

THE USE OF VIDEOGAMES BY PUBLIC SCHOOL STUDENTS AS A TOOL TO LEARN ENGLISH AS A SECOND LANGUAGE

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Abstract: The integration of entertainment and education has been studied over the years (RAPEEPISARN, et al. 2006). In this regard, games are motivating factors for L2 learning, after all, people learn more when what they do becomes a relevant activity (CROSS, 2007). Through bibliographic studies and data collected with high school students, this quantitative research aims to verify the acquisition of English vocabulary by playing videogames. In this empirical research, we collected data throughout the year of 2020 in a state public school in the city of Gravataí/RS with students of the third grade of high school. Therefore, we applied a questionnaire with 70 students aged 16-19. The data collected include information about players and non-players, while the data analysis includes the response of 45 players on different aspects about playing. With the analysis, it was possible to build the profile of these participants and verify that the students greatly increase their vocabulary when playing, at the same time they develop reading and listening comprehension. Although this research presents information about a specific group of participants, it is possible to say that, playing games makes students have fun, feel motivated and challenged to learn the L2, which is a benefit to the learning process.

Keywords: English Language; Games; Learning.

Resumo: A integração de entretenimento e educação é uma ideia que vem sendo estudada ao longo dos anos (RAPEEPISARN, et al. 2006). Por esse motivo, os jogos são fatores motivadores para a aprendizagem de L2, afinal, pessoas aprendem mais quando o que elas fazem se torna uma atividade relevante (CROSS, 2007). Através de estudos bibliográficos e coleta de dados com alunos de ensino médio, esta pesquisa quantitativa tem como objetivo verificar a aquisição de vocabulário em língua inglesa através do uso de videogames. Nesta pesquisa empírica, nós coletamos dados ao longo do ano de 2020, em uma escola da rede pública estadual no município de Gravataí/RS com turmas do terceiro ano do ensino médio. Portanto, foi aplicado um questionário junto a 70 estudantes entre 16 a 19. Os dados coletados contemplam informações de jogadores e não-jogadores, enquanto a análise de dados contempla a resposta de 45 participantes, jogadores de games. Com a análise de dados foi possível construir o perfil dos participantes e verificar que os estudantes aumentam muito o seu vocabulário ao jogarem, além de desenvolverem melhor a compreensão leitora e a compreensão auditiva. Embora esta pesquisa apresente informações sobre um grupo específico de participantes, é possível afirmar que jogar *games* faz com que os alunos se divirtam, se sintam motivados e desafiados para aprender a L2, o que é um benefício para o processo de aprendizagem.

Palavras-chave: Ensino; Jogos; Língua Inglesa.

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INTRODUCTION

The rise of videogames has been immense in the 21st century. That increasing popularity has been seen since the 1970s and, although its main audience was expected to be men, the industry expanded it to reach others, especially women and families (DOMÍNGUEZ et al., 2013). Nowadays, there are not only games to play on TV or computers, but also games to be accessed on portables consoles (PSP, Nintendo Switch) or even on cellphones.

Even though there has been an increase in games translated and dubbed into Portuguese, many still come in English to the Brazilian market. What happens if someone is playing a game in English and they do not understand a word or a sentence? Do they stop playing? The answer is no. They do not stop playing. What we should take into account is that learners usually feel more comfortable to learn when they are not under pressure than when they do something they do not feel confident with or are not interested in. How can games help in education? The tedious and monotonous task of learning a second language turns into a motivating activity through the narration and exploration that games have. (BUSARELLO, 2016). Without realizing, students can acquire new vocabulary and learn pieces of information in the second language (L2).

When questioned about being able to understand the commands and objects of a game in another language, many students answer, 'it is easy'. It seems that they take their time to understand vocabulary and stories they are interested in. As videogames are synonymous with entertainment for learners, they feel relaxed playing games. Busarello (2016) affirms that factors of influence such as rules, competitions and different characters have an effect in the learning motivation.

Nevertheless, although learning English can become uncomplicated and more pleasant with videogames, there still is prejudice with them due to the excessive amount of time spent in front of consoles or the violent content some games have. However, the games' industry is not only made of violent content games. There are games which can raise the players' awareness of social issues. Additionally, there are games that teach subjects using their own content such as the game Duolingo, designed and created by Louis von Ahn and Severin Hacker (2011). This software is an interactive mobile game used to learn several different languages based on the user's choice. It uses elements of entertainment and score features to increase the player's motivation while they pass levels which increase in difficulty the more they play. The software also allows players to compare their scores, creating a competitive atmosphere between them.

Moreover, there are games that, although they were not developed and designed with the focus on education but on entertainment, users can acquire knowledge while playing them. One example is the real-time strategy game 'Rise of Nations' (2014) whose main purpose is to entertain players, but they may also learn about the history of other civilizations or aspects about Napoleon's invasions or the Cold War. Vaisanen (2018) compares a similar videogame, 'Civilization VI', to Duolingo to try to show that it is possible to see that a variety of games can entertain as well as teach even though their main purpose is not teaching.

My own experience learning English by playing videogames motivated me to carry out the present study. For me, as a Brazilian learner, learning and having more contact with English by playing has been one of the easiest ways to increase vocabulary in the L2 and have contact with the language while enjoying the learning time.

Games are defined as "an activity that you do to have fun, often one that has rules and that you can win or lose" according to Oxford Dictionary Online (2020). However, the use of the word 'game' as an

abbreviation of 'videogame' is increasing each day. Thinking about that, in this article we will use the words 'videogame' and 'game' as synonyms.

The objective of this quantitative study is to show how much games help learners to acquire English vocabulary by playing them. First, we present types of videogames and L2 learning. Then, gamification and its role as well as informal and formal learning. After that, we discuss the importance of videogames to motivate learners. Finally, we analyze the data collected and present the conclusion of the research.

VIDEOGAMES AND LANGUAGE LEARNING

People are motivated to play videogames for a few reasons: to relieve stress, to socialize with others, to acquire the mastery of a determined topic and, in general, to entertain (BUSARELLO, 2016). The understanding of the value of those motivational factors has raised researchers and educators' interest in videogames as a learning tool.

Their interest triggered the development of videogames to be used specifically to educate. They are called 'edutainment': an application with the main purpose of supporting education with entertainment (AKSAKAL, 2015). Duolingo is a famous example of edutainment software.

Rapeepisarn, et al. (2006) agree that edutainment is focused on learning through play. Learning and entertainment has been combined for many informal and formal educational purposes: by performing enjoyable tasks people can acquire skills in a more natural way without realizing it.

Besides that, even though games are considered just some kind of visual entertainment at a first glance, they have several different types of content. They provide "a fictional context in the form of narrative, graphics and music, which, if used appropriately, can encourage the interest of players on non-gaming topics" (DOMÍNGUEZ, et al., 2013, p. 380). By playing multiplayer games, the learners develop their writing and speaking skills by having conversations with other players. In online games, learners can communicate orally or by text, which according to Ellis (1982), is necessary for the acquisition of a language. Furthermore, games are very successful when designed to address specific problems of society or to teach or better develop certain skills:

learning a language or some primarily mental knowledge or skill through video games is likely to be easier, as the subject matter is handled in a comparable manner in both video games and real life. Reading in-game texts and communicating with other players is a strictly language-based activity [...] (VAISANEN, 2018, p. 73).

Besides the design that motivates users to play, games have extent lines of dialogue between narrations or conversations between characters to introduce the plot. In the dialogues, there are key words that repeat along the playthrough. The repetition of those words makes the players acquire that specific vocabulary, because even if they do not know the word 'key', for example, they will understand its meaning while using the items with this word to open doors or treasure chests in the game.

Gamification

Games turned into a research field which allows better results in handling tasks. The level of an individual's concentration is high to fulfill the tasks provided in-game as the player needs to pay attention to

its environment and narrative. The higher concentration is a result of an increased motivation brought by the games features. Using the mechanisms of games as a problem solution and for a better result of motivation to “awake positive emotions and explore aptitudes” is what the area of gamification covers (BUSARELLO, 2016).

According to Deterding et al. (2011), ‘gamification’ is the use of elements designed for games in a non-game environment to motivate and increase the determination of somebody. It uses a system that allows the user to be rewarded when succeeded by receiving points, levels or having the user’s name in the top of a leader board.

The main idea of gamification is to implement the structures of the games into situations in the real world, holding the purpose to motivate specific conducts within the gamified situation whose definition turns to be a determined process of making and executing game designed tasks in a non-game environment (SAILER et al., 2017). The authors concluded that different motivational outcomes are related and affected by opposed aspects of gamification.

Vaisanen (2007) labels gamification as a type of serious game. Games whose main purpose is not to entertain but to provide other aims or objectives towards the user of the software. Even though the word ‘serious’ is used to label this group of games, “a strict seriousness is not necessary in serious games” (*op. cit.*, p. 17).

In short, the basic idea is to use the design and elemental aspects of videogames as well as its characteristics in contexts or situations and places that do not involve games.

Informal and formal learning

When learning a new language, some people prefer a more reading oriented approach while others feel more secure with communicative or audiolingual approaches. On the other hand, there are people who learn new knowledge by experiencing their lives. Cross (2007, p. 7) states that “we learn in context, with others, as we live and work”.

Ellis (1982) distinguishes informal from formal approaches in relation to their goals. The former triggers the learner by highlighting the use of language while determining input in the natural process of adaptation and negotiation of meaning. The latter focuses on the growth of skills that the learner already had knowledge of.

According to Cross (2007), formal learning happens in official situations, for instance learning courses or schools. In places where you can be graded. Meanwhile, informal learning is “the unofficial, unscheduled impromptu way people learn [...]” (*op. cit.*, p. 15). It is not based on any curriculum as it is not official. Informal learning practices do not have grades or graduations, “because the learning never ends” (*op. cit.*, p. 16). In a simpler way, formal learning has its boundaries while informal learning is unbounded.

Informal learning can also happen intentionally or unintentionally. An example of intentional informal learning is when somebody asks some advice to someone else. On the other hand, when someone gets shocked by touching the power plug, they unintentionally learn that they will get hurt if this object is touched again. Nevertheless, the process of education is not thoroughly formal or informal when the topic is to learn a subject. “Formal learning and informal learning are both-and, not either-or” (CROSS, 2018, p. 16). Therefore, the learning process is a combination of both formal and informal aspects. Both are important and have their own roles to play.

Games as a motivational tool

Gamification is one of many informal approaches that motivate students. People play games to feel more motivated and to relieve the accumulated stress. The simple fact of completing a task results in a positive emotion for performing and accomplishing certain difficulty (BUSARELLO, 2016). Gamified games can increase students' motivation, enhance learning performance and achievement, provide instant feedback on students' progress and activity and promote collaboration skills (KIM et al., 2018). Games trigger motivation due to their impact on the emotional, cognitive, and social areas of the players, something that education should focus on, according to Domínguez et al, (2013). The authors say that although gamification has a great potential to increase students' motivation, it is not an easy task and a great amount of effort is needed.

Success and failure impact the emotional area. Overcoming difficulties and being rewarded by it create positive emotions on players.

The rules of the game impact the cognitive area by providing a series of tasks. Players try to complete tasks in a process of 'trial and error', until they are skilled enough to pass that level.

The interaction in the multiplayer platform impacts the social area. Because players interact and cooperate or compete against each other. Those actions let the players have a feeling of recognition from their peers.

Kim et al. (2018) provide a detailed example of unmotivated learners learning through games. Two girls uninterested in learning math they find it tedious wanted to own princess dolls. 'Saving the Princess', a game using gamification aspects, was developed. This virtual board game has a path with numbers. Each number has questions about the subject. The one who completes the challenge receives the prize. There is virtual money that is earned each time the players get the correct answer, and that money can be spent in snacks during the game or in a system called 'Lottery'. By that, the game proposes two different types of reward. The first one is the virtual currency. Players can become more motivated to increase the amount of virtual money as they go through the game. The other is the lottery, which is based on luck. Unlike the determined virtual money that is received by answering correctly, lottery has a system of variable rewards. Of course, the authors explain that although "some players can be motivated and deeply engaged in the game, some players aren't motivated and psychologically reject participation in the game" (KIM et al., 2018, p. 4). People are different in many ways, so what can motivate most people in a group may not motivate the other part of the group.

EMPIRICAL RESEARCH

The data was collected using a questionnaire of my own authorship. Also, this empirical study aims at verifying the learners understanding and opinions about games as an alternative to learning English. Because of the pandemic situation of 2020, and the fact it was not a mandatory questionnaire, the number of students that delivered the questionnaires was lower than the number of students who received it online. Learners were informed they could stop participating in the research at any time and their personal information would remain anonymous to preserve their identity.

School and participants

We carried out this research at Barbosa Rodrigues State School, a public school located downtown Gravataí, in the state of Rio Grande do Sul, Brazil. Most students come from low-income families. Roughly, 75% of the school students have internet access, a piece of information provided by the school itself by the time of the research. Data were collected in four different classes of the third grade of high school where I am the English head teacher. The average age of the students is between 16-19. The average number of students in each class is 33. Due to the circumstances stated before, 70 students participated in the data collection for this research. Out of 70 students, 27% are boys and 73% are girls.

Also, the research was applied through an online Google Form questionnaire that was available for the students to answer between September, 7 and October, 5, 2020. Students were given thirty days to do it to give a chance for those who do not have a daily internet access to be able to participate in this research.

The Questionnaire

The questionnaire was a Google Form divided into 4 sections. The first one was the agreement to participate in the research. The second was to register the information of the participants and ask them if they played games. If they answered 'yes', students would go to the third section. In the third, students had to answer questions about their routine when playing games, what games and kind of games they played, which platforms they used and, mainly, if they remembered new vocabulary in English acquired while playing games. If they answered 'no', students automatically went to the fourth and last section, which was an acknowledgment for answering the research

The questionnaire was posted online on the mural of the students' classroom. Together with the questionnaire, there was an explanation of the research study and its purpose. Students had a period of almost one month to fill it in if they accepted to participate.

Research Content

There is an enormous variety of types of games. "It is hard to define a unified framework for classifying game types" (KIM et al., 2018, p. 22). Another characteristic of games is that they can be online or offline. Players of online games connect with others to play and can communicate with others in any part of the world. Usually, players have the options of playing in competitive matches or helping each other. Some examples of online games that are very popular in 2020 are 'Animal Crossing'; 'Among Us' and 'Fall Guys'.

Offline games are those played apart even if you have internet connection or not. The downside is that you cannot play with people in different houses or countries. Some examples of offline games are 'The Last of us Part II', 'Final Fantasy 7' and 'The Evil Within'.

Through the data collection, it was possible to see how much contact students have with videogames and their preferences. It was also possible to grasp the frequency and amount of time the students spend playing games as well as their opinion about the effectiveness of games to learn English.

The genres that students play the most, according to the data collection, are described in the next section. They are just a few of the total genres mentioned in this article. It is not a complete list; it shows the types of games the students of the survey play the most.

Survival

Survival games are those that players need to survive in dangerous places or wastelands with few resources. They need to find new resources and/or safe places to stay and then build a shelter or a house to protect players while being aware of the hostility around them. Some games of this category are ‘The Forest’, ‘Raft’ (Picture 1) and ‘7 Days to Die’.

Picture 1 – Raft



Source: https://cdn.cloudflare.com/steam/apps/648800/ss_594b5fab052123e5f96088df3ec3c9b7cec62e88.600x338.jpg?t=1593089260

Adventure

Adventure games are those in which players control a protagonist from a story and need to explore the world. Usually, these games have many puzzles to solve by participants. Some examples are “Grand Theft Auto”, “A Plague Tale: Innocence” (Picture 2).

Picture 2 – A Plague Tale: Innocence



Source: https://cdn.cloudflare.com/steam/apps/752590/ss_8433438bf03b7f524e6cf3ac81e99e96be2188c8.600x338.jpg?t=1598908985

Strategy

Strategy games emphasize strategic and tactical challenges. They are focused on the players' thinking and planning skills to solve difficult puzzles or to achieve the victory. Some examples are "Age of Empires", "League of Legends" and "Northgard" (Picture 3).

Picture 3 – Northgard



Source: https://cdn.cloudflare.com/steam/apps/466560/ss_47d717ce3dc195000b5586394f4bc98704ce836d.600x338.jpg?t=1600354430

Simulation

Simulation games simulate something from the real world or fictional world. They can simulate a person's life, some kind of job or even vehicles. Some examples of simulation games are “The Sims” (Picture 4), “Harvest Moon”, “Flight Simulator”.

Picture 4 – The Sims



Source: <https://media.contentapi.ea.com/content/dam/eacom/SIMS/images/2019/08/ts4-fifth-anniversary-article.png.adapt.crop191x100.628p.png>

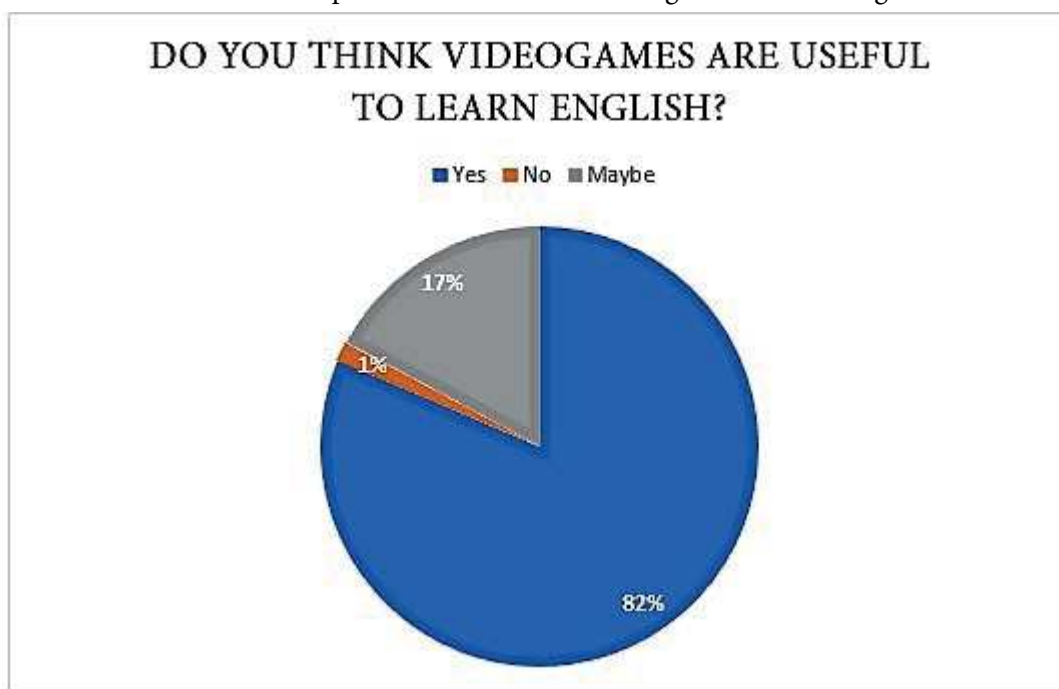
These were some examples of game genres selected according to the genres the students play the most. As it was mentioned before, the genres presented here in this section are just a few from a variety of games selected for the research questionnaire. The game genres the students play will be better sorted of and explained in the next section of this research.

DATA ANALYSIS

In the collected data, 64% of students play games. Concerning participants who play games, 58% of the data collected came from female students, and 42% from the male students. Although the research focus is on individuals who play games, the research also had the objective to know if students who do not play games consider them as beneficial for learning. Therefore, the data of the other 36% of the students was also essential for the study.

One of the survey questions were if the students consider videogames useful for learning English and why. According to Picture 5 below, 82% of students consider games as ‘useful’, 17% consider they ‘may be useful’ and only 1% consider it ‘not useful’.

Picture 5 – Graph of the usefulness of videogames to learn English



Source: My authorship, 2020

Students provided different reasons why they consider games useful or not, as follows:

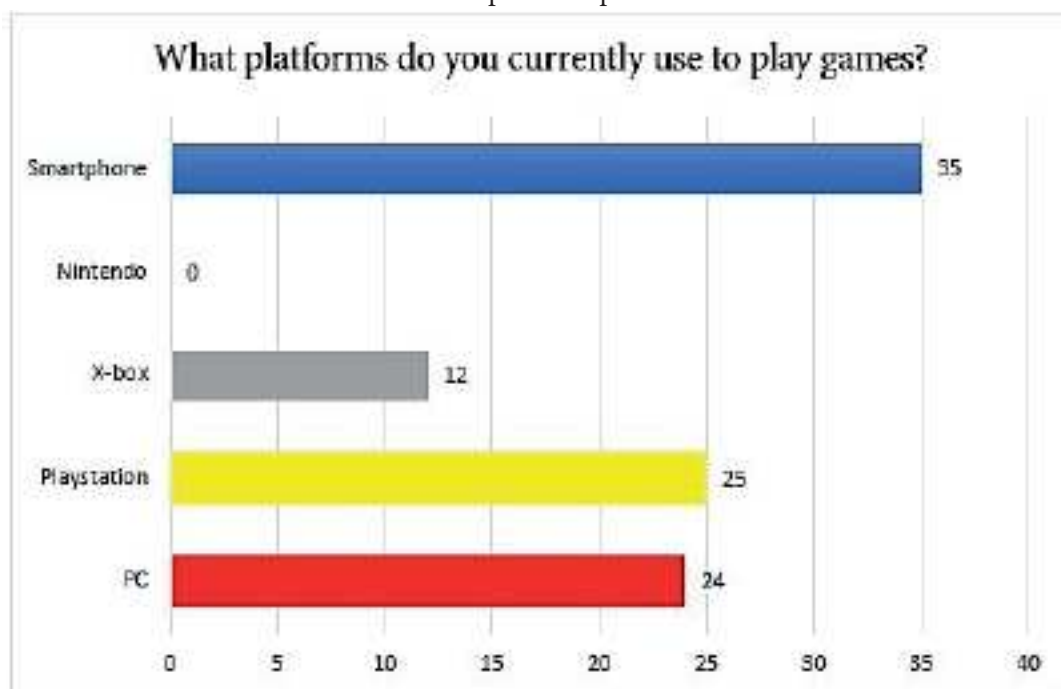
“because with them we can learn having fun and not in a ‘boring’ way.” (Student A); “we end up memorizing the words and their spelling more easily.” (Student B); “because I already learned a lot by playing videogames without translation.” (Student C).

There was only one negative answer out of seventy responses. The student that said games are not useful to learn English justified her answer as follows: “because they are games that do not add up anything to English” (Student D). We also expected to have negative responses in the research because according to Kim et al. (2018), at the same time individuals have positive responses to games, some others may not be interested in games.

Besides the opinion of students who play games, it is interesting to note that many students that do not usually play games have a positive perspective of games. Most students think games are useful (68%), some think they may be useful (28%) and only (4%) think games are not useful at all in learning English.

According to Picture 6, the platforms that the students play the most are smartphones (77,8%), PlayStation (55,6%), PCs (53,3%) X-box (26,7%) and Nintendo (0%). The reason for smartphones being the most used platform is due to the fact students always carry one with them, which makes it easy for players to access games.

Picture 6 – Graph of the platforms used

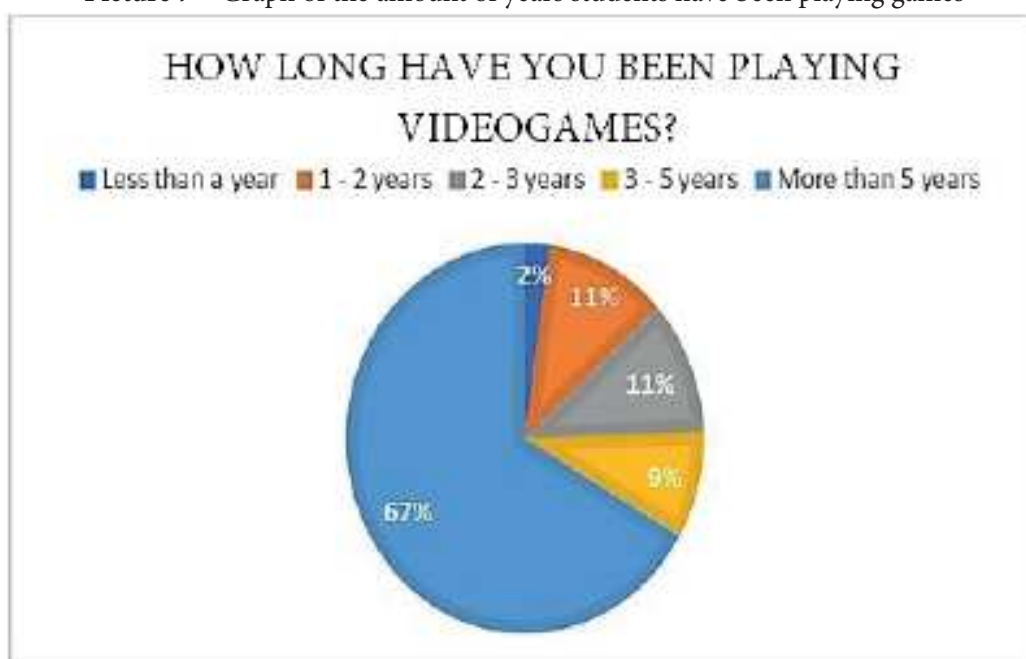


Source: Own authorship, 2020

Another question the students had to answer was about the language in which they usually play. Playing in both languages, Portuguese and English, was the answer for 62% of the students. Playing only in English was the option of 24% of participants and playing dubbed games was the answer of 14% of students.

Regarding 'how much time students have been playing games' (Picture 7), 67% have been playing for more than 5 years, 9% for 3-5 years, 11% for 2-3 years, also 11% for 1-2 years and only 2% have been playing for less than a year.

Picture 7 – Graph of the amount of years students have been playing games



Source: Own authorship, 2020

Regarding how often students play games, of the 45 students interviewed that play, 22% play games 'every day', 25% 'often play', 44% 'sometimes play' and 9% 'rarely play' games. In addition, from the collected data, 31% of the students only play games on weekends. Although the data shows that most students just play sometimes, we expected most students would answer at least 'often', because even though students may not have time to play games on computer or consoles, games are easily accessed on mobile phones. As the platform they play the most is 'smartphones', we thought the students played more often.

Furthermore, regarding the amount of time spent playing games (Picture 8), 40% of students play games 1-2 hours, 35% play 2-3 hours, 18% play 3-6 hours and only 7% play more than 6 hours. Among male students, 32% play games 1-2 hours, 26% play 2-3 hours, 26% play 3-6 hours and 16% of the students play more than 6 hours. Here, it can be seen that boys are the students who play the most. Now, regarding female students, 46% play games 1-2 hours, 42% play 2-3 hours, only 12% play 3-6 hours and none of the girls play more than 6 hours. Numbers show that girls prefer to spend few hours playing instead of a lot of time. Again, we expected most students would say they play for long hours rather than few hours, due to the COVID-19 pandemic. Social distancing makes people spend more time in their houses instead of going out. That time inside was expected to be more used to play games, so that is why we expected a higher percentage.

Picture 8 – Graph of the amount of hours students play games



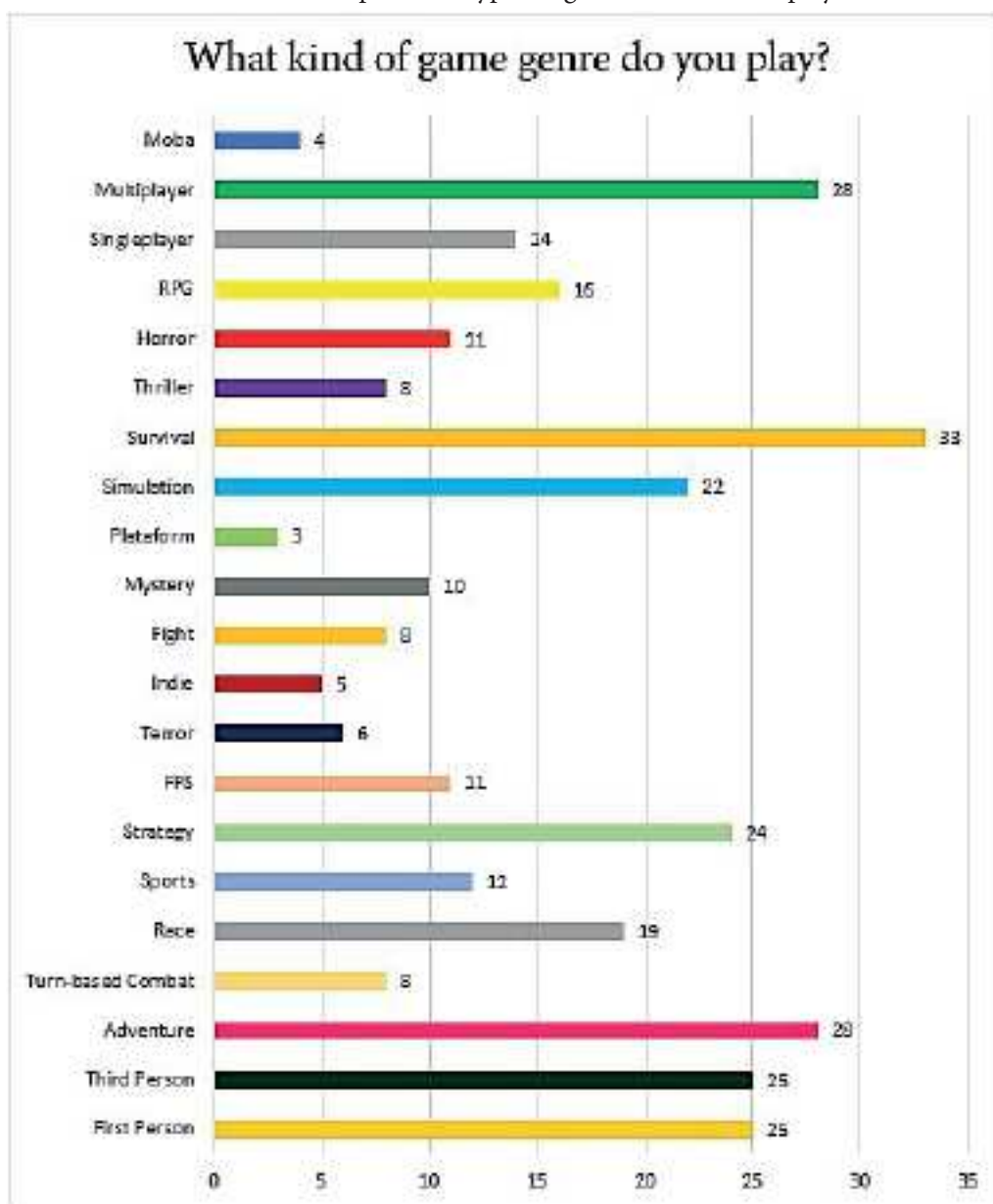
Source: Own authorship, 2020

There are many different types of games and some games have multiple genres. Therefore, students were asked about the genre of games they play (Picture 9). This was a multi-choice question, but there was the option for students to write any other genre they usually play that was not in the questionnaire. Students prefer both playing First and Third Person genre games (50%); however, regarding Single player and Multiplayer, they prefer the latter (62%) rather than the former (38%).

Regarding the other genres, they go as follows: Survival (73%), Adventure (62%), Strategy (53%), Simulation (49%), Race (42%), RPG (36%), Sports (27%), FPS (24%), Horror (24%), Mystery (22%), Fight

(18%), Thriller (18%), Turn-based Combat (18%), Terror (13%), Indie (11%), Moba (9%), Platform (7%). As a result, in the survey, we expected FPS games to be one of the most played genres, because they are common as mobile games, and the mobile platform was the one the students played the most. Also, in informal conversations with the students, they stated they played this genre a lot. Therefore, that result may be justified because the students chose a different genre than the one they play.

Picture 9 – Graph of the types of games the students play



Source: Own authorship

Students were also asked to mention some games they play as well as words in English that they remember having learned while playing. Regarding the vocabulary, each student provided examples of words that referred to the game genre they usually play the most. For example, students who answered that they play 'shooter games' or 'war games' remember words such as "target", "army" and "kill"; those who play 'platform genre games' remember "task", "jump" and "finish"; and those who play 'RPG genre games'

remember “heal”, “ignite” and “hunter”. Besides, some students mentioned sets of words instead of single words, such as “running fast”, “good job” and “open the door”. It means that they saw those phrases many times during their playing time and realized that the words mentioned could mean actions or compliments. Furthermore, the words that were frequently mentioned in students’ answers were “win”, “new game”, “lose” and “start”. Even though students play different kinds of games, those are words that are common among them. One of the participants mentioned that he has learned many different words since he was a child because he plays games,

only in ‘Shadow of the Colossus’ I learned 3 new words when I was 8 years old. Nowadays, in ‘The World of Warcraft’, I learned more than 20/30. So yes, I learned because I am interested in playing and I go after it. About studying, it makes you lazy, so ‘yes’ games stimulate. Even more competitive games for which you must watch ‘gringo’ videos, read things in English and such. Basically, I studied English for 5 years to be able to understand videos and always be ahead of others. (Student F)

Participant F’s statement shows that playing games help in the development of new skills because the student is interested in trying to understand the vocabulary to continue the game, which is his main objective. His statement also confirms what Cross (2007, p. 21) states about learning: “people learn best when they know what’s in it for them and deem it relevant; are challenged to make choices; learn things close to the time they need them; and try, try, and try again”. Many students mention that learning by playing games is “a nice and different way to learn” or it is useful because they acquire vocabulary at the same time they are having fun. That engagement increases the effectiveness of their learning performances (KIM, et al., 2018).

It is also interesting the perspective of some students about the repetition of dialogues to learn some sentences, “because they have repetitive words that are easy to memorize and learn.” (Student G); “some dialogues turn into catchphrases and become useful to learn some words or slang” (Student H). The repetition of these sentences and words helps students because learning is a skill and as such “the more you practice, the better your performance becomes” (CROSS, 2007, p. 75).

Another student stated that the easiest words he could remember when filling the questionnaire would be inappropriate to write down. The reason why he states that is because the games he plays are known as having a high level of verbal and physical violence and, as a consequence, a lot of swear words. However, having learned bad words can also be considered acquired vocabulary.

A very positive aspect of the research is that the students play a variety of different games. Playing a variety of game genres means that they learn different kinds of words as each genre focuses on different lexicons. and makes the learner more aware of different vocabulary, which will always be useful for the L2 learning process.

CONCLUSION

The present study examined how students learn English using games in their free time and how they feel more motivated to learn the L2 while playing. The result of the research shows that the students have positive thoughts about using games to learn English as they find it a useful and interesting approach. By being interested in games, they feel more motivated to learn a L2 and, by learning the L2, they get motivated to continue playing. Knowing that, teachers should explore more the use of gamified environments to increase students’ motivation because making the learning process fun and worth is one of the goals of gamification (KIM, et al. 2018).

This research also shows the variety of game genres students usually play, which is associated to their likes. Once students play different genres, they are more likely to learn an extended variety of vocabulary. The acquisition of vocabulary in L2 by playing games depends a lot on the genres they play. For example: if students only play war games, they are more likely to only learn vocabulary linked to that kind of game, like weaponry; whereas, if students only play farming games, they are more likely to learn vocabulary related to this genre, like types of crops or animals. Students who focus on just a few game genres will probably narrow the variety of vocabulary learned.

Although some findings confirm our expectations, others do not. We expected the students to play more often than what data showed. Besides, we expected the FPS genre to be one of the most played, as this type of game is usually a multiplayer game, and students can play it easily on mobile phones. For that reason, and if possible, in future studies it would be interesting to add a brief explanation or an example for each game genre for a more precise answer from the subjects. Even if a percentage of the students do not play this genre, they may find similar vocabulary to the FPS's vocabulary in other genres.

It is possible to see that students learned a lot by playing games. They showed motivation to search the meaning of unfamiliar words and to learn more about the English language. Furthermore, unlike traditional English classes in which learners are afraid of making mistakes in the language they are not familiar with yet, students do not fear being punished or criticized for their mistakes when they are learning the L2 by playing games, which reduces their anxiety as well as improves their confidence (CROOKALL, 1990²apud. GOZCU and CAGANAGA, 2016). In future projects, it would be interesting to use gamified tasks with students for them to learn new words in English. Kim et al. (2018) affirm that for a gamified project to be successful, it is necessary to be fun as well as introduce new knowledge. If gamified tasks were applied to students in this research, they would probably have a better performance learning the L2 as they would find the tasks more interesting and relevant for their personal interests.

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