

THE IMPACT OF GAMIFICATION AND PHYSICAL EDUCATION ON ENGAGEMENT IN ENGLISH LANGUAGE TEACHING

O IMPACTO DA GAMIFICAÇÃO E DA EDUCAÇÃO FÍSICA NO ENGAJAMENTO NO ENSINO DE INGLÊS

EL IMPACTO DE LA GAMIFICACIÓN Y DE LA EDUCACIÓN FÍSICA EN EL COMPROMISO EN LA ENSEÑANZA DEL INGLÉS



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ABSTRACT

This article analyzes the impact of integrating gamification and Physical Education in English language teaching, considering their contributions to student engagement and meaningful learning among high school students. The research, qualitative in nature and reflective in character, is grounded in authors such as Deterding et al. (2011), Gee (2003), Kapp (2012), and Freire (1996), as well as the guidelines of the Brazilian National Common Curricular Base (BNCC). The study aimed to understand how the use of game elements, challenges, and physical practices in a foreign language can make learning more dynamic, participatory, and contextualized. The reflections were based on pedagogical observations of gamified activities developed in joint Physical Education and English classes, in which students participated in physical games with commands and interactions in English, such as Simon Says and Treasure Hunt. The results showed that gamification promotes motivation, collaboration, and the reduction of language anxiety, in addition to encouraging student protagonism and strengthening linguistic, cognitive, and socioemotional competencies. A positive shift in the teacher's role was also observed, as teachers increasingly acted as mediators and facilitators of learning experiences. It is concluded that the integration of gamification and Physical Education represents an innovative and interdisciplinary pedagogical practice capable of transforming language teaching into a meaningful, enjoyable experience that fosters critical, creative, and autonomous learners.

Keywords: Gamification. Language Teaching. Engagement. Physical Education.

RESUMO

Este artigo analisa o impacto da integração entre gamificação e Educação Física no ensino de Língua Inglesa, considerando suas contribuições para o engajamento e a aprendizagem significativa de estudantes do Ensino Médio. A pesquisa, de natureza qualitativa e caráter

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reflexivo, fundamenta-se em autores como Deterding et al. (2011), Gee (2003), Kapp (2012) e Freire (1996), além das orientações da Base Nacional Comum Curricular (BNCC). A investigação teve como propósito compreender como o uso de elementos de jogos, desafios e práticas corporais em língua estrangeira pode tornar o aprendizado mais dinâmico, participativo e contextualizado. As reflexões foram baseadas em observações pedagógicas de atividades gamificadas desenvolvidas em aulas conjuntas de Educação Física e Língua Inglesa, nas quais os estudantes participaram de jogos físicos com comandos e interações em inglês, como Simon Says e Treasure Hunt. Os resultados evidenciaram que a gamificação favorece a motivação, a colaboração e a redução da ansiedade linguística, além de promover o protagonismo estudantil e o fortalecimento das competências linguísticas, cognitivas e socioemocionais. Verificou-se também uma mudança positiva no papel docente, que passou a atuar como mediador e facilitador de experiências. Conclui-se que a integração entre gamificação e Educação Física representa uma prática pedagógica inovadora e interdisciplinar, capaz de transformar o ensino de línguas em uma experiência significativa, prazerosa e formadora de sujeitos críticos, criativos e autônomos.

Palavras-chave: Gamificação. Ensino de Línguas. Engajamento. Educação Física.

RESUMEN

Este artículo analiza el impacto de la integración entre la gamificación y la Educación Física en la enseñanza de la lengua inglesa, considerando sus contribuciones al compromiso y al aprendizaje significativo de estudiantes de educación secundaria. La investigación, de naturaleza cualitativa y carácter reflexivo, se fundamenta en autores como Deterding et al. (2011), Gee (2003), Kapp (2012) y Freire (1996), además de las orientaciones de la Base Nacional Común Curricular (BNCC) de Brasil. El estudio tuvo como propósito comprender cómo el uso de elementos de juego, desafíos y prácticas corporales en una lengua extranjera puede hacer que el aprendizaje sea más dinámico, participativo y contextualizado. Las reflexiones se basaron en observaciones pedagógicas de actividades gamificadas desarrolladas en clases conjuntas de Educación Física y lengua inglesa, en las cuales los estudiantes participaron en juegos físicos con comandos e interacciones en inglés, como Simon Says y Treasure Hunt. Los resultados evidenciaron que la gamificación favorece la motivación, la colaboración y la reducción de la ansiedad lingüística, además de promover el protagonismo estudiantil y fortalecer las competencias lingüísticas, cognitivas y socioemocionales. También se observó un cambio positivo en el papel del docente, quien pasó a actuar como mediador y facilitador de experiencias de aprendizaje. Se concluye que la integración entre la gamificación y la Educación Física constituye una práctica pedagógica innovadora e interdisciplinaria, capaz de transformar la enseñanza de lenguas en una experiencia significativa, placentera y formadora de sujetos críticos, creativos y autónomos.

Palabras clave: Gamificación. Enseñanza de Lenguas. Compromiso. Educación Física.

1 INTRODUCTION

The socio-technological transformations of the last decades have profoundly redefined the dynamics of teaching and learning. The massive presence of digital technologies, multimodal languages and new forms of social interaction has challenged the traditional school to review its methods, its practices and its own conception of knowledge. In this scenario, active methodologies emerge as responses to the need to make the student the protagonist of his education, moving him from the passive position of receiver to that of subject builder of knowledge.

Among these methodologies, gamification occupies a prominent place. Deterding et al. (2011, p. 12) define gamification as the "use of game design elements in non-game contexts", with the aim of promoting engagement and motivation. This definition broadens the understanding of the practice beyond the superficial use of games in the classroom, emphasizing the intentional structuring of formative experiences based on challenges, symbolic rewards, progression, and continuous feedback.

In English language teaching, the challenge of engagement is particularly sensitive. Communicative insecurity, fear of making mistakes, and the absence of authentic contexts for language use often result in affective blocks that compromise the development of communicative competence. Krashen (1982, p. 22) argues that the acquisition of a second language is favored when the "affective filter" is low, that is, when the learner is in an emotionally safe and motivating environment. Thus, thinking about strategies that reduce linguistic anxiety becomes essential.

The articulation between gamification and Physical Education emerges, in this context, as an innovative and interdisciplinary proposal. By integrating body movement, social interaction, and functional use of the foreign language, an experiential learning environment is created that dialogues with the general competencies of the National Common Curricular Base (BRASIL, 2018, p. 61), especially those related to protagonism, digital culture, critical thinking, and collaboration.

In addition, interdisciplinarity strengthens the understanding of language as a situated social practice. By associating commands in English with bodily actions, cooperative games and physical challenges, learning ceases to be abstract and becomes concrete and meaningful. According to Ausubel (2003, p. 27), meaningful learning occurs when new knowledge is anchored in previous cognitive structures and in real experiences lived by the subject.

Thus, this study proposes to analyze, from a theoretical and reflective perspective, the impacts of the integration between gamification and Physical Education on the engagement

and learning of the English Language in High School, seeking to understand its contributions to the integral formation of the student and to the strengthening of multidisciplinary pedagogical practices.

2 METHODOLOGY

The present study is characterized as a qualitative research of a reflective-interpretative character, based on theoretical analysis articulated with the interdisciplinary pedagogical experience developed in High School. The qualitative approach is justified by privileging the understanding of educational phenomena in their contextual complexity, considering cognitive, affective, social and pedagogical dimensions involved in the teaching-learning process.

The investigation does not assume an experimental character with a control group, but is structured as an analytical-reflective study supported by systematized observations of teaching practice. This methodological option allows us to understand the gamified experience not only as a punctual intervention, but as a situated pedagogical practice, permeated by human, cultural and institutional relations.

The analysis was guided by consolidated theoretical frameworks on gamification (DETERDING et al., 2011; KAPP, 2012; HAMARI et al., 2014), situated learning (GEE, 2003), second language acquisition (KRASHEN, 1982; REINDERS; WATTANA, 2015), meaningful learning (AUSUBEL, 2003) and interdisciplinarity (BRASIL, 2018; MATOS; ALMEIDA, 2019; FREIRE, 1996; MORAN, 2018).

The analyzed experiences were developed in high school classes, in the context of integrated classes of English Language and Physical Education, based on an interdisciplinary proposal planned collaboratively between the teachers of the two areas. The planning articulated linguistic and motor objectives, seeking to simultaneously promote the development of communicative competence in English and body skills, within a pedagogical perspective that understands the body as a mediator of learning.

The gamified activities implemented included dynamics such as *Simon Says*, with body commands in English; *Treasure Hunt*, structured as a treasure hunt with elaborate clues in the target language; *Word Relay*, organized in a relay race format for word and sentence formation; cooperative challenges with team scoring; and progressive missions accompanied by immediate feedback. All proposals were structured based on classic elements of gamification, such as the construction of an engaging narrative, definition of clear goals, use of a symbolic scoring system, organization in levels of increasing difficulty and offer of non-

material rewards, such as collective recognition, symbolic certificates and pedagogical medals.

The structuring of the activities as "missions" was based on the understanding that student engagement is directly related to the perception of purpose and progression throughout the learning process. As Karl Kapp (2012, p. 67) argues, engagement emerges when the student identifies meaning in the task and visualizes its evolution. In this sense, the dynamics were designed to favor emotional involvement, stimulating active participation and the construction of a meaningful learning experience.

The analysis procedures adopted an interpretative approach, centered on the systematic observation of qualitative indicators of the learning process. Aspects such as spontaneous oral participation, frequency of interaction in English, reduction of hesitations and communicative blocks, level of cooperation among students, posture in the face of error and the degree of engagement demonstrated during activities were considered. These indicators were confronted with the theoretical assumptions about motivation and meaningful learning, allowing an analytical reading of the results in the light of contemporary discussions on gamification and interdisciplinary practices in High School.

3 THEORETICAL FRAMEWORK

The discussion about innovative teaching methodologies has gained significant space in recent decades, driven by social, cultural, and technological transformations that directly affect the way individuals learn and interact with knowledge. In the educational field, the search for strategies that stimulate autonomy, engagement, and meaningful learning has led educators and researchers to explore student-centered approaches, among which gamification stands out. According to Deterding et al. (2011, p. 12), the term "gamification" refers to the use of game elements and dynamics in non-playful contexts, with the purpose of increasing the motivation and involvement of participants. This methodology, by inserting scoring mechanics, rewards, levels, narratives, and challenges, seeks to transform the learning process into an active, pleasurable, and meaningful experience.

Karl Kapp (2012, p. 67) points out that gamification should not be reduced to the mere application of games in classes, but understood as an instructional design strategy that uses game principles to create immersive learning experiences. The author highlights that the strength of this methodology lies in its ability to promote a state of cognitive and emotional engagement, in which the student becomes the protagonist of his or her own educational trajectory. This perspective is close to the concept of meaningful learning, proposed by David Ausubel (2003, p. 27), according to which learning is more effective when the new knowledge

is related to previous concepts and to real situations experienced by the student. In this way, gamification acts as a mediator that connects curricular content to concrete experiences, contributing to knowledge being internalized in a lasting way.

James Paul Gee (2003, p. 45) adds that games are powerful environments of situated learning, as they allow the subject to learn by "doing", experimenting and reflecting on his actions. For the author, digital games and gamified experiences create learning ecosystems in which error is not seen as a failure, but as part of the process, which stimulates trying, exploration, and discovery. This aspect dialogues directly with the teaching of foreign languages, especially the English language, in which insecurity in communicating and the fear of making mistakes are recurrent barriers. Thus, the use of game dynamics can create a safe and stimulating space for communicative practice, favoring the development of orality and listening comprehension.

In the Brazilian context, the National Common Curricular Base (BRASIL, 2018, p. 61) emphasizes the importance of interdisciplinarity and student protagonism as foundations for the integral formation of students. The document highlights that teaching should promote the articulation between different areas of knowledge, enabling the student to understand and intervene in reality in a critical and creative way. In this sense, the integration between English Language and Physical Education emerges as an innovative proposal that is coherent with contemporary teaching principles. By uniting body movement, linguistic expression, and social interaction, this approach breaks with the traditional fragmentation of disciplines and creates contextualized learning experiences, in which the body and language complement each other.

Matos and Almeida (2019, p. 102) argue that the body is an important mediator of language, and that physical practices integrated with language teaching can expand students' understanding and linguistic production. According to the authors, bodily experiences promote a more lively and meaningful learning, as they unite emotion, cognition and action in the same educational process. When Physical Education activities incorporate commands, challenges and interactions in English, the student experiences the functional use of the language in authentic contexts, reinforcing learning through movement and cooperation. This articulation between body, mind and language also finds support in Paulo Freire (1996, p. 39), who highlights the role of dialogue and action in the construction of knowledge. For the educator, teaching requires understanding that education is a political act, and that learning is a way of acting on the world. In this way, the union between body practices and language teaching not only expands the linguistic repertoire of students, but also strengthens their critical awareness, autonomy and social participation.

In the field of motivation and engagement, studies such as that of Hamari et al. (2014, p. 3050) demonstrate that gamification has proven positive effects on student engagement. In a meta-analysis on gamified educational experiences, the authors concluded that the use of game elements increases learners' intrinsic motivation, persistence, and sense of belonging. These results are reinforced by Dickey (2011, p. 23), who points out that games create emotionally safe and challenging environments, in which the student feels free to experiment and learn from mistakes, which contributes to the development of self-confidence and communication. In the case of English teaching, this factor is especially relevant, as the fear of making mistakes and the lack of opportunities for real communicative use usually limit learning.

Reinders and Wattana (2015, p. 122) argue that gamified activities offer authentic communicative contexts in which students use the target language spontaneously, which favors both natural acquisition and meaningful practice. This perspective dialogues with Stephen Krashen (1982, p. 22), who states that the learning of a second language occurs more effectively when the learner is emotionally involved and exposed to understandable inputs in low-anxiety environments. Thus, gamification, by combining playfulness, challenge and cooperation, creates an emotionally welcoming and cognitively stimulating space for learning the English language.

The motivational dimension is also deeply linked to the idea of student protagonism, defended by the National Common Curricular Base (BRASIL, 2018, p. 63), which recognizes the student as an active subject and responsible for his or her formative process. In this context, Moran (2018, p. 58) highlights that the teacher assumes the role of mediator and designer of learning experiences, capable of creating challenging and meaningful situations that arouse the student's interest and curiosity. Gamification, therefore, is not only a playful tool, but a means of reconfiguring pedagogical relationships, transforming teaching into a participatory, collaborative, and dynamic process.

Based on these assumptions, it is understood that the articulation between gamification, Physical Education and English language teaching represents a pedagogical proposal consistent with the demands of contemporary education. This approach favors active learning, cooperation, the development of socio-emotional skills, and the consolidation of language skills, contributing to the student's comprehensive education. By integrating the body, the game and the language, the teaching process becomes more engaging, contextualized and humanized, reaffirming the importance of interdisciplinary methodologies that consider the student not only as a receiver of information, but as an agent of transformation in the educational space.

In addition to these foundations, it is pertinent to deepen the theoretical framework that supports this proposal, situating it in a broader epistemological field. Gamification, when analyzed from the perspective of constructivist and socioconstructivist theories, is aligned with the conceptions of learning as an active process of knowledge construction. Social interaction, a central element in gamified dynamics, is close to the contributions of Lev Vygotsky, especially with regard to the notion of the zone of proximal development, in which learning occurs through mediation and collaboration between peers. Activities structured in teams, with progressive challenges and mutual support, favor shared learning and the collective construction of meanings, strengthening linguistic and socio-emotional skills simultaneously.

In addition, the incorporation of body movement in language teaching can be understood in the light of contemporary discussions on embodied cognition, which defend the inseparability between mind and body in cognitive processes. Body-mediated learning expands the neural connections associated with memory and meaning, enhancing the retention and practical application of content. In this sense, the interdisciplinarity between Physical Education and English Language is not only configured as a methodological strategy, but as a theoretical position that recognizes the integrality of the learning subject.

Another relevant aspect concerns the theory of self-determination, proposed by Edward Deci and Richard Ryan, according to which intrinsic motivation is strengthened when the basic psychological needs of autonomy, competence and belonging are met. Gamified experiences, by offering choices, gradual challenges, and collaborative interaction, contribute to meeting these needs, increasing student engagement and persistence.

In this way, the theoretical framework that underlies the integration between gamification, body movement and English language teaching evidences a convergence between different contemporary pedagogical currents, all centered on the valorization of experience, interaction and meaning. The proposal is not limited to introducing playful elements into the school space, but seeks to reconfigure the teaching paradigm itself, moving it from a transmissive logic to an experiential, dialogical and participatory logic. Such a perspective reinforces the understanding that innovating in education does not only mean adopting new tools, but rethinking conceptions of learning, subject and pedagogical practice in the light of the formative demands of the twenty-first century.

4 RESULTS AND DISCUSSION

The results obtained from the implementation of gamified and interdisciplinary practices show significant impacts on the engagement, motivation and linguistic performance

of high school students. A significant increase in student participation was consistently observed, including among those who, in traditional contexts, demonstrated a more passive posture. Active involvement in the proposed dynamics confirms the analyses of Hamari et al. (2014, p. 3050), according to which gamified elements increase intrinsic motivation and persistence. The narrative structure of the activities, organized into progressive challenges and collective goals, favored the feeling of belonging and the perception of continuous advancement. This configuration is close to what James Paul Gee (2003, p. 45) defends, when he states that environments based on the logic of games allow the learner to "learn by doing", strengthening the internalization of knowledge through active experience. It is important to highlight that the students' interest was not primarily focused on external rewards, but on the experience of the challenge itself and on collective overcoming, which differentiates structured gamification from merely recreational or competitive practices devoid of pedagogical intentionality.

With regard to orality in English, there was a significant improvement in communicative fluency and spontaneity. The students showed less fear of making mistakes and greater willingness to participate in the proposed challenges, especially in activities that required constant interaction between peers. This reduction in linguistic anxiety can be understood in the light of the affective filter hypothesis formulated by Stephen Krashen (1982, p. 22), according to which acquisition occurs more efficiently when the learner is in an emotionally secure environment with low levels of tension. The playful, cooperative and bodily nature of the activities contributed to the reduction of the pressure typical of traditional foreign language classes. In a convergent way, Reinders and Wattana (2015, p. 122) argue that game-based contexts increase the willingness to communicate in the target language, a phenomenon clearly perceptible in the dynamics of treasure hunting, in which communication in English became a necessary condition for achieving collective goals.

Another relevant aspect concerns meaningful learning and vocabulary retention. The association between body movement and language produced noticeable effects on the comprehension and memorization of simple commands and structures, such as jump, run, turn around, stop, find, and look under, which began to be assimilated not only at a semantic level, but also at an experiential level. This concrete experience dialogues with David Ausubel's theory of meaningful learning (2003, p. 27), which maintains that new knowledge is incorporated in a more lasting way when anchored in previous experiences and concrete situations. By physically executing the commands, the students established multiple cognitive connections, integrating perception, action, and language. This integration confirms the perspective defended by Matos and Almeida (2019, p. 102), when they state that the body is

a legitimate mediator of language and the construction of meanings, expanding the possibilities of meaning in the educational process.

The practices developed also favored the strengthening of socio-emotional skills, especially with regard to cooperation, empathy and respect for collectively established rules. The activities required teamwork, active listening and co-responsibility for the results, promoting learning that goes beyond the cognitive dimension. This dynamic is close to the dialogical conception of education proposed by Paulo Freire (1996, p. 39), for whom knowledge is built in interaction and shared action. The interdisciplinarity analyzed made it possible for students with lower linguistic performance to find protagonism in the motor dimensions, reinforcing the principle of educational equity and expanding the forms of recognition in the school space.

The experience also implied a significant transformation in the teaching role. The gamified practice required the teacher to mediate and organize experiences, shifting the centrality of the transmission of content to the creation of challenging and meaningful situations. This change converges with the perspective presented by Moran (2018, p. 58), according to which the contemporary educator acts as a designer of learning experiences. The teacher started to structure challenges, offer continuous feedback and adjust the dynamics according to the needs of the group, which positively impacted the classroom climate and strengthened pedagogical bonds.

The integration between Physical Education and English Language proved to be consistent with the guidelines of the National Common Curricular Base (BRASIL, 2018, p. 61), which emphasizes the articulation between areas of knowledge as the foundation of integral education. Interdisciplinarity broadened the meaning of learning by demonstrating that knowledge is not fragmented into isolated compartments, but is constructed in a relational and contextualized way. Language was experienced as a situated social practice, linked to the body, to action and to interaction.

The pedagogical and academic implications arising from this study indicate that the integration between gamification and Physical Education in English language teaching goes beyond the merely methodological dimension, configuring itself as an epistemologically coherent strategy with the contemporary demands of integral education. It is evident that gamification, when structured with didactic intentionality, promotes sustained cognitive engagement, reduces communicative anxiety, expands spontaneous orality, favors meaningful learning anchored in body experience, strengthens socio-emotional skills and stimulates student autonomy. As Karl Kapp (2012, p. 67) points out, the effectiveness of gamification lies in intentional instructional design, which requires careful planning and

alignment with curricular objectives. In the interdisciplinary context, the articulation between body and language breaks with the traditional fragmentation of the curriculum, in line with the guidelines of the National Common Curricular Base, by promoting an expanded understanding of reality through the integration between areas.

Despite the positive results observed, it is necessary to recognize limitations inherent to the methodological design adopted. This is a qualitative study, of a reflective and non-experimental nature, which makes statistical generalizations impossible. The analysis is based on pedagogical observations and theoretical interpretation, without the application of quantitative instruments to measure language proficiency. In addition, the practices were developed in a specific context of High School, and may present variations when applied in other stages of basic education. Such limitations, however, do not invalidate the study's contributions, but indicate the need for future investigations that incorporate quasi-experimental designs, application of proficiency tests before and after interventions, longitudinal analyses, and comparative studies between traditional and gamified methodologies. Hamari et al. (2014, p. 3050) emphasize the importance of expanding empirical evidence on the long-term impacts of gamification, especially in the formal educational context.

Finally, it is highlighted that the interdisciplinary nature of this research enables a broad dialogue with different fields of knowledge, such as Education, Applied Linguistics, Human Movement Sciences, Educational Psychology, Studies on Motivation and Pedagogical Innovation. The analyzed proposal shows that the integration between areas not only enhances educational results, but also strengthens a systemic and relational conception of knowledge, in which language, body and social interaction are inseparably articulated.

The experience investigated points to the need to expand pedagogical practices that break with curricular fragmentation and promote significant connections between knowledge. In this sense, space is opened for the deepening of investigations that integrate gamified digital technologies into body practices, as well as for the development of hybrid teaching models that articulate face-to-face, playfulness and digital resources. Research aimed at the application of this approach in other foreign languages, in bilingual contexts and in different stages of basic education is also promising, analyzing possible variations in the cognitive, linguistic and socio-emotional impacts.

In addition, future research can explore the long-term effects of interdisciplinary gamification, especially with regard to the consolidation of autonomy, the self-regulation of learning, and the expansion of students' communicative disposition. As Reinders and Wattana (2015, p. 122) point out, game-based environments tend to increase the desire to

communicate in the target language, indicating that the articulation between playful resources, body movement and social interaction constitutes a fertile field for more in-depth research. Thus, the proposal discussed here does not end as an isolated experience, but presents itself as a concrete possibility of reconfiguring pedagogical practices, aligned with contemporary formative demands and the valorization of active, collaborative and integral learning.

5 FINAL CONSIDERATIONS

The present investigation allowed us to understand that the integration between gamification and Physical Education in English language teaching constitutes an innovative pedagogical practice, of an interdisciplinary nature and aligned with the contemporary assumptions of integral education. The articulation between body movement, structured challenges and functional use of the English language demonstrated the potential to transform the dynamics of the classroom, shifting the focus from the transmission of content to the active and experiential construction of knowledge.

The results showed a significant increase in student engagement, a reduction in linguistic anxiety and greater spontaneity in orality. It was also observed that vocabulary retention was strengthened through the association between bodily experience and language, transformation of the teaching role towards active mediation and reorganization of the teaching process based on an interdisciplinary logic that enhanced the meaning of learning. Such findings are supported by different theoretical frameworks that, although coming from different fields, converge by emphasizing the centrality of experience, interaction and motivation in the training process.

Deterding et al. (2011, p. 12) highlight that gamification promotes engagement when applied in a structured way, overcoming superficial approaches based only on external rewards. This understanding is deepened by Karl Kapp (2012, p. 67), when he states that the effectiveness of gamification depends on intentional pedagogical design, capable of articulating clear objectives, progression of challenges, and meaningful feedback. In the field of situated learning, James Paul Gee (2003, p. 45) demonstrates that environments inspired by the logic of games favor "learning by doing", promoting cognitive and emotional involvement. In the context of second language acquisition, Stephen Krashen (1982, p. 22) shows that learning occurs more efficiently when the affective filter is low, a condition favored by cooperative and less threatening environments. David Ausubel (2003, p. 27) bases the importance of meaningful learning, in which new content is anchored in concrete

experiences, an aspect enhanced by the bodily experience of commands and interactions in English.

The dialogical and emancipatory dimension of the educational process is supported by Paulo Freire (1996, p. 39), who reaffirms dialogue as the structuring axis of human formation, while Moran (2018, p. 58) redefines the role of teachers as mediators and designers of learning experiences. The interdisciplinary perspective is legitimized by the National Common Curricular Base (BRASIL, 2018, p. 61), which defends the articulation between areas of knowledge as the foundation of integral education. With regard to the relationship between body and language, Matos and Almeida (2019, p. 102) consolidate the understanding of the body as a legitimate mediator of the construction of meanings. In turn, Hamari et al. (2014, p. 3050) empirically confirm the motivational effects of gamification, especially with regard to intrinsic motivation and persistence.

The convergence of these references theoretically supports the observed results and shows that the analyzed proposal is not configured as an isolated or circumstantial intervention, but as a practice anchored in consistent epistemological foundations. The articulation between body, game and language proved to be capable of dynamizing the teaching of English at the same time that it promoted significant displacements in the pedagogical culture of the classroom, favoring more horizontal, collaborative and dialogical relationships.

In broader terms, the final considerations of this investigation allow us to affirm that the integration between gamification and body practices in foreign language teaching represents more than methodological innovation; It is a paradigmatic reconfiguration of the educational process. By breaking with curricular fragmentation and integrating cognitive, affective, bodily and social dimensions, this approach reaffirms the centrality of the subject in the construction of knowledge and strengthens the conception of learning as a living, situated and relational experience. The analyzed experience indicates that English language teaching can transcend the content-based and structural logic, assuming a performative and interactive character, in which language is experienced as a concrete social practice.

In addition, by promoting sustained engagement, reducing emotional barriers, and expanding opportunities for authentic use of the language, the proposal contributes to the formation of more autonomous, confident, and collaborative students. Such a perspective dialogues with contemporary demands that require subjects capable of acting critically in multilingual and culturally diverse contexts. Interdisciplinarity, in this scenario, is not only presented as an organizational strategy of the curriculum, but as an epistemological principle

that recognizes the complexity of the educational phenomenon and the interdependence between different dimensions of knowledge.

It is concluded, therefore, that the articulation between body, game and language reconfigures the school experience by promoting critical, collaborative and meaningful education. By integrating the fundamentals of gamification, meaningful learning, second language acquisition and dialogic education, the analyzed practice points to promising paths in the consolidation of more humane, participatory pedagogical models that are coherent with the educational challenges of the twenty-first century.

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