

Micro-Paper 66: Gamers as L2 Teachers



Carlos Andrés Sánchez

BA Candidate in English-Spanish Education Universidad Pontificia Bolivariana,
Sede Central Medellín | LSLP Novice Researcher
carlos.sanchezr@upb.edu.co

Defining the Term

The notion of gamers, related to idea of [second-language](#) learning, has raised questions regarding the role of L2 teachers who are involved in [gaming practices](#). These questions made us think around how second-language educators are able to bring essential features of videogames to enhance learning processes, motivate students and perform new ways to communicate. Another equally important concern is how [gamers who are L2 users](#) and move into language teaching should weave, as opposed to discard, their [gaming identities](#) as a very essential feature of their own language teaching practices.

From that viewpoint, we argue that talking about gamers as L2 teachers, or those preservice and inservice teachers with strong gaming experiences, provides new forms to perceive the teachers' role. This would be possible by expanding the classroom experiences as they bring different settings from the virtual spaces (videogames) into L2 learning.

Today, teachers are facing challenges concerning the new generations of learners and some of the late advances of technology that influence the way education is conceived. These challenges have transformed the teacher's role in terms of communication, interaction and teaching strategies. Therefore, this idea of gamers as L2 teachers becomes a particular initiative of [gamification](#), allowing new interpretations of classroom practices where gamer-teachers use their gaming backgrounds to provide new methods and class designs for the current and future generation of learners.

Connecting it to LSLP

At LSLP, we have explored the role of gamers as L2 users, more specifically about how virtual and online spaces such as videogames can bring meaningful elements to the improvement of second language acquisition. In that sense, learners use the [appropriation of language](#) to communicate and interact

between diverse communities in different contexts. For that reason, our research is focused on translating how the gaming principles can contribute as meaningful means for learning processes.

In terms of L2 teaching, we have seen the potential of using these gaming principles not only for learning purposes but also as a way to gamify our classrooms. For instance, we mainly understand our own gaming experiences as gamers to ultimately give a meaning to our praxis as teachers. Thus, we keep in mind the idea of being gamers with the identity of language educators.

Expanding Second Language Research

This concept of gamers as L2 teachers provides large and interesting lines to approach language studies. Seeing that the field of L2 learning and teaching keeps expanding, we need to understand the role of language educators as they will take place on teaching the future learners generation of the 21st century.

The idea of gamifying the classroom conditions shows innovative and different ways to teach. From gaming practices, teachers can update and adapt new learning strategies for L2 teaching, if they use those gaming elements provided by gaming spaces they can find and appropriate new directions to enhance second-language education.

References

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