GAMES AND PLAYING: A LITERATURE REVIEW ON CHILDREN LEARNING ENGLISH AS A SECOND LANGUAGE[1]

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ABSTRACT

This paper makes a theoretical reflection about children's English as a second language learning through games and playing. The central focus is to understand how games and playing can contribute to children's English language learning based on other research. In this sense, it seeks to establish meaningful relationships between playing and English language learning and teaching, based on thinkers who advocate teaching through playing. The collection of material was done through a narrative review of literature in digital platforms, where 1 final essay (TCC), 3 articles, 3 dissertations and 1 thesis were selected. The selected texts were read, analyzed and summarized aiming at answering the research question of understanding the contribution of the use of games and playing in the English language learning process of children. The results presented here show how effective games and playing are and how they create motivating environments for learning.

Keywords: Children. English Language Learning. Games.

RESUMO

Este trabalho faz uma reflexão teórica sobre a aprendizagem da Língua Inglesa em crianças, através de jogos e brincadeiras. O foco central é demonstrar como os jogos e brincadeiras podem contribuir para o aprendizado de Língua Inglesa da criança. Neste sentido, busca-se estabelecer relações significativas entre o lúdico e o ensino da Língua Inglesa, tendo como base pensadores que defendem o ensino através do lúdico. A coleta de material se deu por meio de

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uma revisão narrativa de literatura em plataformas digitais, onde foram selecionados 1 TCC, 3 artigos, 3 dissertações e 1 tese, porém apenas 6 destes trabalhos corresponderam ao interesse da pesquisa. Os textos selecionados foram lidos, analisados e resumidos buscando responder à pergunta de pesquisa de compreender a contribuição do uso de jogos e brincadeiras no processo de aprendizagem da língua inglesa em crianças. Os resultados aqui apresentados demonstram o quanto os jogos e brincadeiras são eficazes e criam ambientes motivadores para o aprendizado.

Palavras-chave: Crianças. Aprendizado de Língua Inglesa. Jogos.

INTRODUCTION

This paper is a narrative review of literature about the use of games and playing for the development of English as a second language skills in children. My trajectory as a mother and student of English as a Second Language has made me, in several moments, question myself about learning a foreign language in childhood. According to Brandão (2021, p. 74) it is possible to state that man learns from the first days of life, in the relations established with the world of culture, under the influence of living conditions and education.

Language arises from experiences that arise in contact with the world, thus being able to acquire new knowledge and create interpretations.

For Leontiev (2012, p. 310) each stage of development is characterized by certain types of relations of the child with reality, dominant at a given stage and determined by the type of activity that is then dominant for her/him.

Therefore, through playing the child is creating new environments and situations, thus stimulating cognitive development.

Thus, in what ways can games and playing contribute to children's English as a second language learning? Games and playing can make the environment more conducive to learning, motivating children to develop skills in an unconscious way, making the acquisition process fun and enjoyable for the child.

Considering the above mentioned, the main purpose of this paper is to achieve research that highlights how the use of games and playing can facilitate the development of English language development in children.

This work will be based on the analysis of research already developed in this field. In this section we present the context that motivated the development of this research, as well as the objectives we intend to achieve and the methodology used.

In the third section, a theoretical contextualization is started, with characteristics of the Learning Process of a Second Language, of the Learning Motivation Through Games and Playing that will serve as a basis for a better understanding of the peculiarities of this stage of development.

The fourth section presents a table with a column with the title, author, year of publication and the parts used of the texts; in the other column are the summaries of the researchers found to support this research on the use of games/playing in teaching English to children.

The fifth section brings the results of the analysis, which is divided into two subsections called theoretical results and practical results, for a better understanding of the results.

Finally, the sixth section presents the final considerations based on the results found.

METHODOLOGY

To accomplish the research, a literature review was conducted. According to Ribeiro (2014), literature reviews are analyses of work already published in books, print or digital journal articles.

The research was produced in digital databases such as Google Scholar, SciELO library - Scientific Electronic Library Online, and the Capes Periodicals platform.

A search was carried out for works that have already been produced on the investigated theme, looking for concepts and methodological aspects pertinent to the proposed problem to get to know materials published in the English language area.

In September 2022, a search was started in the SciELO library with the descriptors "games", "play", "English language", "learning", and "child". The descriptors brought 2 results. Another search with the same descriptors was carried out in the Capes Periodicals platform, where 6 results were found. In the digital platform Google Scholar, 31,300 results were found, where the searches were made until the 10th page, because the results were already starting to distance themselves from the research objective. Only those with the expressions "English/foreign language", "teaching/child education", "ludic" and "games/playing" in their titles were selected. The descriptors were written in Portuguese language in all search platforms.

To select titles pertinent to the studied theme, among the several results, a reading was made of the abstracts of the texts themselves, discarding those that were far from the studied theme, which led to 8 works among 1 final essay (TCC), 3 articles, 3 master's dissertations, and 1 doctoral thesis.

To the 8 remaining papers, the refinement proposed earlier was applied, resulting in 6 that correspond to the research interests.

From the selection of materials for the foundation of this research, it is also important to understand the peculiarities that involve the child's developmental stages in order to understand the most effective way to learn a second language.

THEORETICAL CONTEXTUALIZATION

Motivation is fundamental to the process of developing a second language, because the greater the stimulus of the environment in which the individual is inserted, the more emphasized the learning will be.

In this section, characteristics of the process of learning a second language and learning motivation through games and playing will be addressed, where they are divided into two subsections.

The process of learning a second language

It is possible to observe how quickly and well a child learns a foreign language, because, according to some theoretical currents, learning a foreign language is not totally different from the mother tongue, since there are no major differences between them.

Krashen apud Fontana and Lima (2006, p. 129) explain:

> Learning another language means developing the functional ability equivalent to that of children assimilating their mother tongue. It is, therefore, about relearning to structure thought, this time in the forms of a new language. In short, it is human behavior, the fruit of conviviality, of real-life situations of interactions.[3]

[3] Aprender uma outra língua significa desenvolver a habilidade funcional equivalente à de assimilação da língua materna pelas crianças. Trata-se, portanto, de reaprender a estruturar o pensamento, desta vez nas formas de uma nova língua. Em suma, trata-se de um comportamento humano, fruto de convívio, de situações reais de interações.

According to Brown (1993) there are a number of arguments why a foreign language should be learned in childhood, they are:

a) when a language is taught, one should practice as many times as necessary. A child, when learning, repeats everything over and over again. During the learning stage, the child learns all the time.

b) One of the main characteristics for learning a foreign language is imitation.

c) When you observe a child's speech development, first he hears and then he speaks. This is the correct procedure for learning a foreign language, to follow the natural order of facts: listening, speaking, reading and writing.

d) You cannot translate when you are small. If you are able to understand your first language without translating it, you may also be able to understand a foreign language in the same way.

e) A child uses simple language. He has no need to use formal grammar.

It is possible to observe that children learn a foreign language more naturally because they can develop their skills without the need to learn grammatical rules. Fontana and Lima (2006, p.129) reinforce this when they state that:

> Learning a foreign language can occur [...] in a natural way. That's why for children learning is faster, because they are not yet directly exposed to the rules that languages contain and have no language addiction, they are only exposed to other people's speech.[4]

The child learns all the time, but there are other factors that are considered for learning another language, where we can highlight in the next subsection the motivation.

Learning motivation through games and playing

For Vygotsky (1994), motivation is one of the main factors, not only when it comes to learning, but also in the acquisition of a foreign language.

Playful activities as a pedagogical resource helps in the process of acquiring knowledge, and contributes to the child's learning by developing activities through games and playing, so that learning becomes effective. By being instigated playfully, the child is stimulated to analyze, to create hypotheses, and to make their own discoveries.

[4] Aprender uma língua estrangeira pode ocorrer [...] de forma natural. Por isso é que para as crianças o aprendizado é mais rápido, pois elas ainda não estão expostas diretamente com as regras que as línguas contêm e não tem nenhum vício de linguagem, somente está exposta a fala de outras pessoas.

According to Alves, Feitosa, and Soares (2015, p. 7) playful activities enable the incorporation of values, cultural development, assimilation of new knowledge, develop creativity, and make the child more sociable.

By assuming a playful and educational role, playing provides fun, pleasure, and enhances the exploration and construction of knowledge. Playing is a fundamental experience for any age, especially for children.

In Vygotsky's (1998) view, playing is a typical childhood activity and essential to child development. Thus, playing can be considered an essential activity, because through it the child is able to solve problems on his/her own. Playing provides fundamental mechanisms for the development of memory, language, attention, perception, creativity, and skills.

It is through the act of playing that the child creates an image of him/herself and of the world, expresses feelings and desires, interacts with the different, creates confidence, reasons, and makes discoveries, playing is the active appropriation of reality through representation.

Games and playing are excellent resources for teaching English. Therefore, in the next section you will find the abstracts of the selected texts for a better theoretical basis and thus the scope and effectiveness of this research.

SELECTED PAPERS

In order to reach existing works that show how the use of games and playing can facilitate the development of English language acquisition in children, texts were selected from searches in some digital platforms, such as SciELO library, Google Scholar and Periodicals Capes.

The results of the texts gathered in the search discuss aspects of the presence of English in early childhood education. These are papers and field studies that offer aspects of the productions focused on the activities of teachers and children.

All the texts were read and summarized and are presented in the following table, numbered 1 to 6, which has a column with the title, author, year of publication and the parts used, in the other column there are the summaries.

1-Master's Dissertation **Title:** A Mediação no Ensino-Aprendizagem de Inglês para Crianças: O Papel do Lúdico/ Mediation in the teaching-learning of English for	The general objective of this master's research is to understand the mediational pattern in the teaching of English in a language school for students from 9 to 11 years old, focused on the transmission of knowledge in a playful way. This objective arose from the author's personal experience, who noticed a certain difficulty, on the part of the teachers, regarding the conduction of such tasks.

children: the role of play. (Free translation) (Introduction and sections 1.2, 3.2 and 3.3) **Author:** Cristiane Castelani Dellova **Year of publication**: 2009	The games worked on involving the teaching-learning of a foreign language. The author tries to fill a gap in the literature, which seeks to understand the role of mediation in the game as an instrument in the teaching-learning of English and also how, through a collaborative-critical process, students share new meanings. The child's perception is modified in the toy, since it is the imaginary situation, the first manifestation of the child's emancipation from situational constraints. Playing can still be considered the way in which children understand the world in which they live and will be called to change. In playing, the child tries to do what he/she likes and, at the same time, subordinates him/herself to the rules of the game, renouncing impulsive will. The first game used in this research was the Guessing Game, in which the students drew a card with the image of one of the characters in the story and they should characterize their character so that the others could guess who it was. With this game, it was noticeable that the students made use of the new vocabulary learned, as well as some of the structures learned throughout the course. In the second game, the students were given cards with pictures from the story for them to mark the ones that would be sung by the teacher. After marking the whole card, the students had to say "Bingo!" and describe the figures on their card. This game was important to show the improvement in the appropriation of the English language. The third game selected was called the Memory Game, in which several cards were positioned upside down on the floor of the room and students had to turn over two cards at a time in order to find a pair. For example, that pair consisted of one card with a written question and another with a picture that contained the answer to that question. Finally, the class reports that the change in the mediational pattern made possible by the games in this research allowed her to understand in practice, the transformation of the relationships between the participants and how much this new pattern provided gains both in terms of vocabulary, language, and development in a broader sense.
2-Final Essay (TCC) **Title:** O Lúdico na aquisição de Vocabulário na Língua Inglesa/The ludic in the acquisition of vocabulary in the English language. (Free translation) **Author:** Gabriela Grando **Year of publication:** 2012	This final essay analyzes the role of games in the human learning process. A literature review was conducted on the subject, especially about the theories by Paivio and Mayer, authors who described the process of memorization of knowledge. In this work, it was highlighted that the association of games and play with pedagogical practices results in better memorization of vocabulary in Foreign Language. Paivio formulated a theory that presupposes that there are two systems involved in the memorization process, the visual and the verbal. In this context, information can be presented in both verbal and visual forms, but is stored in either visual or verbal memory. Also, this relationship between these two systems increases the likelihood of recognition and recall of the area of study. The author believes that the use of words and pictures is more appropriate than words alone, therefore, by using teaching methodologies that stimulate the use of the visual and verbal, students are able to make more effective connections in the process of acquiring knowledge and memorizing the object of study, which in this case, emphasizes English. The author of the monograph made use of playful activities in his own classroom, involving words and pictures, and noticed that the students were engaged and entertained while practicing and applying the knowledge they had acquired. For Mayer, memorization in humans occurs in three stages, the first being the sensorial memory, which is characterized by the processing of reality through the senses, the second by the short-term memory, a stage in which there is the internalization of information, and finally the long-term memory, a stage in which the information processed in the previous stages is kept for an indefinite time. According to this author, learning through a

	conversational style is more effective than through a formal explanation. Additionally, the words narrated and presented simultaneously with an animation, allows the information to be processed by both the visual and auditory channels, maximizing the possibility of storing the information. Finally, it is concluded that when the senses are sharpened, there is a greater chance of memorizing new knowledge.
3-Scientific Article **Title:** O Lúdico no Processo Ensino-Aprendizagem da língua Inglesa/The ludic in the teaching-learning process of the English language (Free translation) **Author:** Viviane Lima Martins **Year of publication:** 2015	His article reflects on the satisfactory teaching-learning process that is closely related to the student's experience in the classroom in challenging and transforming actions, which must be mediated by the teacher. Such actions include, in most cases, new teaching strategies and methodologies that enable students to be protagonists of knowledge in activities that involve feelings of fun and good humor. Playful activities in the classroom, such as games and playing, allow students to develop numerous skills, such as attention, coordination, imagination, following rules, memory, and attention, which are desirable not only at school, but in various aspects of life. In this sense, according to the author two theories of Foreign Language learning deserve to be highlighted: Vygotsky's and Krashen's theories. According to Vygotsky, the authenticity of the environment and the degree of affinity among students in the classroom are essential elements for language learning, but he points out that such characteristics do not prevail in conventional classrooms. According to Krashen, learning is a conscious process and should be guided by formal grammatical knowledge of the language system. Also, conscious knowledge of grammar is not prevalent in normal conversation, but mainly when writing and preparing a speech. The author also believes that each person learns grammatical structures in his or her own time, some earlier, some later. The article reveals that the teacher's behavior has the ability to positively or negatively influence the learner's willingness and desire to learn and continue practicing the language. Also emphasized is the fact that playing in the classroom can increase the student's vocabulary, since play stimulates new interests in the child. Finally, the author of the article cites a real classroom proposal, carried out with children, to support his whole idea. In this proposal, he reports the positive experience with mime-type games, cards, dialogues, quizzes, drawings and models. Thus, in general, playfulness can help in the construction of writing and speaking in English, as it brings entertainment and relaxation to the classroom, making students feel more motivated and comfortable to learn.
4-Master's Dissertation **Title**: Sentidos Atribuídos ao Brincar em um Processo de Ensino-Aprendizagem de Língua Inglesa/ Meanings attributed to playing in an English language teaching-learning process. (Free translation (Introduction and chapter 3) **Author:** Carolina Cesarino Pereira **Year of publication:** 2018	This dissertation, proposed by an English teacher, aim at understanding the importance of the meanings attributed to playing in a language institute, more specifically by a group of children. In this sense, the research was guided by the following question: What are the meanings attributed to play and how are they reconstructed during a process of reflective conversations with the school coordinator? This research came up after a personal experience of the author herself, who reports having started her undergraduate degree in English and Portuguese, and, at the same time, working as an English language tutor in the very institute where she was taking the language, period when several questions related to the English teacher's education arose. The researcher analyzed by means of interviews, conceptions of teaching-learning of teachers who work with children up to six years old. In this sense, she sought to better understand the training of the English language teacher and its implications in the teaching-learning process. The author presented the results of the interview with the English teachers and their reflective conversations, in which she collected several

	important contents. For example, for one teacher interviewed, play is simply a form of strategy to keep children interested in class. However, the author of the dissertation emphasizes that an educator should use playtime to create challenges that lead children to create their own strategies. Still, it was noted in the interview that playing was not correlated as an important tool for the teaching-learning process, but only as a playful and pleasurable activity. For the teacher interviewed, playing should be part of the class routine, so that the class is more dynamic and the student has more opportunities to practice what is being worked on. She also reports that playing has a motivational purpose, to make the class more fun, since children are more relaxed when performing a playful activity. Interestingly, the author describes that her inexperience may have prevented deeper discussions during the interviews, and with this, she reports having changed her perspective to look at the other, which should be non-judgmental.
5- Doctoral Thesis **Title:** Iniciação à Língua Inglesa na Idade Pré-Escolar: Implicações Pedagógicas da Teoria Histórico-Cultural/English language initiation in preschool age: pedagogical implications of the cultural-historical theory. (Free translation) (Introduction, chapters 1 and 3) **Author:** Silvane Maria Pereira Brandão **Year of publication:** 2021	This doctoral thesis addresses how the English language as a curricular component and the large supply of courses in language schools for children as young as 3 years old brings constant reflections on a concern for those who aim for an education that promotes the development of individuals, promoting advances in the personality and intelligence of these children. In this context, has developed investigative research focused on the pedagogical practice of initiation to the English language with children from 3 years old on. The aim was to answer the following question: what pedagogical implications can be derived from the Cultural-Historical Theory to think of a potentially humanizing initiation of the English language in preschool age? Bibliographical research was carried out, selecting and locating in the works, didactic and conceptual aspects pertinent to the chosen theme, in order to contribute to the answer to the problem at hand. As a general result of the bibliographic review, the corpus of the study was defined with a total of 29 references. One of the appropriate principles of the cultural-historical theory refers to the role of play as an expression of the different and rich situations experienced in early childhood education classes, especially in preschool. In this sense, the word "play" is associated with playing and is characterized as enjoyable, free, and spontaneous situations that contribute to moral, cognitive, and physical development. So, playing is a motivating learning process capable of boosting advances in education, in different forms of perception and memory, of imagination, besides making the child remain active throughout the process. In games, for example, the directions and rules can be expressed in English language, leading pre-school children to become familiar with the language in its social use. The activities of storytelling, painting, modeling and drawing stand out because they are playful activities to promote awareness and contemplation of art, favoring the formation of a curious and creative intelligence. Thus, this thesis defends that the appropriation of principles derived from the Cultural-Historical Theory may foster an important work of initiation to the English language in the preschool age that may potentiate the development of human capacities and favor the constitution of a child's personality and intelligence.
6- Scientific Article **Title**: O Lúdico, Uma Alternativa Prazerosa de Ensinar e Aprender Inglês/The ludic, a pleasurable alternative	This article seeks to highlight the reports of teachers about the use of games in the classroom. Most of the reports portray the difficulty of these professionals to insert in the classroom playful activities such as games, since they believe that they are laborious, require a lot of creativity and hinder the teaching-learning process. Briefly, this article describes the elaboration of ludic activities involving games and their application at Colégio Presidente

to teach and learn English. (Free translation) **Author**: Eliana Palmira da Silva	Kennedy, in the city of Rolândia/PR, which discusses the importance of this kind of activity for a better interaction of students in English classes. From this perspective, it was observed the real possibility of enhancing communication in the classroom and increasing students' participation in school activities through the use of games. During the teachers' discussion and awareness of the importance and a certain ease in implementing games in English activities, most of the teachers came to the conclusion that playfulness awakens students' interest, is a resource that teaches, develops and educates in a pleasurable way, challenges students in their search for knowledge, and stimulates them to think in English. They also realized that working with ludic activities attracts the students' attention, creates bonds, and arouses their interest in the subject, however, the teacher needs to make clear the intentional action for a certain activity, so that the educational dimension is achieved. All the school personnel present at this debate, which involved principals, coordinators, teachers and supervisors, rethought their concepts in light of the results discussed and finally confirmed through their reflections that creating games does not require much work and can be adaptable to age groups. Some negative points were mentioned, such as too much noise and some confusion, but these can be mitigated with planning, organization, and patience. Finally, the importance of healthy competitiveness and enthusiasm stimulated by the games was discussed, without losing focus on the objectives set for each one. The teachers emphasized the positive results, as they observed students' learning and spontaneous oral expression, which can make them see school with new eyes and not just as an obligation.

The above summaries are results of the texts found and analyzed, generating data for the next section.

The next section contains discussion and commentary of the results found from this analysis.

DISCUSSION

Considering all the texts presented and in order to have a better understanding of the results found, the analysis was divided into 2 sections, "theoretical findings" and "practical findings".

Theoretical findings

In this section there is a set of theories, arguments and explanations that justify the data and information found during this study.

Text 1 had as its theoretical axis the Socio-Historical-Cultural Activity theory, Vygotsky, Leontiev, Engeström, Bakhtin, Wertsch, Orsolini and others. The use of motivating

activities is essential in the process so that there is the construction of knowledge effectively and spontaneously.

Text 2 analyzes Paivio and Mayer, two main theories of the memorization process and internalization of knowledge in humans. The text seeks alternatives to make English language classes more meaningful, productive and motivating for students, as well as show that games are support tools for teachers in their teaching practices. Learning and memory are closely linked, for this reason, moments of play and relaxation are stored more easily and for longer in the brain, being easier for the student to remember than written texts, therefore, it is one of the best ways to acquire knowledge.

Text 3 brings as main basis the theorists Vygotsky and Krashen and the theories of Language Acquisition and Learning, which advocate the learning of a foreign language through playing. Text 4 is also based on Vygotsky to understand the meanings attributed to playing, besides learning theories. It is through this process of natural, intuitive and subconscious assimilation, of interaction in real situations that playing is for children, that makes learning easier and more motivating for them.

Text 5 brings the pedagogical implications arising from the principles of the Cultural-Historical Theory, Leontiev, Vygotsky, Davidov and Elkonin. At this point, we can again reinforce that learning to happen effectively must be as close as possible to the learner's daily life, as previously stated in texts 3 and 4, games and play become so efficient in teaching English to children, because it is present in their daily lives.

However, text 6 brings reflections about the use of games in English language teaching and how their use contributes to the construction of a differentiated and meaningful learning, based on significant learning theories. It reinforces that meaningful learning enables students to learn in different ways and express themselves in a variety of ways. This offers greater freedom, independence, and autonomy for students to really learn and be active in the construction of their own knowledge.

It is very important to point out that the theories mentioned here were not investigated in depth, since that was not the purpose of this research.

Practical findings

To better understand the theory of language acquisition and learning, text 1 brings results through interviews with students about their perceptions of the use of games for better

learning of the English language, the results found were motivation, social interaction, cooperation, engagement in activities and the main thing is the acquisition of vocabulary and new linguistic objects. It is explicit how beneficial the use of games is for teaching English, specifically to children.

Text 2 brings the results of an attempt to turn classroom contents into ludic activities, based on memorization theory, having as target audience 30 students in the 5th grade of elementary school. The results found were greater engagement and an effective memorization process. Thus, games can leverage the learner's interest and make him more engaged in his own acquisition process.

Text 3 verified this through an experiment with 50 students from two 6th grade classes in a private school, with ages ranging from 11 to 12 years old. In this experiment, grammatical contents, or just communicative ones, were adapted through strategies that tended to the playful process. For example, the classroom texts were transformed into dramatizations, vocabulary teaching was transformed into panels and models. The work was done in groups, which the students themselves organized.

The results were considered totally positive, because the students showed motivation, responsibility, unity, and respect for each other and for the teacher. Through the results, it is possible to see how the games, when used correctly by the teacher, generate promising results.

Texts 4 and 5 did not have practical applications, as they are chapters that largely cover theories and seek reflections on the benefits and possible points that tend to be improved in this aspect.

Text 6 brings similar results to text 3, where a didactic-pedagogical production is made for children of the 5th grade of elementary school, called "Ludic- a pleasant alternative to teach and to learn English", where the results after the application of the material showed that the playful activity develops the ability of collaboration, social interaction, instigates the student to make decisions, promotes autonomy and motivation. Games can enhance communication using the English language. By making the student autonomous and motivated, teaching becomes more instigating and enjoyable, leading the student to have more interest in learning.

The results of these analyses lead us to conclude that teaching English language through games and playing has great relevance and generates satisfactory results for both the teacher and the student. Teaching through playing makes the learning process more meaningful and pleasurable for the children, making them engaged, autonomous, participative, and motivated in their own development process.

FINAL CONSIDERATIONS

This paper discussed how games and playing can contribute to the learning of the English language by children based on other research. In order to achieve this objective, a narrative literature review methodology was developed to reach works that showed the use of games and playing in the development of English language development in children.

All of the results found and analyzed enabled the theoretical bases to consider that it is possible that games and playing contribute to the learning of the English language in children.

From the results obtained and the reflections, it can be stated that the objectives of this research were achieved and thus contributed to a greater understanding of the role of playing in the learning process. It also contributes to the understanding of the mediating role of the teacher, and the tools to provide more collaborative and conducive environments for learning and development, creating self-confidence, motivation, engagement, cooperation, interaction, and responsibility. For it is evident how games and playing contribute to children's English language learning, providing a motivating environment and achieving satisfactory results.

Children have an easier time learning a foreign language due to several factors throughout their development, and this process occurs naturally. Games and playing are in fact a good way for a child to learn, because playing is natural and part of everyday life. Consequently, it is understood that learning occurs more clearly, objectively, and naturally.

Finally, it is highlighted that more researchers may contribute to the area and bring more results and contributions to the development of the English language in children. Thus, generating more and more satisfactory results.

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