GAME OF HOMOPHONES: DIGITAL GAME FOR PORTUGUESE LANGUAGE CLASSES

JOGO DE HOMÓFONAS: JOGO DIGITAL PARA AULAS DE LÍNGUA PORTUGUESA

JUEGO DE HOMÓFONOS: JUEGO DIGITAL PARA CLASES DE LENGUA PORTUGUESA

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ABSTRACT: This paper presents a digital game as a pedagogical support for classroom activities that address the use of homophones in the writing of students in 6th grade classes of Elementary School II at a school in the Santa Catarina state. The theoretical basis was centered on the contributions of Kishimoto (1996) and Pilati (2017, 2020) about working with pedagogical games and aims to contribute to the exercise of linguistic analysis and reflection in which students play and at the same time work with hypotheses about the writing. The production of the game was carried out on the WordWall platform and can be accessed by phone or computer. The results of a previous test of the game indicate its plausibility, which should have its effectiveness observed in the continuity of the application in terms of results with the overcoming of the initial difficulties.
KEYWORDS: Writing. Homophones. Interpretability. Game.

RESUMO: O artigo apresenta um jogo digital utilizado como apoio pedagógico às atividades em sala de aula que abordam o uso de palavras homófonas na escrita de alunos em turmas de 6º ano do Ensino Fundamental II de uma escola do estado de Santa Catarina. A base teórica foi centrada nas contribuições de Kishimoto (1996) e Pilati (2017, 2020) acerca do trabalho com jogos pedagógicos. Este artigo visa contribuir para o exercício de análise e reflexão linguística em que os alunos brincam e ao mesmo tempo trabalham com hipóteses sobre a escrita. A produção do jogo foi realizada na plataforma WordWall e ele pode ser acessado pelo celular ou computador. Os resultados de uma testagem prévia do jogo indicam sua plausibilidade e ele deverá ter sua efetividade observada na continuidade de sua aplicação em termos de resultados, com a superação das dificuldades iniciais.
PALAVRAS-CHAVE: Escrita. Homófonas. Interpretabilidade. Jogo.

RESUMEN: Este artículo presenta un juego digital como apoyo pedagógico para actividades de aula que abordan el uso de homófonos en la escritura de alumnos de 6º grado de la Enseñanza Fundamental II de una escuela del estado de Santa Catarina. La base teórica se centró en los aportes de Kishimoto (1996) y Pilati (2017, 2020) sobre el trabajo con juegos pedagógicos y pretende contribuir al ejercicio de análisis y reflexión lingüística en el que los estudiantes juegan y al mismo tiempo trabajan con hipótesis sobre el escrito. La producción del juego se realizó en la plataforma WordWall y se puede acceder por teléfono celular o

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computadora. Los resultados de una prueba previa del juego indican su verosimilitud, que debe tener su eficacia observada en la continuidad de la aplicación en términos de resultados con la superación de las dificultades iniciales.

PALABRAS CLAVE: Escritura. Homófonos. Interpretabilidad. Juego.

1 INTRODUCTION[1]

The purpose of this article is to present the development of a digital game aimed at a specific pedagogical work in relation to difficulties in the students´ perception of the use of homophones. A survey of these difficulties was previously prepared based on activities such as dictation and textual production, in the two first months of the 2022 school year,to sixth graders of Elementary School II, at a school on the north coast of Santa Catarina.

Pedagogical activities were developed encompassing classes in which the problematization of homophone pairs in writingcan lead to difficulties in terms of interpretability in reading and textual productions, as the incorrect use of certain terms can modify or take away all the meaning of what one wants to express. The teaching of Portuguese in Elementary School II should provide students with experiences that contribute to the expansion of literacy, in order to enable them to participate significantly and critically in the various social practices of language use. Having this in mind, workingwith the homophone game aims atleading students to realize and reflect on how subtle changes in the way words are spelled can bring a totally different meaning of what they really mean.

Furthermore, it also contributes to make the game function as a pedagogical resource for activities in the classroom that include the problematization of homophone pairs in writing; to promote the practice of linguistic analysis and reflection in which, while students play, they work with hypotheses about writing, thus systematizing knowledge; to encourage students'thinking on the independent relationship that is established, in Portuguese, between the sound and the writing of words, to help resolve some types of spelling deviations and become aware of some word games. Above all, the objective of this work is to contribute to the expansion of students' linguistic repertoire enabling their vocabulary enrichment in thediverse formats of textual communication.

In different degrees, all speakers of a language have spelling doubts under certain circumstances. Even words that have been written many times can occasionally cause doubt about which letter or letters should be used in its spelling. In face of the proposed game and the problematization of language teaching in the classroom, it is important that we do not forget that one of the objectives of writing is to allow the reading of texts within their plurality of formats and genres.

2 THEORETICAL BACKGROUND

According to Kishimoto (1997), the importance of games has already been highlighted by philosophers such as Plato and Aristotle, and later Quintilian, Montaigne and Rousseau, who had already recognized, in their own time, the important role of games in education. In the 13th century,Saint Thomas Aquinas stood out as a great defender of recreational activities and defended playing as necessary for human development. At the outset of the 20th century, beginning withFröebel (1782-1852), the creator of the kindergarten, ludic games were inserted in the curriculum of early childhood education as a pedagogical practice. From the fifties onward, several studies on gameshave emerged, and its most important scholars agree that it is a phenomenon of the mind, an activity that generates and develops cognitive skills.

The concept of game takes on different meanings in different societies, so it becomes a difficult task to try to define it. Faced with the different meanings that the terms game, play and toy receive, Tizuko Kishimoto (2011), researcher at the Faculty of Education at the University of São Paulo-FEUSP, proposes a verification of the terms, based on their cultural and socio-historical context. In the same way, connecting games and learning in the school context is not an easy job, as by defining games only for their ludic qualities and with a purpose in itself (MURCIA, 2005), some theorists show that it is not possible for games to maintain their characteristics by serving as a mandatory activity, with interests focused on learning outcomes (COSTA, 2008).

For the scholar Kishimoto, people are symbolic beings, whose construction takes place collectively and with the ability to think, directly linked to the ability to imagine, dream and play, even with reality. In turn, according to this scholar, the game has the power to further sharpen human capabilities.

> O uso do brinquedo/jogo educativo com fins pedagógicos remete-nos para a relevância desse instrumento para situações de ensino-aprendizagem e de desenvolvimento infantil. Se considerarmos que a criança pré-escolar aprende de modo intuitivo, adquire noções espontâneas, em processos interativos, envolvendo o ser humano inteiro com suas cognições, afetividade, corpo e interações sociais, o brinquedo desempenha um papel de grande relevância para desenvolvê-la. Ao permitir a ação intencional (afetividade), a construção de representações mentais (cognição), a manipulação de objetos e o desempenho de ações sensório-motoras (físico) e as trocas nas interações (social), o jogo contempla várias formas de representação da criança ou suas múltiplas inteligências, contribuindo para a aprendizagem e o desenvolvimento infantil. Quando as situações lúdicas são intencionalmente criadas pelo adulto com vistas a estimular certo tipo de aprendizagem, surge a dimensão educativa. (KISHIMOTO, 1997, p.36) 2

Therefore, the game is an instrument of great importance for students' learning, because if they learn spontaneously, the game takes on a crucial meaning in their personal development and learning content. Consequently, it cannot be seen as a mere moment of distraction. Kishimoto also argues that games have different origins and, through them, cultures are transmitted both by the different games themselves and by the different ways of playing.[3]The game itself has the function of building and developing coexistence between children through rules, criteria and meanings, enabling a more social and democratic coexistence, because "...as a spontaneous manifestation of popular culture, traditional games have the function to perpetuate children's culture and to develop forms of social coexistence" (KISHIMOTO, 1993, p. 15).

As attested byKishimoto (1997), the game can be seen as an object, an activity that has a system of rules to be obeyed by the participants and that distinguishes one modality from another. It can also be just a word used in everyday life to designate something within a certain social context. Thus, one can understand the game: by distinguishing meanings attributed to it by different cultures, by the rules or by the imaginary situation that makes possible the delimitation of the actions according to the rules and by the objects that characterize it.

By means of this, the word game can have different meanings, according to culture and time. The second meaning refers to the system of rules characteristic of each game, through which it is possible to distinguish a certain game from others. The third one treats the game as the object that materializes it, as some games cannot happen without a certain object. Therefore, the game is not thought of as a mere recreation, much less as a pastime in the classroom, but it is part of a didactic sequence planned with rules and limit of time and space, which will fix the object of knowledge in the students' mind, in a playful, attractive and engaging way, simply because it is something parallel to everyday life, but free from the frenetic routine of repetitive and insignificant activities.

Another important author who pioneered the ludic approach is Johan Huizinga. For the author: "O jogo se apresenta como uma atividade ou ocupação voluntária, exercida dentro de certos e determinados limites de tempo e de espaço, segundo regras livremente consentidas, mas absolutamente obrigatórias, dotado de um fim em si mesmo, acompanhado de um sentimento de tensão e de alegria e de uma consciência de ser diferente da 'vida cotidiana'" (HUIZINGA, 2019, p. 35-36).[4]

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[2] *The use of educational toys/games for pedagogical purposes leads us to the relevance of this instrument for teaching-learning and child development situations. If we consider that preschool children learn intuitively, acquire spontaneous notions, in interactive processes, involving the whole human being with their cognitions, affectivity, body and social interactions, toys play a very important role in their development. By allowing intentional action (affectivity), the construction of mental representations (cognition), the manipulation of objects and the performance of sensorimotor actions (physical) and exchanges in interactions (social), the game contemplates various forms of representation of a child or their multiple intelligences, contributing to their learning and development. When ludic situations are intentionally created by the adult with a view to stimulating a certain type of learning, the educational dimension emerges.* (KISHIMOTO, 1997, p.36).

[3] In an activity carried out by AlineSuzana de FreitasVaz and Maria Clara Dias da Cruz, master's students from PROFLETRAS, at UFSC, with Haitian mothers living in Florianópolis, the different way of playing the "Hopscotch Game" in Haiti and Brazil was very evident. This activity and the observation of similarities and differences was a unique learning opportunity for all those involved at the time. To learn more, access for free, on the academia.edu platform, the collection organized by Vasconcelos (2019, 2020).

[4] "The game presents itself as a voluntary activity or occupation, exercised within certain and determined limits of time and space, according to freely agreed upon

For tension to be possible, the game needs to be taken seriously by those who idealize it as well as by those who are playing it. This tension reverberates into the game's competitive joy. Yet, for Huizinga: "The spirit of playful competition, as a social impulse, is older than culture, and life itself is all permeated by it as by a real leaven" (HUIZINGA, 2019, p.229). The game is, therefore, the most legitimate expression of the ludic and presents itself as a bearer of enormous potential for education and, more specifically, for the teaching of the Portuguese language. The game is an important and facilitating tool in the teaching and learning process. When talking about a game, a pleasant moment of interaction immediately comes to mind, usually between friends or family.

There are games of all kinds that provide fun experiences, while others sharpen logical, even investigative thinking. There are also interactionist and mimetic games whichprovoke more orality and body expression. And among the most varied types of physical games, the number of virtual games has increased more and more, as they typically instigate the interest of children. The game, as part of the didactic sequence, provides practical experience in the school discipline within a theoretical and practical context, being an addition to traditional exercises. The digital game enchants the current generation, as it allows the participation of other friends, even if they are not in the same physical space, not to speak of the colors and sounds that allow a different stimulus.

Working with games means having a boosting element as a resource that encourages students to participate, to get involved much more than in any other type of activity. Notably, the behavior of students, during and after the game, helps teachers by providing significant information about the acquisition and improvement of their skills. Through the game, the student is able to demonstrate active participation, experiencing the construction of conscious knowledge, involving sensoriality, perception, affection, thought and imagination.

The differential of digital pedagogical games, in addition to sustainability and practicality, is the fact that they offer numerous resources, allowing us to obtain and store information quickly and access them according to one´s need and interest. Technology also manages to reach a greater number of people in a more dynamic manner, as people in distant places may have the opportunity to access and use them as a source of teaching or personal and collective development.

Certainly, technology can be used as an auxiliary resource which is an important contribution for students to improve their knowledge, obtaining and storing information. These games work as a support to stimulate the development of skills and competences in teaching and learning, even enabling collective interaction and offering a certain level of competitiveness through a ranking on the scoreboard, thus providing the student with the enjoyment of a healthy and pleasant interaction. When games are stimulating and relevant, constructive learning can be achieved through their positive experience. The fact that the student wins and overcomes themself in each move encourages them to want to learn even more.

3 THE SPELLING APPROACH IN THE FINAL GRADES OF ELEMENTARY SCHOOL

Deviations or deviations in writing from the current orthographic norm are common among students of different age groups, which means that the problem also deserves attention in the final cycles of Elementary Education in Brazil and not only in the literacy phase, in which it is common, if not central, the concern with learning the appropriate correspondences between sound and letter and the prevailing spelling norm. The introduction of concepts of phonetics and phonology in regular education has proved to be essential for the teaching-learning of the mother tongue.

In the area of spelling, notions such as the relationship between sound and spelling (phonics and written system of language representation) are useful. As for lexical relationships, such as homophony and homography, notions such as the written/sound relationship intervene. However, despite acknowledging the advantages and usefulness of mobilizing phonetics and phonology concepts, it is undeniable that this area of linguistic knowledge is not much significant in the school environment, as its implementation still has little visibility in teaching practice.

rules, but absolutely obligatory, endowed with an end in itself, accompanied by a feeling of tension and joy. and an awareness of being different from 'everyday life'". (HUIZINGA, 2019, p.35-36).

When starting the production of written texts, the teacher must consider and respect the difficulties, insecurity and fear of writing of his students, leaving them freer to consult colleagues, books and dictionaries in the act of writing, and then, step by step and carefully, demand greater results, that is, encourage them to produce better texts, without many spelling "errors". In the act of writing texts, the child thinks and tries to connect the letterthey want to use in the word they are going to write and they do it by means of the sound. In case of doubts about which one to use, "errors" may appear due to lack of knowledge of all the norms that govern spelling.

Competitive contexts or spelling irregularities demand memorization. In this case, we can assume that exposure to reading and writing activities are crucial, without the need to propose lists of isolated words for memorization or other specific spelling activities. For context-dependent regularities or rules, whether phonetic or morphosyntactic, making the rules conscious to students only contributes to the appropriation of the spelling system and, a systematic work with spelling, especially with contextual regularities, provided that it is done in a reflexive way, also contributes to the student's appropriation of spelling norms.

Therefore, when the teachers know the spelling system in depth, they can understand the spelling difficulties of their students. With a broad background in Phonetics and Phonology, including models based on usage, they contribute to the understanding of how language works and, consequently, to a conscious teaching, less susceptible to mistakes. Understanding that usage determines the grammar of a language makes us understand language teaching no longer as a finished product.

Mother tongue teaching is supported by guidelines and parameters that prescribe and guide teaching aimed at building skills and abilities, having the text and the diversity of textual genres as the teaching object. It is expected that the student is "able to use the language in a varied way, to produce different effects of meaning and adapt the text to different situations of oral and written interlocution" (PCN, 1998, p. 23). Therefore, writing and, consequently, spelling, should also be taught in a dynamic and natural way, not as an imposed training. We can say that it is not about learning to write, but about discovering writing. In this sense, the student must have space to develop his hypotheses about spelling norms and the teacher must provide conditions for the learner to evaluate them, develop new hypotheses and thus, appropriate the spelling system of the Portuguese language.

Respecting the process of appropriation of the written language, as well as its rules by the student, makes the teacher responsible for providing schemes, for providing game plan and reinforcement to consolidations activities. Ignoring that there is difficulty and disregarding the limitations of the students becomes an act irresponsible and unthinkable. In the traditional teaching of the Portuguese language, classes were centered on grammar and distanced from textual genres; after the PCN'S and their criticism of traditionalism, textual genres and textual production were more valued while grammar was set in the background. For Pilati:

Desconsiderar as reflexões gramaticais inviabiliza um aspecto crucial para o desenvolvimento da análise da produção textual, que é a reflexão gramatical. É por meio do manejo das estruturas gramaticais da língua que o produtor de textos irá expressar suas ideias, organizar argumentações, escolher formas de se dizer ou formas de não se dizer. Quando dispensamos as aulas de gramática, por exemplo, perdemos a oportunidade de apresentar a nossos alunos a ferramenta crucial para a leitura e produção autônomas e críticas - a reflexão gramatical." (PILATI, 2017, p. 93)[5]

Therefore, a new time has arrived in language teaching, a time whose teachers must seek different methodologies to make the students understand the functioning of linguistic concepts and, from this, improve textual production. Through the digital pedagogical game, it is possible to help students in the development of the expected skills to become competent and able to face the challenges of writing. It is one more tool that can help build knowledge, as online activities are attractive and contribute a lot to children's literacy. By using the visual field as an attraction, interaction with the environment makes what is internal in the student become socialized, thus providing construction of new learning.

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[5] "Disregarding grammatical reflection prevents a crucial aspect for the development of the analysis of textual production, which is grammatical reflection itself. It is through handling the grammatical structures of the language that the text writer will express his ideas, organize arguments, choose forms of saying or not saying something. When we dispensed with grammar classes, for example, we lost the opportunity to introduce our students to the crucial tool for reading and for the autonomous and critical production – the grammatical reflection." (PILATI, 2017, p. 93).

According to Paulo Freire (2003, p.47), "teaching is not transmitting knowledge, but creating possibilities for its own production or construction." Paulo Freire's words make a lot of sense, because when we provide mechanisms for students, we are surprised with the development of skills and their production. In short, teachers with a renewed mind create learning possibilities for their students.

4 SUMMARY

The production of the game was developed on the Wordwall Platform, where it can be accessed via cellphones or personal computers, available at https://wordwall.net/pt/resource/33865017. The homophones composing the game are made up of ten pair of words which are organized in a way that the student can choose the best combination between word and meaning. Based on the written homophonous word that appears on the screen, the student must click on the corresponding meaning in order to conclude the correct combination.

The game was programmedwith words that the students had demonstrated difficulties during the activities planned for the Portuguese language classes. The homophone pairs were placed in a column and the meaningand the corresponding image in the other parallel column. The game is part of a didactic sequence, that is, it is part of a series of previous activities that aim to offer interpretive awareness in the use of the spelling of words, being applied as a complement to the work of teaching spelling in the classroom.

Therefore, the objective is not to see if the student gets it right or wrong, but to make each student who tries to play understand the difference in the applicability of the words, learning from the mistake, being able to try to get everything right by trying as many times as they want. However, in order to have an emotional content in the game, a ranking was placed with the best timing and scores which make students want to learn the words and complete the challenge within the best time, because only the top ten are in the ranking.

The activities proposed to identify the way in which students use homophones are divided between dictations and textual productions as a diagnostic process for the work focused on developing greater phonological awareness among students. It is important to note that this plan, explained in section 4.1 of this article, may undergo changes in its application according to the availability of the school, the teachers and the students.

4.1 ACTIVITY PROPOSAL USING DIGITAL GAME

The "Game of Homophones: Digital Game for Portuguese Language Classes" was designed and created for specific pedagogical work in relation to difficulties perceived by the students in their use of homophones. The teaching-learning work with the Portuguese language in the classroom, taken as a form of interaction, is based on the objective of developing, in the student, greater proficiency in oral, reading and writing practices. The language, studied and analyzed in real situations of use, tends to favor the extension of the linguistic domain.

Working with language from a socio-interactionist perspective is, as stated by Gonçalves (2004), a more appropriate way of seeing language, as it enables students to reflect on their own speech and/or writing and on other situations with which they interact daily. Interaction tends to provoke changes both in the subject and in the addressee, because we act on others and others on us. Language does not separate from the individual. Studying language means not isolating the interlocutionary act from everyday activities, as language is not dissociated from our actions and, in consequence, learning a language means participating in concrete communication situations (GONÇALVES, 2004, p. 2).

The diagnosis process becomes important when thinking about the possibility of enabling work with homophones before applying the game. For this, there was the attempt to highlight the most frequent deviations in the textual productions made by the students, such as words with CH and X, in Portuguese, and words with L and U, at the beginning and end of the syllable, for example. We can say that spelling difficulties are not restricted to the spelling field itself; most of them are linked to orality, pronunciation and dialectal

variations. For this reason, after acquiring the alphabetic system (basic rules of grapheme-phoneme conversion), mastering spelling tends to be a challenge for many elementary school students all the way to high school.

During the classes that preceded the application of the game, the differences in use between words written with CH or X were highlighted. Confusion in the use of the digraph CH or the consonant X is common because the consonant X can assume the value of CH when it appears at the beginning or in the middle of the word. To increase phonological awareness, activities for students to complete sentences with words spelled with CH or X were introduced, enabling the objective of knowing and making use of the conventional spelling of words with regular contextual correspondences between letters or groups of letters and its sound value to be drawn. Moreover, during the process of diagnosing possible difficulties in writing homophones, we proposed dictation activities and textual productions that focused on spelling deviations related to phonetic and phonological motivations, which occur between the letters and sounds of the spelling system. The spelling error is considered important and constructive for the acquisition process, as it indicates the hypotheses that the student has about how the knowledge of spelling is structured.

The texts analyzed to collect data on the homophone "errors" are the result of spontaneous productions resulting from textual production workshops. Before starting to write the text, a moment of motivation was proposedso that each student could think about the structure and elements of their production. Some of the questions asked were: Where did it happen? With whom? When? What happened? What's the plot? How does it end? These questions were answered orally, with the aim of organizing the children's thought processand also enriching their narratives with the incorporation of other elements. Spontaneous textual productions were analyzed, as it is through spontaneous writing that we can have access to the hypotheses and strategies that students use in the writing activity. Phrases were also dictated with the introduction of homophones in different contexts so that the written relationship and the interpretability used by the students could be verified.

In this sense, the spelling deviations are demonstrations of these hypotheses and students' knowledge levels, therefore, they serve as a source of information for planning pedagogical interventions in the face of the correct or incorrect use of homophones. When choosing a certain letter to represent a phoneme, the student´s choice is based either on the rules he already masters, or on the spelling of the words he already knows, or even on the transcription of speech. As a result, for example, errors based on analogies, such as the writing of "auto" to designate the antonym of short instead of "alto", since, in many words, it is written 'l', but it is pronounced 'u'. By better understanding this process, it is possible to propose activities that interact better with the notion and use of language, providing a positive impact on students' reading and writing proficiency.

As already mentioned above, the proposal for the game of homophones is made from the moment the teacher shares, via cell phone or computer, the link from the Wordwall:https://wordwall.net/pt/resource/33865017/l%c3%adngua-portuguesa/jogo-de-hom%c3%b3fonas, in which, interactively and individually, the student will be able to reflect on the meanings and uses of homophones and learn by playing the meaning of the pairs that cause more doubts as to their interpretability. It is a multiple-choice game where the student clicks on the most convenient answer for each communicative situation shown in the reference image, as shown by prints of the game in the Appendix below. The game begins when the student clicks on "start" button and is directed to a screen with a word highlighted or in bold at the top of the page, above the words on display for the choice of the combination that must be made to form the word/meaning pair, as it is in Figure 2 below.

It is important to mention that the platform allows the teachers or the studentsthemselves (as players), to change the model of combinations to be displayed on the screen, being able to face all ten available pairs at once or for the format "questionnaire" in which you are faced with some alternatives to compose your choice of combination for each word that appears at the top of the screen, as it can be seen in Figure 3. As the combination continues to be made by the player(s), regardless of the interactive model chosen, they will receive a hit or miss sound signal, as shown in Figures 4 and 5.

4.2 RESULTS

From the previous survey conducted through activities that facilitated the posterior approach of the game of homophones for the broad explanation of the teaching of spelling, teachers can endorse greater participation and reflection on the part of the students in

relation to the theme of homophones. Through it we can see how the student understands the content addressed.

What appears to be a spelling "error" due to student inattention, lack of study, learning disabilities or lack of knowledge of the rules, may have a cause, an explanation that justifies the student making certain analogies or raising certain hypotheses about the writing of words when making their textual productions. Some of these explanations or justifications may be related to phonetic and phonological issues, as the student generally tries to reproduce speech in the form of the written letters, syllables and words, and often cannot comprehend that there are many gaps in this speech/writing relationship in regards to the perfect combination (which does not exist) between sounds and letters in a unique way.

Teacher preparation requires careful observation of students' ways of learning and thinking, as well as their interests and sociability, aiming at a balanced and competent intervention during the proposed game. The usage of the game enhances the exploration and construction of learning, relying on the ludic motivation to work with orthographic knowledge related to the homophone pairs that caused the most discussion regarding interpretability problems in the students' textual productions. The results of a previous test of the game indicate its plausibility which should have its effectiveness observed in the continuity of the application in terms of results with the overcoming of the initial difficulties in the writing of homophonic words.

5 FINAL CONSIDERATIONS

Language is the means by which we express our ideas. Each speaker is a user and a modifying agent of their language, imprinting on it marks generated by the new situations they are faced with. In this sense, we can see language as an instrument for projecting the culture of a people. Studies about the language lead us to the idea that it is not enough for Elementary School teachers to point out the spelling "errors" of their students, but it is necessary to analyze them from a new point of view that will take Phonetics and Phonology into account and will allow for a reflection on the mother tongue and the importance of spelling.

Working with the game of homophones demonstrates that the study of spelling in the classroom can improve the production and understanding of what is written, allowing students to expand their linguistic repertoire even more and to reflect on the interpretability that the different forms of writing can generate. Spelling doubts will always exist in different situations or circumstances, inside and outside the school context. However, since education is a process that involves transformations in the subject who learns, this way of teaching can assume a positive posture in face of new meanings and experiences for the life of everyone involved in this journey.

In view of the choice to use a digital game instead of a physical game, it is related to innovation, practicality and sustainability. Digital pedagogical games are still a novelty in the school space, either because of the lack of games that specifically comply with the teaching and learning processes of a certain area of knowledge, or because of the lack of knowledge of the potential uses in this field; as well as resistance to new technologies by some teachers. However, there are numerous self-teaching platforms available on the internet for the teacher to enter the data of the subject he is teaching, choose the type of game among those offered in the platform's database and there your game will be ready to be made available to students. through a simple link.

As technology advances at a fast pace, it is necessary to insert scientific technological tools into the teaching-learning processes. However, due to numerous factors, the new revolution in contemporary education is still slowly perceived. It is worth remembering that when stick chalk arrived in classrooms, in the 19th century, it was the technology of the moment, and it became so important for the field of education that its use was being incorporated into the school routine in such a way that its absence was inadmissible for any teacher, thus becoming a disputed object of desire for the students. Today, for many teachers, chalk is outdated and has been replaced by whiteboard pens in different colors, to the point that many students are unaware of its existence. Digital educational games have been gaining notoriety at school. In a few years, a teacher´s unfamiliarity withthem or who resists their use will also be unacceptable.

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APPENDIX A - ACTIVITY - "HOMOPHONE GAME: DIGITAL GAME FOR PORTUGUESE LANGUAGE CLASSES"

Figure 1: Start–Interactive game of combination of homophonic words

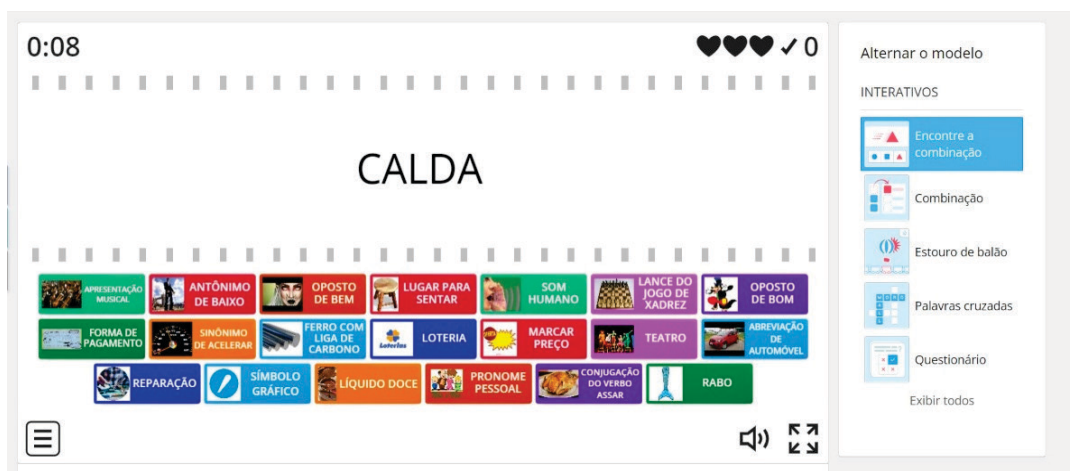**Source:** Wordwall. Elaborated by the authors (2022)

Figure 2: Find the combination between the homophonic pairs

Source: Wordwall. Elaborated by the authors (2022)

Figure 3: Changing the interactive game model
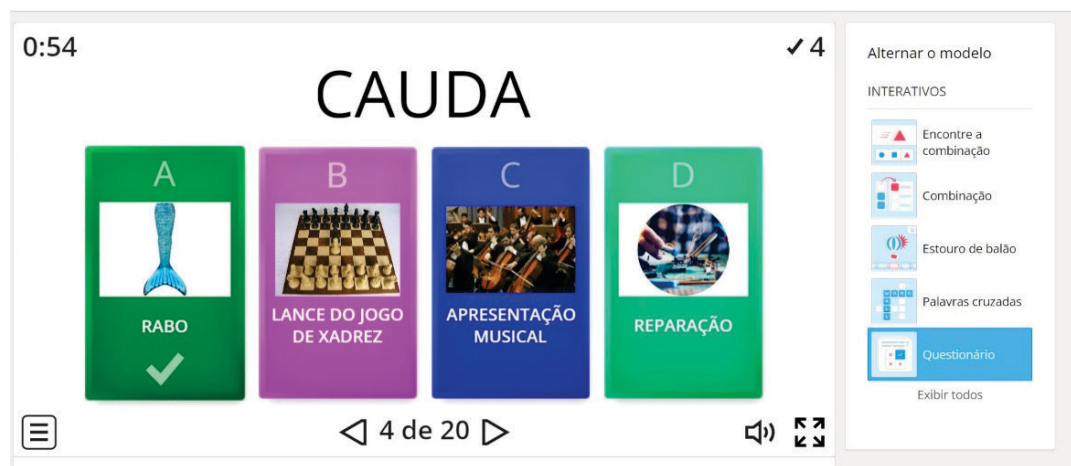**Source:** Wordwall. Elaborated by the authors (2022)

Figure 4: Sound signal of "hits"
Source: Wordwall. Elaborated by the authors (2022)

Figure5: Sound signal of "miss"
Source: Wordwall. Elaborated by theauthors (2022)