UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

THE USE OF GAMES IN THE ENGLISH CLASSROOM

CAROLINE DORÉ

PORTO ALEGRE

2019

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Trabalho de conclusão de curso de graduação apresentado como requisito parcial para a obtenção do grau de Licenciado em Letras pela Universidade Federal do Rio Grande do Sul.

Orientadora: Profa. Dra. Simone Sarmento

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AGRADECIMENTOS

Aos meus pais, Lia e Gelson, que sempre apoiaram minhas escolhas e me deram liberdade para ser quem eu sou, além do suporte que me fez chegar onde eu cheguei. Foi graças a vocês que eu sempre quis aprender e pesquisar cada vez mais. Eternamente grata pela existência de vocês.

Ao meu tio e amigo Vini, que insistiu que eu tentasse a UFRGS, quando nem eu acreditava que isso fosse uma possibilidade.

À minha vó Elenir, parceria de todos os momentos, que me alimentou muitas vezes durante essa graduação e se orgulha tanto de mim.

Também agradeço à família que conheci ao longo da vida, meus amigos Felipe e Pamela, que estão junto comigo já desde a oitava série, muito obrigado por acreditarem mim. Best friends for life. Aos amigos que também são de sangue: Edu e Ju, companheiros da vida toda. À Diana, que acompanhou todo o processo que foi esse último semestre, muito obrigado pelo apoio, tu é incrível.

Aos meus amigos que a UFRGS trouxe, obrigado Ju Beust pela parceria, pelos trabalhos feitos junto, por me aguentar em todos os momentos, mas principalmente, pelos jogos que a gente perdeu junto. À Laura, obrigado por ser uma amiga tão boa e que gosta de Abba comigo. Ao André, que conheci mais pro fim, mas que eu espero que fique muito tempo por perto. Aos "Guaipecas": Felipe Kampff, Laura Castilhos, Thamis, Ju Beust e Thielle, muito obrigado!! Vocês fizeram a minha graduação muito divertida.

Aos amigos do grupo "Jogar Mortal Kombat", obrigado Aline, Bruninho, Gabriel, Victória e Yasmin pela companhia praticamente semanal que me faz tão bem.

Às professoras Ana Welp, Gabriela Bulla, Ingrid Finger, Margarete Schlatter, Lia Schulz e Sandra Maggio por serem as profissionais que são e por me ensinarem tanto sobre o ensino. Mudaram minha vida positivamente. Vocês são incríveis.

E finalmente, agradeço à minha orientadora Simone Sarmento, por acreditar e ver potencial em mim e por ser essa professora e pesquisadora tão forte e importante. Muito obrigado por me orientar neste trabalho e em outros momentos da vida.

ABSTRACT

This study aims at discussing the use of games in English teaching. We talk about games is general, meaning electronic games and non-electronic games. In a time when video games are more popular than ever, games have become a way to engage people in different activities, learning languages being of them. In order to achieve the objective, firstly this work analyzes the definitions of games through the years. Then, it analyzes what is said about games in English teaching methodology manuals and presents a survey done with English teachers to find out what their perceptions about games in the classroom are. By the manuals, the conclusion is that games in the classroom used to be simple, barely discussed, and mostly used with children. Now, since games have become more popular, the discussion and the complexity of games in the classroom are growing, and adults also show interest on learning by using games.

Keywords: Games; English teaching; Methodology Manuals.

RESUMO

Esse estudo tem por objetivo discutir o uso de jogos no ensino de inglês. Falamos sobre jogos em geral, tanto jogos eletrônicos como não eletrônicos. Em um tempo em que videogames são mais populares do que nunca, jogos se tornaram uma maneira de engajar pessoas em diferentes atividades, sendo o aprendizado de línguas uma delas. Para alcançar o objetivo, primeiramente são analisadas as definições de jogos ao longo do tempo. Então, é analisado o que é dito sobre jogos nos manuais de metodologia de Ensino de inglês e apresentamos uma pesquisa feita com professores de inglês com o intuito de descobrir quais são suas percepções sobre jogos na sala de aula. Analisando os manuais, a conclusão é que jogos na sala de aula costumavam ser simples, praticamente não eram discutidos, e majoritariamente usados com crianças. Agora, uma vez que jogos se tornaram mais populares, a discussão e a complexidade dos jogos na sala de aula estão crescendo, e adultos também mostram interesse em aprender usando jogos.

Palavras chave: Jogos, Ensino de inglês, manuais de metodologia de ensino.

LIST OF CHARTS

LIST OF TABLES

TABLE OF CONTENTS

1. INTRODUCTION

The motivation to this work came from my experience on learning English. As a kid, I always loved playing games. It started with *Super Nintendo*, then *PlayStation One*, and also card games. All of the games I played were in English, and sometimes I checked the dictionary in order to better understand what was happening. I spent all of my childhood and teenager years learning vocabulary and situations in English from games. As a result, I was always the best in my English classes. I ended up loving the language and eventually became an English teacher. I believe that games have a great potential to language learning, and based on my experience on teaching adults, it is very effective.

With the advances in technology, games have become popular. Statistically, video games are now the most popular and profitable form of entertainment (D'Argenio, 2018). In 2017, the gaming industry produced a revenue higher than the TV, TV streaming services, movie, and music industries. Reasons for this include the growth of the industry of e-sports - when certain games (usually RTS[1], fight, FPS[2], and MOBA[3]) are played professionally in competitions that can be regional, national or even international, and streaming - live transmission through the internet which has gained popularity from 2010 onwards, especially because of the creation of Twitch[4] in 2011, which has become the platform for every major tournament (Popper, 2013).

While the game industry and technology are always outperforming themselves in terms of novelties, the school system and classroom methodologies have not changed much in many years, seeming to ignore the changes in the world, technology, and people. The internet has changed people, and has caused changes in people's attention spans, and how memory works (Beichner, 2014). Hence, we need to change the teaching processes to adequate to the new type of students we have, and games can be one of the ways to draw students' attention to the learning materials and activities. Thus, the objective of this study is to understand better how games have been being used in the classroom. In order to do it, this work will analyze what can be found about games in English teaching methodology manuals

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[1] Real-time strategy.
[2] First-person shooter.
[3] Multiplayer online battle arena.
[4] https://en.wikipedia.org/wiki/Twitch.tv

and, through a survey, to check what teachers are currently doing about games in the English classroom.

2. GAMES

In this section, I will present different definitions of games. Although games might seem simple to define, many different nuances can be found. This can be seen through Wittgenstein's family resemblance theory (Wittgenstein, 1953). For the author, defining games is such a complex task that he used games to illustrate his family resemblance theory in language. If you consider all games (card games, ball games, Olympic games) you will not see something that is common to all of them, but similarities and relationships, i.e., a card game must have something in common with a hockey game and with a simulation electronic game, or they would not be called "games". Even if they seem like completely different activities, considering the objectives and that different abilities are needed for each (a strategy; the body and motor coordination; creativity; etc.), still, anyone has the knowledge to say that all of these are games. That is because when analyzing what different types of games have in common, "(...) we see a complicated network of similarities overlapping and criss-crossing: sometimes overall similarities, sometimes similarities of detail" (Wittgenstein, 1953, p. 32). Therefore, games form a family. But according to the author, it is not possible to give characteristics that will explain all the existing games at once.

In order to better understand the diverse possibilities to define games, I will now compare definitions from distinct periods of time by different authors (Table 1).

Table 1: Definitions of game

Source	Definition
1-Johan Huizinga 1950, p.13.	[...] a free activity standing quite consciously outside "ordinary" life as being "not serious", but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings which tend to surround themselves with secrecy and to stress their difference from the common world by disguise or other means.
2-Roger Caillois,	An activity which is essentially: free (not obligatory),

1961, p. 9.	separate (from life), uncertain, un-productive, governed by rules and make-believe.
3-Clark C. Abt, 1970, p. 6	Reduced to its formal essence, a game is an activity among two or more independent decision-makers seeking to achieve their objectives in some limiting context. A more conventional definition would say that a game is a context with rules among adversaries trying to win objectives.
4-Elliott Avedon and Brian Sutton-Smith, 1971, p. 405	Games are an exercise of voluntary control systems, in which there is a contest between powers, confined by rules in order to produce a disequilibrial outcome.
5-David Kelley, 1988, p.50.	A game is a form of recreation constituted by a set of rules that specify an object to be attained and the permissible means of attaining it.
6-Katie Salen & Eric Zimmerman, 2003, p.96.	A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.
7-Jesper Juul, 2003, p. 7	1) Rules: Games are rule-based. 2)Variable, quantifiable outcome. 3) Value assigned to possible outcomes: That the different potential outcomes of the game are assigned different values, some being positive, some being negative. 4) Player effort: That the player invests effort in order to influence the outcome. (I.e. games are challenging.) 5) Player attached to outcome: That the players are attached to the outcomes of the game in the sense that a player will be the winner and "happy" if a positive outcome happens, and loser and "unhappy" if a negative outcome happens. 6) Negotiable consequences: The same game [set of rules] can be played with or without real-life consequences.

Source: developed by the author

Let us look first at some similarities among the definitions.

- Rules: all the definitions above agree that a game has rules. This shows that structure is important to a game.
- Objective or outcome: both objectives and outcomes are the results that the players seek by playing the game. This characteristic appears in five out of the seven definitions (3, 4, 5, 6, 7).

- Player(s) against each other or something: four out of the seven definitions (3, 4, 6, 7) say something about players or contest, even without using these words. The ones which do not refer to players, if they talk about a contest we can assume that there is a least one player (against the game or the machine).

- Limiting context: games have limits in the meaning that you have different possibilities according to the context of the game, which is a context that opposes to real life. Five out of the seven mention this feature (1, 2, 3, 4, 6).

- Spontaneous, not serious, fun: these characteristics describe the game as many would imagine at first: as a source of fun. Four out of seven (1, 2, 4, 5) have this characteristic.

Having that in mind, now we will look at the game's features.

Outcomes instead of objectives appear in the most recent definitions (6 and 7) probably because games have evolved, many new types of games have been created, so now a game does not need clear objectives, it may have multiple possible aims and, thus, results. One example of this situation is *The Sims*[5], in which there is not a clear goal, because this game does not even have an end, since one does not win or lose; you can just keep playing. Even if your character dies, you can still play as a ghost and possibly come back to life, or keep playing with other *Sims* you created. This characteristic is called "replay value", which is the game's potential for continued play after the completion (Hanson, 2012). However, since *The Sims* does not have a completion, it technically has unlimited replay value (Boland, 2010).

The fun/ not serious feature, which appears in definitions 1, 2 and 5 (which are from 1950, 1961 and 1988) seems to be an outdated vision since games are also professional sports nowadays. Worldwide competitions of e-sports[6] like *League of Legends* are a trend and have become the profession of many young adults. There is also the term "serious games" for games that are made for training and learning instead of fun. An example is the Atari's *Bradley Trainer*[7] released in 1981, one of the first games created for training, was used to train militaries in battle situation. The area has grown ever since. Many authors discuss serious games, like Clark C. Abt in

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[5] https://en.wikipedia.org/wiki/The_Sims_(video_game)
[6] https://en.wikipedia.org/wiki/Esports
[7] https://arcadeblogger.com/2016/10/28/bradley-trainer-ataris-top-secret-military-project/

the book *Serious Games* (1970), Aldrich in *Learning by doing: a comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences* (2005), and Kiryakova et al in *Gamification in Education* (2014), which explains serious games as:

> Serious games are games designed for a specific purpose related to training, not just for fun. They possess all game elements, they look like games, but their objective is to achieve something that is predetermined. (Kiryakova, 2014, p. 1)

For the purpose of this work, a good definition of games would include rules, players, conflict, and outcomes, since I will look at methodology manuals in order to analyze what they say about games and check what is the English teachers' perception of the use of games in the classroom. Thus, among the definitions listed above, the one which best fits the goal of this study is the definition coined by Salen & Zimmerman (2003).

3. ANALYZING METHODOLOGY MANUALS FOR ENGLISH TEACHERS

In this section I will analyze what can be found about games in English teaching manuals (ETM) which are a source of guidance for English teachers all over the world. The content of the manuals usually includes: suggestions and examples of classroom activities; descriptions of different teaching contexts; types of students; characteristics, differences and suggestions for teaching the four skills (speaking, listening, reading and writing); discussions about assessment; methodologies, and so on. The purpose to analyze these manuals is to verify to what extent they can help teachers in relation to the use of games in the classroom. The reason why these manuals were chosen is due to the authors being very known in the teaching area, and due to the easy accessibility to their work.

The manuals analyzed are:

- *Language Teaching Methodology* - David Nunan
- *A course in teaching English* - Penny Ur
- *Teaching by principles* - Douglas Brown
- *The practice of English language teaching* - Jeremy Harmer
- *Learning Teaching* - Jim Scrivener
- *How to teach English* - Jeremy Harmer
- *The routledge handbook of applied linguistics* - James Simpson
- *Starter Teachers - A methodology course for the classroom* - Blandine Akoue, Jean-Clair Nguemba Ndong, Justine Okomo Allogo, Adrian Tennant

Penny Ur (1996) has a small section about games, in the module 20: "Younger and older learners", which says that "Games are essentially recreational 'time out' activities whose main purpose is enjoyment" which differs from learning English that, according to her, is a serious activity with the purpose of learning (pg 289). She is actually in favor of using games to teach children, she believes kids learn well when they are active, but she is against calling it a "game". Once you call an activity a game, it sends a message that the purpose is to have fun, and if the purpose is actually learning, then you should call it a game-like activity.

> Games are essentially recreational 'time out' activities whose main purpose is enjoyment; language study is serious goal-oriented work, whose main purpose is personal learning. Once you call a language-learning activity a 'game' you convey the message that it is just for fun, not to be taken too seriously: a message I consider anti-educational and potentially demoralizing. Very occasionally we do play real games in the classroom, (at the end of a course, for example, or as a break from concentrated work); but to call something a game when our goal is in fact serious learning may harm the learning - and/or, indeed, spoil the 'game'! - As well as being dishonest. (p. 288)

In *How to teach English*, Jeremy Harmer (1997) considers games as an activity suitable only for children, because since students at different ages have different characteristics, the way we teach them will differ too. With younger children we may offer a greater variety of games, songs and puzzles than we would do with older students. Hence, both Penny Ur and Jeremy Harmer believe that games are more suitable for young children.

In *The Routledge Handbook of Applied Linguistics* (2011), in the chapter "Key concepts in language learning and language education" Diane Larsen-Freeman firstly talks about technology, which enables the electronic mediated communication (EMC) among people that speak different languages and have different cultures. These interactions encourage students to produce language, especially the ones who might be more reluctant to participate in face-to-face discussions in class. In Richard Kern's chapter "Technology and language learning" he further explains that EMC is often categorized as synchronous or asynchronous. Online games are used as an example of synchronous[8] EMC, since many of them have chats and voice-chats. Other examples are: voice over Internet Protocol (e.g. *Skype*), video conferencing, and virtual worlds (e.g. *Second Life*).

Also, computer-mediated games provide a different kind of environment for language learning. According to Kern (2011), "(...) video games have gained educational respectability in recent years" (p. 209). Massively multiplayer online games (MMOG) have communication playing a central role, since they are games that require collaboration with other players in order to achieve some goals. Kern continues quoting Thorn (2008), for whom MMOG players "must learn to negotiate complex scenarios, be socialized into culturally specific discourse formations, and be capable of negotiating play in real-time with game-driven characters as well as other

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[8] Synchronous meaning instant communication, when both parties are online and responding to each other at the same time.

co-present gamers" (p. 209). As future directions for games, the author calls the attention for the need of having more critical explorations of how culture is understood in online environments. "In the case of games and virtual worlds, whose culture is expressed? Is there only the simulational (and commercial) computer culture?"

It is important to notice that as this manual is among the most recent ones, it already treats game differently, including other technology-related ways to learn/use a second language, like forums. Leeuwen (2011) relates games to multimodality, since "the learning potential of different modes needs to be better understood by teachers" (pg. 671) and games are suggested as a type of informal learning that can have a great potential.

In table 2 you can find the name of the manuals, the authors/editors, publisher and year of publishing, the number and name of chapters in which games appear, in which section (within the chapter) games appear, and whether it has a section/topic specifically for games or not.

Table 2: Comparison of English teaching methodology manuals

Name of the manual	Author(s) or editor(s)	Publisher / year	In what chapter it appears	Section	Does it have a topic for games
1.*Language Teaching Methodology*	David Nunan	Prentice Hall, 1991	12. Language Teaching Methods: a Critical Analysis	The second language acquisition tradition.	Yes, but very short
2.*A course in teaching English*	Penny Ur	Cambridge, 1996	2. Practice activities 19. Learner motivation and interest 20. Younger and older learners	Supplementary materials. Intrinsic motivation and interest. Teaching children.	Yes
3.*How to teach*	Jeremy	Pearson Longman,	4. Describing	Elements for successful	No

| *English* | Harmer | 1997 | learning and teaching

11. Using coursebook | language learning.

Word games. | |
|---|---|---|---|---|---|
| 4.*Teaching by principles: an Interactive Approach to Language Pedagogy* | Douglas Brown | Longman, 2000 | 9. Techniques, textbooks and technologies | Computer assisted language learning (CALL) | Yes |
| 5.*The practice of English language teaching* | Jeremy Harmer | Longman, 2001 | 10. Educational technology and other teaching equipment 19. Speaking | Communication games. Game board.

Communication games. | No |
| 6.*Learning Teaching* | Jim Scrivener | Macmillan, 2005 | 7. Speaking 11. Lexis 16. Toolkit 3: tools, techniques, activities | Teaching ideas for lexis.

Communicative activities.

Flash cards. Getting to know a new class. Fillers. Lexical games. | Yes |
| 7.*The routledge handbook of applied linguistics* | James Simpson | Routledge, 2011 | 14. Technology and language learning

47. Multimodalit | Community participation (forums, games, and virtual worlds) | Yes |

			y		
8.*Starter Teachers - A methodology course for the classroom*	Blandine Akoue, Jean-Clair Nguemba Ndong, Justine Okomo Allogo, Adrian Tennant	British Council, 2015	Unit 6: Developing the four skills 7.Teaching vocabulary and grammar	Speaking. Vocabulary and grammar.	No

Source: developed by the author

Note that manual number 7, *The routledge handbook of applied linguistics* is different from the other manuals, since it is not a teaching manual, it is an introduction to applied linguistics. Furthermore, it is a selection of chapters made by different authors, unlike the other manuals, which had the same author(s) throughout the manual.

Although most of the manuals had a topic or subtopic dedicated to games, they mostly showed examples of games. When games were found in other topics, they were cited as a suggestion for a type of teaching, for example, to say that games are good for learning vocabulary (manuals 3, 5, 6 and 8).

None of the manuals analyzed provided a definition of games. Only manuals 2 and 6 provided a reflection or explain what would be a good context for using games.

Now we will analyze in detail the examples of games that are given in different sections of the ETM:

Games for **vocabulary** learning appear in four manuals, 3, 5, 6, 8. The suggestions are mostly simple word games, for example: writing words on cards with the students and then putting them into the correct sequence (Harmer 1997), or using flash cards (Harmer 2001; Scrivener 2005). Examples provided by manual 3 are suggested to be played using the word lists that course books usually contain:

- Students write correct and incorrect definitions for the different words. Opposing teams then have to guess which are the correct definitions and which are false.

- Asking students to design word bingo cards with some of the words. They then read out sentences, omitting a word and other students have to cross off the word on their cards which they think will go in the gap.

Akoue et al (2015) suggest a game called "hot seat" which works the following way:

> 1- Start by asking for a volunteer to come to the front and sit with their back to the board. 2- Write up one of the words from the box on the board. Tell the volunteer that the other participants will explain the meaning of the word, but can only use English and mustn't say parts of the word i.e. if the word is 'human' they can't say 'man'. 3- Play the game and then repeat the activity with two more volunteers and two more words. (p. 47)

Jim Scrivener (2005) just suggests the use of memory games for lexis learning.

When the suggestion is to use games for **speaking**, communication games appear in manuals 2, 5 and 6. Although in manual 2, Penny Ur does not provide examples of games under the speaking section (they are in the section "notes" in the topic "Language-learning games for children"), the three examples of games she suggests are for speaking purposes. They are:

- 1. Association dominoes: which is a domino that instead of using the regular domino pieces, you use a collection of small pictures and the students have to think of a convincing link or association between the two pieces: for example, a camel may be put by a table because they both have four legs. The aim is to make as long a line of pictures as possible. Students who run out of pictures may take more from the pool. (The author discarded the rule that the one who finishes first with the cards win, because the purpose is to make it more cooperative and less competitive)
- 2. Doodles: The teacher draws an abstract doodle on the board and invites students to say what they think it represents. The idea the teacher considers most interesting or original wins and its producer gets to draw the next doodle and judge the resulting suggestions.

- 3. Decide on names: Each student is given a copy of a picture that is full of people (the picture is provided by the book). The students are split into pairs, and are given the task of naming the people in the picture, taking turns to choose and name a character. The condition is that they may not look at their partner's picture: they may mark in the names on their own picture, but the identification of the character to be named has to be done entirely through talking. After a certain time, the teacher stops them and they check if they have in fact given the same names to the same people.

The examples that Harmer (2007) (manual 5) gives of games that have the objective of helping/ encouraging people to speak are:

- Just a minute: the student has to talk about a certain subject for 60 seconds, but they cannot make hesitations, repetitions or deviations. If another player hears one of these mistakes, the person speaking gets interrupted. The person who interrupted gets a point and carries on with the subject. The person who is speaking by the end of the 60 seconds gets two points.
- 20 questions: the student thinks about something, which can be an animal, mineral or vegetable. The student will say what category they had chosen, and the other player will have 20 yes or no questions to try and find out what is the object/animal.
- Call my bluff: two teams play. Team A receives a word that team B is unlikely to know. Then, team A looks for the correct definition in a dictionary and make up two false definitions. They read their definitions and team B has to guess which one is correct. Then team B does the same.
- Fishbowl: Two students speak. At a prearranged signal, one of the students has to pick a piece of paper from a bowl, which contains phrases, questions and sentences that students have written before.

Getting to know activity: Only manual 6, by Jim Scrivener explicitly suggests a game as a "getting to know" activity, which is the following. (There are also other suggestions that might be considered game-like activities).

- People bingo: Students draw a three by three grid. The teacher slowly reads all the names on the register and students randomly select nine names to write on their grid. When everyone finished the grid, they walk around talking to each other and find their nine people. They write information about these people. Afterwards, they play bingo using the names, so the teacher will call out random names. For each name, the teacher asks the class who the person is and also some information about them. The first one to complete their entire grid, wins.

Scrivener also provides examples of games that can be used as **fillers**, which are meant to be used when the teacher had run out of material in a class, as a warm up at the beginning of a class, between activities to change the pace, or of breaking up similar activities.

The word "technology" appears in manuals 3, 4 and 7. Number 7, by James Simpson, was already discussed above, hence we will just take a look at 3 and 4.

- In manual 3 (Jeremy Harmer) although games appear in the section "Classroom technology", games have no relation to technology, he just talks about word games, which was already mentioned above.
- In manual 4 (Douglas Brown) in the section "Computer assisted language learning (CALL)" in the topic "Games and simulations" Brown talks briefly about games, and says that computer games present stimulating problem-solving tasks and students use functional language to pursue the goals of the games. He concludes by saying that when carefully planned, these games add interest to the class.
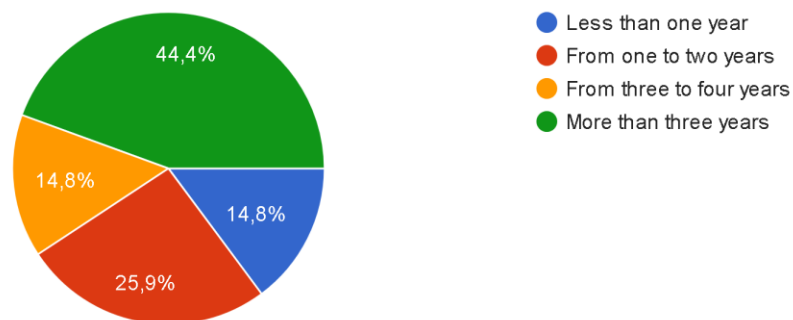
4. SURVEY

A brief online survey was conducted to check teachers' perceptions about the use of games in the English classroom. The objective is to see what have changed from the manuals' perspective, considering time have passed, since most of the manuals analyzed were written in the 90's and 00's decades; Also, considering that teachers might look for material on other sources. The survey was composed of compulsory closed multiple choice questions as well as of compulsory and optional open questions, in which participants could expand their views on the topic. A total of 27 participants responded the questions, all of them English language teachers.

The first compulsory multiple-choice question was "How long have you been teaching English?".

Chart 1: How long have participants been teaching English.

How long have you been teaching English?

27 respostas

● Less than one year
● From one to two years
● From three to four years
● More than three years

44,4%

14,8%

14,8%

25,9%

Source: developed by the author

The answers were:

12 participants have been teaching English for more than three years,

7 from one to two years,

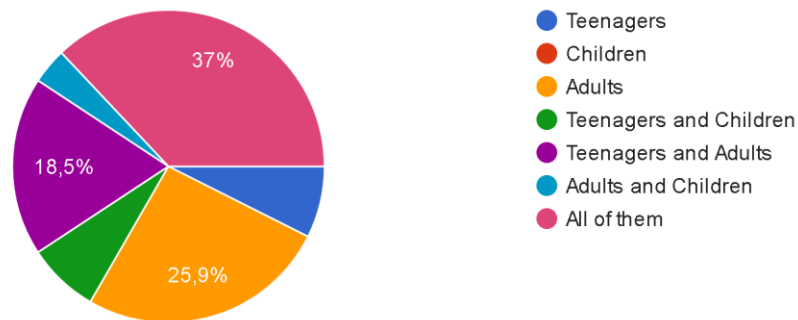4 from three to four years, and

4 for less than one year.

Thus, we can say most participants are experienced teachers, who have been teaching English for at least three years.

The second compulsory multiple-choice question was "What age group do you teach?".

Chart 2: What age group participants teach.

What age group do you teach?
27 respostas

- Teenagers
- Children
- Adults
- Teenagers and Children
- Teenagers and Adults
- Adults and Children
- All of them

37%

18,5%

25,9%

Source: developed by the author

10 participants teach all of the age groups;

7 teach adults;

5 teach teenagers and adults;

2 teach teenagers;

2 teach teenagers and children; and

1 teaches adults and children.

Most teachers in this group teach adults, adding to a total of 23. The second age group is teenagers, with a total of 19 teachers. And only 13 teachers teach children.

For the third compulsory multiple-choice question we asked "Do you use games in your classroom?"

Do you use games in your classroom?
27 respostas

● Yes
● No

88,9%

11,1%
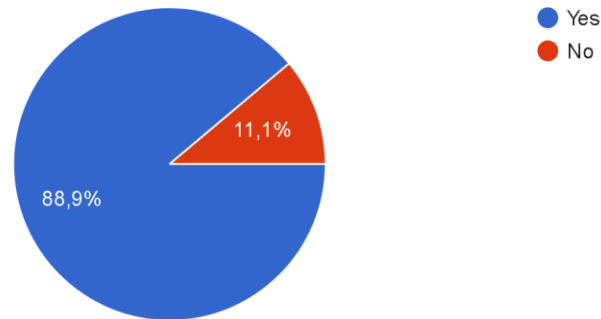
Source: developed by the author

As we can see in Chart 3, 24 participants (88%) answered they use games and three (12%) said they do not use games. This means that games are popular for these teachers, even though most of them teach adults, and not kids, which is usually the age group one most often associates with games.

This question asked teachers to justify their answers. Eight of them talked about making the class more fun; four mentioned that games provide a dynamic environment; three mentioned vocabulary learning; two said students pay more attention to class; and two related games to a better learning of language structure. Other positive comments were that "games relieves anxiety caused by insecurity", "games make the learning process smoother", "games help students work collectively and engage in communicating with a specific purpose".
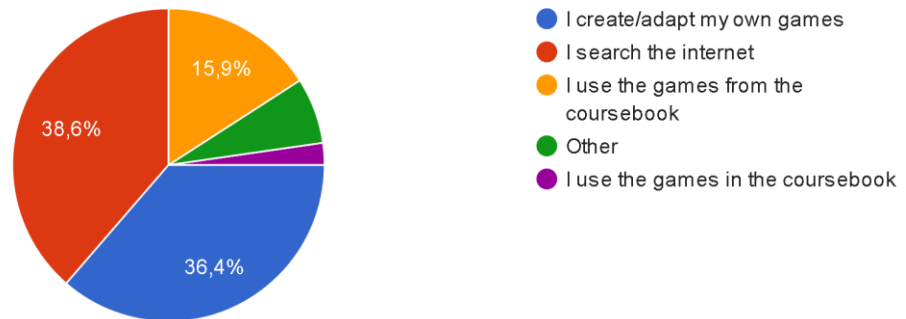
The three participants who answered that do not use games, justified their answers saying that they did not know how to use educational games, and that their adult students did not show interest on games.

The fourth compulsory dropdown list question was "How do you go about games?".

Chart 4: How participants go about games.

How do you go about games?
27 respostas

Source: developed by the author

The answers were:

17 search for games on the internet;

16 create or adapt their own games; and

7 use the games from course books.

As expected, most teachers use the internet as a resource to use games in their classrooms.

5. CONCLUSION

The manuals analyzed showed that games used for English teaching do not vary much, i.e. simple word games like dominoes, bingo and tic-tac-toe. Although this type of games is still used, (as seen in the written question of the survey, which can be checked at the appendix), the change in the discussion and activities about games seen in the Routledge manual shows that technology is making changes in how teachers think of games. Considering the amount of content in the teaching manuals analyzed, the attention given to games is very small. We can see that the majority of the authors associated games to children, which shows the stigma that games carry. Although most of the manuals provided examples of games, such as manuals 2 (Ur, 1996), 3 (Harmer, 1997), 5 (Harmer, 2001), 6 (Scrivener, 2005) and 8 (Akoue et. al, 2015), (apart from manual 2) they did not go further to explain why games are good, for which situations, etc;

Conversely, the survey showed that 88% of the participating teachers are currently using games, despite teaching adults. These teachers also provided positive comments about the use of games, with most participants looking for games online or creating their own games, indicating that teachers are becoming more independent from course books or manuals.

Games are new to teaching, but considering how other instances of life have been changing fast due to technology, the teaching is also expected to change. Since games are popular, especially among the new generation, there is a strive to understand and use their potential.

Appendix - Teacher's answers on the survey

1. It is really important to bring some games to make the students feel more comfortable during the classes, so that they also do not feel overwhelmed by loads of contents, written texts and grammar topics.

2. I do a needs analysis in the beginning of the courses and students usually answer that they don't like to learn by playing games. In the end of the course, we look at their needs analysis and a lot of things usually change, especially the game thing.

3. Games such as God of War can be used as examples to work adaptations of epic literature. The games have cut scenes where many epic character's like mythical gods and legends that can catch the students attention to literature, language and gaming. Being more general, gaming some class sections can also improve the students interest.

4.I think games are a way of bonding with the group, as well as it is a moment for the students to relax and enjoy the use of the English Language as a mean of communication (more than the final goal).

5. Not all students are going to engage in every game and that's ok (but if they all do, it's great).

6. I also use vocabulary games, such as "Taboo", "Apples to Apples" (these ones are board games). And ultimately I use games for students to memorize structures.

7. About the previous question, I would say I do the three options. Before creating, I check on internet and on the course book if there is something available already done. If not, I usually use the contents from the course book to create the games. Games with media like music, films and tv shows are also used a lot in my classes.

8. Every teacher should use games.

9. I would like to use more apps in my classes, that's why I took a course called "Online applications in the ESL classroom". In 2020, when I get back to my classes, I'll surely use them more.

10. It is cool when students create their games themselves, it works very well and it is a good way for them to review the contents approached in classes.

11. Sometimes I have a hard time in trying to make the link between playing the game and the content I taught. It's nice to use games in class but sometimes they can easily seem like a random, loose activity among the others.

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