Gamification And Its Contribution To The English Language Teaching And Learning Process

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Abstract
The purpose of this article is to discuss how gamification (digital games) contributes to the teaching-learning process of EL. In this sense, its general objective is to investigate the main contributions and challenges in the use of gamification for teaching-learning process of EL. The specific objectives are: 1) to analyze the teaching-learning process of LI; 2) to investigate the gamification and the teaching-learning process of LI; 3) to raise the main games used in the teaching-learning process of LE. Our research, of a bibliographic nature, had the theoretical contribution of authors such as Putu et al (2023), Neto, Penteado e Carvalho (2023), Alharbi (2020), Figueiredo (2019), Kapp (2012), Deterding et al (2011), Moita Lopes (2010), Gee (2005), and others. Our research demonstrates the importance of including gamification in the classroom to improve the English language learning process.
Key-words: *Gamification; Digital games; English language; Wordwall.*

I.   Introduction

Nowadays, digital games are becoming increasingly popular. In these terms, it is believed that games are mechanisms that teachers can use in the classroom to motivate, stimulate and engage their students in the teaching-learning process. This term is the concept of gamification (Deterding *et al*, 2011). Based on the hypothesis that the use of gamification can improve English language learning, there is a need to develop a study to analyze its contributions and challenges in the English Language (EL) teaching-learning process.

The question that guides this research is: what are the main contributions and challenges in using gamification for the teaching-learning process of English? In this sense, our general objective is to investigate the main contributions and challenges in using gamification for the teaching-learning process of English. Our specific objectives are: 1) to analyze the teaching-learning process of English; 2) to investigate the contributions of gamification for the teaching-learning process of English; and 3) to analyze the main games used in the teaching-learning process of English.

For the theoretical basis, the main authors we relied on were: Putu *et al* (2023), Neto, Penteado e Carvalho (2023), Alharbi (2020), Figueiredo (2019), Kapp (2012), Deterding *et al* (2011), Moita Lopes (2010), Gee (2005), and others.

II.   The English Language Teaching-Learning Process

Speech is extremely important in the individual's cognitive development and has a different function depending on the stage of each person's cognitive development (Figueiredo, 2019).

According to Vygotsky (Figueiredo, 2019), speech is composed of two phases: the first is communicative speech, according to which the child's sole intention is to communicate; the second is the so-called egocentric speech, compared to thinking out loud, as if it were an inner speech. It is possible to understand that speech is not only used for the purpose of communication, but also to guide and even plan the individual's behavior and cognitive development process.

Thus, speech, and therefore language, is an instrument of intervention, with the main function of regulating people's actions on objects. Through language, people interact, socially expanding various knowledge (Figueiredo, 2019). Speech from birth to death is the most common form of individual communication, but it is not the only one.

It can be inferred that the human being is a socio-historical and cultural being and that, through his/her interpersonal relationships, he/she evolves cognitively and emotionally, that is, the individual as a social being is formed, shaped from the relationships he/she has in society (Pereira, 2019). Speech is performed by language that is materialized by different languages and from birth the human being is exposed to this language and learns it

with the intention of communicating and for this there are several means, methodologies to learn a language. Therefore, it is important to report some of the methodologies already used in the process of teaching and learning the English language over time.

Around the 16th century, we had the so-called Grammar and Translation Method (MGT), which can be seen as the first method in the history of language teaching (Oliveira, 2014). Later, due to the social needs of communication, the Direct Method (DM) emerged, which consisted of prohibiting the mother tongue as a source of reference, and the student was also prevented from using translation in the classroom, and it stood out for the imperative that their teachers should be native and/or fluent in the target language. According to this method, the student learns only if they have direct contact with the language to be studied. Among the techniques that involve the DM, we can highlight gestures, images and objects, so that the student can understand what the teacher is teaching (Pereira, 2019).

Then, in the 19th century, a new method emerged in Europe, called the Oral Approach (OA), which differs from MD in its systematization, since OA aims to build vocabulary tables based on the words that are most used by native speakers, as well as grammatical components (Pereira, 2019). This method is understood to mean that by learning the most commonly used words in that language, the student will be able to communicate. However, as is noticeable even in our language, Portuguese, this method is flawed in the issue of regionalism, since some words are common in one region but not in others.

In the mid-1950s, the Audio-Lingual Method (ALM) emerged, which aimed to make students fluent like native speakers. However, writing was not very relevant, and was based on structuralist and behaviorist studies. In this method, through memorization exercises, repetition, and transformation and substitution activities, the student would learn the new language (Pereira, 2019).

It is believed that, to improve linguistic knowledge, the use of a connected, mixed form of various methods becomes more productive and effective in achieving the proposed objective: learning a foreign language.

However, as expected, some researchers began to question the effectiveness of MAI, leading to the emergence of new methods, the so-called Alternatives, which intended to consider the student in their entirety (Pereira, 2019).

Thus, as the years go by, new methods and new ways of teaching a FL emerge, leading to the emergence of the so-called Communicative Approach (CA) which, unlike the methods mentioned, brought an approach that united learning and communication (Pereira, 2019).

It is noticeable that methodologies change according to the way each student learns, as well as the historical and social period in which he or she is inserted. In fact, teaching a Foreign Language must be functional, improving the four basic skills (speaking, listening, reading and writing) and also the student's critical awareness.

It is also worth mentioning the Genetic Method proposed by Vygotsky (Figueiredo, 2019) which consisted of giving relevance to the historical role of social relations in the process and in the mental and behavioral development of the student, the so-called sociocultural theory which is based on promoting the cultural and social aspect in linguistic, cognitive and human development. This theory initially proposed by Vygotsky, developed in the first decades of the 20th century, promoted as a theoretical framework several researches regarding the role of mediation of the social aspects of learning in educational contexts (Figueiredo, 2019).

Sociocultural theory is sometimes confused with Piaget's constructivist theory, since both are related to children's learning activities. However, the main difference between them lies in the role attributed to cultural mediation, emphasized only by Vygotsky, while Piaget emphasizes biological aspects (Figueiredo, 2019).

In contrast to Piaget, Vygotsky (*apud* Figueiredo, 2000) argues that "biological factors are not enough to make a child acquire a language and develop cognitively". It is necessary for the social environment to contribute through interactions that, with the function of teaching, will guide learning.

There are also telecollaborative projects that some authors such as Figueiredo (2019), Cavalari (2014) and Vassalo and Teles (2006) cite as a process that favors the teaching-learning process of a FL, which with linguistic and cultural aspects, through computers and/or mobile devices, students have contact both with the language to be studied and with cultural, emotional and affective aspects of each other.

In telecollaborative projects, students from different schools, cities and even countries can interact with each other and learn together. They can also learn about environmental factors and local mannerisms without leaving home. For example, an expression that, in English, can be said in different ways in various countries that have that official language, such as a common expression in the United States of America that is completely unknown or different in England or Australia.

In Brazil, in the 2000s, there was constant use of teletanden applications such as Skype, Windows Live Messenger, and open meetings, in which people were in geographically different locations and were able to take classes to learn a foreign language via video conference (Aranha and Teles, 2011).

Currently, the availability of these online class schemes and apps has increased considerably due to the COVID-19 pandemic and several other apps are used to learn such as WhatsApp, Google Meet, Telegram, Zoom

among others. It is clear that distance learning is here to stay, as some students see this form of teaching as the most practical way to achieve their goal of learning a new language.

Indeed, there are many myths surrounding all of the aforementioned methods. Some people question their effectiveness since, by using normative and orthodox methods, the teacher prevents the development of the student's critical and autonomous thinking. On the other hand, there are those who defend them as being formal methods for linguistic progress (Pereira, 2019).

Despite all this, it is up to the teacher to analyze their effectiveness, as well as to train and improve their teaching practice and, regardless of the method used, the teaching and learning process of a Foreign Language must achieve its main objective, the critical and reflective learning of the student.

The modern educator must keep in mind that every teaching-learning process must promote reflective and critical self-knowledge in the student. It must be prioritized that the learner is an affective individual and that pedagogical diversity brings more possibilities of positive results (Pereira, 2019). It is even naive to imagine that in a classroom composed of approximately 30 students, everyone can learn in the same way, that everyone will be successful if they follow method A or B.

It is worth mentioning that in Brazil, national educational legislation is led by the LDB (Law of Guidelines and Bases of National Education), which is responsible for defining the principles, guidelines and organization of education in the country (LDB, 1996). This is followed by the BNCC (National Common Curricular Base), which "is a normative document that defines the set of essential learning that all students must develop throughout the stages and modalities of Basic Education" (MEC, 2000, p. 1) and the PCN (National Curricular Parameters), which are a set of documents that make up the curriculum of educational institutions. The PCN are like a guide, a guide for the work of teachers, as well as for the creation of the Political-Pedagogical Projects (PPP) of their schools (MEC, 2000), that is, they are responsible for guiding what should be contemplated in the teaching-learning process.

Learning to understand, speak, read and write in another language is important, but the most substantial aspect of this entire process is the intrinsic formative nature that accompanies learning a foreign language. Thus, the national proposal changes from just metalinguistic teaching to cultural and critical teaching.

On the other hand, learning a foreign language also serves to prepare students for the job market, since "in today's Brazil, it is common knowledge that English and Spanish are very important in people's professional lives" (Brasil, 2000, p.27). Therefore, it is important to emphasize that in Brazil, since 2000, learning a language has become useful, with an educational purpose and not just as a subject to fill students' curriculum (Brasil, 2000).

The educator must always keep in mind that each individual is unique and, therefore, has a way of learning and that they must be open to innovation in the classroom and with the aim of forming critical citizens. The educator must teach their students with love and respect for the intellectual and cultural diversity that they will encounter.

III.   Digital Inclusion As A Teaching Resource For English Language Learning

By providing technological resources in schools, the government democratizes knowledge, leading to an egalitarian and democratic society. In recent years, through social projects for digital inclusion, public policies have been created to provide access to quality information and technology.

Humanity, since the beginning of time, has lived in constant change and evolution and in recent years this has become faster driven by globalization and ICT - Information and Communication Technologies. Mastery of the English Language (IL) is essential for international communication, as well as knowledge of computers and digital media (Rosa, 2017).

Unfortunately, the national sociocultural trend is that the lower economic classes tend to be excluded from globalization and from access to digital and learning opportunities available to them. Social Pedagogy is extremely important and urgent, which is nothing more than a response to the educational needs of students included in marginalized areas of society (Rosa, 2017).

Despite all this technological evolution, teaching English faces difficulties such as lack of physical structure, basic materials, textbooks, qualified teachers or specialists in knowledge of English. Unfortunately, national public education depends on public policies and the goodwill of its rulers (Rosa, 2017).

In fact, a large proportion of public school students come from marginalized backgrounds, from a context without any stimulus for education or motivation to learn, which can therefore affect their academic performance, making them low and uninterested. In this context, the school environment plays an unimportant role, as it is far from their reality (Rosa, 2017; Moita Lopes, 2010).

Within the educational context, each person has a fundamental role in the teaching-learning process, and this entire relationship must function clearly and cohesively to have significant results. The new high school law of 2020, despite having made LI mandatory with teaching focused on the construction of linguistic knowledge or even having increased the workload of high school, due to the increase in subjects in the framework, there was a

reduction in the number of LI class hours, that is, from 3 or 4 hours per week they went down to just 1, which in high school is very little within the context of the LI teaching-learning process (Law 13,415/17).

In this globalized and digitalized world, being concerned with communication is a fundamental task. Coll and Moreno (*apud* Rosa, 2017, p.4) argue that technological evolution throughout 2010 and online communication were already growing. They define and understand technology as "a global space for social action" (Rosa, 2017).

The digital world and LI go hand in hand, however, despite this, even those born in the so-called digital era, the popularly named "generation Z", should not be considered digital natives.

In the current decade of 2020, society is dominated by ICT, it is dependent on technological equipment, any problem that arises tends to be solved with the help of technology. Technology is responsible for the dissemination of information and communication (Araújo e Rocha, 2020).

And in the IL learning process, the teacher ceases to be the only source of knowledge and becomes a mediator of teaching interactively with the world, building reflective and critical intelligence with their students through digital media, the internet and even a virtual learning environment - AVA (Araújo e Rocha, 2020).

If teachers are prepared to promote the democratization of ICT in schools, they will make the classroom a culturally effective space for learning and communication (Araújo e Rocha, 2020), which can favor the teaching of IL in a systematic and technological way, with autonomous students, leading the teaching-learning process and active teachers aware of their own processes of construction and reconstruction of being.

Students' access to the digital world has become necessary and essential for their intellectual, social and cognitive development. Digital inclusion is a necessary obligation of the government. It is clear that schools need technological reform, they need to take technical and scientific knowledge to another level, because technology goes hand in hand with science and knowledge.

However, it is important to note that this is not a rule for all of Brazil; not every Brazilian home has a desktop computer or Wi-Fi internet access, since it also depends on social class. The student's socioeconomic situation influences the type of digital resources and the possibility of internet access that they have.

It is clear that digital inclusion in a social context also influences the use of digital media for the teaching-learning process of LI. Students use various digital resources to study and expand their knowledge in LI, such as computers, smartphones, tablets, smart TVs, among others, or other media such as websites, YouTube, WhatsApp, Instagram, games, etc.

As Ribeiro and Behar (*apud* Araújo e Rocha, 2020) consider, "the simple fact of having access to technological equipment and connectivity will not guarantee good use of the tools or even digital inclusion".

It can be inferred that digital inclusion is directly linked to the teaching of LI, as this is the official language of technology. The use of technological tools can be an excellent contributor to this process. Currently, there are several applications for learning a new language. It is clear that nowadays, especially after the entire pandemic period, it is extremely harmful for students to separate education and technology. It is evidenced by research and studies carried out in the last 5 years that education and technology go hand in hand, one has the power to complement the other (Araújo e Rocha, 2020).

In this way, digital literacy and learning English are fundamental requirements for citizenship, however it must be a critical literacy in which the teaching-learning process aims to learn the English language interconnected with new technologies (Anjos-Santos, Gamero and Gimenez, 2014), that is, joint, linked, shared knowledge.

IV.   Gamification And The English Language Teaching-Learning Process

Year after year, education has been transformed, as has the way of teaching. Paulo Freire (1996) states in his work that "teaching is not transferring knowledge, but creating the possibilities for its production or construction".

Technology is currently seen as synonymous with evolution, with what is modern, and this evolution resulting from it that affects the ecosystem also affects education. And over the years it has become an excellent resource for improving pedagogical practices. Devices such as tablets, smartphones, smart computers and robots are increasingly being used in classrooms. Technological advancement is undeniable and all this progress associated with the need to rethink the way we teach is enabling the emergence of gamification.

Some authors claim that the benefits of learning through digital games reach not only students, but also schools and teachers. They claim that there is great potential for the use of games in language teaching and learning, since the interaction that occurs between players and software/machine occurs through language (Rodrigues, 2015).

In fact, technology has proven to be an excellent mediator in education and, corroborating this, Alharbi (2020, p. 6) in his text states that this generation is characterized as the era of advanced technology and scientific achievements, and is driving experts and researchers to progress in the search for new ideas to take advantage of

the technologies of this era in order to achieve specific objectives, especially in learning English as a second language.

It is essential to use gamification in the classroom, specifically in the English language teaching-learning process. But what is gamification?

The term gamification was coined in 2002 by Nick Pelling when he applied it to electronic media to make them more fun. However, it only became popular in 2010 through Jane McGonigal and Jesse Schell (Quast, 2020).

For Deterding *et al* (2011, p. 1), gamification "is an informal general term for the use of video game elements in non-game systems to improve user experience and engagement".

Kapp (2012) states that "gamification is the use of game methods and ways of thinking in non-game environments, economic and social contexts, to solve some type of problem". He further argues that, by using mechanics and aesthetics, the logic of games serves to engage those involved to motivate action, promoting learning and problem-solving (Kapp, 2012; Deterding, 2011). However, for Quast (2020, p. 790), gamification is not just using games themselves.

Neto, Penteado and Carvalho, 2023), however, state that gamification is the use of game devices to solve problem situations, which supposedly increases student motivation and involvement. While for Neto, Penteado and Carvalho (2023, p. 315) gamification can also be understood as a structuring of an improvement process with a focus on environments arising from experiences and game elements.

Rezende and Mesquita (2017, p. 1) state that "gamification consists of the use of game elements, strategies and thoughts outside the context of a game, an example being the growing interest in its use in training, qualification and education processes".

Bottentout Junior (2020, p.287) states that "individuals are competitive subjects, so the use of game mechanics in the classroom context, if well planned, can attract students' attention. In this way, students achieve learning in a more playful and engaged way."

Brussio and Brussio (2021, p. 153) state that "this methodology consists of learning based on games that develop strategies and discernment to achieve a specific objective". Corroborating Neto, Penteado and Carvalho (2023, p. 316) argue that "gamification in teaching is a practice that aims to actively insert students in the learning process based on digital games".

Neto, Penteado and Carvalho (2023, p. 316) also cite that Braga argues that gamification "can assume different characteristics depending on the school context and cultural relations".

Regarding the use of games in the classroom, Figueiredo (2019) states that games have the power to improve children's behavior, taking their playful and imaginative capacity to the extreme. In other words, playing, gaming, and gamification allow children, in addition to cognitive and intellectual development, to enjoy learning; they can develop themselves and become more autonomous and self-regulated (Figueiredo, 2019).

Gamification, seen from this perspective, involves playful practices that bring the practitioner a sense of well-being, of a "good life" (Deterding, 2011, p. 1), because playing brings joy and satisfaction, and all this sense of pleasure is the core of effective knowledge, being the core of the true practice of gamification.

Gamification in educational terms is not just about putting games in the classroom. There is no ready-made path to follow. It is not enough to just use scores, medals, leaderboards, and prizes. Gamification is based on several fields of knowledge considering specific aspects. It is not just stimulus-response (Robertson, 2010). The concept is multidisciplinary, involving "theoretical and empirical knowledge from different fields, such as Psychology, Neuroscience, Philosophy, Sociology, Game Design, etc." (Quast, 2020), because the objectives to be achieved are varied. Each classroom is different and each student is different.

Gamification in general terms is a strategy that can be used in several areas of contemporary society, whether in the professional or educational sphere, with the aim of improving the individual's performance in a given activity, motivating them and, consequently, changing their behavior.

Gamification has become a powerful resource in contemporary society, whether in a school or professional environment. It has been seen as a great strategy to increase the development of those involved, as it improves them and leads them to generate more results. In this sense, digital games can be part of the classroom and improve the teaching-learning process, since people who play digitally learn more when facing the challenges proposed there. Teachers should improve their pedagogical methodologies in the classroom with the use of digital games (Alharbi, 2020).

In his study in a Taiwanese high school, Huang (*apud* Alharbi, 2020) concluded that teachers who use new interactive techniques in their classrooms showed better development than those who still use traditional methodologies, as interactive technical methods provide opportunities that meet the emerging needs of teaching styles. Using technology and digital games in the classroom can create a new environment instead of a teacher who uses only content-based and traditional teaching methodologies. That famous rigid process of remaining seated in the classroom and using only "handouts" as a teaching resource. Some authors (Gee, 2005; Figueiredo,

2019; Alharbi, 2020) claim that technology encourages students to learn individually and makes them acquire responsibility for their actions and behaviors.

It is undeniable that students learn several skills, including communication in the virtual world. For example, when they take on other roles and identities by becoming avatars in certain games, students place themselves in hypothetical situations and can be seen as personal experiences in the cyberworld. People who play solve challenges, defeat enemies, reach new levels, and defeat enemies, as it is a challenge between the game and the player (Alharbi, 2020), bringing growth, social and personal development.

The elements found in games are extremely attractive to today's youth, and human-machine interaction has an attractive design and "engagement" is a priority among students (Neto, Penteado and Carvalho, 2023). Gamification is a significant construct to foster technological inclusion in society and education. The pedagogical activities that can arise from this digital environment can enhance all knowledge related to digital games.

Neto, Penteado and Carvalho (2023, p. 316) argue that: "gamification in teaching is a practice that aims to actively insert students in the learning process based on digital games".

In addition to all of the above, gamification also provides opportunities for collaborative work among students, breaking paradigms, rebuilding relationships and increasing interest in socialization, as well as good success in the teacher-student relationship within the gamified school environment (Neto, Penteado and Carvalho, 2023). Gamification is an excellent strategy for the classroom since traditional forms of teaching do not reach all students (Serra, 2020).

V. Gamification And The English Language

The English Language (EL) today as a second language is essential and cannot be seen as a neutral language, since it has weight throughout the world, in economic, religious, social and political environments and is an important debate in the educational environment. The use of the EL as a second language has an important impact on the knowledge of our students in the face of the globalized world, since one of the main reasons for learning EL is economic, since those who have the ability to communicate in a foreign language, specifically English, can better position themselves in the job market (Alharbi, 2020).

Technology and consequently digital games are a powerful tool for students to learn EL. Thus, the use of phrases and commands learned through digital games increases the chances of students learning new vocabulary in the target language. In other words, using technology, digital games and gamification has significantly changed the teaching of EL. The use of the internet gives the learner the opportunity to collect data and information, as well as promote various materials and content interpreting IL meanings and contexts. With the use of digital games and gamification, English classes become an active place full of meaningful assignments in which students are responsible for their learning (Alharbi, 2020).

Learning English in the classroom by just reading, listening and writing is limiting. However, the interaction and all the action provided by a game is exciting and motivating. Learning should be enjoyable and not monotonous and tiring. As illustrated above, much research has been done over the years on the effectiveness of digital games, gamification and learning English.

Some authors (Alharbi, 2020; Quast, 2020; Kapp, 2012) state that the use of gamification gives students independence in learning English, as well as increasing vocabulary and improving fluency, since in many online games players have to communicate with each other and English is the most widely used language. It is also known that many players search for videos on YouTube in order to learn how to change levels or how to play a certain game and sometimes the language found in these videos is English and even if they put Portuguese subtitles on the video, they maintain contact and are becoming familiar with the language.

Digital games can then be seen as self-learning tools, as players need a basic knowledge of English to understand the instructions and commands of the games (Alharbi, 2020).

One of the important factors for linguistic improvement through gamification is that motivation is a crucial factor for learning a foreign language, and traditional education is very monotonous and tiring. Thus, by using gamification and a classroom with active learning pedagogical methodologies, the teaching-learning process is more enjoyable and increases the possibilities of achieving objectives (Bottentuit Junior, 2020; Alharbi, 2020).

Braga (2020) states that the interaction between players and games increases the ability to learn, especially the introduction to languages, since the development of digital games provides direct involvement between students and different languages (Liska, 2015).

In addition to the existing games, there is also the possibility of creating games with the content of the English class and providing students with the link so they can "play" while doing an activity. For example, the Wordwall app, which allows students to play various games such as quizzes, anagrams, flash cards, crosswords, etc. In fact, this entire playful learning process, in addition to fostering children's cognitive ability, also enables linguistic development through interaction between those involved. Thus, by participating in the games, students

learn in a more meaningful way with a collaborative approach by helping, questioning and guiding each other, and this is sensational in the English language, as it helps teachers keep their students motivated and interested.

ICT is a powerful tool for attracting students to study languages, especially interactive materials and foreign language learning apps for mobile devices such as cell phones, smartphones, and tablets. In fact, these cell phone apps focus primarily on translation, which is more focused on vocabulary (Hillesheim, 2021). Hillesheim (2021) classifies the use of cell phone apps as gamification in his text, which brings game characteristics to activities that are not games.

This form of e-learning has become more popular every day with online classes, such as Open English, which is a course that can be accessed on computers as well as cell phones. With the popularization of smartphones, so-called m-learning or mobile learning emerged, and telephone companies began to invest heavily in apps focused on learning English. However, despite all this technological evolution, the apps have not changed their form; the traditional methodology for learning English has continued with repetition and copying.

Empirical studies suggest that gamification improves performance in task execution, consequently providing external motivators with game elements, increasing student involvement in the process (Serra, 2020).

Another notable factor cited by Serra (2020) in his text regarding the benefits of gamification in the LI classroom is immediate correction and feedback, as they bring a great possibility of progress. Thus, for the LI teacher updated for this new generation, it is necessary to engage in new activities that show and actively involve students in the teaching-learning process, which is proposed by gamification, which is a constantly changing trend.

VI. The Main Games Used In The English Language Teaching-Learning Process

When it comes to games and education, both have historically been developed for children. However, it can be said that there are educational games and many others that are not, or even that many of these are educational by accident, because even when created for fun, they end up adding knowledge, which ends up being well used in the classroom (Alves, 2018). On the other hand, if the game focuses only on education, it loses the essence of fun (Alves, 2018) and, as already mentioned, for gamification to exist in the classroom, the element of "fun" is necessary in the process.

The virtual elements, dynamics, mechanics and components (Werbach and Hunter, 2012), are part of the student's experience with the gamification process and, therefore, when strategically planning the class, it is advisable that the teacher observe these elements before choosing the game to use so that the class is more enriching and gamified.

Burke (2015) argues that in addition to these elements presented by Werbach and Hunter (2012), detailed by Alves (2018), it is also necessary to observe the element of motivation, which has its sub-elements: autonomy, mastery and purpose (Alves, 2018 and Burke, 2015). In this context, in the English language teaching and learning process, gamification is an extremely interesting construct to be used, and there are several styles, models and game elements. It is necessary to detail which games are most used by teachers in the classroom as a tool for teaching English Language (EL), or even as a tool to improve students' knowledge.

A priori, one can mention as some of the games used by English teachers in the classroom the games Civilization and Sin City, which, despite bringing in their central concept strategies to build civilizations, the commands are in English, and this improves both the user's interest in the language and the linguistic knowledge itself. There are also so-called RPG games - Role Playing Games, which allow players to improve their knowledge of LI (Alves, 2018).

These types of games are examples created for fun and entertainment that indirectly act in education, as their main language is English and, in order for the player to progress in the game, it is necessary for him/her to have a minimum knowledge of the language. On the other hand, it is worth mentioning that this type of game began on boards and, over the years, became digital and, currently, belongs to the most popular genres of video games in the world. Digital RPG improves the player's linguistic, social and cognitive skills, as well as creativity and the ability to get out of problems (scape) (Alves, 2018). Currently, the digital RPG games that have the most fans and have even become films and TV series are Dungeons & Dragons and The Witcher.

Khan Academy is also used in LI classes. This is an online education platform that covers several subjects entirely in English and can be used in the gamification process in the LI classroom, in a bilingual education context, since one can study mathematics or history content, all in English. This platform has several videos that explain concepts in a simple and clear way, divided by subjects such as "mathematics, science, biology, physics and chemistry, economics and finance, arts and humanities, computing and additional content from partners" (Alves, 2018, p. 63), all in English.

According to some authors (Darolt, 2021 and Hillesheim, 2021), the most widely used game in the LI teaching-learning process, and also the most widely used in empirical research on gamification, is certainly the Duolingo mobile app. According to Leffa (2014) and Alves (2018), this has been one of the most downloaded apps since 2013. Alves (2018) also mentions that Duolingo is seen as a "gamified platform". In general, this

digital platform is used to learn languages, including English. This app is quite simple and easy to use. As for progress, it opens new levels as the user earns new badges, new activities and challenges are unlocked. Duolingo also has a tab to improve phonetic knowledge, which is one of the biggest challenges for every English language student, since many of the sounds in LI are not easily learned by native Portuguese speakers.

Using this application as a learning tool has some benefits such as mobility, time flexibility, schedule and progress, content review, automatic feedback, among others (Hillesheim, 2021).

In addition, there is also the computer application called Wordwall, which is suggested as a tool for including gamification in English classes. The website is quite intuitive and easy to use. All you have to do is register, follow the instructions and create the activities. You can create activities for any subject, including English. The activities are prepared in a personalized way, such as quizzes, competitions, word games and much more.

The digital platform has a free version, in which you can create up to 5 editable activities, as well as a paid version with affordable prices. A tip for using it for free is to choose the 5 activities that interest you most and, after use, simply edit the same activity for another occasion. Another important detail is the possibility of different designs.

Any activity can be shared via the link on social media, which makes it easier to share the activity. In fact, the downside of the free platform is that it is not possible to track each student's progress, since the page only saves the scores of a maximum of 10 players.

Finally, in the paid version of Wordwall, it is possible to print the activities, which makes it easier for teachers who encounter infrastructure problems in schools, such as lack of internet access, or for students who do not have access to digital networks at home. The activities can be produced on devices such as computers, tablets and cell phones. The games are characterized by gamified tasks, since the teacher can adapt the activities and exercises with content in the form of games.

Another digital platform that can be used to learn English digitally is called Lyrics Training, which consists of a website where students can learn any language they want through musical games. In this game, students will learn English through music videos and songs. The platform is entirely in English and is very intuitive. Through the activities, the website promises that students will improve their listening skills.

This framework also promises to improve vocabulary, grammatical knowledge, and pronunciation, all in a fun way. On the platform, students choose the song and the video, as well as the level at which they want to play. Thus, as the song plays, the student has to listen and fill in the missing spaces with the appropriate English words. At the end of the game, the song ends and the student receives a score and evaluates their linguistic performance and listening. In addition, another game that can be used in the LI classroom is Games to Learn English.

On this website, students can access several games to improve their knowledge of the language. Right at the top of the page, students can choose from the following options: games, teachers, vocabulary, phrases and contact. When accessing the games tab, students have access to several games that will intuitively promote learning; the level of difficulty increases according to the user's success rate. There is also a timer for answers, which increases the player's score. In this game, the main themes are: vocabulary (food, animals, etc.) and grammatical content. There is also the option to choose the player's grade.

It is also worth noting that in the teachers tab, teachers will be able to access homework activities and other content to improve their classes. However, it is important to note that to have access to the activities exclusive to teachers, it is necessary to register on the website at no cost.

Finally, it can be noted that some empirical research by some authors cited in this section, such as Burke (2015), Alves (2018), Darolt (2021), Hillesheim (2021), Lacerda (2022) and others, has brought some games that are already used effectively in the teaching-learning process of IL, such as the RPG games Dungeons & Dragons and The Witcher, or the games Khan Academy, Civilization and Sin City, or even the Duolingo mobile app, as well as some other online games for learning English, such as those found on the Wordwall website.

VII.   The Effectiveness Of Using Games In Developing English As A Second Language

The school institution is the space where the teacher has to carry out activities focused on the teaching-learning process and, for the class to be successful, it is important that the educator prepares his/her class in advance, considering environmental factors such as teaching materials, available time, physical space and access to the necessary equipment (Darolt, 2021).

It is understood that observing the availability of digital devices, as well as internet access in the school environment, is the first step towards a quality digital gamified class, since all of this influences the development of learning. Observing the school's infrastructure is part of all lesson planning, whether gamified or not.

On the other hand, these difficulties cannot prevent a good class, since gamification is not only related to the virtual world, or to ready-made games. Darolt (2021) states that gamification in the context of education

refers to "playing and gaming related to activities such as the use of imagination, interaction and fantasy", that is, the use of this construct in the classroom depends on the planning of each educator.

And this is no different in the LI discipline. It is concluded that using games in the classroom can be very productive, as it improves participation and commitment in carrying out activities. On the other hand, Monteiro (*apud* Darolt, 2021) states that developing gamification in the classroom is laborious, but effective.

Thus, it is understood that gamification is a strategic element to solve some of the pedagogical difficulties that are proposed in the classroom, "taking students to another level of learning" (Darolt, 2021). Araújo and Souza (*apud* Darolt, 2021, p. 124) state that by gamifying their class with the objective in mind, they were successful and the results were achieved.

Another important factor when using gamification to achieve positive results is the participation of the students' families. It is important that they are aware of the process and can encourage their children to engage in the entire system, including providing feedback to the teacher on how students are reacting at home to the gamification process. In this sense, Araújo and Souza (Darolt, 2021, p. 124) report that "families reported an increase in interest in carrying out the proposed activities and encouraged teachers to create new games." Gamification in the classroom is a multidisciplinary construct and has shown positive results, as well as motivating students and faculty, and is thus seen as a successful experiment. And in LI it is no different.

Empirical research carried out in recent years shows positive results. Araújo (*apud* Figueiredo, 2019) investigated the use of games in the LI classroom and concluded that the process can contribute to the learning process. The research was conducted with 7th grade elementary school students, and the researcher used memory games, board games, and description games as a gamified process in the classroom. The author states that the levels of knowledge in IL varied among the students and that sociocultural theory and collaborative learning were used as the basis for the research.

In this context, there is also the study carried out by Silva (2019), in which the researcher aimed to analyze the use of the Duolingo application in a context of gamified classes as a pedagogical strategy. To this end, an exploratory and descriptive research was carried out with a theoretical bibliographic survey, as well as a participant observation research with a case study, with the application of a questionnaire before and after the gamified process. The study was carried out with 8th and 9th grade students from a public school in the city of Curitiba/PR. When conducting his study, Silva (2019) says that his research focused on hybrid teaching of LI, and that he was able to identify the students' needs with the first questionnaire and, through these answers, he was able to prepare the next step, gamification, with the use of the Duolingo application, applying the station rotation model methodology.

The researcher states that the results were surprising and that he references the motivation and engagement factor as a milestone in all his research. Silva (2019) also says that in his research, it was possible to show that the gamified class creates possibilities that emerge in the LI teaching-learning process, with a significant increase in verbal communication in LI among students and consequently linguistic development. He also observed significant development in terms of cooperation, motivation and engagement among students. Finally, Silva (2019) reaffirms that it is essential that teachers, in order to achieve good results with gamification, evaluate their students, the school they work in and the methodology to be used, since LI is not just a linguistic tool, but a resource for cultural and social inclusion.

In the same vein, there is the study by Lacerda (2020), in which the author researched gamification and the study of IL in Brazilian public schools. Beginning her text, Lacerda says that in her study she carried out a period of classroom observation and then recorded her perceptions through "reflective observation diaries" (Lacerda, 2020), in order to then gamify. The researcher created a non-digital game, which she called "Detective" and, through stimulus-response, aimed to gain student participation. Lacerda (2020) also says that in the gamified process there was a significant increase in the interaction aspect between students and teachers, as well as competitiveness, which for her was something negative, and therefore, she intervened in order to deconstruct rivalry, establishing a joint participatory action among the students: Finally, the researcher reports that the results were mostly positive, but that she faced some structural challenges, mainly. He cites the greatest gains in the gamification process as promoting class engagement, student participation and presence in the classroom, as well as collaborative and cooperative work (Lacerda, 2020).

Thus, gamification work in the classroom promotes, in addition to improving linguistic knowledge and critical literacy, social development among those involved. Therefore, Lacerda (2020) states that his experience with the gamified classroom in the IL teaching-learning process was effective and that its objectives were achieved.

Corroborating all this is the empirical study by Hillesheim (2021), which focuses on the use of mobile applications with gamification resources, specifically Duolingo, Hello English and Mondly, in teaching IL lexicon. The research's general objective is to identify how the lexicon used in these applications consolidates the activities presented. The research is qualitative and interpretative in nature. Hillesheim (2021) observed that the lexicon is worked on in the applications in a decontextualized way and that the use of translation is frequent. The

author argues that translation is not the only relevant factor for learning a foreign language, factors such as repetition, writing and rewriting, as well as contextualization and paraphrasing are also fundamental for linguistic development. However, despite this, the elements of dynamics, mechanics and gamified components are present in the applications studied by her.

It is evident in Hillesheim's (2021) research that the pedagogical use of gamification, specifically of the Duolingo, Hello English and Mondly applications, can be a reluctant alternative for the IL classroom, as these are a new digital tool to be used in the IL teaching-learning process: There is also the study by Oliveira (2022) in which the author, through exploratory research with bibliographical survey, presents a proposal for gamification of literature in English language teaching. He also studies the teaching of literature and the English language in our country, as well as how gamification can contribute to language teaching.

The author brought two central questions in his research: "what characteristics are necessary for a game based on a work of literature that seeks to teach both the linguistic and aesthetic aspects of the text? How can teachers turn a literary work into a game for teaching English?" (Oliveira, 2022). Oliveira's research has the general objective of investigating whether the use of games or gamified activities based on literary works for teaching English is effective and, to this end, the author says that he created a card game to carry out the process:

In a different way, Oliveira (2022) reports that by associating literature with gamification, the IL teaching-learning process was improved and its objectives were achieved:

In addition, there is also the Literature Review (LR) carried out by Putu *et al* (2023) in which the authors aimed to examine the impact of gamification in the teaching of the English Language on motivation, engagement and learning outcomes, as well as to provide a comprehensive understanding of the role of gamification in the teaching of IL, examining all existing knowledge, enhancing the benefits and challenges found in research, and also seeking to motivate educators to use this tool in their classes (Putu *et al*, 2023). To carry out their RL, the authors followed some steps such as identification of relevant literature, inclusion and exclusion criteria, data extraction, data analysis, data synthesis and writing, and finally, review and interaction (Putu *et al*, 2023).

Based on all of the above, the authors concluded with their research that gamification plays a significant role in the teaching-learning process of EL, increasing motivation, engagement, collaboration and active learning. They also state that there are challenges to gamifying classes, however gamification can improve teaching practices by creating an immersive learning environment, empowering students in their linguistic proficiency (Putu *et al*, 2023).

VIII. Final Considerations

The use of computer games by students provides not only technical knowledge, but also emotional knowledge, since motivation is a fundamental element for the effectiveness of the teaching-learning process.

Introducing gamification in the classroom, especially digital games, makes education evolve, combining learning, entertainment and motivation in a promising way.

Thus, by reading all these empirical studies, articles and Literature Reviews cited in this article, it was possible to perceive that, in most cases, gamification is a relevant construct for the IL teaching-learning process. All the authors cited in this text affirm that gamification is effective in the IL teaching-learning process and is certainly a valuable instrument.

On the other hand, regarding the learning elements found in the gamified process, it is clear that increased motivation and engagement are the most cited by the authors as a result of incorporating gamification in IL classes. Another element that is often mentioned is the improvement of results, as it creates an interactive and immersive environment for learning English, as well as an interactive and immersive learning environment, facilitating active learning when solving problems and producing language.

Motivation and engagement are very important for learning English, as sometimes learning a foreign language can be monotonous and boring, and with the increase of these elements, specifically resulting from the use of game mechanics, the process becomes more fun and enjoyable.

In this context, another element listed by the authors cited here is the improvement of collaborative learning opportunities, as interaction between students improves greatly. Interaction is very important for learning English.

In addition, it is worth mentioning the element of immediate feedback, which, when used correctly, with the right game mechanics, improves the student's learning, because when they see that they are learning, that they are progressing, that they are able to monitor their progress, the student/player feels interested in continuing and, thus, can see that they are really learning the target language. It's bad when you study so much and you can't see the progress or the goals being achieved.

On the other hand, there is still the element of fun, which is one of the most important, as it brings the pleasure of learning. Finally, despite so many positive results in the classroom, it is recommended that gamification be used only for short periods, in a few classes, because if it is used for long periods of time it ends

up losing its meaning and, consequently, its effectiveness, since the element of "novelty" ceases to exist, and this is a great weapon in the use of gamification in the classroom (Darolt, 2021).

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