exemplo, na sala de vídeo?

Nina: Ah! Ele mostra jogos para nós, músicas pra nós escutar.

Researcher: Legal! Da minha parte, Nina, seria isso. Tu quer trazer mais alguma coisa? Algo que tu ache importante, interessante, relevante de comentar?

Nina: Não, seria isso.

APPENDIX J - Martins17's Interview Transcription

Researcher: Martins17, eu estou com o seu questionário de motivação e, *aí*, eu vou te fazer algumas perguntinhas baseadas em algumas respostas que você trouxe para entender um pouquinho melhor, *tá*? Em relação ao encorajamento e ao apoio da tua família, dos teus amigos em relação aos teus estudos em inglês, tu considera que isso é importante para ti?

Martins17: Sim, a minha mãe não me obriga a fazer um curso de inglês. Ela diz que seria interessante se aprender para ter mais oportunidades de emprego. Mas, eu quero aprender inglês, porque eu gosto de falar muitas línguas. Então, eu não quero aprender só o inglês. Eu quero aprender o espanhol, coreano. Então, tem a motivação deles, mas é mais minha. Mas, é muito importante.

Researcher: Entendi. E, de que maneiras que tu percebe que a tua família e os teus amigos te encorajam e te apoiam nesse sentido?

Martins17: A minha mãe sempre foi muito pelo o que eu queria fazer. *Aí*, eu disse para ela “hum, eu quero aprender coreano, porque eu gosto muito da cultura”. E, ela disse assim “então, eu acho melhor você aprender o inglês primeiro, porque assim você aprender a falar outras línguas que são mais fáceis”. Eu disse “é”. As minhas amigas também. Tem uma que está fazendo universidade e ela “nossa, eu estou amando as minhas aulas de inglês, está muito difícil, mas eu estou gostando”. E, elas inventaram que elas querem fazer um curso todo mundo junto. “*Ai, vamos!*”!

Researcher: Esse plano é muito bom! Vamos à próxima perguntinha, então. Em relação às atividades que vocês têm nas aulas de inglês aqui na escola. Quais são aquelas que tu sente um pouco mais de dificuldade? Por exemplo, são as de leituras, são as de escrita, são as que você tem que ouvir, interpretar, só as que você tem que falar? Em quais você sente um pouco mais de dificuldade?

Martins17: Eu diria que é na escrita. Eu tenho muita dificuldade em escrever.

Researcher: E, o contrário? Em qual você tem mais facilidade?

Martins17: Eu tenho mais facilidade de escutar. Se eu escutar, eu consigo de certa forma traduzir a frase. Mas, escrever e ler é uma coisa muito difícil.

Researcher: Ok. E, em relação às aulas de inglês que vocês estão tendo aqui. Eu lembro que no questionário você não chegou a pontuar suas aulas com a nota máxima, sabe? Como que você acha que as suas aulas aqui poderiam ser para ti ter um aproveitamento maior? Enfim, como você imagina sendo a aula perfeita?

Martins17: A minha turma não fica quietinha, *né?* Então, é muito difícil aprender e escutar o *teacher*. Eu acho que o inglês é uma coisa que você tem que aprender em silêncio. O professor é maravilhoso. Ele dá aula, ensina, explica. Só que ninguém fica quieto para aprender. O professor está lá e ele começa a falar inglês e eu digo “calma, devagar, eu não escuto”.

Researcher: Entendi. Martins17, a minha próxima pergunta seria em relação a como você se sente em termos de motivação para estudar ou para aprender o inglês, principalmente, na escola. Você também não chegou a pontuar com uma nota máxima. Então, o que tu acha que hoje te motivaria ainda mais a querer estudar e aprender o inglês?

Martins17: Eu sempre quis morar fora do Brasil, desde quando eu era pequena. Eu quero fazer uma faculdade. Aqui no Brasil, ela não tem muito desenvolvimento. Mas, no Estados Unidos, na Coreia, em outros lugares tem. Quero fazer Psicologia. E, aqui, é uma coisa que não é desenvolvida e é uma coisa muito banal aqui, para eles. Então, eu sempre quis morar fora. Eu gosto muito de viajar. Então, eu quero viajar para vários lugares. Eu não vou falar “oi, bom dia”. Então, eu acho que o inglês é que facilita isso, porque tem muitos países que falam o inglês.

Researcher: Claro, muito legal! Você quer comentar mais alguma coisa, trazer algo que tu ache interessante?

Martins17: Eu vou tocar no assunto *que nem* existe a lei de começar no sexto a aprender inglês, a gente deveria aprender no segundo. É uma coisa que eu quero muito que o Brasil evolua, porque vai ser melhor para os jovens, para as novas gerações, para a gente mesmo. Então, é uma coisa que eu espero que um dia saia a lei que você tenha que começar a estudar inglês no segundo ano do Ensino Fundamental.

Researcher: E como é que tu sabe dessa lei?

Martins17: É porque as matérias estão “obrigadas”. Mas, ninguém realmente é obrigado a fazer. No caso, sei e não sei. *Tipo*, “ah, você é obrigado a estudar isso, porque está na lei, que você tem que estudar tal coisa”.

Researcher: Entendi. Por exemplo, algum professor já falou isso?

Martins17: Isso! E, se for ver, realmente, tem matérias que eu tenho que estudar para o básico. Que é o básico para você aprender. Aí, a criança está lá no segundo ano. Ela está aprendendo a ler. Então, você pode ensinar o inglês. Você não vai estar ensinando para ela uma frase. Você vai estar ensinando para ela coisas pequenininhas. Mas, que futuramente pode ser grande. O jeito que ela vai falar. Você vai estar colocando mais uma matéria. Não é uma obrigação. Tem criança que não vai aprender. Mas, pode pegar gosto por aquilo ali. E, quando fizer uns sete anos vai falar assim “mãe, eu quero aprender a falar inglês”. E, se não for o inglês, pode ser qualquer outra língua que a criança sinta curiosidade. Pode ser o espanhol, italiano. Então, a gente não vai dizer “você é obrigado a fazer”. Você vai estimular a criança. É isso que eu penso. Então, futuramente, ela não vai mais ver como obrigação. Porque todo mundo aqui vê como matérias. Geografia, Matemática é uma obrigação. Não porque quer. Então, eu tenho esse pensamento de que vai ser uma coisa “obrigada”, mas você vai estimular a criança a gostar. Não jogar ela e deu. É uma coisa divertida. Aprender sobre os animais e, *aí*, vai evoluindo um pouquinho nos números, as cores, os parentes. E, vai. Pelo menos, eu penso assim.

Researcher: Isso!

APPENDIX K - Carloo44's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

21 years old

b) Where do you live? (Onde você mora?)

São José, Santa Catarina

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

yes, three sisters

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

yes, two cats

e) What do you love doing? (O que você ama fazer?)

play soccer

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To Jarmin

Subject My family

i live with my dad, my mom, my three sisters and my grandmother.
 we live in São José, my mom name is Sirlene and my dad José Carlos
 my sisters, Lara, Kamilly, Nathaly.
 my mom work as freelancer and my dad with (maeic)

Send

APPENDIX L - Kemy's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

I old 13

b) Where do you live? (Onde você mora?)

I live to House

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

yes, 4

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

not

e) What do you love doing? (O que você ama fazer?)

I like listening to music

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To

Subject

I live in SÃO JOSE, I live with my mom and my padrasto. My mom is cabeleireira is like let book my padrasto work in RADIAL is like de play fut
 E eu like de listening to music

Send

APPENDIX M - Little Strawberry's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

14

b) Where do you live? (Onde você mora?)

Na frente da Praça do
Araucária.

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

Sim, 4 sisters.

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

sim, 2

e) What do you love doing? (O que você ama fazer?)

mecher no celular.

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To Jasmine

Subject my family

dear Jasmine

I will tell you about my family. I live with my mom, my dad and my sisters. My mom's name is Angelica she has long black hair and brown eyes. My dad's name is Rafael, he has short blond hair and green eyes. He works in a . My sister Amanda is 5 . She has blond hair and blue eyes. We have pet dog, TomTom and Don Torreto. He's brown and white, she's brown.

by. Jasmine.

Send

APPENDIX N - LP's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

15 years old

b) Where do you live? (Onde você mora?)

São José, Florianópolis

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

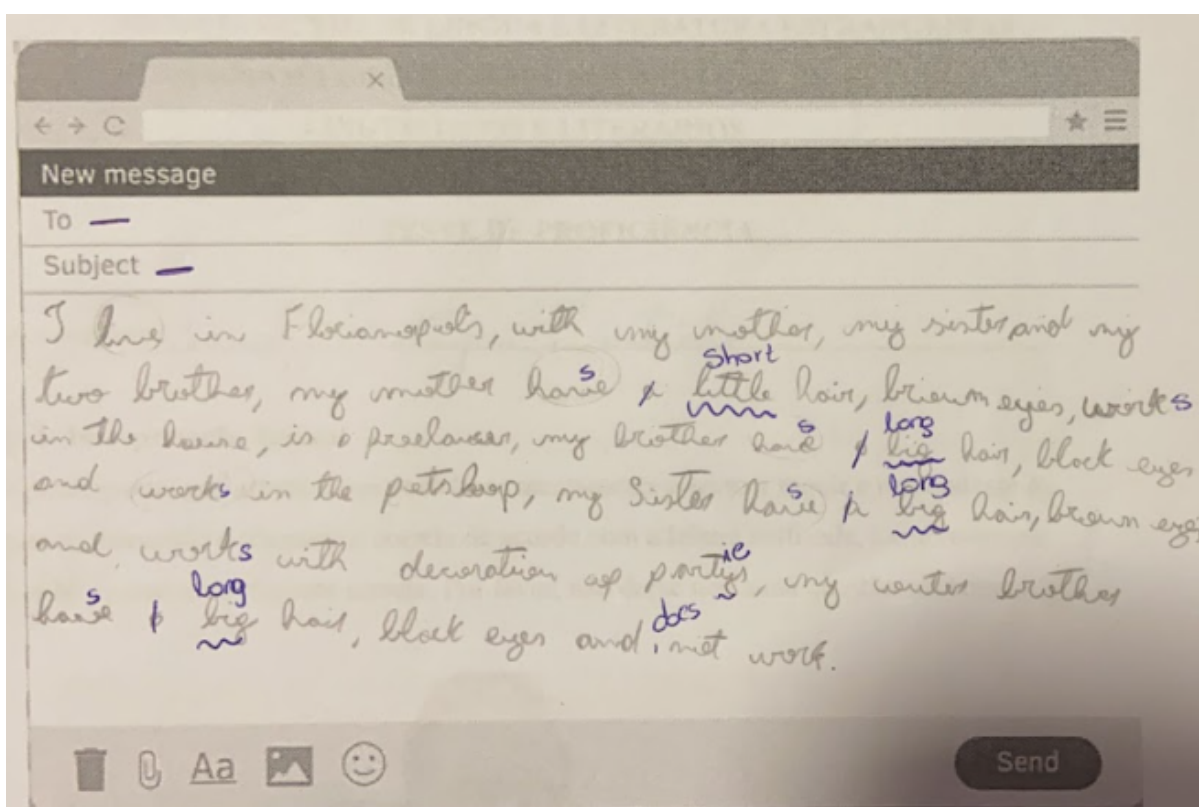
I have 3 brothers and live with me.

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

I have 4 cats and 3 dogs.

e) What do you love doing? (O que você ama fazer?)

I love to play games, eat, sleep and leave to the house.



APPENDIX O - Nicole's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

14 years old

b) Where do you live? (Onde você mora?)

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

yes, 2

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

yes, i have a dog

e) What do you love doing? (O que você ama fazer?)

listening to music

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To

Subject

Moro com a minha mãe, meu pai, minha irmã mais velha e meu irmão mais novo. Nós moramos em uma casa no bairro Areias. O nome da minha mãe é Lucélia e ela não está trabalhando no momento. Meu pai se chama Júnior e ele trabalha de promotor de vendas. Minha irmã mais velha se chama Marina e ela estuda direito na UFSC. Meu irmão mais novo se chama Gabriel e ama brincar. Temos um cachorro chamado Bide e amamos muito ele.

Send

APPENDIX P - Weary's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)
 Ten years

b) Where do you live? (Onde você mora?)
 I live in Santa Catarina.

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)
 YES, one brother and little sister.

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)
 I don't have pets.

e) What do you love doing? (O que você ama fazer?)
 play games, watch streamer.

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To: JASMINECAL@AINDOFILAC.EG

Subject: MY FAMILY

I will tell you about my family, I live with my mom and my brother, we live in Santa Catarina, my mom is housewife, she's a cook, my brother is a student, he's a student. I and brother like playing games, my mother likes watching movies.

Send

APPENDIX Q - Fruit's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

14 years

b) Where do you live? (Onde você mora?)

Cerrano

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

yes 1

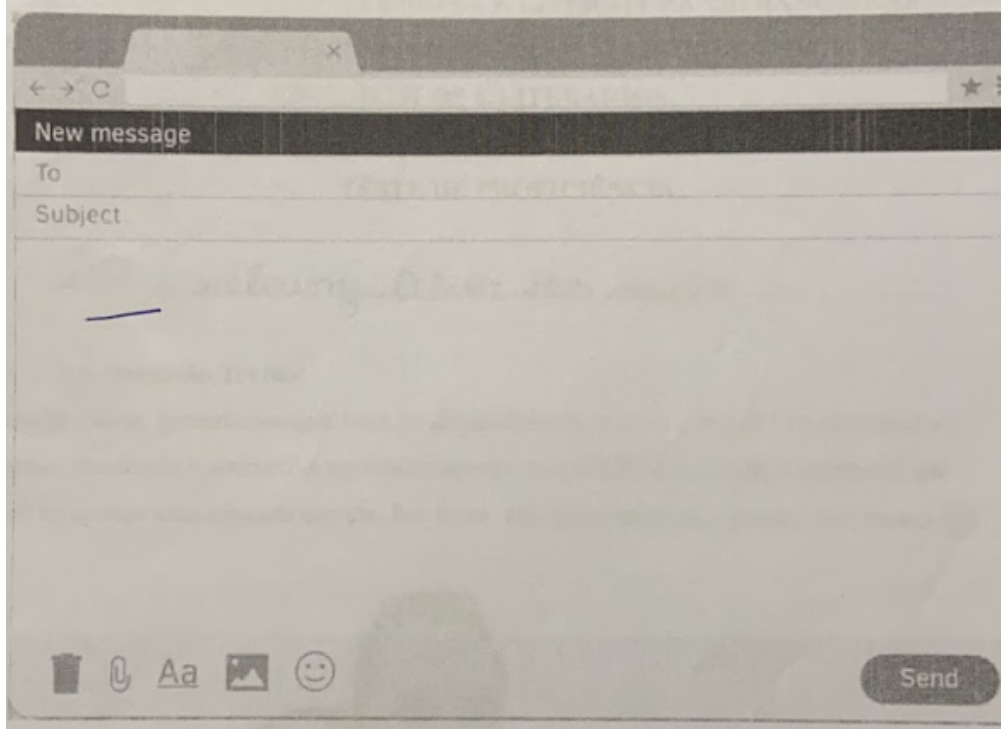
d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

yes, i have a cat

e) What do you love doing? (O que você ama fazer?)

listening to music

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.



APPENDIX R - Martins17's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?) ✓

I am 17 years old.

b) Where do you live? (Onde você mora?) ✓

I live in São José.

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

Yes, I have three brothers.

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

yes, I have one pet.

e) What do you love doing? (O que você ama fazer?)

I love read books.

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To: jarminecali@airtel.br.uy

Subject: My family

I live with my mother and my two younger brothers, we live in São José, my mother works as a cook and on Sundays we have a collective lunch.

APPENDIX S - Morilho's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

15 anos

b) Where do you live? (Onde você mora?)

São José, Santa Catarina

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

Tem 2 irmãos

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

Não tem nenhum animal de estimação

e) What do you love doing? (O que você ama fazer?)

Mixar no celular

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

The screenshot shows an email composition window. At the top, there is a 'New message' header. Below it are fields for 'To' and 'Subject'. The main body of the email contains the handwritten text 'Hi'. At the bottom of the window, there is a toolbar with icons for deleting, attaching, text formatting (Aa), inserting images, and adding emojis, along with a 'Send' button.

APPENDIX T - Nina's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

13 years

b) Where do you live? (Onde você mora?)

I live Santo Lázaro + São José

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

yes, I've 2 brothers

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

yes, I've 2 cats

e) What do you love doing? (O que você ama fazer?)

I love food

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To

Subject

Hello, my name is Mario Eduardo de Azeites, I live family, my mom's name is Patúcio, my dad's name is Maurício and my brothers I've 2 that are Murilo and lamilly.

I've 2 cats, my country work with car and I and my brothers we study.

Send

APPENDIX U - Ste's Production of Writing

1. Responda às perguntas a seguir, em inglês, de acordo com você mesmo.

a) How old are you? (Quantos anos você tem?)

I am 34 years old.

b) Where do you live? (Onde você mora?)

I live in São José, Santa Catarina.

c) Do you have brothers and sisters? How many? (Você tem irmãos? Quantos?)

Yes, 3.

d) Do you have pets? How many? (Você tem animais de estimação? Quantos?)

Yes, 1.

e) What do you love doing? (O que você ama fazer?)

eat

Com o que os membros da sua família trabalham; e) O que os membros da sua família gostam de fazer.

New message

To Jasmine Cali @aimedfilae.eg

Subject My family

Hi, I live with my family too. My brother is carpenter, my father is a metallurgist, my mother is a pastry chef and my sister-in-law is a lawyer.

Send

APPENDIX V - Reading Comprehension (Group 1)

Participant	Score
Carloo44	10/10
Kemmy	7/10
Little Strawberry	9/10
LP	10/10
Nicole	10/10
Weary	10/10

APPENDIX W - Reading Comprehension (Group 2)

Participant	Score
Fruit	10/10
Martins17	10/10
Morilho	10/10
Nina	10/10
Ste	10/10