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HOW DOES GAMIFICATION ENGAGE PUBLIC SCHOOL STUDENTS?

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ABSTRACT

The objective of this research is to investigate and analyze the gamification process, using video game elements as a pedagogical tool in non-gaming situations, as a motivational teaching tool, that can assist in learning and in general teaching development. It can be observed that even with the rise in popularity and quantity of technology in addition to the quality of games and digital resources, we still find resistance in terms of jobs, these technical resources are used as tools to assist learning. Therefore, studying the insertion of these resources in classroom practice is important for assessing students' interests and potential. This work aims to list multiple concepts of gamification and its advantages and disadvantages, analyze neuroscience as a form of entertainment and learning, identify through the use of games and technical resources, and how students use them. The choice of the bibliography is based on the works that can answer the concerns that the subject aroused because many were them and through them, it was possible to gather essential data in the understanding of this subject.

Keywords: Gamification, language teaching, motivation.

RESUMO

O objetivo desta pesquisa é investigar e analisar o processo de gamificação, ou seja, usar elementos dos videogames como ferramenta pedagógica em situações de não jogos, como ferramenta motivacional de ensino, que podem auxiliar no aprendizado e no desenvolvimento geral de ensino. Pode-se observar que mesmo com o aumento da popularidade e quantidade de tecnologia além da qualidade dos jogos e recursos digitais, ainda encontramos resistências em termos de empregos esses recursos técnicos são usados como ferramentas para auxiliar o aprendizado. Portanto, estudar a inserção desses recursos na prática em sala de aula é importante para avaliação interesses e potencial dos alunos. Este trabalho visa elencar múltiplos conceitos de gamificação e suas vantagens e desvantagens, analisar a neurociência como forma de entretenimento e aprendizado, também identificar através do uso de jogos e recursos técnicos e como os alunos fazem uso. A escolha da bibliografia baseia-se nas obras que possam responder as inquietações que o assunto despertou, pois muitas foram elas e através delas fez-se possível angariar dados essenciais na compreensão desse assunto.

Palavras – Chaves: Gamificação, ensino de línguas, motivação.

1. INTRODUCTION

With the technological advances that have taken place in recent years, information technology and technology in schools have greatly increased. Likewise, the production (especially the consumption) of digital games has expanded, reached a high level of popularity, and more and more in our daily lives.

Technology privileges have already become popular and in some cases, it is almost mandatory. There are several government programs designed to promote this digital inclusion goal, such as school broadband, digital city, integrated telecommunications center, one computer per student. All of these programs provide our students with opportunities to acquire technology from their early school years. For example, in public schools in Uberlandia, students aged four, in the first period, have already started to enter the laboratory where computer activities and weekly activities are carried out.

In the same path technology has gained space in our field every day, the demand for foreign language learning is also increasing. Nicholls (2001, p.16) pointed out the vision of a person who does not understand a foreign language “It deprived me of participation in the modern world, blocked the bridge to the knowledge of other parts of the world and distanced myself from the possibility of obtaining information from the world’. "In first hand", these factors will affect your personal and professional growth.

Therefore, teaching English at school helps to form critical and reflective citizens, capable of interacting with the world. According to the National Curriculum Parameters (PCN p.63), foreign language teachers must “focus on the participation of the student's discourse, that is, their ability to dialogue with other people in order to be able to act in the Social World.” Therefore, the use of new technologies helps to create space for the exchange of information and learning.

It should be emphasized that digital media or software must be used to enable students to expand their learning so that they can integrate their knowledge. Having prior knowledge of what the teacher wants students to build upon to use it. Therefore, it is not enough to rely on these media to teach content, but they must be designed to teach students to learn on their own by giving them autonomy. It should help to enable students to think critically and reflect and cooperate for meaningful learning.

This work has as a general objective which is researching gamification as a motivation for studying the English language.

The specific objectives are: To list multiple concepts of gamification and their advantages and disadvantages. Analyzing neuroscience as a form of entertainment and learning; Identify through the use of games and technical resources and how students use it.

The choice of bibliography is based on works that can answer the concerns that the subject aroused, as they were many and through them, it was possible to gather essential data in the understanding of this subject.

The bibliographical research on the subject, through legal articles, doctrine, legal journals, jurisprudence, constitutional and infra-constitutional norms will be the specific procedure method of the work in question.

2. CONCEPTS AND DIGITAL IDENTITIES

Several knowledge indicators can be found in the knowledge construction literature. We need to know and understand the target student study.

Vasconcellos (1995) points out that it is not known the intimate lives of students and community members, but to learn its main characteristics (in our case, the digital world) - what they do (play), where they go, what they wear, where they live (who they live with), what they eat, what they think - and its determinants.

It is important to note that there are big differences between the language and culture of the younger generation. The educational methods and techniques used can lead to poverty classroom exchanges with indifferent students, attentive and poorly motivated (TORI, 2010).

Prensky (2002) pointed out that today's digital technology has become an indispensable part of Child life from birth. He called this generation "digital natives", And he called his parents and teachers "digital immigrants" because Born in a comparable period, they need to adapt throughout their life’s Technological innovation.

2.1. GAMIFICATION CONCEPT

From the English "gamification", is the use of game mechanics and characteristics to engage, motivate behaviors and facilitate the learning of people in real situations, making dense content in more accessible materials not normally associated with games. (CARVALHO, 2016).

Gamification does not mean playing. It's not just playing games in the classroom, it's game-based, but it's not limited to that. You could say that it originated from Games, but where did the idea of cooperating with games come from? What philosopher to defend the (ridiculous) game of education? People talk about games since Plato. some examples of scholars who defend the subject are Vygotsky, Montessori, Pestalozzi, Kishimoto.

Plato (Greek philosopher) pointed out that the use of games allows children's learning to develop. He said in the first year of life, boys and girls should practice together through the game (SANTANNA, 2012).

For Vygotsky (1988, p.12), playing can have a fundamental role in the child's development: “The child's game is not a simple memory of the experience, but the creative transformation of impressions for the formation of a new reality that responds to her own demands and inclinations”. However, more important than this is to define the goals you want to achieve, so that this moment is, in fact, meaningful.

“Teaching to play”, in order to mediate actions in the zone of proximal development, is a way to promote the growth of your student.

Kishimoto (2000 p.67) contributed the following reports to his work: In the process of occupying culture, you need to participate with spontaneity and creativity".

2.2. MULTIPLE CONCEPTS:

Thus, in order to understand some ideas about gamification, we need to understand some concepts and characteristics related to digital learners:

2.2.1. Digital Native

People born in the digital age (after the 1980s) can use the digital technology of the Internet and have excellent computer skills and knowledge about it. Digital natives share a common global culture. This culture is not defined strictly according to age but is defined by certain attributes and experiences. These attributes and experiences are related to information technology, to the information itself, and to each other. And how to interact with other people and institutions. (PALFREY, 2011). Digital native features:

• rarely distinguish between online and offline versions of themselves;

• have been using internet more than ever to share personal information;

• have been using the network's public spaces as crucial environments for learning socialization as well as identity development.

2.2.2. Cyberculture

According to Katie (2013, p.7) “young people growing up in our time are not only immersed in apps: they’ve come to think of the world as an ensemble of apps, to see their lives as a string of ordered apps, or perhaps, in many cases, a single, extended, cradle-to-grave app”.

Synonymous of digital culture, digital immigrant. The young people of nowadays, also known as "The App Generation", they are "app dependent" or geeks. This word is an English term that means to be addicted to computer technology and internet. The characteristics of the geek subculture are the lifestyle in which the individual is interested in all lifestyles related to him, technology and electronics, such as science fiction movies (Star Wars, Star Trek, among others), they are video game and board game enthusiasts, they know how to develop software in several programming languages and excel in school.

2.2.3. Digital literacy

A good current definition is given by the American Library Association (n/p): "Digital literacy is the ability to use information and communication technologies to find, evaluate, create and transmit information, which requires cognitive and technical skills."

Digital literacy includes an introduction to the use and understanding of basic information technology resources, the aim is to enable individuals to deal with text editors, spreadsheets, and internet browsing and research tools. The reasons why the technologies and digital resources should increasingly be present in the daily life of schools, however, it does not end there. It is necessary to promote literacy and digital literacy, making the technologies and information that circulate in digital media accessible and providing opportunities for digital inclusion.

2.3. GAMIFICATION IN EDUCATION

What is Gamification in Education? For Richa Mishra and Ketan Kotecha (2017 p.2) “basically, gamification is the use of game elements and game design techniques in contexts not related to games”. It's putting common activities in the context of the game. It also means integrating game dynamics with teaching content, pedagogy, and assessment to encourage participation. In the same text, a Game-designer defines “gamification” as the sequence of conceiving principles, procedures, and systems that

motivate, involve, and inspire individuals, groups and communities, and change their actions and desired results (Ray Wang, 2012).

Yu-kai (2015, n/p) focuses on gamification in games in his book "Actable Gamification": "Education, bring me a thought and an idea, that distracted kid when bored in the classroom, she showed focus and determination in overcoming the challenges of the game."

Silvio Santos from Brazil Game School, in the virtual course Gamification: Theory and the Real Application from 2018, explained that it is not for games or the creation of games, but these elements should be used in the context related to the use of this medium. Gamification is not a game, considering that all participants are called players, it is to simplify the way you process and recognize this content.

2.3.1. Advantages of Gamification

Learning can be defined as long-term performance improvement because of training. According to the Brazilian Games School (EBG, 2018) “video games are a good learning tool, and games can be considered educational”. Through the teaching and learning process, the goal of education is personal development, allowing the learner to adapt to their intermediate environment. Young people today are virtual and digital, so education professionals need to include themselves and promote the integration of students in this process. In this case, educational computer games or simply educational activities should try to explore the entire teaching process.

According to Perrenoud (2000, p.139), “New technologies can strengthen and contribute to contemporary teaching and teaching works because they make them a rich, complex and diversified learning environment”. Teachers adapt the game to their content and create learning situations, gamification can simplify and optimize teaching. CORDAZZO (2007, p.21) pointed out the simplicity of the subject and pointed out: “A good teacher is not a person who gives perfect courses and explains topics. Who is a good teacher turns materials into toys and encourages students to play”.

Therefore, in this project, gamification is understood as the use of technology, dynamic and mechanical games (digital and/or analog) and stimulate through them certain areas of the brain; yes, they will influence, promote, participate, motivate people through emotion in non-situational situations (children, youth or adults) Games, change of outcomes and behavior. Kapp (2012 p.202) reinforces this definition and line of

thought: "gamification is the use of game mechanics, aesthetics and thoughts to engage people, motivate action, promote learning and solve problems"

2.3.2. Disadvantages of Gamification

Gamification is a technology, just like any other technology, it depends on its good use. The gamification of education requires bold professionals to "adventure" through the game process, show students if their activities are succeeding. Another issue raised by education professionals is the high cost of digital and physical gaming equipment. Because of a lack of equipment available in schools, lack of Internet signal and teachers often having to pay for materials and equipment.

Since the ‘90s, there are reports about the lack of education, Vasconcellos (2018) discusses the educational scenario and already points out in the students “lack of interest, lack of limits, lack of commitment (he is at school due to pressure from the family, society)”. When comparing the schools of the last century to the schools of the digital age, changes occur (when they occur) in furniture, which today have added computers and the internet to their decoration. Little or nothing of this structure reverts to classroom activity. It can be seen in daily practice, teachers researching content that will be taught orally, or using a film in the auditorium.

The scoring contest is seen as a challenge because the perceived player, opponents with high scores can lose momentum in the game. As researched in the gamification article, the game itself has triggers and you can be aware of the difficulty of the game "Players", knowing you can't change levels, facilitate the challenge and never mind.

Competition for competition can be considered a disadvantage, but most of the information perceived in the activities monitored in the research is composed by an educator, who must lead students not to lose focus. “The problem occurs when those responsible for implementing the strategy end up forgetting or reducing the importance of the goal that must be achieved. Gamification should be fun, yes, but it shouldn't overshadow learning” (Pariso and Calixto, 2018).

3. NEUROSCIENCE, LEARNING, AND ENTERTAINMENT

Every year, new research proves that education needs to be interconnected with other regions. Old education concepts as Paulo Freire (1979) are not enough to supply

our current educational demand in some aspects. Create and live your own lives for our “app generation” students and virtual reality “geeks”. Neuroscience brings many clarifications and shows new directions for education professionals who seek development.

According to Cruz et al (2016) noted the importance of understanding how the system works. The brain aids educational practice as follows:

> Neurosciences describe the structure and functioning of the nervous system, while education creates conditions that promote the development of skills. Teachers act as agents in the brain changes that lead to learning (COCH E ANSARI, 2009). The pedagogical strategies used by teachers during the teaching-learning process are stimuli that produce the reorganization of the developing nervous system, resulting in behavioral changes (GUERRA, 2011.p.8).

To corroborate the importance of using new methods and strategies in pedagogical practice, an experiment carried out in 2010 in the United States is presented, when an electrothermal sensor was placed in the pulse of a 19-year-old university student. The team of researchers at the Massachusetts Institute of Technology (MIT) in Boston measured the electrical activity of his brain 24 hours a day for seven days. According to Menárguez (2016, p.1) “The experiment produced an unexpected result: the student's brain activity when watching a lectured class was the same as when he watched television; practically null”.

In addition, on the BILL No. 1,324, of 2021 by Chrisóstomo presents a survey conducted by Microsoft in Canada in 2015 on the brain activity of 2,000 participants and studied the brain activity of more than 112 people through the EEG (electroencephalogram). It has been found that since 2000, at the beginning of the "mobile revolution", people's average attention span has dropped from 12 to 8 seconds. So, it's understandable why digital native learners don't do that at all, pay attention to explanatory courses.

3.1. GAME IS SUITABLE FOR LEARNING AND TRAINING

Games and neurosciences can contribute to the daily lives of teachers: games, because they can stimulate students' attention and participation.

Passerino (1998) also pointed out that to study the possibility of using computer games in the teaching process, the teacher must not only the content but also the way in which the game is presented. The information about the age group that constitutes

the target audience is clear. The author also says the indirect goals that the game can provide:

- Memory (vision, hearing, synesthesia);
- Spatiotemporal orientation (divided into two and three aspects);
- Visual-manual motor coordination (extensive and fine);
- Auditory perception Vision (size, color, detail, shape, position, laterality, complementarity),
- Logical-mathematical reasoning, language expression (oral and written), planning and organization.

Horst (2015) created a scheme to define game design elements as "Any aspect that produces the top three results of gamification". Action, increase motivation, and increase participation, all of which are supported and maintained. The state of flow is constant.

3.1.1. Development & Accomplishment

According to Fadel (2014, p. 80) “The challenge is the driving element to motivate and engage players, establishing objectives that must be achieved in the short, medium and long term, through strategies that mobilize cognitive and subjective functions”. The word "challenge" here is very important because there is no badge or trophy. The challenge is not significant. The key to this central unit is to ensure that users overcome challenges, they can be proud of them.

"If teaching is playful and challenging, learning takes place outside the classroom, outside school, through everyday life, until the holidays, in a much richer progression than some information that the student memorizes because they will be on the test. " (Neto, 1992).

Through neuroscience, people have studied that motivation is necessary for learning. “Just as without hunger we would not learn to eat, without thirst we would not learn to drink,” Iván Izquierdo said: (SALLA, 2012). Studies have proven that there is a system dedicated to brain motivation and rewards. When the subject is positively affected by something, the responsible area, through the recreation center, it produces a substance called dopamine. The activation of these centers produces a feeling of happiness, thus mobilizing people's attention and strengthening their behavior in the following areas: To objects that affect you.

Finally, when bringing it to school, it should be emphasized that it should be an inspiration, it is not just a matter of transmitting content. For this, the teacher needs to leave the "comfort zone" and suggest activities that students can perform, and stimulate their curiosity and push them forward. “We understand their need to face challenges, ask questions and seek answers. In any case, as recommended by the NCP" (Brazil National Contact Point, 1998), to develop student autonomy.

3.1.2. Strengthening Creativity and Feedback

When users participate, creativity and feedback can be enhanced in a creative process, they need to discover things repeatedly and try different combinations, they still need to be able to see the results of their creativity, receive feedback and respond successively.

Attention is the basis of perception and learning. Results from research, behavioral and neurophysiological studies have shown that the central nervous system is just what you know. Thus, they proved that, if the diversion of attention is significant, skill acquisition and memorization suffer.

Insufficient attention does not mean that children lack discipline or lack of interest. It could be due to a frustrating or inappropriate learning situation, For Damasio (2012) it can be considered as melancholy, as it resembles sadness. To avoid this situation, the teacher must focus on it, on the interaction between knowledge and students, reflect on the proposed activities, and modify if necessary. The core drive of octalysis (a technique of motivation) needs attention, The Octalysis Structure helps to understand the ideal audience, essential in the gamification process. Students do not like to repeat the teacher's lines but repeat the same game challenge until the challenge is overcome.

3.2. GAMIFIED ENVIRONMENT

The Busuu1 and Livemocha2 environments are examples of teaching and learning environments. Learn languages with gamified elements.

AdaptWeb (Adaptive Learning on the Internet) is an online learning environment, Adaptable and open source for use, made by US undergraduate students of Computer Science.

3.3. GAMIFIED CLASSROOM

As previously discussed by the authors, the gamified classroom is a space in which, at the same time it is educational and constructive, it can also be playful and fun. In this sense, teacher can use strategies and methodologies to achieve this goal, and among them we have gamification with all the elements known by the students in the games, brought to the classroom, aiming to entertain, motivate and teach. Because "learning is the result of the pleasure of identifying and integrating in the extragenetic world with intragenetic balance. Learning is knowing how to be happy despite the strangeness of life. Learning is an exercise in relationship involving all efficiencies" (Nunes, C.; Klayn, M. 2015).

An example according to the gamification proposal, the event is organized in pairs, allowing students to collaborate and try to solve challenges together. Each pair received a chromebook connected to Google Maps and a puzzle, that is, the gamification courses generate immersion, fun and especially more Knowledge of neighborhoods, courts and school locations. In addition, students will also participate in other challenges that will be presented later related to computer thinking and programming.

4. GAMIFICATION AND LEARNING

4.1. GAMES IN THE LEARNING PROCESS

The so-called "digital indigenous" constitutes a generation that grew up along with the Digital Revolution for which electronic games used for leisure is an integral part of the construction of their culture (Azevedo, 2012).

The games motivate, in different ways, to advance in their passages that acquiring rewards since the challenges are overcome.

Many researchers worked with the potential perspective for educational games, highlighting the game's relationships with the motivation and involvement of individuals, according to Alves (2015), among other points:

> Learning and technology have a lot in common, after all, both seek to simplify the complex. The big difference between these two fields is speed. While technology evolves very quickly, we seem to insist on using endless PowerPoint presentations that only make learning difficult, distracting the attention of our learners who find a much more interesting universe on their smartphones (p.02).

According to Gee (2005) games are tools that motivate and engage their users to stay on a task for hours to achieve a goal. Some of the learning principles of these games are developing: identity, interaction, production, risks, problems, challenges, and consolidation. These are some of the possibilities that will be better explained during the work presented, in games that offer the learning process in a contextual way, for players to interact with the support of the situation and with other people through their digital accounts. First, to fulfill tasks to progress on the course in order to fulfill the rewards and, secondly, since it is simple accessibility, considering that its use with cell phones, tablets, and computers can occur.

According to Alves (2015), fun activities and games can practice different audiences and a variety of facilities. The commitment is directly related to the relevance of the content, people, and application, as learning is motivated. In this sense, the teacher, the teacher, develop teaching strategies that are more in tune with the demands of the students, appropriating the language and aesthetics used in games to build more pleasant learning spaces.

According to GIARDINNETTO (2005), games have features that help players develop "on a deeper level, but the challenge and learning are greatly what makes video games motivating and fun" (GEE, 2004). According to this author, some of the learning principles that games are developed are:

- Identity: Learning something in any field requires the individual to assume an identity, to make a commitment to seeing and valuing the work of that field. “Players commit to the new virtual world in which they live, learn and act through their commitment to their new identity”.
- Interaction: In games, nothing happens without the player making decisions and taking action. And the game, according to the player's attitude, offers feedback and new problems. In online games, players interact with each other, planning actions and strategies, among other skills.
- Production: In games, players produce actions and redraw stories, individually or in groups.
- Risks: Players are encouraged to take risks, experiment, explore; if you make a mistake, you can go back and try again until you get it right.
- Problems: Players are always facing new problems and need to be ready to develop solutions that will level them up in games.

- Challenge and consolidation: Games encourage challenge through problematizations that "push" the player to apply previously attained knowledge.

These are some of the possibilities presented in games that contextualize the learning process and players interact with the environment, the situation, and with other individuals.

4.2. CARRYING OUT GAMIFICATED ACTIVITIES AND NON-GAMIFIED ACTIVITIES: PERCEPTIONS AND RELEVANT ASPECTS

Finally, feedback is a relevant aspect for games and gamification of language teaching and learning processes. Werbach and Hunter (2012), to help gamification, emphasize that feedback informs actors or users information on their performance in the activity or task in question so that they can monitor its evolution and regulate its behavior.

Suggestions play an essential role in the language learning process, it can lead the learner to notice the problem, the gap in linguistic knowledge, understand what happened and seek a systematization of a linguistic pattern. Authors like (Cornillie); (Cornillie; Clarebout; Desmet, 2012; Rezaei, Derakhshan, 2011; Ellis, 2009) also contribute with this thinking line

According to Ellis (2009), feedback is considered an incentive for the learner's instigation and a way to ensure their language accuracy (Ellis, 2009, p. 3). In this way, if students have high motivation in the classroom, suggestions can be considered due to their role as enacted.

There are two types of suggestions that can be specified in a teaching and learning situation: positive suggestions and negative suggestions. Positive feedback is managed if students fit, and is generally well-received by students. Negative feedback is basically a corrective and will be given to students if their productions are inadequate. It refers to information about the actions of other outstanding learners that can encourage their learning process (Cornillie; Carorout; Demet, 2012). According to Ellis (2009), although there are deviations from the need to correct errors, or in relation to the form, the correct time, or the types of errors corrected, they depend a lot on all learning contexts.

While thinking about game activities, suggestions are also fundamental, both if presented for the student's language performance, in the case of linguistic learning, and also the fulfillment of the challenge proposed by the performance. Therefore, it is

an aspect that must be described in both perspectives that culminate at the end of the gamification implementation.

From the pending aspects of Werbach and Hunter (2012), it is known that the challenges and possibilities proposed are fundamental to consider whether to consider acting as a means that can positively influence learning. In addition, suggestions within a game-featured context can take on a diverse product that can be better used by individuals.

4.3. GAMIFICATION AND MOTIVATION

According to Deterding et al. (2011, b) gamification is an "umbrella of formal terms for the use of video game elements in non-constant systems to affirm the experience and commitment of users. As a result, it presents not only new forms of different activities, but also new opportunities for scientific science.

McGonigal (2012) highlights those games have gained more and more players and sequels to help solve problems, due to the escape from reality guided by them. He mentions that video games, in general, have four predominant characteristics: there are rules, there is a suggestion system and there is voluntary participation of players.

These elements involve the game itself and the way players play. The goal and voluntary participation of players, for example, are elements related to the motivation to implement the performance. The rules and suggestive system are separated from the internal structure of the game.

With regard to motivation, Werbach, and Hunter (2012) state that it happens when you want to do something for someone. The authors differ the intrinsic motivation (wanting to do something) external motivation (feel that it is necessary to do something). The first motivation can be reported, for example, for students looking for a free English or Spanish account, because, in fact, they like these languages and these cultures and feel like learning them, without any external pressure for this to happen.

Another significant aspect of the authors is that games are not just challenges, that is, the points, signs, and rankings in the game. All the main rewards, but you must not persist in the intrinsic motivation of the players.

In this sense, Stanley (2012) establishes that, in language teaching, the game can be very important because learning at school is not something that generally

motivates students essentially. With gamification, students will be encouraged to improve their performance while playing instead of working.

However, some authors point out that there would be a difference between gamification and the action of a game design or game design experience in the game. (DETERDING et al., 2011a; 2011b; DETERDING, 2014; 2016; DICHEV et al., 2014). Although gamification is about adding game features to non-gaming activities, in particular PBLs (Project-Based Learning), creating a gigantic design would lead to the arrest of the attractions that lived in the game and this would be connected to intrinsic motivation such as achievement or progress, positive emotions, meanings and relationships. Project-based learning is one of the teaching methods student's centered, where students are responsible by their own learning, requiring their high involvement (FRANCESE, 2015).

For Dichev et al. (2014) Game design is the preparation of the entire experience of non-game gaming environments. According to the author, game elements are used with the experience of to improve the task without concentrating only as elementary motives. In this way, not only changing the characteristics of the games added natural or in performance, but also changing each experience of the implementation of elimination or activities.

For the neurolinguistic Madruca (2018, n/p) the teacher's role is like that of a game designer: "he needs to look for alternatives and solutions to keep students motivated and involved in the proposed activities. they discover new ways of dealing with knowledge".

As motivation is a relevant factor for implementation or not weighting, it becomes relevant to highlight certain definitions of motivation in learning languages. Although there are definitions of integration and instrumental motivation (Gardner, Lambert, 1972), which, within language learning, are in line with definitions of intrinsic and extrinsic motivation, respectively, Gardner (2007) presents the differences between language learning motivation and the motivation of the class. The first is a general form of motivation that is related to any context of learning other languages. The second refers to the motivation of the lesson in a specific situation, so the focus is on how students perceive the tasks that must be performed. This motivation is influenced by several factors associated with the type of language, such as materials, classroom, colleagues or opponents, for example.

However, Gardner (2007) also ensures that the intensity of motivation in larger events is more important than the type of motivation. The author still seems that, in addition to the intensity of motivation, behavior, cognitive and affective components, they are also available to influence the teaching and learning processes.

Dörney, Macintyre and Henry (2015) extend from the theory of dynamical systems to the definition of motivation. According to the authors, motivation changes over time, so that "if we want to understand motivation, we have to design it in the process rather than the states" (Dörney, Macintry, Henry, 2015, p. 4586). In addition, the authors point out that context cannot be considered only as “another" variable in the study of motivation, but as an element with which the learner is an attractive and dynamic relationship.

From this perspective, the existence of a context for any interaction in learning situations is established and its motivation for learning. Thus, it is understood that motivation is an individual process, characteristic of every context, moment and person.

It is important to keep in mind that the choice of game use or age group use can affect the type of motivation and skill coupling. In this work, attention is focused on the game and, as examples, a survey conducted by Duarte (2017, 2018) is carried out in his doctoral research, and shows that the choice and way of using educational games will define whether the experience will be positive and whether it will effectively contribute to the learning purposes or whether it will be just another form of attraction for the class, but without pedagogical consequences.

CONCLUSION

Thanks to this study, it was possible to verify the effectiveness of games in processes, to achieve positive results in motivation and learning. It may be possible to open all doors to open the construction of a balance of quality education with content and stimulation methods.

Student-focused education, trying to motivate him first, attending school, secondly, activities performed and, as well as the main objective of the study, increasing the trend and arousing students' curiosity. Apprentices can be triggered beyond the challenges proposed in the games, and certainly prizes, which are also crucial for the success of the process, will revert to learning.

Experience with games in the early years of basic education, according to the studies above, which combine to research gamification, brought many answers and posed challenges for the following periods, one of which spread the importance of the tool for educators throughout education.

Since the game process does not need to be connected to the equipment, it can be used in any educational establishment, even those for technology.

What was perceived during the research, awards, trophies, part of the refinement, are not fundamental to the games. The brain that is properly assisted will promote the enchantment, curiosity, and commitment of both learnings. The excitement of being involved with learning through games can make a difference in the new school that wants to stimulate them.

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