UNIVERSIDADE FEEVALE
MESTRADO PROFISSIONAL EM LETRAS

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GAMES IN ENGLISH AS A SECOND LANGUAGE CLASSES IN EMERGENCY REMOTE TEACHING CONTEXT

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Orientadora: Prof.ª Dr.ª Rosi Ana Grégis

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ABSTRACT

This research investigates how games were used as a learning strategy in ESL classes in Emergency Remote Teaching, which took place due to the Covid-19 pandemic. Considering that digital and online games are part of people's daily lives, this study brings a valuable perspective in the use of games. For some educators, games can be considered a distraction, but it is important to take advantage of those strategies including them in the classroom. The purpose of this study was to reflect on the possibility of using games in an Emergency Remote Teaching context, so the students could be more motivated to participate in the online meeting and classes. For the methodology, it has been made a discussion about Emergency Remote Teaching, about theories of ESL and games as a teaching tool. Then, practical lessons were developed to explore some games in ESL classes. These classes were applied in a High School group from a private school in Novo Hamburgo/RS. At the end of the practice, the participants answered some questionnaires to investigate their perceptions regarding games and classes. The research question that this paper intends to answer is "how can games be, effectively, incorporated into ESL classes during Remote Teaching format?". After analyzing students' answers in the questionnaires, it was possible to understand their perceptions. The results have shown that they believed it was possible to learn something through games. Most of them felt motivated to participate in the classes due to the use of games. Thus, games can be a motivational strategy to use in ESL classes, especially in Emergency Remote Teaching, considering the complex moment that students and their families lived at the time the research was applied.

Keywords: Emergency Remote Teaching; Game based learning; Motivation.

RESUMO

Esta pesquisa investiga como jogos podem ser utilizados como uma estratégia de ensino em aulas de ESL no contexto de Aprendizagem Remota Emergencial, que ocorreu devido à pandemia do Covid-19. Considerando que jogos digitais e on-line fazem parte do dia a dia das pessoas, este estudo traz uma perspectiva valiosa em relação ao uso de jogos. Para alguns educadores, os jogos podem ser considerados uma distração, mas é importante tirar vantagem dessas estratégias incluindo-as na sala de aula. O propósito deste estudo foi refletir sobre a possibilidade do uso de jogos em um contexto de Aprendizagem Remota Emergencial, para que os estudantes pudessem ficar mais motivados a participar dos encontros e das aulas on-line. Para a metodologia, primeiro foi feita uma discussão sobre Aprendizagem Remota Emergencial, sobre teorias de aprendizagem de inglês como segunda língua e sobre jogos como uma ferramenta de ensino. Então, uma prática foi elaborada, para explorar o uso de alguns jogos em aulas de inglês como segunda língua. Essas aulas foram aplicadas em um grupo do Ensino Médio de uma escola privada de Novo Hamburgo/RS. Ao final da prática, os participantes responderam a questionários para falar sobre as suas percepções em relação aos jogos e às aulas. A pergunta de pesquisa que este trabalho pretende responder é “como os jogos podem ser incorporados, efetivamente, em aulas de inglês como segunda língua em um contexto de Aprendizagem Remota Emergencial?”. Após analisar as respostas dos estudantes nos questionários, foi possível compreender as suas percepções. Os resultados mostram que eles acreditam ser possível aprender por meio de jogos, e a maioria deles se sentiu motivada a participar das aulas por conta do uso de jogos. Sendo assim, os jogos podem ser uma estratégia motivacional a ser usada em aulas de inglês como segunda língua, especialmente no contexto de Aprendizagem Remota Emergencial considerando o momento complexo que os estudantes e suas famílias viviam no momento em que a pesquisa foi aplicada.

Palavras-chave: Aprendizagem baseada em jogos; Motivação; Aprendizagem Remota Emergencial.

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1 INTRODUCTION

The main subject of this study is the use of games in English as a Second Language (ESL) classes in an Emergency Remote Teaching context, since games are very popular in our society, especially amongst kids and teenagers. People play games to have fun, to test their knowledge and to interact with others. Their popularity is evident when we notice the large number of people playing games on their smartphones in all possible places, the diversity of game shows on TV or, even, the amount of time that teenagers spend on their computers. According to Huizinga (2001), games perform a very important role in human life and are prior to human culture, since even animals play – a good example might be the puppies playing by themselves. We can perceive the aspects of games in many contexts of our lives. Huizinga (2001) proposes that the game is connected to many of our social relations, including politics, work, poetry and even nature.

In consequence of the easier access to the Internet through computers and mobile devices, it is notable an increase in the popularity of online games. For this reason, there are already some discussions about the use of online games in the educational context (BRYANT, 2006; GEE, 2003; PRENSKY, 2006). It is possible to find good examples about how to use these games in class, especially if we are considering second language learning. These games could contribute to an unconscious learning, since their main function is not educational, but entertainment. The informal and casual context that is brought up by the games could help individuals learn and have fun at the same time. Beyond that, these games are usually based on challenge solving, which promotes motivation among the players.

Motivation is a topic of interest which is very much discussed in the educational field. Teachers face difficulties in how to motivate and to keep students inspired during classes. There are many distractions, and if we consider remote teaching, we could add even more possibilities for students to lose focus. Marc Prensky (2010), in his book entitled Teaching for Digital Natives, brings very interesting information about the theme. He points that “many of those students who don’t concentrate in school will sit for hours, for example, totally focused on movies or videogames” (PRENSKY, 2010, p. 2). This is an evidence we should analyze what we could learn with games. Due to that, several studies about gamification and game-based learning have been written so far by several researchers. Therefore, bringing concepts and strategies from game design to the ESL classes seems a very fun and effective way to engage students.

Considering the Emergency Remote Teaching context, which has happened in consequence of the COVID-19 pandemic, it would be important to understand how games and game-based classes could help teachers in their class planning to motivate students. To understand that, it was crucial to look to some SLA theories related to Input (KRASHEN, 2009; VANPATTEN, 2004a, 2004b), Learning through experience (DEWEY, 1938), Motivation (ELLIS, 2003; DÖRNYEI, 2005; 2009), Autonomy (USHIODA, 2003; 2009), and Informal learning (CROSS, 2004; 2007). Subsequently, studies by Gee (2003) and Prensky (2006) about learning through games played an important role in this study, contributing to a better understanding of how games promote learning. Likewise, the flow theory from Csikszentmihalyi (1990) brought another point of view to the use of games.

Thence, the question we would like to answer with this study is "How can games be incorporated, effectively, into ESL classes during Remote Teaching format?"

As the main objective of this study, we want to identify how games and gamification strategies can be incorporated, effectively, in ESL classes during Remote Teaching format. Following that, we also want, as specific objectives: (i) to show studies about the use of games in the learning of an additional language; (ii) to understand the difference between online teaching and remote teaching; (iii) to perceive the impact of gamification strategies and game in student's motivation; (iv) to understand the perception of teenagers about the use of online games and the relation between the games and their English learning; and (v) to think about possibilities of using gamification tools and games in remote teaching.

To do so, this work is divided in eight chapters. After this introduction, Chapter 2 presents the differences and similarities between Emergency Remote Teaching and Online Teaching. In Chapter 3, some learning theories are discussed, followed by studies about games and learning in the Chapter 4. Then, in Chapter 5, the methodology of this study is presented. Next, in Chapter 6, a description of the practice is made, followed by the analysis of it. Finally, in Chapter 8, some final considerations are made, and the references are presented.

2 EMERGENCY REMOTE TEACHING AND ONLINE TEACHING

Due to the COVID-19 pandemic, schools all over the world had to switch from face-to-face classes to online classes. In Brazil, the government and educational institutions started discussing about this panorama in March, 2020. Therefore, on March 14th, 2020, the Ministry of Education released the first document allowing Educational Institutions to substitute face-to-face classes for online classes (BRASIL, 2020). Many doubts and struggles were in the minds of educators and students. At first, we thought this new format would be temporary and for a very short time. However, as time went by, it was clear that institutions would spend more time having no face-to-face contact. There was the requirement to shift thinking and to start developing plans to make education effective in a format that would be called Emergency Remote Teaching.

Many of the worries were based on the stigma that online learning always carried. It is recognizable as a weak learning program by most students (HODGES, 2020). Of course, the scenario was also not the most optimistic since we were living a pandemic. Herewith, adding to the stigma there was a lack of time to plan how institutions would be dealing with that new situation and context. According to Charles Hodges (2020), the scenario required creative problem solving and a large engagement from educators, and "we have to be able to think outside standard boxes to generate various possible solutions that help meet the new needs for our learners and communities" (HODGES, 2020).

Regarding those factors, it was defined that Emergency Remote Teaching is different from Online Learning. Well-planned methods and courses could not be treated the same as emergency planning due to a global crisis. For some authors, the crisis point should be the main concern. Educators and Institutions must remember that students and their families are not facing good times, so classes need to be planned in a way that students feel they are supported and connected. As Bozkurt and Sharma (2020, p. 3) assert:

> we should remember, when things go back to normal, people will not remember the educational content delivered, but they will remember how they felt, how we cared for them, and how we supported them.

Knowing that students may not be very focused in learning and in educational activities, it becomes even more important to motivate them during educational tasks. The remote teaching format feels limited at some points, since there is a distance between teachers and students. To

keep engagement is a hard activity, then games and game-based classes seem a fun alternative to these complicated times.

On the other hand, for some educational experts, this pandemic experience will guide us into a new perspective in which online or remote learning will not be a different format, but it will be part of all educational institutions. As Martins (2020, p. 254) points out, “education mediated by digital educational resources will be the new normal.” (my translation). For the author, even struggling and having to overcome many challenges, educational institutions, educators, and students could perceive the many possibilities technology brings to their school lives. He agrees that, in terms of structure and access, Brazil has a lot to improve, but for him, we are going to live what many people call “the new normal” and education will follow this path, too.

3 ESL LEARNING

First, it is crucial to point out what has been considered important and effective in ESL learning. This research is using the term Second Language, as some other authors refer to "any language that is learned subsequent to the mother tongue" (ELLIS, 2003. p. 2).

There are several theories and hypotheses about how people learn and acquire a second language. Different kinds of approaches and techniques have been adopted by teachers around the world, so we are going to keep to those which will be significant to the discussion about games and learning that will be done later.

Rod Ellis (2003) and Muriel Saville-Troike's (2006) studies introduced input as something indispensable for Second Language Acquisition, thus, learning will not happen without proper input. Also, the learner's perceived need to communicate in the L2 is seen as important to second language acquisition.

According to Stephen Krashen (2009) and his Input Theory, we do not need to know all the structures to understand language, since "we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us" (KRASHEN, 2009, p. 21). All this non-linguistic information will help us to construct meaning when we listen or read something in the second language. Also, for the author, the level of difficulty of an input must be balanced, it must neither be too hard nor too easy. The learner should be able to understand some structures and vocabulary and should learn new structures and vocabulary. The author, additionally, points that we cannot teach production ability, it will emerge, and it will happen because of the understanding of the input we were exposed to.

Still about the importance of input, Bill VanPatten (2004a; 2004b) describes a leading process in SLA which he called Input Processing (IP). When describing IP, he says that it "consists of two subprocesses: the process of making form-meaning connections and parsing" (VANPATTEN, 2004a, p. 32-33). At this movement of trying to match meaning with form, learners would first process input for meaning (VANPATTEN, 2004b). It means that they would look for content words initially. After that, they would look for form and pay attention to grammatical forms. The IP is the first step to acquisition, but it is not acquisition itself. For the author, "the result of input processing is linguistic data held in working memory that is made available for further processing" (VANPATTEN, 2004a, p. 33). Because input is one of the aspects that surround acquiring a new language, according to the author, it is clear how substantial it is for this acquisition.

Furthermore, learning through experiencing is a concept introduced by Dewey (1938), who stated that learning by doing and using experience to create new relations and meanings. The author supports the importance of personal experience in order to create learning. On the other hand, Dewey (1938, p. 25) tells us that "experience and education cannot be directly equated to each other". It is important to think about the quality of the experience, so that it can be a good tool for learning. He adds that there are two aspects which are important to analyze the quality of an experience. According to the author, "there is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences" (DEWEY, 1938, p. 27). How students receive and how they feel during the experience can have an immediate impact. If it is not good for them, they will probably not enjoy the experience and, as a consequence, not learn good things. Also, the consequences for the future must be well-planned. It is crucial to plan well every experience proposed in a learning environment.

Another important aspect in language learning is motivation. Motivation is individual, although there are different kinds of motivation. Ellis (2003) mentions four kinds of motivation: instrumental, integrative, resultative, and intrinsic. Considering an intrinsic point of view:

> Motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities (ELLIS, 2003, p. 74).

According to the definition of intrinsic motivation, students can be engaged as a result of the activities that are proposed. Learners can be motivated if their interests are part of the class and if the activities make them immerse doing it. It is possible to relate the purpose of this study, the use of games in ESL classes, as an instrument to reinforce motivation in an intrinsic way.

For Dörnyei (2005; 2009), motivation is of great importance in SLA, since "it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (DÖRNYEI, 2005, p. 65). Along all the learning process, motivation is crucial at some extend. The author stablished what he called a L2 Motivational Self System which involves three components: (i) Ideal L2 Self; (ii) Ought-to L2 Self, and (iii) L2 Learning Experience. All those components are related to individual beliefs, thoughts, and actions. The Ideal L2 self refers to which person the learner wants to become; the Ough-to L2 Self refers to the characteristics they believe they need to have; and the L2 Learning experience is closely related to the immediate learning environment and experience. Everyone goes to the classroom with previous beliefs and somehow know what is important to them. As teachers, we

could help them to realize the significant role the L2 can have in their lives. However, it is the third component the one we can intervene in more directly. If the learning experience and environment would take an important role in motivate or not learners, educators must provide a good environment and effective experiences, as already stated by Dewey (1938) before in this study.

While promoting motivation amongst learners, Ushioda (2003; 2009) states the importance of looking to the person considering all multiple contextual elements that surround them. Additionally, she sees the urge of promoting learners' autonomy, making them able to be self-regulating agents of their own motivation. To achieve this state of autonomy, the author mentions that it should be socially mediated, because "although learners must 'do the wanting'" (USHIODA, 2003, p. 99), so they need to be brought to understand what is good to want and why. Thereby, Ushioda reassures the crucial role teachers could have in the developing of autonomy and consequently in the improvement of motivation.

This claim of the importance of autonomy in the learning process was also mentioned by Cross (2004; 2007) when he mentioned about Informal Learning. He articulates that learning in an informal way would be more effective. It means that any experience in which the learner would be responsible for understanding the ecosystem in which they participate and able to adapt to it could be a good learning environment. The author presents this information relating it to the corporative context, on the other hand, it could be easily applied to the educational field. It is possible to create opportunities in a classroom in which students have autonomy to interact and learn. Also, educators can guide students on the choice of tools they can use outside the classroom to have an Informal Learning experience. In addition, the author also mentioned that "formal learning and informal learning are both-and, not either-or" (CROSS, 2007, p. 16). Once again, the teacher's role of guiding and attracting students to learning experiences is reaffirmed.

4 GAMES AND LEARNING

It is clear the close relation the new generations have with technology and games, especially when these two elements are blended. To Prensky (2006, p. 31), “games are how our Digital Natives kids are training themselves in the skills demanded by the future”. When he stated that, many of the technologies we have these days had not been created yet. So, the impact this sentence has today is even bigger.

Considering Huizinga (2001) and Prensky’s (2006; 2010) perceptions of the meaningful role games had and have in our society, there is no doubt we could apply some of their ideas based on games to education. Many of these perceptions have already been applied in educational contexts, though, most of the time, we were not thinking critically about them.

Games are constantly used as a way of entertainment and most of them are very challenging. Both Gee (2003) and Prensky (2006) highlight the fact that modern video games can be very difficult, and it does not prevent players of being engaged in solving the challenges those games are providing. In fact, constantly being challenged is one of the features that keeps players motivated and makes a game popular. This is one of its main characteristics because games could be a beneficial tool and helpful input to ESL classes in Emergency Remote Teaching contexts.

Gee (2003) stands up for the connection between video games and literacy. The author remembers us that in order to play a game, people are required to learn and think in ways they are not used to. The simple act of playing a game, even if we do not think critically about i, makes us create new concepts and relations. We must “read” the world of the game, which, probably, will be different from the “real” world. As a conclusion, the act of learning a new game, implies you are learning a new literacy (GEE, 2003, p. 14). That is why, people who have never played a specific game before, or even do not play video games at all, struggle to understand the rules and procedures at first.

That struggle leads us to another important feature concerning video games and most games in general. People rarely know all the rules of a video game before playing it. They understand and learn it during the process of playing. It means players take an active way of learning (GEE, 2003). Taking an active role in the learning process implies learning while experiencing it, as Dewey (1938) advocated.

Digital games in which there is simulation, for example, and tasks to be done can be good examples of situations that promote learning through experience. While playing games, players need to decode the instructions and be able to communicate in order to advance in the

game, then, it is possible to say that learning happens in consequence of the need to use the language. As Canagarajah (2007, p. 928) says, when talking about English as lingua franca in multilingual communities, “language learning involves an alignment of one’s language resources to the needs of a situation, rather than reaching a [pre-specified] target level of competence”. In other words, situations where there is an urgency to use English promote more opportunities for learning to happen effectively.

There will be the need to use and understand the language if the experiences propose input in English. When we talk about online games, many of them are available only in English, so players need to read, listen, and sometimes speak and write in this language, even if it is not their native one. It could be a reason why games can play an important role in Second Language Acquisition. What is important to be aware of is that input can be significant to language acquisition, as stated by Krashen (2009). When playing digital games, there are more than linguistic features available so we could decode what players are supposed to do. It facilitates the understanding of the steps and procedures needed to advance in the game. In ESL classes, it is meaningful to provide as much input as possible, so that students are able to incorporate what they got from input in their subsequent productions. Also, when planning to use a game or gamification strategy in classes, it is crucial to see it as an opportunity to provide different input.

Experience and the need to use the language are two factors to introduce games in schools. Besides, it is possible to plan game-based lessons, even without video games available. To do so, it is necessary to understand some characteristics of games which make them attractive. To Prensky (2006), two principles of games that could be applied in classes are engagement and decision making. When a video game is being designed, it is crucial to think how the players can be engaged and motivated to play it. It cannot be so difficult that the player is going to give up, neither so easy that they will not have fun. That is called gameplay, which are “all the activities and strategies game designers employ to get and keep the player engaged and motivated to complete each level and an entire game” (PRENSKY, 2006, p. 86). In order to feel motivated, players must see their improvement in the game, and it leads to engagement. Also, games are full of decision-making situations. While playing a game, people need to make decisions all the time, they feel in control of their path in the game, then, Prensky (2006) suggests that teachers could simply incorporate decision-making in classes by creating voting moments, for example.

As a result of the balance in the complexity of the games challenges and the perception of improvement, players can spend many hours playing a specific game. There is an important

feeling connected with this behavior and it defines what Csikszentmihalyi (1990) calls “flow state”. According to the author, the definition of flow is

> the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it (CSIKSZENTMIHALYI, 1990, p. 4).

This is the state we want to achieve in order to make our daily activities more pleasant. It is good to feel that we are improving in something and it makes us willing to make more progress. Games are one of those activities in which people frequently reach the flow state. Then, applying them in the classroom provides us with an opportunity to engage and motivate students. Again, it is evident the importance of planning and choosing well the games and tools used in classes since they must have the right level of complexity allied to a clear objective.

5 METHODOLOGY

To answer the question pointed out at the beginning of the paper, there were some stages in this project. First, a bibliography research about the relation between games and ESL learning was done. Some previous studies on this topic were discussed, as well as on what has been written concerning Emergency Remote Teaching.

An experimental study was relevant to understand how some of the games would work in an Emergency Remote Teaching context, along with the first reaction of students with this games and questionnaires. A small group of students from a private language school located in São Leopoldo/RS participated in this previous experimental study.

After that, activities were planned and proposed in an Emergency Remote Teaching environment in a private school located in Novo Hamburgo/RS with High School students. Games and gamification strategies are often used in ESL classes in this institution. So, the activities planned were inspired in what was written by relevant authors (GEE, 2003; PRENSKY, 2006) about the use of games and gamification strategies to improve students' motivation, including the perceptions of the experimental study.

At last, the participants answered two questionnaires, one in the beginning of the practices and the other after all the classes had happened, to describe their activities, motivation and feelings concerning games and learning.

5.1 EXPERIMENTAL STUDY

The experimental study was done in order to understand better the interaction of the students in classes and their answers in the questionnaires. This experiment lasted two classes[1] of two hours each.

In these classes, two online games were explored: Kahoot and Gartic. They were incorporated in the classes as additional activities with the purpose of practicing the grammar topics studied in each class. The class planning can be found in the following charts.

[1] For the experimental study, we decided to apply only two classes. For the complete study, four classes were planned, including all the strategies mentioned in the methodology.

Chart 1 – Class Planning

CLASS PLANNING Class 1	
TOPIC	Love
OBJECTIVES	Discuss about the definition of love; Develop student's listening strategies; Provide controlled practice of language used to talk about experiences related to love and dating; Provide controlled practice of language used to talk about lifetime experiences.
DURATION	2 hours
RESOURCES	Yteen 4 student's book. Kahoot quiz.
PROCEDURES	1. Video activity. Students will watch a video about kids answering the question What's love? (https://www.youtube.com/watch?v=HkUGSNNy4dI). Students will discuss the answers of the kids in the video. 2. Listening activity. On page 6, from the student's book, students are going to read the questions, then listen to a conversation and answer the questions. *3. Kahoot*! Quiz about the present perfect tense. Students will play a quiz in which they have to complete sentences with the correct form of the verbs. All the sentences are questions starting with "Have you ever …?". 4. Sharing 1, on page 7 of the book. Students will interview one classmate about their past experiences. 5. Sharing 2, on page 7 of the book. Students will have to find someone who answers "yes" to their questions about past experiences. They are going to talk to their classmates through text messages on WhatsApp.
EVALUATION	At the end of the class, students will be asked to report their findings in the interviews. Students will be evaluated by their participation in class.

Source: Elaborated by the author (2020)

Chart 2 – Class planning

CLASS PLANNING Class 2	
TOPIC	Love
OBJECTIVES	Provide controlled practice of language used to compare somebody or something to the whole group they belong to. Raise awareness and provide further practice of the superlative degree adjectives.
DURATION	2 hours
RESOURCES	Yteen 4 student's book. Gartic game.
PROCEDURES	1. Recall the listening activity from last class. Students are going to discuss about what they remember of the listening activity of the previous class. 2. Sharing 3, page 8 of the book. Each student will receive a topic from the Top 10's list. They must interview their classmates to discover how they will complete the list. Then, students will create a list together. 3. Connecting, page 9 and 10 of the book. Students are going to read the examples and identify the function of the superlative form. Then, they will research and share how to use the adjectives in the superlative form. *4. Gartic* game to practice the use of the superlative form. Students are going to play a game in which they must draw, so their classmates guess the word they have. All the words are adjectives and when all the classmates guess, they have to say the adjective in the superlative form.
EVALUATION	At the end of the class, students will be asked to report their findings in the interviews. Students will be evaluated by their participation in class.

Source: Elaborated by the author (2020)

At the end of the classes, students answered to a questionnaire in which they had to reflect on the two classes and talk about their feelings, motivation and learning perceptions. The focus of the questionnaire was to understand students' perception of the use of games during the classes. The questionnaires were created on Google Forms and sent to students through a link. The questions that the students had to answer were asked in Portuguese and they are available in the following tables.

Table 1 – Questionnaire 1 for the experimental study

Nome:	
Idade:	
Gênero:	Feminino Masculino Outro
Como você definiria o seu nível de conhecimento em Língua Inglesa?	Básico Intermediário Avançado Fluente
Você costuma jogar jogos digitais? Com que frequência?	
Você costuma jogar jogos em inglês? Com que frequência?	
O que motiva você a participar das aulas online? (Jogos, discussões, assunto discutido, vídeos, outros)	
O uso de jogos motivou você a participar das aulas online?	
Você acha que é possível aprender inglês através de jogos? Se sim, por quê?	
O que você mais gostou de fazer na aula de hoje? Cite.	
Você acredita que aprendeu algo jogando *Kahoot* na aula de hoje? Se sim, o quê?	

Source: Elaborated by the author (2020)

Table 2 – Questionnaire 2 for the experimental study

Nome:
O que você mais gostou de fazer na aula de hoje? Cite.
Você acredita que aprendeu algo jogando *Gartic* na aula de hoje? Se sim, o quê?

Source: Elaborated by the author (2020)

5.1.1 Analyzing the results of the experimental study

Students answered to 13 questions available in two questionnaires. The first questions were personal ones with the goal to set the profile of the group. Then, they answered questions

about their daily habits related to digital games. Finally, they wrote about their perceptions in the classes they participated in during the experimental study.

This group of seven students (all of them answered to the questions) are aged 11 to 13. Six of them are girls and one is a boy. When asked about their level of English, most of them identified themselves as Intermediate level, while two said they were basic level, and one thought was advanced level.

All the participants answered that they play digital games at least once a day and that some or all the games they play were in English. In fact, one of the participants mentioned that all the games he/she plays were in English. For the question "What motivates you to participate in the online classes?", three students mentioned games as a motivational fact; five of them answered yes, when asked if games motivated them to participate in the online classes. About learning with games, all of them said that they thought it was possible to learn English while playing games.

In Class 2, six participants indicated the Kahoot quiz as the activity they most liked to do and, in Class 3, five of them pointed out the Gartic game as the activity they most enjoyed doing. The group agreed that they learned something playing both games, Kahoot and Gartic. They pointed out the fact that, while playing Kahoot, they made some mistakes and that helped them to understand better the grammar topics that were involved in the game. Also, they recognized Gartic as a fun way to learn new things and review content.

In conclusion, the previous result of the questionnaires showed that from the students' point of view, games are a motivational tool and can effectively promote learning. Moreover, this group has a strong relation with games, since all of them play digital games daily, which means games are important to them.

5.2 PARTICIPANTS

The group in which the classes were applied consisted of students from a private educational school in Novo Hamburgo/RS. This school is placed in a university campus and connected to that. Students learn through projects, most of them are transdisciplinary and can include ESL, but they also have a specific project to work only with ESL. This project is developed weekly, in a 40-minute meeting, when the focus is to practice the English language. The classes are planned by the four ESL school teachers, who have the flexibility to divide students in groups and organize the class according to their objectives. It is important to highlight that the school documents are based on the Brazilian Common Core Curriculum –

BNCC (BRASIL, 2018), a Brazilian governmental document that stablishes the patterns for schools in the whole country. The activities from this study were integrated in this ESL project and took place in those 40-minute meetings. The BNCC resolutions were considered while planning the activities.

From March, 2020 until the end of 2020, classes happened in a remote format only. In the remote format, students have an online meeting once a week in which they can interact with the teachers and classmates in synchronous activities. This class is usually recorded, so the ones who could not be online at the time can watch it later. Also, the description of the activities is available at the platform used by the school, for the students to have access when they miss the synchronous class.

There was a total of 83 high school students in this group, but not all of them participated regularly in the online meetings. The group was consisted of teenagers aged 15 to 17 and their level of English was very mixed, from beginners (A2) to post-intermediate (B2) (CONSELHO EUROPEU, 2001). They were in the freshman year, which means they were in the 1st grade of High School.

5.3 GAMES CHOSEN

In order to apply this study, some games and strategies had to be chosen. Here, we decided to select online games that are not designed specifically for educational purposes and include a quiz creator that was built for that.

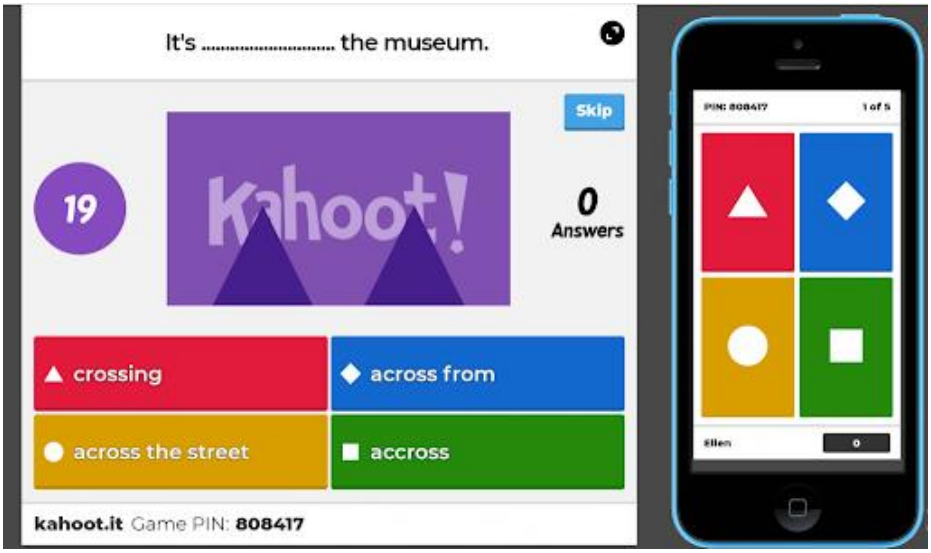
These games and strategies integrated the class planning and were used to achieve the goals of the classes. They were not the end, but the means to the class.

5.3.1 Kahoot!

Kahoot! (kahoot.com) is a game-based platform where you can create and share quizzes for educational purposes. The platform establishes the format of the games, but it is possible to edit its content. In fact, during the pandemic crisis, the website also created a self-study tool.

This strategy is a very simple way to recall topics and to introduce new ones in a fun way. It is possible to test students' knowledge. In this study, this resource was used as an accountability of the classes, recalling and reviewing vocabulary and grammar topics.

Figure 1 – Example of Kahoot quiz



Source: https://educationalgamedesign.com/kahoot-as-an-engaging-game-based-learning-tool.html

5.3.2 Gartic!

Gartic (gartic.io) is a drawing game app, in which the participants must guess what the other players' drawings are. This is a very well-known game by ESL teachers, since many of them play this in face-to-face classes, but in a different format. In this app, it is possible to create rooms and new topics with words from your selection. It is a great way to work new vocabulary. In this study, we used this game to recall and to learn new vocabulary.

Figure 2 – Example of Gartic game

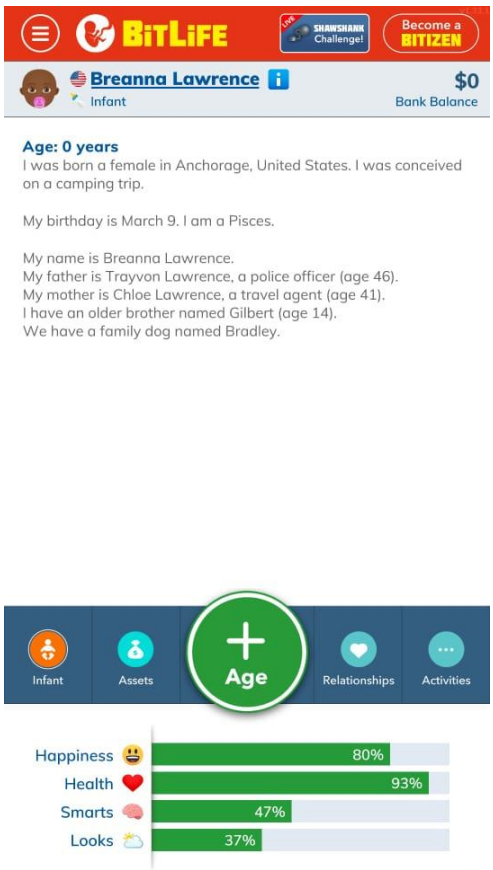
Source: https://www.uol.com.br/start/ultimas-noticias/2020/04/14/gartic-e-stopts-games-brasileiros-tem-feito-sucesso-durante-quarentena.htm

5.3.3 BitLife

BitLife is a life simulator app that people can use in their cellphones. In this game, you must make decisions, like what course to take in college, if you are going to take a driver license or if you are going to have a first kiss, for example. Those choices are modeling your life.

In this study, we used this game as reading input. Also, it leaded some discussions about life choices.

Figure 3 – BitLife game



Source: personal record screenshot

5.4 QUESTIONNAIRE

At the beginning and at the end of the classes, the students answered questions related to their learning and motivation. The aim of the questionnaires were to analyze their understanding and relevance of the use of those games to their engagement.

As Dörnyei (2003) states, questionnaires are one of the most efficient tools to get information in research, being able to be administrated to a group of people in a short period of time. He also defends that questionnaires must be well-constructed, otherwise, they will not work as the researcher expects. The questionnaire[2] used in this study contained closed and open questions related to their perceptions of the classes and activities.

Before the first class started, students had to answer about their relationship with online games and English language. The objective was to know the profile of the students and to understand their thoughts about games and learning.

Table 3 – Questionnaire 1

Nome:	
Idade:	
Gênero:	Feminino Masculino Outro
Como você definiria o seu nível de conhecimento em Língua Inglesa?	Básico Intermediário Avançado Fluente
Você fez ou faz algum curso de inglês?	Sim, faço. Sim, já fiz. Não.
Você costuma jogar jogos digitais? Com que frequência?	
Você costuma jogar jogos em inglês? Com que frequência?	
Cite nome de jogos que você costuma jogar.	
O que motiva você a participar das aulas online? (Jogos, discussões, assunto discutido, vídeos, outros)	
O uso de jogos motiva você a participar das aulas online?	
Você acha que é possível aprender inglês através de jogos? Se sim, por quê?	

Source: Elaborated by the author (2021)

[2] The questionnaires were elaborated in Portuguese (students' native language) because there were students from different levels in the class, including the ones with only basic knowledge of the English language.

At the end of the project, the students answered to a different questionnaire, in which they should comment about the classes and their learning. The aim, in this case, was to understand students' perception about the use of games during the classes. Both questionnaires were available on Google Forms and the students answered them online.

Table 4 – Questionnaire 2

Nome:	
Você se sentiu mais motivado/a a participar das aulas por causa dos jogos?:	Sim Não
Você acredita que aprendeu algo com o jogo BitLife? Explique.	
Com que frequência você jogou BitLife durante as últimas semanas?	Todos os dias 2 ou 3 vezes na semana Só para realizar as atividades propostas Não joguei
Você acredita que continuará jogando BitLife?	Sim Não Talvez
Você acredita que aprendeu algo com o quiz do Kahoot? Explique.	
Você acredita que aprendeu algo com o jogo Gartic? Explique.	
No geral, o que você achou das aulas e das atividades propostas?	

Source: Elaborated by the author (2021)

5.5 CLASS PLANNING

The classes were planned considering the methodologies the school uses and the abilities the BNCC proposes for High School concerning English language. The ability chosen treats the ESL learning as the process of understanding cultural differences and similarities and being able to communicate globally. It is crucial to stand out that all the language functions reviewed during the classes had already been studied by these students before. So, they had already done activities related to giving and asking personal information, as well as talking about future plans and intentions. The purpose of the planned sessions was to bring this

language topics to the context of the game and, as consequence, to review some linguistic topics.

In the first class, the main objective was to introduce the game and to understand more about the students' thoughts concerning games and education.

Chart 3 – Class Planning

CLASS PLANNING Class 1	
TOPIC	BitLife game; Personal information.
ABILITY	(EM13LGG403) Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.
DURATION	40 minutes + homework
RESOURCES	Power Point presentation[3]; BitLfe game app
PROCEDURES	1) Questionnaire: First, students will be asked to answer to a Questionnaire[4] about their thoughts related to games and learning. 2) Discussion about the game BitLife. Students will be asked if they have already played this game and what they know about it. 3) Present the game: Power Point presentation. Students will be given an overview about the game and some links that they could research more about. 4) Activity: Present your character in a short text. After they know some information about the game, they will be given an activity to do as homework. They must start a new life in the game and write a short text presenting their character.
EVALUATION	Students will send the teacher their short texts. These texts will be a tool for the planning of the next activities and a resource of evaluation.

Source: Elaborated by the author (2021)

[3] Available on https://docs.google.com/presentation/d/1LcIzZ8YvabPt81Vyjk7Ny2KjSqIfTlh2cRP1rc-F4m8/edit?usp=sharing
[4] Table 3

After knowing the game and start to play, students were led to think about the text they wrote playing the game and then, think about the future of their character in the second class.

Chart 4 – Class Planning

CLASS PLANNING Class 2	
TOPIC	BitLife game; Personal information; Future plans and intentions
ABILITY	(EM13LGG403) Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.
DURATION	40 minutes + homework
RESOURCES	Power Point presentation[5]; Kahoot game
PROCEDURES	1) Kahoot! - According to the short texts they wrote as homework, the teacher will select some of the most common "mistakes" and create a Kahoot game to review some of those structures or words. 2) Power Point presentation - Present careers and future possibilities. Students will be encouraged to continue playing the game and learning more about it. They will be asked about what they want for their future character, concerning career, studies, and family. They will know some of the possible paths the game provides. 3) Activity: What are your intentions for your character's future? How will you achieve them? – Sentences. Students will be asked to research and think about their plans for their character's future. Then, they will write short sentences telling the teacher what the character's future will be like.
EVALUATION	Students will send their sentences about future intentions. These sentences will be a tool to see their understanding of language needed to talk about the future.

Source: Elaborated by the author (2021)

[5] Available on https://docs.google.com/presentation/d/1LcIzZ8YvabPt81Vyjk7Ny2KjSqIfTlh2cRP1rc-F4m8/edit?usp=sharing

The next class started with a game to review some vocabulary they mentioned in their sentences about the future. Then, they were invited to think about their path inside the game.

Chart 5 – Class Planning

CLASS PLANNING Class 3	
TOPIC	BitLife game; Future plans and intentions
ABILITY	(EM13LGG403) Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.
DURATION	40 minutes
RESOURCES	Gartic! Game
PROCEDURES	1) Gartic! – vocabulary related to their future – The teacher will choose some vocabulary students mentioned in their homework sentences and organize the game with these words and expressions. 2) Activity: Prepare to present, next class, how your character is doing next class. – Students will be asked to talk about their characters path so far.
EVALUATION	Students will be evaluated concerning their participation during the game.

Source: Elaborated by the author (2021)

Finally, in the last class, students were given some space to talk about their progress in the game. At the end, they had to answer to a second questionnaire to express their opinion about the classes and the games played.

Chart 6 – Class planning

CLASS PLANNING Class 4	
TOPIC	BitLife game; Future plans and intentions
ABILITY	(EM13LGG403) Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.
DURATION	40 minutes

RESOURCES	Google forms questionnaire
PROCEDURES	1) Oral discussion about how their characters are doing. Students will be invited to share their progress in the game. 2) Questionnaire[6] with the aim of understanding their feelings and opinions about the classes.
EVALUATION	-

Source: Elaborated by the author (2021)

[6] Table 4

6 PRACTICE

The classes were applied according to the class planning previously presented. They took place online on the platform used by the school. The students should participate in an online meeting in order to follow the class. However, the activities would also be available for them later, in case they could not access the class at the time it was scheduled. Although the sessions were previously planned, there was a flexibility if needed. It was important for the study to adapt the classes according to students' needs at some points.

6.1 FIRST CLASS

At the time the class was scheduled, the teacher got online and greeted the students that were present. As the other students were connecting, the teacher asked them to answer a questionnaire about their thoughts related to games and learning. There were 58 students present in the online meeting that day, but 56 of them answered to the questionnaire.

About five minutes later, the teacher caught students' attention and started presenting a Power Point presentation. First, they were asked if they had already played the game shown (BitLife). Only 10 out of 58 students answered that they knew the game. The teacher, then, introduced the game and showed the links to download it. The students asked questions and commented their previous knowledge about the game.

After presenting the game, students were given an activity to do. They should download the game, start a new life and write a short text presenting their characters. The teacher provided some examples to better explain the activity.

The students started writing their games, while the teacher was available to answer questions. At this point, some students started saying that they could not download the app for different reasons. To solve that problem, the teacher made some screenshots of the game available for the students, so they could write their texts based on those images. At the end of the class, they were told that they would have to send their texts until the following week.

Analyzing the 46 short texts that were sent, it was possible to list some grammar and vocabulary topics that could be reviewed in the next class game. Some of the chosen topics were the use of some prepositions, the 3rd person of the singular in the simple present tense, possessive pronouns and the indefinite articles (a/an).

6.2 SECOND CLASS

The class started with the teacher asking the 54 students that were present if they had been playing the BitLife game and what they had been thinking about it. Few students mentioned that they had been playing and enjoying it. Then, the teacher explained that they would play a Kahoot quiz[7] in order to review some linguistic topics that appeared in the text they had sent. None of the students said that they did not know the game (Kahoot) when they were asked.

The pin to the quiz was shown to the students and they joined the website to play. Some of them mentioned they could not play for different reasons, so they were told to follow the progress of the game with the class on the screen. They were encouraged to comment their answers in the chat and orally. While playing the quiz, the teacher asked students to explain why those answers were correct or not, to better understand the topics that were there.

After the quiz, a Power Point presentation with the next topic was shared. First, the students should reflect on what they would like for their characters' future. Some professions were presented, as well as the steps that should be followed for the character to be able to have those occupations. The presentation contained some links where students could research more about professions and future activities.

To conclude, the next activity was explained. Students should think about the future of their characters, search information on the links provided and write some sentences about their characters' future. The teacher showed examples of sentences and highlighted the structures students could use to talk about the future in English. Once again, some students mentioned their inability to play the game. They were instructed to think about their future, as if they were the characters, and write sentences about their future in the game.

Of all the students that were present in the online meeting, 42 sent their sentences. From these sentences, some words and expressions were selected in order to compose the vocabulary game for the following class. These words and expressions were mainly related to professions and careers.

6.3 THIRD CLASS

[7] Available at: https://create.kahoot.it/share/bit-life-tell-me-about-you/a52ae712-80d7-44f7-bd19-26c96c060e8f

The third class started, again, with students sharing their progress or not in the game. Also, some students said they had fun thinking about the future of their characters. There were 56 students on that online meeting.

After some informal conversation, the teacher explained that they would play a game called Gartic, with some words and expressions that were mentioned in their sentences about the future. Many students stated that they knew the game and that it was very entertaining. Some did not know the game, so the teacher asked if the others could explain how it worked. The teacher highlighted that it was a guessing game involving drawing.

The link to the room in the game was shared with all the students and they started joining the website. During the game, the students asked some questions about the words they had read, and the teacher explained their meaning. The game lasted almost all the class.

After the game finished, students were asked to share their progress in the game in the following class. They did not have to prepare a presentation but be ready to talk about the game and their feelings about it.

6.4 FOURTH CLASS

In the last class, the teacher started the online meeting asking students to share their progress in the game. To trigger the discussion, the teacher asked them to think if they had achieved what they had planned for their character's future and if the future was decided by choice or fate. There were 56 students online, but just a few of them shared their ideas. It was the first class when most of the interactions happened orally. In the other classes, students usually participated through the chat.

Some students seemed very excited with the discussion and shared many ideas and opinions. When discussing about choice and fate, they compared the game with real life and they had divided opinions on that, some thought that the game and real life worked the same, and others did not. Most of the discussion happened in English; however students were encouraged to talk even if it was in Portuguese.

After the sharing and discussion, students answered the second questionnaire in order to express their feelings about the classes and the games played during the practice. Only 18 students answered this questionnaire.

7 ANALYSIS OF THE PRACTICE

This Chapter presents the statistics of the questionnaires applied and some reflections about their results.

7.1 STUDENT'S PERCEPTIONS OF GAMES AND LEARNING

According to the classes and the questionnaires applied, it was possible to register students' perceptions related to the use of games in the classroom. First, we are going to analyze their answers for the first questionnaire[8] that was applied before the classes took place.

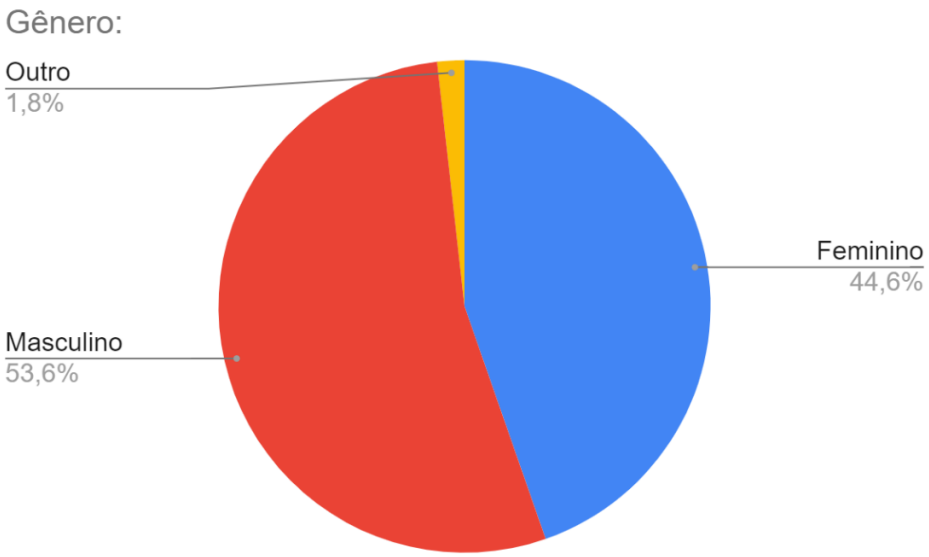
This first questionnaire had the purpose of understanding the profile of the group and their thoughts about playing games in the classroom. In the context where it was applied, since students were having remote classes, not all of them answered the questions, although most of them did, considering the number of students that were online in the day. That said, there are out of 83 students in the group, 56 of them were online on that class and 47 answered this first questionnaire. The following analysis will consider the answer of these 47 students.

As it is possible to see in the following figures (4, 5 and 6), the group is diverse, and they have different levels of English knowledge. There were 53,6% of the students who identify as males, 44,6% as females, and 1,8% as others. In terms of level of knowledge, most of them considered they were basic (44,6%), some mentioned they were intermediate (30,4%), a few were advanced (21,4%), and only 3,6% considered themselves fluent. On the other hand, a great number of students answered they have been studying or have already studied English in specific language courses (69,1%).

As the questionnaires were applied in Portuguese, the answers are also shown in the same language.

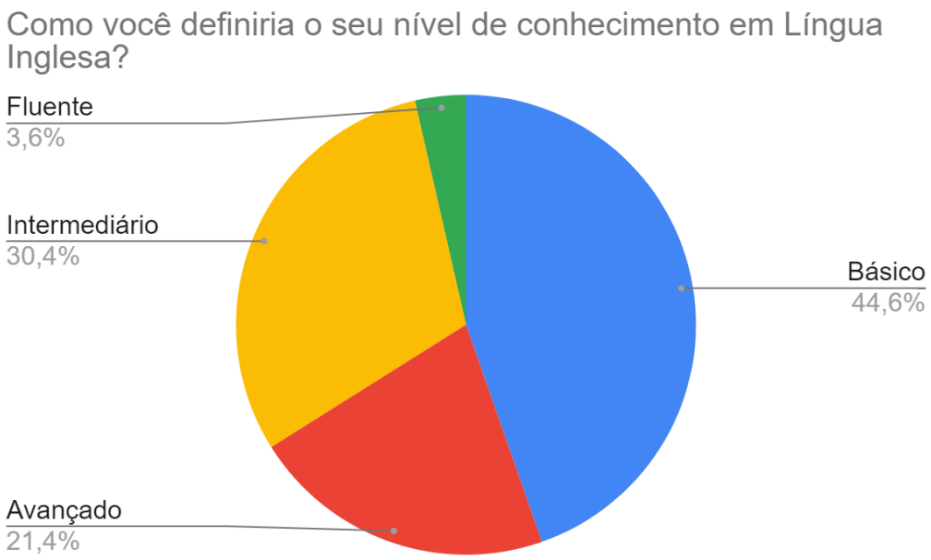
Figure 4 – Student's gender

[8] Table 3.



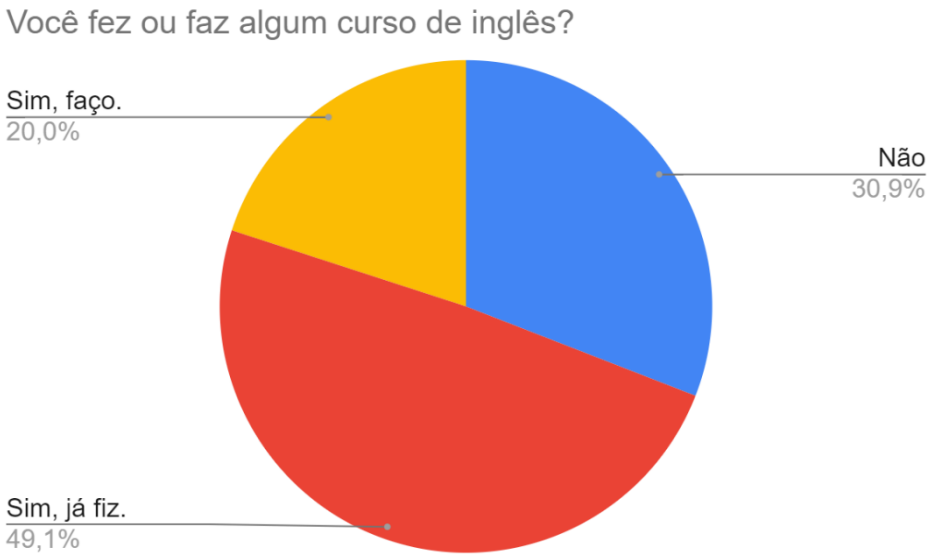
Source: Elaborated by the author (2021)

Figure 5 – Student's English level



Source: Elaborated by the author (2021)

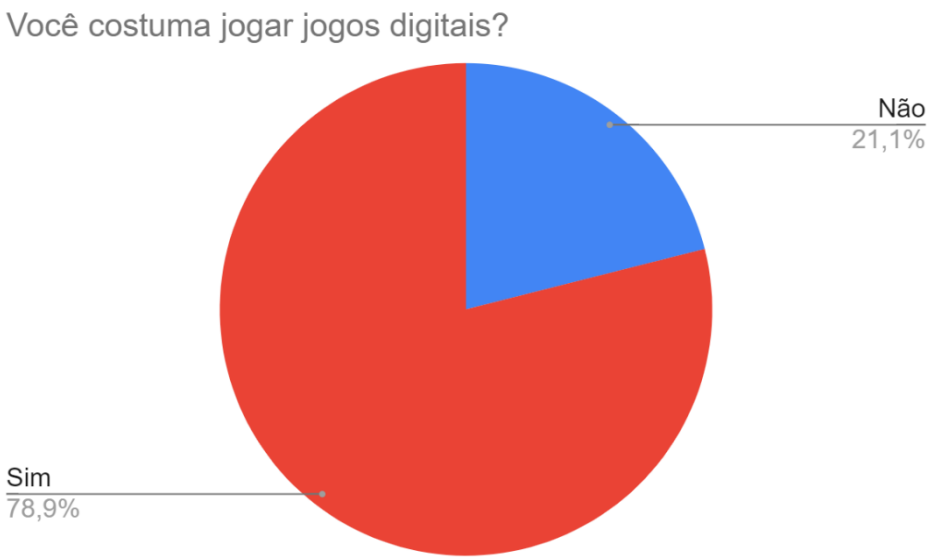
Figure 6 – Student's English study habits



Source: Elaborated by the author (2021)

The next questions presented in the questionnaires concerned to their playing habits. When asked if they used to play digital games, 78,9% of the students said yes. In fact, 23 students mentioned they played digital games every day. About games in English, many of them said that they used to play games in English (61,4%). By the way, some of them played only games in English or the majority of the games were in English, about 20 students.

Figure 7 – Do you play digital games?



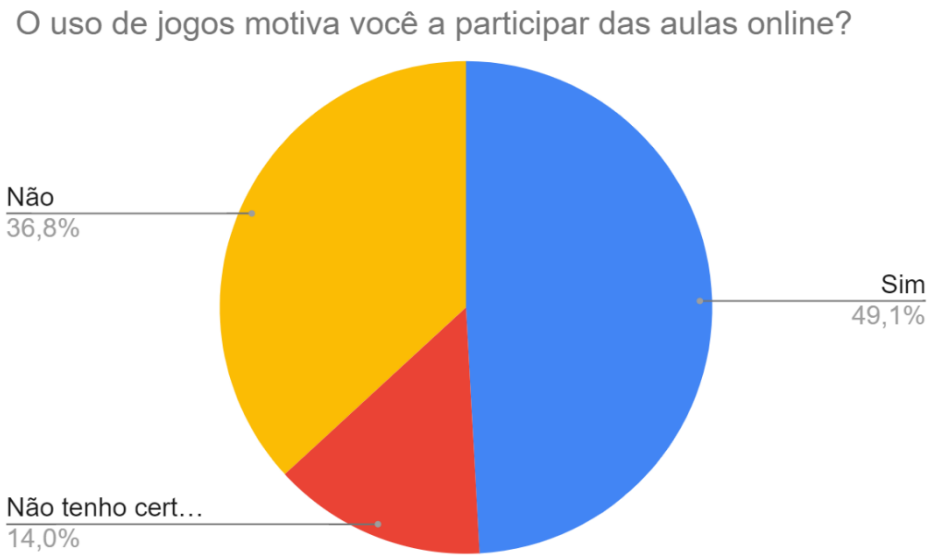
Source: Elaborated by the author (2021)

Figure 8 – Do you play games in English?

Source: Elaborated by the author (2021)

The following questions concerned to aspects of motivation. Students were asked which aspects motivated them to participate in the online classes. The two mentioned topics were the discussions and subjects discussed (mentioned 27 times); and the games (mentioned 13 times). Then, when asked specifically if the use of games motivated them to participate in the classes, 49,1% of them answered affirmatively, 14% said they were not sure or that it depended on the game played, and 36,8% answered negatively.

Figure 9 – Do you feel motivate by playing games in the online classes?



Source: Elaborated by the author (2021)

Even though some students mentioned they do not feel motivated to participate in the classes because of the use of games, most of them, 94,7% of the respondents, thought it was possible to learn English through games, as revealed by Figure 10. In fact, part of the students reported that they learned many aspects of the English language in the games they used to play. They also pointed out that playing games would be a fun way to learn something, leading to a lighter process of learning.

Figure 10 – Do you think it is possible to learn English through games?

Source: Elaborated by the author (2021)

Evidently, games play a significant role in many of these student's lives. It is evident that they believe in the possibilities of learning through games, but some are not sure if it would work inside school. Despite their different levels of knowledge, several students have contact with the English language through games very often. The challenge is to bring games to the classroom and make them appealing for these teenagers to engage with them.

7.2 STUDENT'S PERCEPTIONS OF THE CLASSES

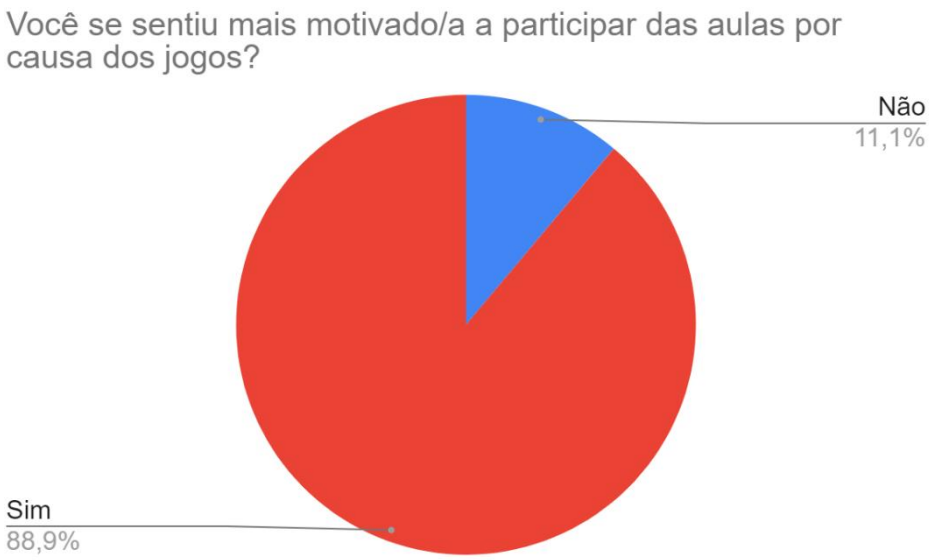
At the end of the practice, in class 4, the students answered a second questionnaire[9] with the objective of understanding how they perceived the classes and games played. There were 56 students online on that day, but only 18 answered the questions, or 32,14% of the

[9] Table 4

respondents, which is not the ideal percentage of participants. Nevertheless, the analysis was done considering the answers of these 18 participants and the oral contributions some students made in that class.

The first question had the purpose to find out if students were motivated to participate in the classes because of the games that were used in it. To this question, 88,9% answered affirmatively and 11,1%, only 2 students, answered negatively. Most of them agreed that they felt more engaged in the classes since they were playing games.

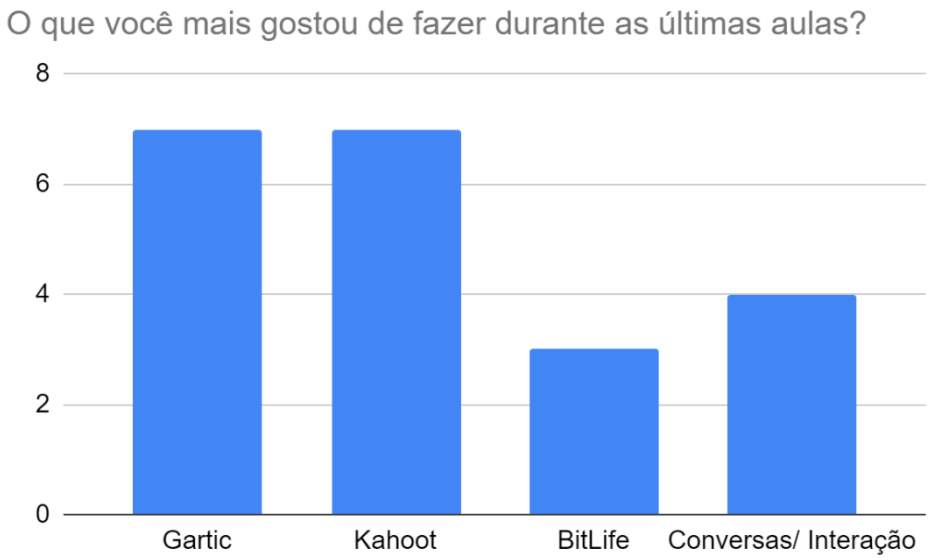
Figure 11 – Did you feel more motivated to participate in the online classes because of the games?



Source: Elaborated by the author (2021)

When asked to name what they had liked the most during classes, the Gartic game and Kahoot quiz were the most mentioned, 7 times each (Figure 12). Next, they cited BitLife game 3 times and they also brought up the discussions and interaction in the classes as something that they enjoyed, which was mentioned 4 times. According to these results, the games stood out during the practice since many students named those games as a highlight in classes.

Figure 12 – What did you like the most in classes?



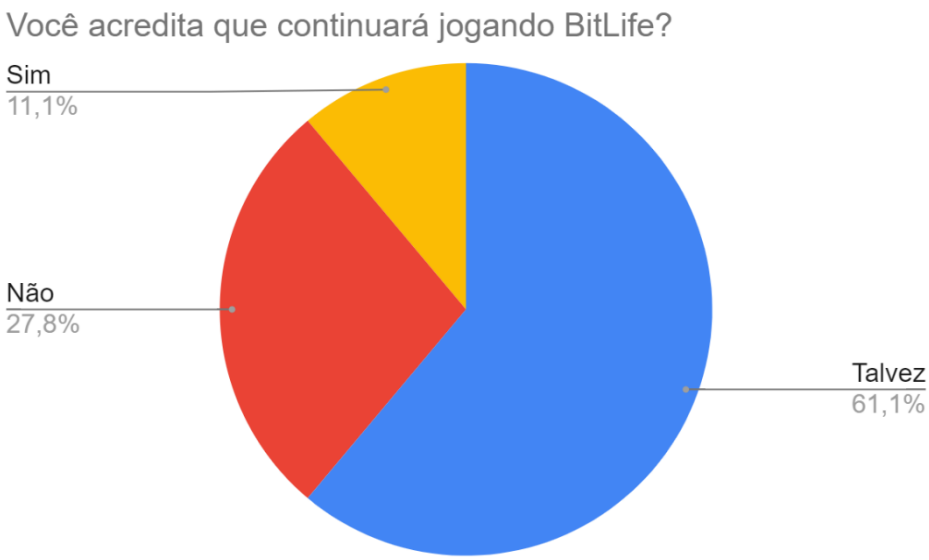
Source: Elaborated by the author (2021)

Then, the objective of those questions was to see if the participants realized they had learned something playing those games. A large number of the teenagers (88,9%) answered that they learned something while playing BitLife (Figure 13). The students reported that they learned new vocabulary, such as occupations, and expressions they did not know before. One of them mentioned that the fact that they had to look for the meaning of some words made them learn those vocabulary. Another student said that they had been playing this game for over a year and because it had very specific situations, they could learn many new words. Further, when asked if they would keep playing BitLife game, most of them (61,1%) answered they maybe would, but only 11,1% said they would do.

Figure 13 – Do you believe you learned something with the BitLife game?

Source: Elaborated by the author (2021)

Figure 14 – Are you going to continue playing the BitLife game?

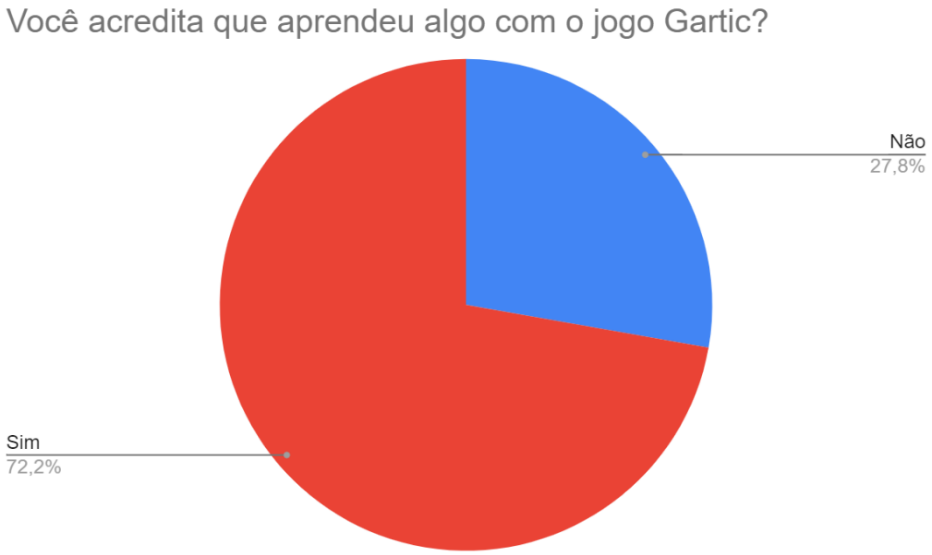


Source: Elaborated by the author (2021)

In the same way, students were asked to reflect about their learning when playing the game Gartic. Again, most of them (72,2%) answered that they believed they learned something playing it (Figure 15). In this game, they had to portray a word or expression in drawings; consequently they had to understand the words and expressions to be able to do that. The participants who answered affirmatively mentioned that they learned new words with the game

and reviewed others, especially the ones which were in the plural, so they could review some grammar aspects, too.

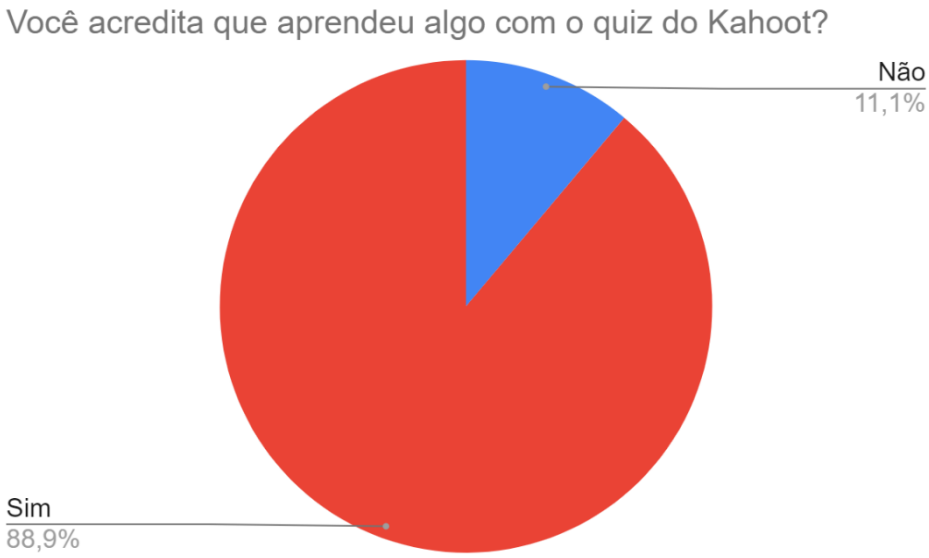
Figure 15 – Do you believe you learned something playing Gartic?



Source: Elaborated by the author (2021)

Later, the question was about the Kahoot quiz they played in the second class. When asked if they believed they had learned something playing the quiz, most of the students (88,9%) answered affirmatively (Figure 16). Some added that they made some mistakes during the quiz and they learned because of that, since the teacher and classmates explained why it was not the most appropriate option.

Figure 16 – Do you believe you learned something playing Kahoot?



Source: Elaborated by the author (2021)

Finally, the students had to answer the question “What did you think about the activities proposed during the classes?”. The words “cool” and “fun” were the ones most mentioned. Also, the classes were described as “different”. In the last class, during the oral discussion, some students reported that they liked the way BitLife game can be related to real life. However, not all of them enjoyed playing the game and few had some troubles playing it, because of their cellphone’s storage space.

Overall, it was noticeable that games play an important role in those student’s daily lives, as well as the English language is present in many games. Students believe in the use of games for motivation and learning purpose. This was evident in their answers and reflections about what they learned with the games played during classes.

8 FINAL CONSIDERATIONS

The implementation of the Emergency Remote Teaching due to the Covid-19 pandemic came along with many challenges and doubts. Institutions, teachers, students, and families had to adapt in a very short time. It was necessary to use all the resources available to keep the students engaged in their learning in such a difficult moment. The purpose of this study was to identify how games could be incorporated in ESL classes in Emergency Remote Teaching, consequently improving students' motivation.

After this, the first step was to understand what Emergency Remote Teaching is and how it is different from Online Teaching. In that sense, it was possible to see that the main difference, for some authors, is the Emergency factor in Emergency Remote Teaching. In other words, we could not compare a curriculum that had been structured to work in an online context, with what we were living during the pandemic, in which we had to adapt our daily practices in a very short time. Besides the lack of time for an effective plan, people were living in fear and with doubts; for this reason, some authors suggested that educational institutions and teachers should plan the class to make students and families feel they were supported and connected.

To understand how games could benefit classes in those hard times, it was crucial to look to some SLA theories related to Input, Learning through experience, Motivation , Autonomy, and Informal learning .All these theories can relate to how teaching through games work. While playing a digital game, people are experiencing different situations where they must decide things to move on in the game, which demands autonomy and individual choices. In consequence, they get in a process of informal learning and are in contact with different input. According to some studies presented here, that is what can improve people's motivation. Also, those strategies that belong to games could be incorporated in classrooms, making them more appealing to students.

Subsequently, studies about learning through games played an important role in this study, contributing to a better understanding of how games promote learning. The authors reinforce the possibilities for living experiences, making choices and being autonomous, provided by online games. They also emphasized players motivation and engagement while playing some games, contrasting it to what happens in classrooms around the world. The ideas of the authors mentioned in this study can be easily related to the SLA theories presented before. Likewise, the flow theory brought another point of view to the use of games. It is possible to reach the flow state while playing games, then, being able to focus in one activity and making

it pleasant is something all teachers aim to achieve with the activities they plan. That said, games could be a very useful tool in schools, specially in ESL classes.

As a result of this discussion on games and learning, the class planning emerged and the practice happened. It was possible to understand how students perceive the relation between games and learning. Notably, students showed to be very connected to digital games, as well as with the belief that it is possible to learn through games. Most of them also associated the use of games in classes to the increase of motivation. Of course, not all are aware about how games can be effectively used in the classroom, but they are sure games and learning are connected. When students mentioned that games can be a funnier way to learn something, they reinforce the importance of this tool in the Emergency Remote Teaching, considering that it could be an interesting strategy in a moment people feel very discouraged and fragile. Fun moments could be what people need in those difficult times.

This study is an important tool to make us think about the possibilities of using games in ESL classes. Games are part of our everyday lives and sometimes are considered a distraction in some educators' point of view. In fact, kids, teenagers and even adults are usually more engaged in playing games than participating in traditional classes. When we incorporate those entertaining tools in the classroom, we bring students close to us and make them more excited about their learning process.

Finally, this study had games and the students' perspective as the main point. Investigating how those teenagers reacted and responded to classes that incorporated online and interactive games was the aim of the paper. Overall, students responded positively to the strategies presented and reinforced the idea that games could be used as a tool to increase motivation. This study does not end here. To expand it, further studies can be carried out to collect data about the effectiveness of games in the ESL learning process.

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