The role of gaming in vocabulary acquisition

Malević, Mislav

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Master's thesis

The role of gaming in vocabulary acquisition

Candidate: Mislav Malević

Advisor: Assoc. Prof. Renata Geld

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Uloga gaminga u usvajanju vokabulara

Student: Mislav Malević

Mentor: dr. sc. Renata Geld, izv. prof.

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1. Introduction

Video games are not necessarily purely an escape from stress and responsibilities in the real world, but a platform for learning something new as well, like improving creativity and participation in social interactions. According to a range of studies, [Chik (2012), Reinhardt and Sykes (2012), and Reinders and Wattana (2012)], video games contribute to language acquisition in many ways – they offer players an adequate vocabulary and allow mutual communication, all of which takes place in a meaningful context. Considering that language – written and spoken – is an important medium of meaning in most video games, it is no surprise that an exceptional potential for second language acquisition (L2) stands right on our screens.

The main motivation for this thesis was, above all, the researchers' own interest in video games and the possibility of their influence on acquisition of English as a second language. Most of the games I used to play and still do play were in English and, in my experience, have significantly contributed to my knowledge of English, especially in terms of vocabulary, listening comprehension, and motivation for research. I have noticed that many video games contain the richness of language I found useful: words, phrases, structures that were easily applicable to use, having encountered them in a gaming session. I also focused on other content related to video games, including web pages dedicated to video game fans and blogs. There is great potential in language acquisition in these media because players, interested in certain games, would write about them themselves. Since my own experience with video games as a language acquisition tool has been positive, I wanted to see if others who are interested in video games have found the same potential.

In this thesis I will demonstrate that video games can, in fact, influence L2 interaction patterns and contribute to L2 acquisition, but that this depends, as with all other teaching and learning environments, on careful pedagogical activity planning.

The thesis is based on the perception of gamers/students at high school level. Participants were asked about their gaming habits and the effects of gaming on their language acquisition. A total of 154 students from two high schools responded to an online questionnaire in the spring of 2021. The goal of the questionnaire, conducted in Croatian, was to gather and analyze the students' awareness of the usefulness of video games in their English language acquisition. It aims to distinguish if playing video games as a leisure activity can be considered a learning environment. With emphasis on vocabulary, it explores the possibility of players improving their language aptitude through playing video games.

The thesis is divided into several sections that provide an insight into what video games are and how they have been perceived in research so far (Section 2), the methodology and procedure of conducting research (Section 3), and the presentation and analysis of the questionnaire results (Section 4).

2. The world of video games

Playing video games is a popular phenomenon of entertainment culture that has been attracting a growing number of enthusiasts for decades. It is an indispensable part of today's popular culture, as gaming is among the most popular leisure activities of different age groups around the world. In October 1958, Physicist William Higinbotham created what is thought to be the first video game. It was a very simple tennis game, similar to the classic 1970s video game Pong, and it was quite a hit at a Brookhaven National Laboratory open house (APS News 2008).

With the development of technology, significant growth began in the 90s when 3D technology and the Internet appeared. In 1993, *id Software* released the game Doom and the World Wide Web spread around the world (Wolf and Perron 2008: 19). As a result of these technological discoveries, the gaming industry has grown into one of the largest contemporary entertainment industries. Nowadays, video games are present in some manner in almost every home. PCs, consoles, smartphones – they are present on many digital platforms. The industry is still showing rapid growth, making it an interesting topic for research.

According to the Merriam-Webster dictionary, a video game is a game in which players control images on a video screen.[1]

In his book *The Effectiveness of Instructional Games: A Literature Review and Discussion*, Hays defined video games as "an artificially constructed, competitive activity with a specific goal, a set of rules and constraints that is located in a specific context" (2005: 15).

Whitton states that the most important characteristics of games are competition, challenge, exploration, fantasy, goals, interactions, outcomes, characters, rules, and safety (2010: 23-27). She stressed the importance interaction that allows students to recognize misconceptions and test their understanding. Whitton acknowledges that there is room for learning in video games and states that providing feedback is a key element because it is difficult for students to improve their skills without feedback that identifies the areas that they need improvement in (ibid. 31).

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[1] https://www.merriam-webster.com/dictionary/video%20game

2.1. Categorization of video games

Similar to other media, video games are subject to classification or categorization into genres. Entertainment Software Association (ESA) uses several categories which partially overlap in a statistic that represents the number of game copies sold. Action games, shooting games, sports games, family fun games, adventure games, roleplaying games, racing games, fighting games, casual games, strategy games, games for kids, flying games, arcade games and others are included in various game genres (2013: 8).

Most games are commercial products designed for entertainment. This does not imply that they have no educational value, including general benefits such as improving digital literacy, increasing socialization and/or building self-confidence (Arnseth 2006).

There are many video game genres out there, but not all of them are suitable for developing their users' language skills.

Video games such as FIFA work amazingly well for vocabulary and speech improvement in a wide range of different languages. Game of Thrones, Grand Theft Auto, Oblivion (an open action interactive role-playing fantasy game), Call of Duty, Star Wars, and Lord of the Rings are highly developed fantasy games that are rich in dialogue and great for picking up colloquialisms and language.[2]

There is a category of games designed specifically for language learning which are called educational games. Mayer uses the term games for learning which includes video games, serious games, or simulation games "that are intended to promote a change in the learner's knowledge or skill" (2014: 4). The second category is called vernacular games which refers to "commercially available, popular games not designed purposefully for L2 learning purposes" (Reinhardt and Sykes 2012: 2). This thesis will focus on vernacular games, which are mainly commercial entertainment games. The focus is only on the students' unprompted free-time activities which exclude the use of specifically educational games.

Whitton established three primary factors for why people decide to play video games in their spare time. She stated that they provide mental stimulation that challenges the player and attracts him to play again; video games include social interaction and thus encouraging competition and teamwork; certain games allow players to achieve physical goals, such as physical exercise or hand-eye coordination exercises (2010: 38-39).

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[2] https://www.icls.edu/video-games-help-people-to-learn-a-new-language/

2.2. Theories on how video games help language acquisition

This section will provide a brief overview of several theories related to why and how likely language acquisition is to occur when playing video games. In addition, the characteristics or attributes that make video games useful for language acquisition will be discussed, as well as some studies showing that video games do, in fact, promote it.

In their pilot study in 2006, with the use of the online multiplayer game EverQuest 2, Rankin, Gold, and Gooch found that ESL university students demonstrated incidental learning of the vocabulary that emerges in the game and boosts self-confidence in their English language skills, which is associated with an increasing number of interactions with native speakers using the in-game chat feature. The study followed the interaction between four ESL students by examining whether participation in the game could help develop their knowledge of English and new vocabulary.

Preliminary results showed an increase in the students' English vocabulary by 40% as a result of gameplay interactions with non-playing characters (NPCs) and generating a 100% increase in chat messages in the target language during social interaction between players (Rankin, Gold, and Gooch 2006: 1). These results suggest that online multiplayer games can provide motivation and adequate support in language learning to ESL students.

Miller and Hegelheimer in their 2006 study used the video game The Sims with a group of 18 ESL university students, and showed that by giving students mandatory additional materials, adapting a commercial video game for language learning can result in a statistically significant increase in vocabulary acquisition.

Video games provide a meaningful context, require problem-solving skills, and enable social negotiation, which are all major principles in constructivism (Whitton 2012: 11-13). Video games are excellent platforms for experiential learning: they allow players to test their own hypotheses, an insight into their choices, and they get to react and review them based on the outcomes. The teamwork aspect is presented in ways that players can contribute to the game: there are multi-user networked games (or massively multiplayer online role-playing games, MMORPGs) that allow even thousands of players to participate simultaneously. Gaming can take place simultaneously or it can be turn-based. There are online gaming communities that players can be a part of and interact in (ibid. 12-13). In some tasks the players are able to act alone, while in others they need help from other players on higher levels to complete them.

2.3. Characteristics of video games that stimulate language acquisition

Which characteristics make video games useful for language acquisition? Whitton emphasizes the playful state of video games that are more likely to encourage innovation, creativity, and new ideas, rather than the more "boring" way of learning (2012: 14-17). There is always a possibility of trying again in a game. A player does not get the feeling that he failed, rather that he just progresses more slowly. Games reveal interesting topics, maintain motivation in various ways, set new challenges, and stimulate curiosity. Video games also provide feedback to the player that guides him in an appropriate way to solve a task. Feedback can use multimodality and appear as a hint or a clue, a success or failure, or as direct verbal feedback on how a player should approach a task, ultimately helping them to improve digital literacy (ibid.). They encourage players to play or use language innovatively and try out ideas and language patterns they might be unfamiliar with.

The role of social interaction for many players is an indispensable part of the gaming experience. The social aspect must also be one of the most important reasons why video games are thought to generate and stimulate language acquisition, as was mentioned previously. Sometimes the social aspect of video games manifests itself through "affinity groups", as Gee refers to them, which means that players of a particular game have common goals and practices through which they form communities in which they play, discuss, and share their experiences (2003: 27). The interaction that takes place in such social contexts related to games, there is a high possibility for group members to acquire linguistic and writing skills, especially from a language learning perspective, as players can write, read, and browse guides, wikis, or walkthroughs, and upload videos and screenshots taken in video games for others to watch and comment on.

Previous research has shown that willingness to communicate affects the students' probability of improving their productive L2 skills, as students with this willingness are more interactive, resulting in more frequent language use, greater potential for language development, and ultimately greater language proficiency (Reinders and Wattana 2012: 160-162). Reinhardt and Sykes propose similar ideas by explaining that interest-based engagement in games is likely to increase motivation to learn L2, thus players are more likely to learn a language to play a game, not the other way around, leading them to "learn autonomously and often incidentally" (2012: 4).

Good games create engagement. Gee claims that "good games can lower the affective filter by creating engagement and situations where learners' fears are bypassed" and that video

games encourage players to be "active and critical rather than passive, which in turn may be beneficial for learning" (2003: 207).

2.4. Learn English or die[3]

Chik believes that gameplay enjoyment in many cases is the "primary motive for improving one's English skills and the reason why commercial games are preferred over educational games" (2012: 102). A game which manages to keep players in front of their screens for hours on end, preoccupied, losing every notion of time, cannot be uninteresting. A game with a proper story will attract players and give them language tools to understand and explain what they are doing. The main feature of a game (commercially educational) is motivation. Whether we study language learning in games as a planned activity or as a by-product of gaming sessions, motivation is the most important aspect of game-based learning (Godwin-Jones 2014: 11).

Due to strong motivational factors, playing games can be a potential resource for long-term language maintenance and a starting point for gaming interest in learning new languages.

The narrative aspect in games is such an important element of gameplay that some games could actually be called stories which players can control and participate in. This aspect of games can be considered a valuable resource for L2 acquisition, as game narratives are mostly multichannel (both auditive and visual), and it contains key information required to progress in the game. When it comes to language in video games, there is more to it than the narrative aspect that will help players with its acquisition. Video games situate meaning, which means they connect words with pictures, actions, goals, and dialogue (Gee 2012: 37). Language is associated with something concrete, which makes it easier for players to use. Video games provide a large amount of vocabulary. There are at least three aspects which students need to acquire specific vocabulary items, which are: "to recognize the form", they have to understand "what it means to know a word" and "how it applies to each aspect of vocabulary knowledge" (Nation 2000: 35). A student acquires vocabulary when he pronounces and writes the word correctly, understands its meaning, and knows in which context he can use it.

There is a direct link between student motivation and learning outcomes in and out of the classroom. Engaged students are focused and curious, and generally work better than those who are uninterested. Video games are good at using the story, challenges, and rewards within the game to foster an emotional response that is directly related to motivation. Alice Chik

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[3] Reinders, H., & Wattana, S. (2011). Learn English or Die: The effects of digital games on interaction and willingness to communicate in a foreign language.

describes three main aspects of a game that have the potential for language acquisition: the multimodal in-game texts, online gaming platforms which provided interactional opportunities, and participation in discussion forums (2012: 109).

Video games create effective learning situations, they are a key element in facilitating L2 acquisition, they encourage the development of learner autonomy, and provide a safe environment for learning and interaction among players.

Many video games, with their realistic visuals and exciting stories, can be a complement to traditional language learning methods. As for motivation, they work very effectively by arousing interest in a subject, culture, or language. Aldrich believes that "games are a more natural way to learn than traditional classrooms" (as cited in Stanley 2012: 2).

As video games become more sophisticated, their place in education becomes more apparent. Students are most successful when they are motivated. A number of studies support the claim that video games are an effective tool for language learning because of an interesting narrative (context), intentional interaction (authenticity), emotional engagement (motivation), freedom for error (mistakes), and opportunities for independent decision-making (student autonomy). Context helps in connecting new information with what we already know. Without proper context, new information has nothing to link to in our brains, making it almost impossible to remember.

As players progress through different levels of the virtual world they are immersed in, they learn the names of the real things they encounter (places, characters, objects) and thus broaden their vocabulary. Subconsciously, they will also learn grammatical rules as the dialogue develops through the game. Repetition of words and structures is the means of acquiring vocabulary. While playing a video game, players constantly hear the same words, associate words with objects, thus learning without even realizing they are doing so. By playing the game, players are motivated to complete the mission and beat the game – make certain efforts to achieve their goals. They are ready to learn the meaning of new words and concepts because they want to beat the game. Language is built into interactions within the game, so players have no choice but to communicate or think in English.

Dialogue-based games are excellent for improving vocabulary and communication skills. By choosing a game, players find English-speaking people, allowing the conversation to flow in an entertaining atmosphere. Because of this, interactive games can be exceptionally useful and valuable in language acquisition. Moreover, games that include word riddles in the language you are learning are an invaluable resource.

Total War: Three Kingdoms is a game highly praised by critics and its players for its superior storytelling. Combining stunning visuals with historical and fantasy elements, one reviewer described Three Kingdoms "as close to flawless, with a fantastic balance of 4X strategy and character-focused development and emergent storytelling."[4]

Playing certain types of video games is inextricably linked to learning English, because most games in Croatia are published in English. In order to play the popular role-playing game (RPG) World of Warcraft, a player must understand English. In addition, games, especially MMORPGs, like aforementioned World of Warcraft, provide ample opportunities authentic interaction and social support by increasing exposure to L2 input and output.

Video games contain vast amounts of pre-written dialogues and texts, as well as the opportunity for spontaneous communication between players and characters. World of Warcraft, for instance, contains over 6 million pre-written words, making it a true linguistic goldmine (Blizzard Entertainment, 2014)[5]. The script of the game GTA IV is longer than a Harry Potter book[6]. Grand Theft Auto IV contains over 80 000 lines of dialogue, while the first Harry Potter book consists of approximately 77 000 words. Every League of Legends (LoL), Teamfight Tactics (TFT), or Legends of Runeterra (LOR) player is met with 2191 unique quotes and phrases[7] while playing the game.

3. Methodology and research results

3.1. Research questions

As the above-mentioned studies (Chik 2012, Gee 2003) clearly show there is great potential for language acquisition through engagement in video games. The aim of the study conducted for this thesis was to find out if players are aware that the potential of video games for language acquisition is actualized in their own game and results in improved English language performance, or is the alleged language acquisition derived from the game simply a marginal matter for them? If it is assumed that language acquisition takes place, what aspects of the language are being recorded?

The aim is to examine the types of vocabulary used in games and by players to see if games can be a source of broadening the players' vocabulary. It is interesting to consider the

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[4] https://www.icls.edu/video-games-help-people-to-learn-a-new-language/
[5] http://media.wow-europe.com/infographic/en/world-of-warcraft-infographic.html
[6] https://www.redbull.com/gb-en/grand-theft-auto-by-numbers-10-mind-blowing-stats
[7] https://www.thyquotes.com/league-of-legends/

opinion of players regarding their improvements in order to gain information on whether such games can be a factor in expanding vocabulary. To answer the hypothesis, if playing video and computer games improves player vocabulary, research questions were constructed:

1. What is the frequency and what are the reasons for playing video games?
2. What types of video games are the most popular among the participants in this study?
3. What are the general outcomes of playing video games in English?
4. What is the nature of the vocabulary acquired?
5. What is the communication and level of social engagement in video games?
6. Do the participants report improvement in their language skills?

3.2. Means of data collection

We used a questionnaire with open-ended and closed-ended questions, as it allows the collection of a large sample of data without excluding the personal opinions of the participants.

In order to gather participants for research, the principals of two high schools in Đakovo were contacted and permission was requested to conduct the questionnaire in their schools. Senior year high school students of the Antun Gustav Matoš Gymnasium[8] and the Antun Horvat Vocational High School in Đakovo were interviewed. For each school, a contact person (the homeroom teacher of the surveyed students) was appointed to whom the online questionnaire hyperlink[9] was sent and forwarded to the students via the MS Teams virtual classroom. The students were informed not to share the questionnaire hyperlink.

The questionnaire was conducted in Croatian using Google's "Google Forms" tool in the period from March 30 to April 16, 2021. It is divided into 4 sections. The first section referred to demographic data (6 questions), and the second to patterns, frequency, and duration of playing video games (12 questions). The third section referred to the types of video games (3 questions), followed by the fourth, which inquired about student perceptions, introducing 17 questions referring to games in which the participants used English, language skills needed for and learned from video games, and experiences of the impact of games on language acquisition. The questions were mandatory, in order to prevent the participants from leaving the

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[8] By European tradition
[9] https://forms.gle/2J2p2TrRcxrghyEy8

questionnaire prematurely over the inability to express their thoughts, and to reduce the number of unusable and irrelevant answers.

The total number of participants surveyed was 154. The questionnaire consisted of a total of 38 open-ended questions and close-ended questions, and questions in the form of the Likert scale. It was designed to initially examine basic information about the participants such as sex, age, status, and level of education, followed by questions based on the answers offered and the Likert scale. The questions focused on the frequency and duration of gaming sessions, the nature of English language skills required during gaming, the nature and the benefits of language acquired from games, and the game genres. Most of the questions were of the multiple-choice type. The participants were also asked several open-ended questions in which they could further elaborate their answers beyond the extent of a multiple-choice question. Some questions could be answered with only one word, or had answers to choose from, while others gave the participants space to reflect and recall certain content from the games. More detailed information will be presented in the "Research results and discussion" section, and the questionnaire questions can be found in the "Appendices" section.

4. Research results and discussion

4.1. Sample

154 participants took part in the questionnaire. With the first question in section II, we separated players from non-players – 130 out of 154 students stated that they play video games, whereas the remaining 24 (4 male and 20 female students) stated that they never played video games. In the question "How often do you play video games", the 24 students (making up 16.23% of the participants) declared themselves as non-players, leaving the questionnaire, and thus rendering their answers unusable. Not playing video games was a feature more typical for female than male students, as only 4 out of 89 male students (4.4%) claimed not to play video games in English, while this number totaled 20 out of 65 for female students (30.7%). 130 participants carried on filling out the questionnaire until the last question. The number of each figure corresponds to the number of the question in the questionnaire.
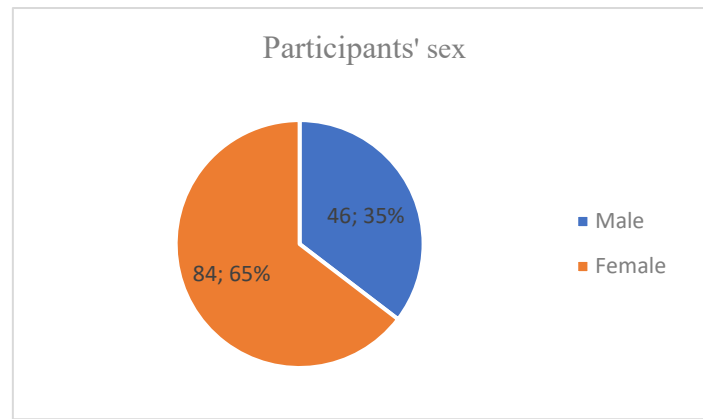
Figure 1.: Participants' distribution according to sex
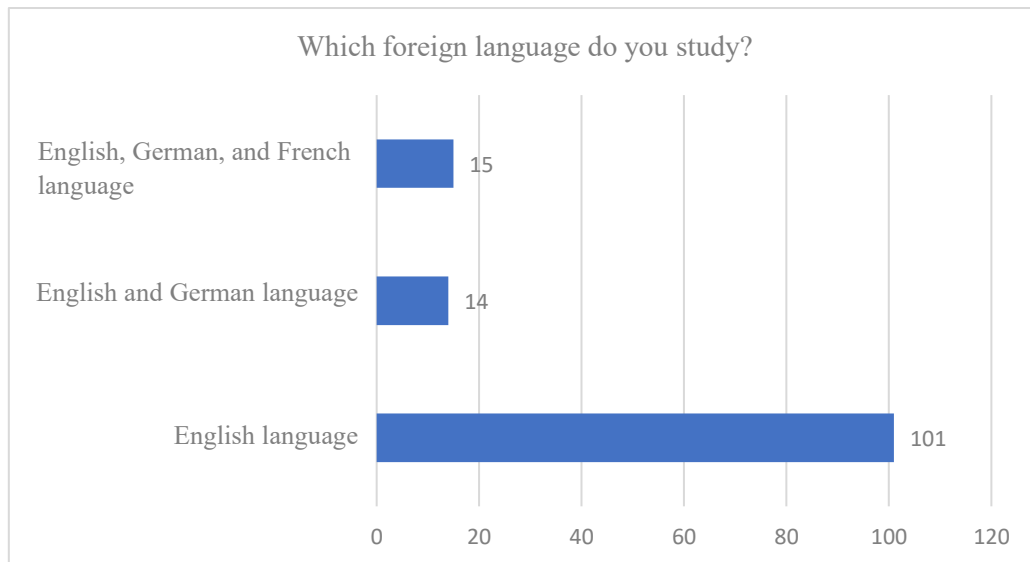*Source: Author's research*

Figure 1. shows that out of 130 participants, the questionnaire shows that 84 (65%) of participants are male, while 46 (35%) are female.
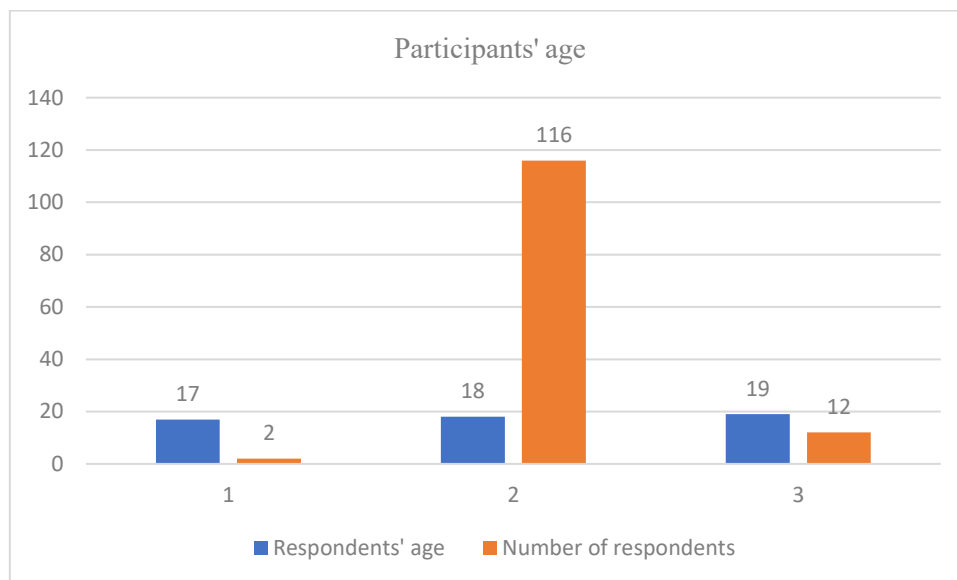
Figure 2.: Participants' distribution according to age
Source: Author's research

Figure 2. shows that the questionnaire was filled out by the demographic of students between the ages of 17 and 19. From question No. 3 and 4 we learn that students attend the Antun Horvat Vocational High School in the fields of general agricultural technician, agrotourism technician, mechatronics technician, and computer technician, and the Antun Gustav Matoš Gymnasium in the fields with focus on mathematics, general education, and languages.
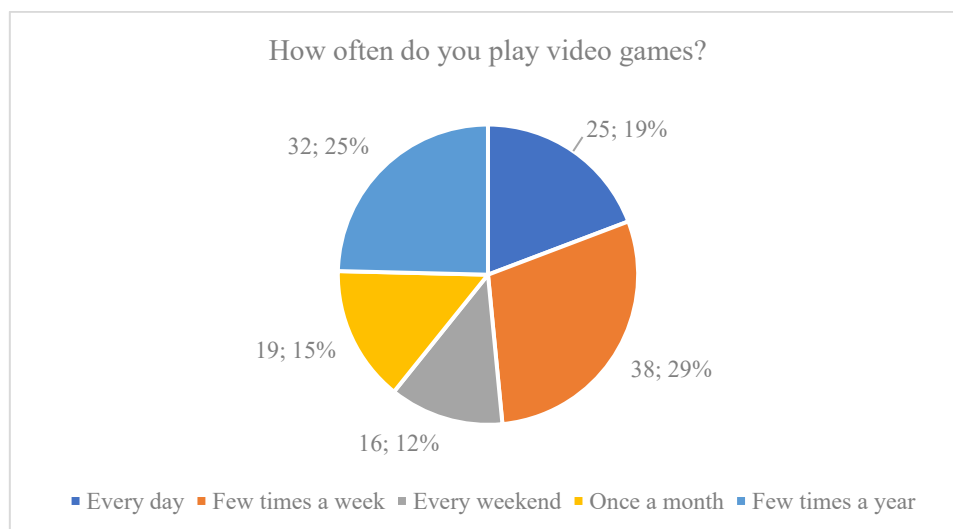
Figure 5.: Foreign languages the students' study in school
Source: Author's research

Figure 5. tells us that 130 students study English as a foreign language (either by itself, or in combination with French or German).

## 4.2. Frequency and reasons for playing video games

This section discusses how frequently and why the participants play video games.

Figure 6.: Frequency of playing video games
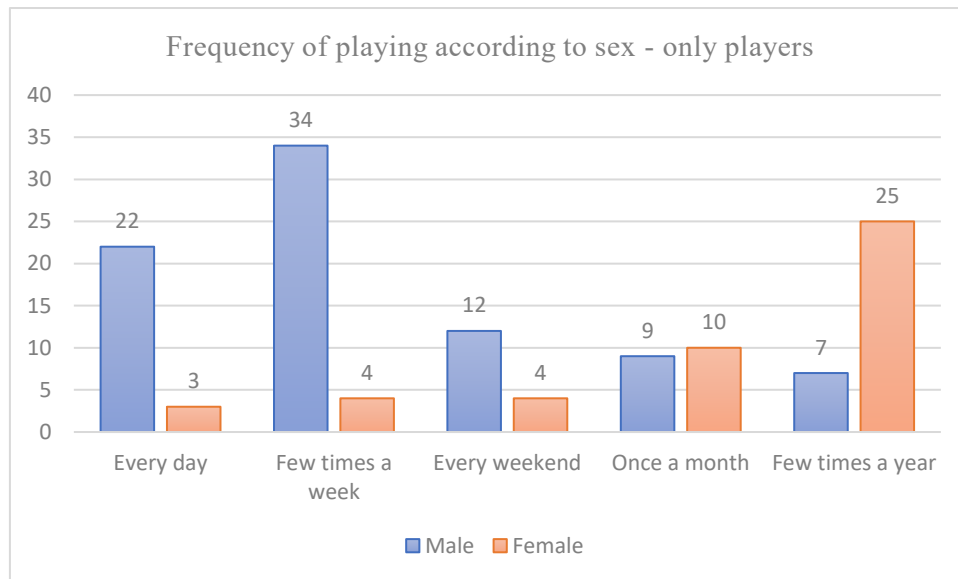*Source: Author's research*

As we can see in figure 6., the answers are fairly diverse. 25% of the students play a few times a year, 15% play once a month, 12% of the students plays every weekend, 29% play a few times a week, and 19% play on the daily. However, most of the students play every weekend (12%), a few times a week (29%), and every day (19%). Playing video games seems

to be a very common activity among young people. It can be concluded that the participants who took part in the questionnaire are experienced players. 130 participants (100%) have experience in playing video games in English. When we combined four answering options into three major categories [19.23% (25 students) who play on the daily, 29.23% (38 students) who play a few times a week, and 12.30% (16 students) who play every weekend], we concluded that 60.76%, that is, 79 high school students, are fairly active video game players.
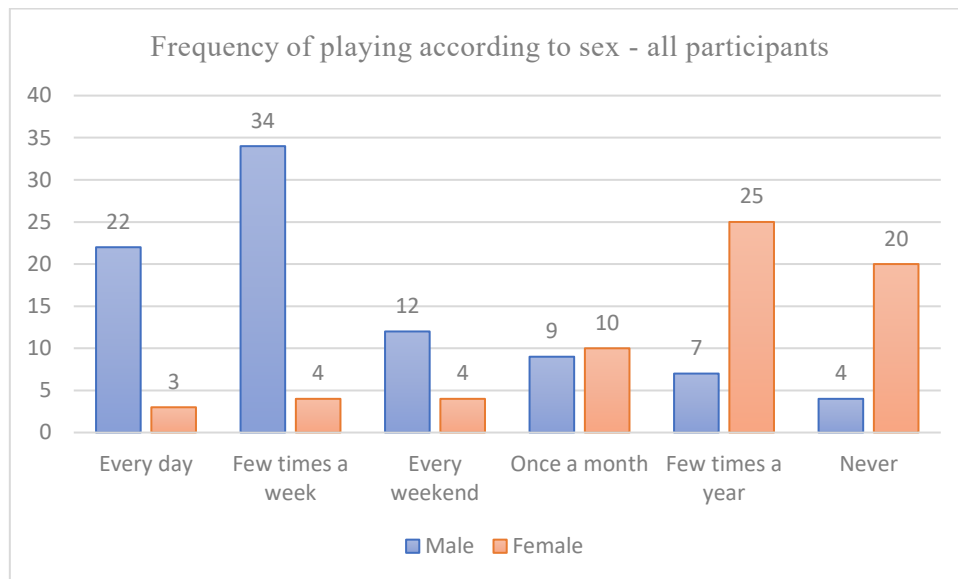
Figure 6.1.: Frequency of playing according to sex – all 154 participants
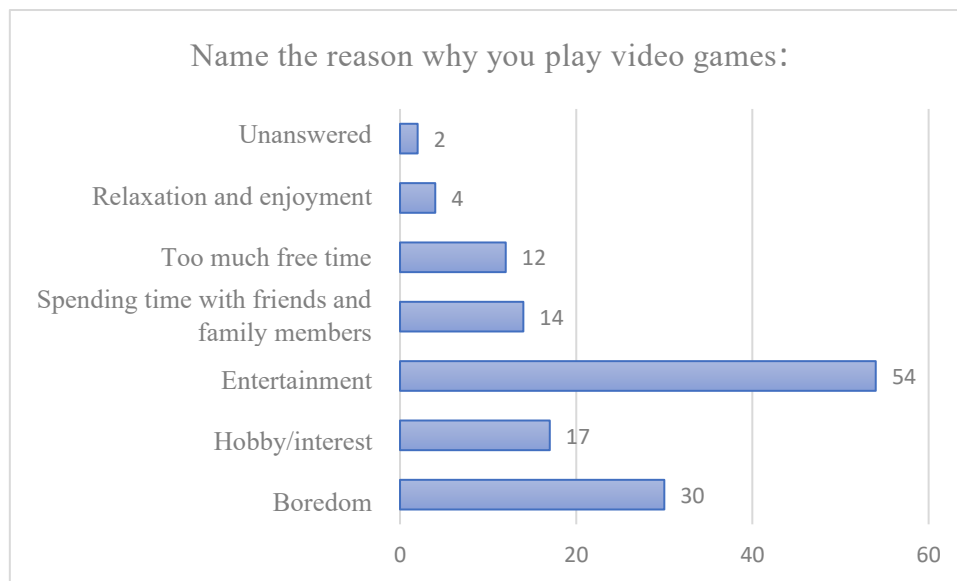*Source: Author's research*

Figure 6.1. shows the answers of all 154 participants according to sex, including the answers of the students who have never played video games.

Figure 6.2.: Frequency of playing according to sex – only players (130 participants)
Source: Author's research

Figure 6.2. shows the answers of the 130 participants by sex who declared themselves as players and filled out the questionnaire to the last question. Male students are undoubtably more active players than female students, as 22 male and 3 female students said they play every day, while 16 male and 35 female stated they only play once a month or less.

The time period students spend playing video games in English is the amount of time a school cannot compete with. Time is a limited resource in a school setting. These students have an average of two or three 45-minute classes of English per week (except for the language-oriented gymnasium, which has four), which makes time a very limiting factor for practicing and gaining experience in the classroom, compared to the hours they can accumulate while playing video games. More hours mean more experience. Through playing the games, players talk to people from all over the world. In the online sphere, there will be many variations in pronunciation, dialects, and even the use of words in different contexts, which is not very common in schools.

Figure 7.: What is the reason the participants play video games?
Source: Author's research

From this figure we can conclude that the reasons for playing video games are not primarily learning a second language. For a large number of students, the reasons are entertainment, hobbies, socializing, or relaxation (89 students), 30 students stated boredom as a reason, and only 2 students did not answer the question. The question was open-ended, with the selected answers of the students in Croatian below. The original answers are written in cursive and translated into English.

It is a completely different world, I feel free. (Male student, 18)

A video game is a movie/book that I can control. (Male student, 18)

I wanted to improve on my logic skills through logic games. (Female student, 18)

Because they are like new worlds that need exploring, and they are fun, especially if we play them with our friends. (Male student, 18)

I like to compete. (Male student, 18)

Sometimes I play GTA because I like the escape from the outside world. (Female student, 18)

15

4.3. Types and genres of video games reported in the study
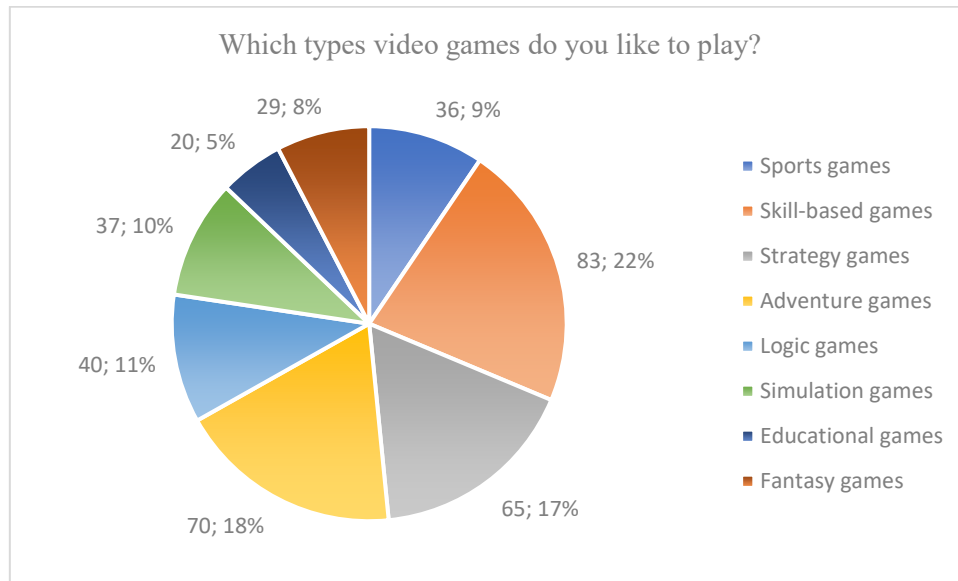
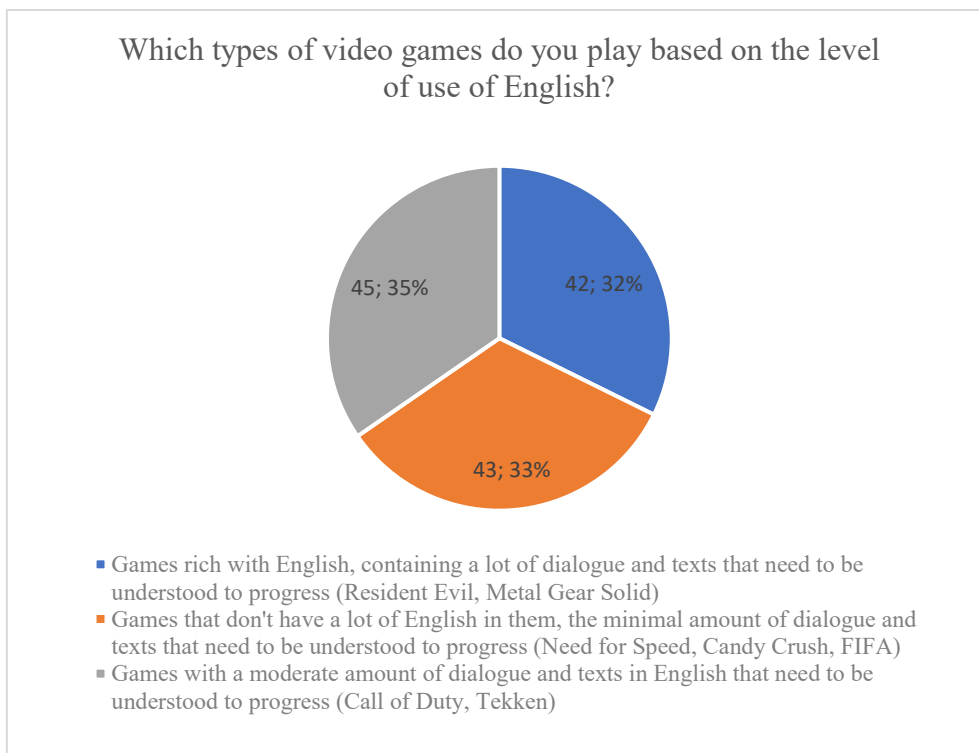*Figure 8.: Video game genres*
Source: Author's research

As can be seen from figure 8., the students' answers to the question about which types of video games they play were various. The participants had a couple of answers to pick from.

Multiple-choice questions allowed the participants to choose between multiple video game genres. Classifying games into specific categories was difficult because some games fall into multiple categories. The game genre that got the highest numbers of responses were skill-based games (83 students), then adventure games (70 students), strategy games (65 students), logic games (40 students), simulation games (37 students), sports games (36 students), fantasy games (29 students), and lastly, educational games (20 students). The results suggest that educational games are not the most popular among students. They prefer more informal and adventurous games. Consequently, it would be useful to use these games in an educational context.
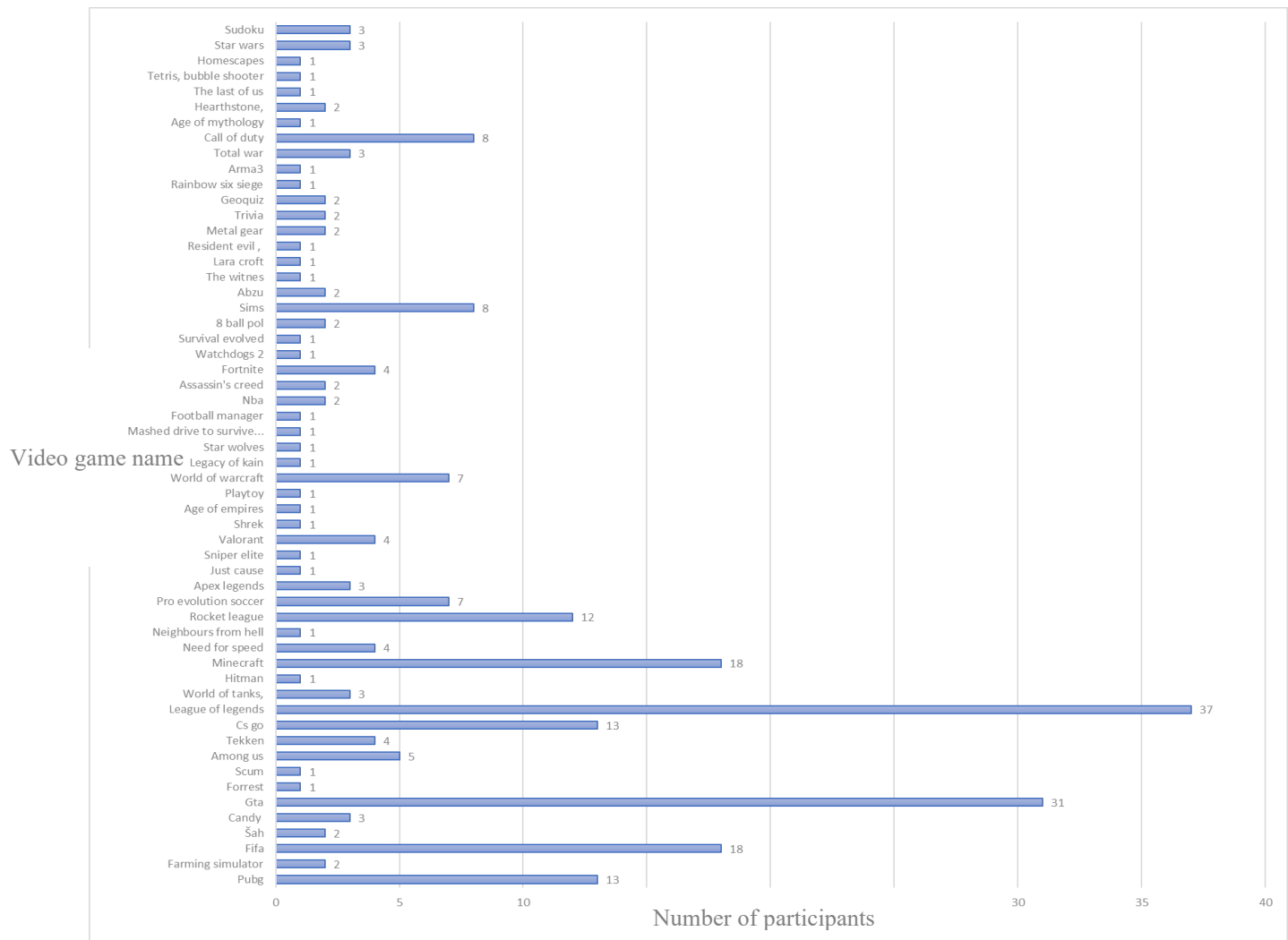
Figure 9.: The names of the games the participants' play most often
Source: Author's research

There are 55 different video game titles in this figure. Among the most frequently mentioned games were names such as League of Legends (LoL), Grand Theft Auto series (GTA), Minecraft, Counter-Strike: Global Offensive (CS:GO), FIFA, Rocket League, PlayerUnknown's Battlegrounds (PUBG), Call of Duty series (CoD), and Sims, while other games are not played as frequently. Several role-playing games appeared in the students' responses such as Final Fantasy (FF), and World of Warcraft (WoW or WOW). Seven students did not write down any video game titles.

Which types of video games do you play based on the level of use of English?

45; 35%   42; 32%

43; 33%

- Games rich with English, containing a lot of dialogue and texts that need to be understood to progress (Resident Evil, Metal Gear Solid)
- Games that don't have a lot of English in them, the minimal amount of dialogue and texts that need to be understood to progress (Need for Speed, Candy Crush, FIFA)
- Games with a moderate amount of dialogue and texts in English that need to be understood to progress (Call of Duty, Tekken)

Figure 16.: Types of games played based on the level of use of English
Source: Author's research

Figure 16. shows that the responses are evenly distributed. However, 67% of students play games rich with English and a moderate amount of dialogue.

4.4. General outcomes of playing video games in English
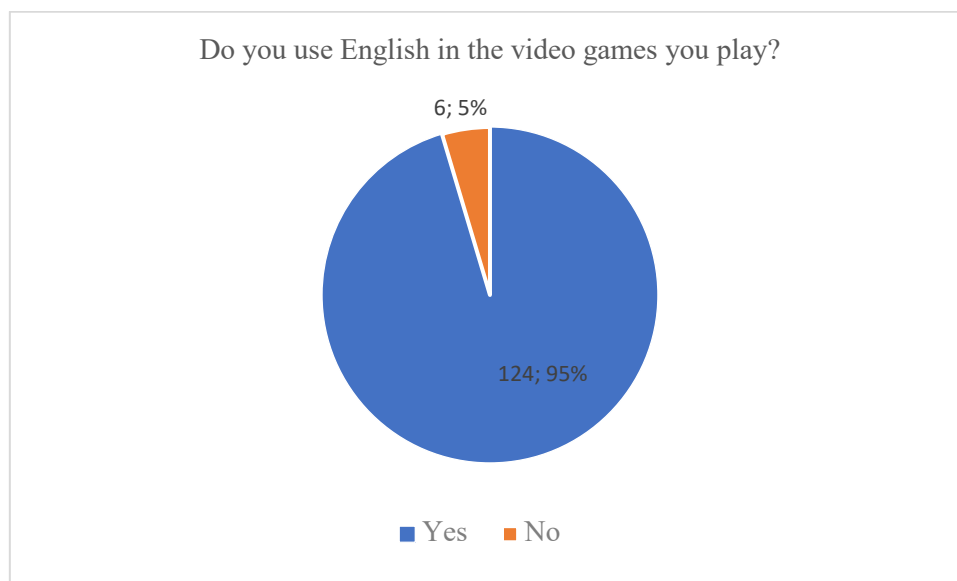
Figure 10.: Use of English in video games
Source: Author's research

As can be seen in figure 10., the answers to this question were almost unanimous, with 95% of the participants stating they use English in video games. This answer indicates a great opportunity to improve language skills.

Having determined that English is a common language in the world of video games, the questionnaire asked in what form is the language transferred to the structure of games.
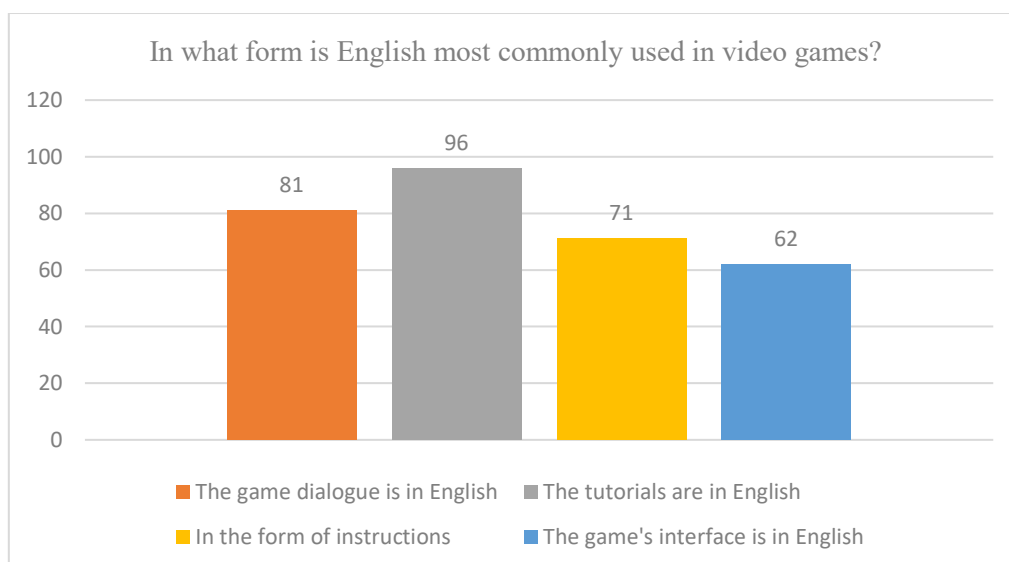
Figure 11.: The forms of English in the structure of video games
Source: Author's research

The students were able to pick multiple answers. Figure 11. tells us that the results were evenly distributed: 71 students that English is expressed through instructions, 81 referred to

dialogues in English, and 62 to the interface in their games being in English. The highest number of students (96) claim that tutorials in English are the most common form in which language is transferred to the structure of games.
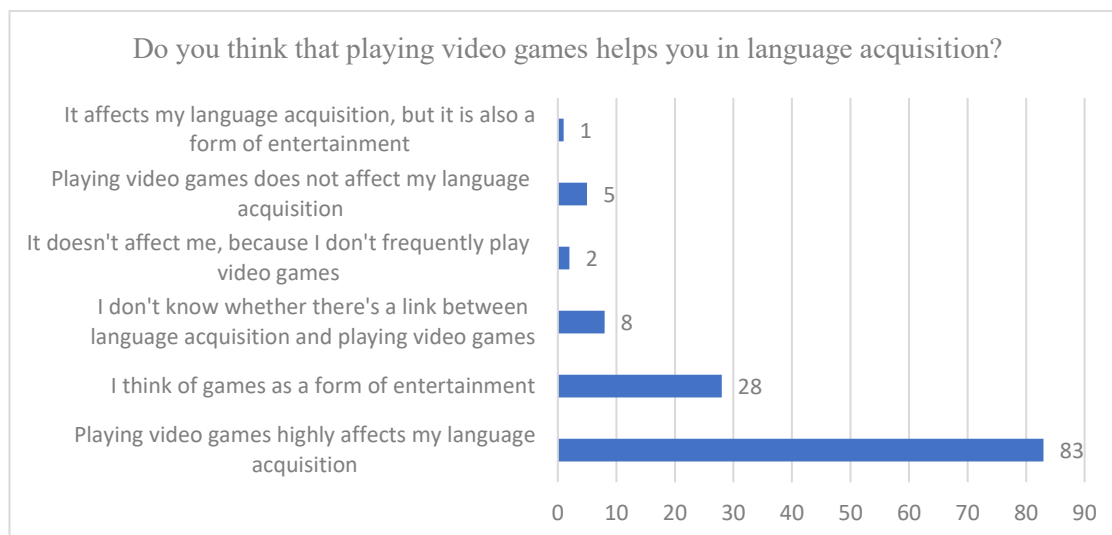

Figure 12.: The opinion whether playing video games helps with language acquisition
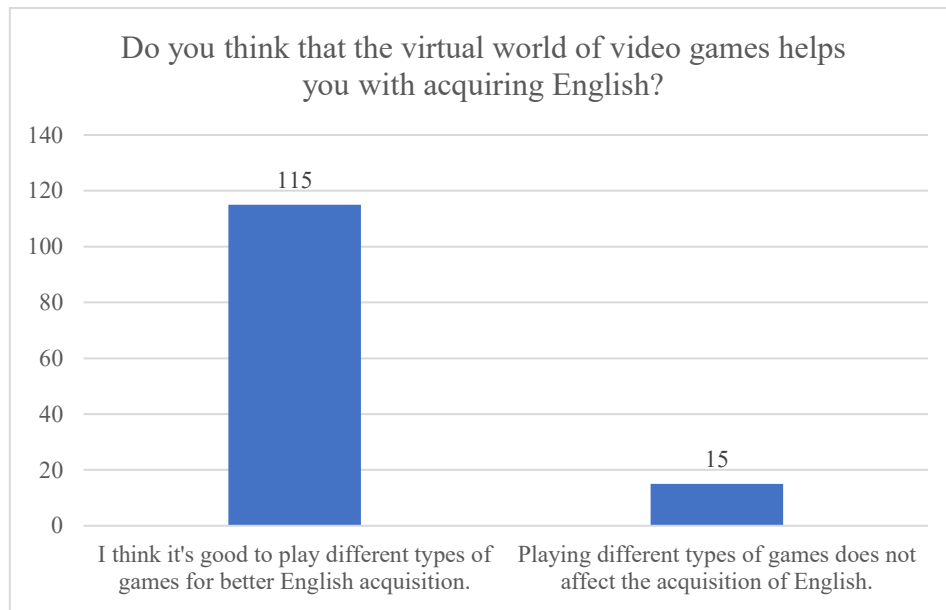*Source: Author's research*

Figure 12. shows us that 84 students believe that playing video games highly influences their language acquisition, 28 students consider video games just as a form of entertainment, while 5 students claim that video games do not help their process of language acquisition. 3 students answered *other* and elaborated:

It partially affects my vocabulary, and it especially helped me with language learning when I was younger, because nothing would be translated, so I often had to learn from context and look at photos to be able to play. (Male student, 18)
Personally, I don't find them helpful, because I rarely play them, but I believe it helps those who play them frequently. (Female student, 18)
I play in German and Croatian. (Male student, 18)

65.3% of players confirm that, as they perceive it, playing video games has very much affected their language acquisition. 6.1% state that they do not know whether there is a correlation between language acquisition and frequency of playing video games. Only 3.8% of participants said that playing video games does not help their learning processes. The vast majority of responses suggests that playing video games must have some kind of impact on the process of acquiring another language, in this case English.

Figure 24.: The effect of video games on English language acquisition
Source: Author's research

As can be seen in in figure 24., 115 students estimate that the virtual world of video games helps them with language acquisition, and only 15 believe that it does not.
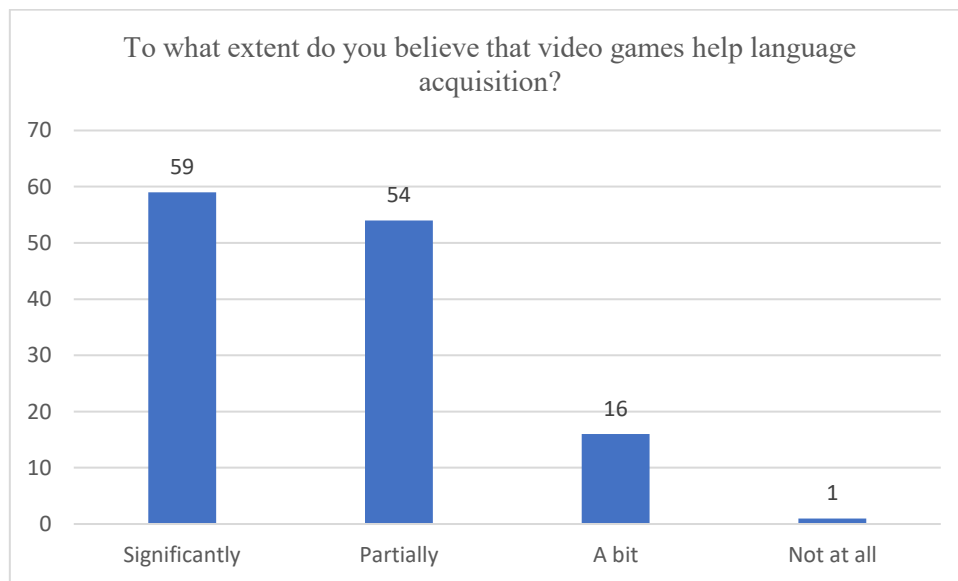
Figure 25.: The students' opinion on the effect of video games on language acquisition
Source: Author's research

Figure 25. shows that 45.3% (59) of participants claim that playing video games has indeed helped their English language acquisition. 41.5% (54) of participants think that video games have somewhat helped them with their language acquisition, 12.3% (16) of participants think that playing has helped them only a little, and only 1 participant believes that there are absolutely no effects of playing video games on their English language acquisition. Most students found that language acquired through video games really benefitted their success and

facilitated learning. Subconscious, unintentional language acquisition while playing video games was mentioned several times, and many students also stated that the games had some entertainment value, which increased their desire to learn. In fact, the increased motivation to learn English was the most frequently mentioned gaming convenience for a classroom setting.
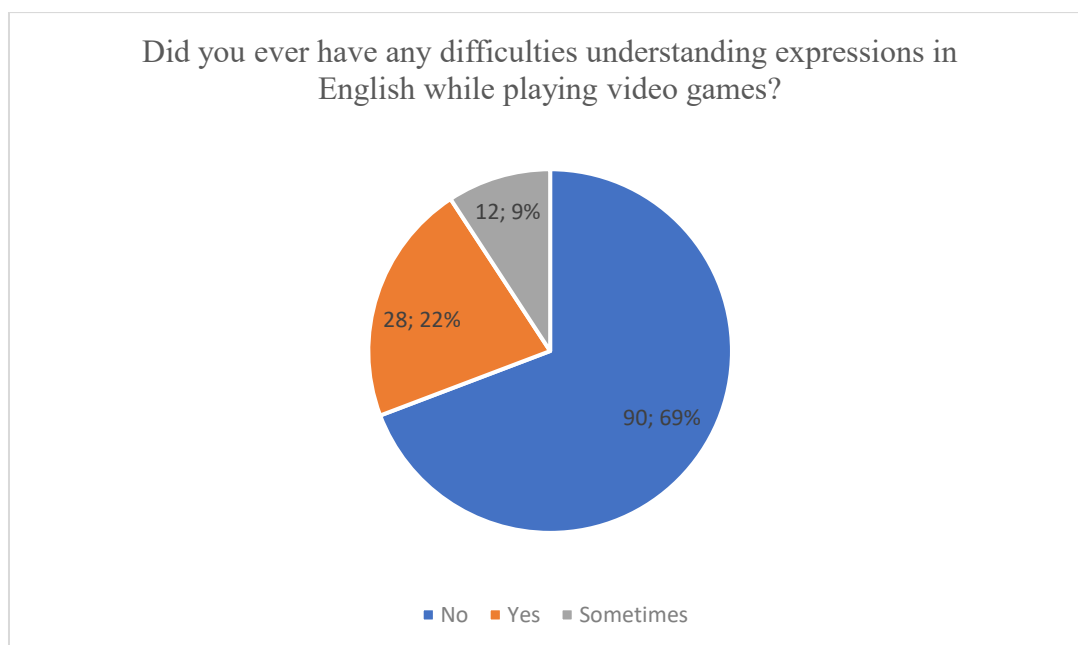
Figure 17.: Understanding expressions in English while playing video games
Source: Author's research

As can be seen in figure 17., as many as 90 students (69%) stated that they had no problems understanding English expressions. 12 students (9.2%) occasionally had problems, but as they themselves point out, when they were younger, or at the start of the game, while 28 students (22%) emphasized this as an issue while playing video games.
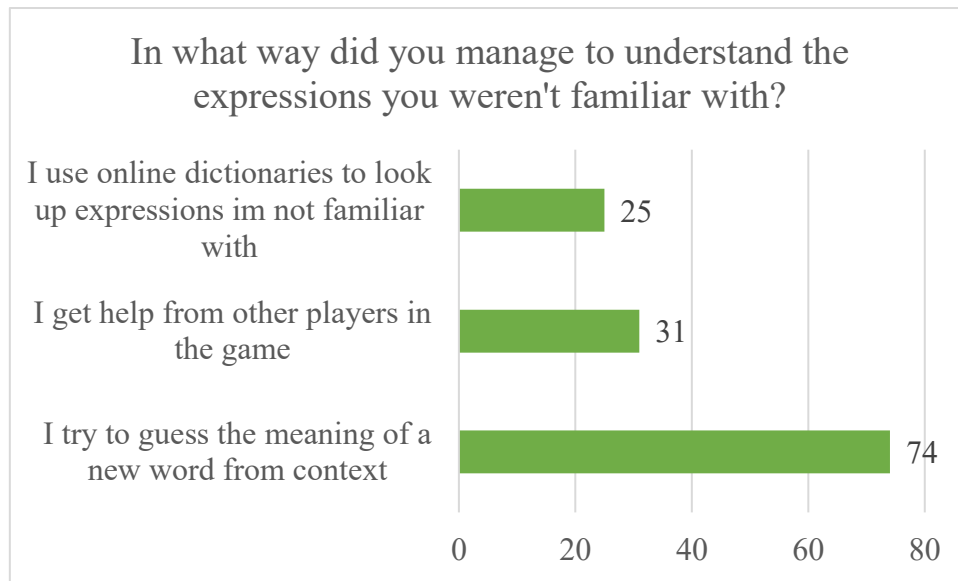
Figure 18.: Understanding unfamiliar expressions
Source: Author's research

Figure 18. tell us that 74 students (56.9%) try to guess the meaning of a new word from context, 31 students (23.8%) use the help of other players, and 25 students (19.2%) use online dictionaries to understand words they are not familiar with.

Acquiring a language through a video game is a deliberate act of learning. The players not only made the decision but were inadvertently forced to learn a foreign language in order to continue playing. The use of online dictionaries has proven to be a pinnacle of learning strategies. Students browse online dictionaries or look up meanings of words online to understand or comprehend the meaning of new vocabulary items they found in the game without considering these activities forced. They did it to achieve their goal of playing the game. This intrinsic motivation influences students' success in language learning, especially in acquiring a second language vocabulary.

4.5. The nature of the vocabulary acquired while playing video games

Please write, in English, a word, phrase, or sentence that you remember from a game. Write down anything you can think of, taking into consideration you have learned it through playing video games.

This part of the questionnaire was not exactly a question, but a challenge for the participants. They were asked to write down one word or phrase they remember from playing video games. Out of 130 participants, 20 did not write anything down, and 12 wrote that they do not know or do not remember. The rest of the participants, 98 students, wrote down words and some interesting structures. The list of structures written by the students is in the table. Some of them that were misspelled are underlined:

All you need to do is follow damn train, CJ, Head shot; Let's go; Here I am; Let's begin!; enemy is a head; IDK; Bomb planted. Cat. Bravo six, we are going dark, Nice try, good game, good job... What a save! WOOF WOOF AIN'T NUTHIN BUT BIG DOGS OVER HERE. You are moron, rush b, you speak ruski?, Cut inside, Ez game ez life, Russian Dog, Wtf, fml, smd, kys, gtfo. Peek, crouch, wide-peek, lol, go rush, go flank, push them, contact B, smoke mid, smoke staurs, enemy coonector, rush him, cyka blyat, stfu kid, f you, ezz, delite this game, you are blind. , get skill, get lose, go mid, ez, gg, bg, gl hf, fck off. uninstall this game please. What a save! LOL.GG WP, ff, gg wp, fucking idiot. Idc, fo. Mid, mid.Ks, cancer, toxic, faggot, wp. Xd, lol, lmao. Hail to the king, baby! I am a man of fortune, and I must seek my fortune (Henry Avery), "torch", "chest", "pickaxe", "sword", "m8", "asap", "stfu"; War, experience, star, universe, Behind, dont go, go on b, Let the force be with you, I have an offer that they can't refuse, The unseen blade is the deadliest, The enemies are missing. "Ah shit, here we go again" Yeah, sure, why not, Surrender 15, ff15, mid or feed, im just too good, Let's go!Hellp! Foolow me, Open. Winner, start. Help, lets go, Open, fast, room, household, wedding, love, Go Winner Back, games, Ct and t site, wp, Leaf, pickaxe, axe, legue, start, end, mid, top, bot, neather, gold, diamond, Rage quit, echo, blitzkrieg, noapte buna... continue, beginner, rotate, peek Blitzkrieg, Multiple hostiles, 12 o'clock. For the king! Flashbang, fire in the hole, take cover, sniper up the hill, brb, afk, bitchass, cunt, flank, nigga, noob, Hp - health points, Mp - mana points, Wp - well played, Gs - gear score, Top, jungle, mid, bottom, support, Rng - random number generator, Crit – critical, Dmg – damage, Ad - attack damage, Ap - ability power, Tenacity Vampirism, Rejuvenation, Invincibility, Immortality, Immobility, Stunned, stunning, stun, Polymorph, Storm, earth and fire heed my call! Sheeshh, Resume, Cancel, Commit die, commit not live, start, finish, reply, well done, On my way, got to go, What are you doing? Please drop. Rush B, rush A, stop crying, are we playing tonight, drop AWP, Replay, repeat, Are you sure? Fall back, enemy missing, forfeight, on the way, i need assistance, watch out, all group mid, when are we playing, what role are you playing, can we switch, stick with me, no peel no win, drop avp, Support, hut, mobility, free for all, payload, dirt, shield, orb, reflect, lapis lazuli, den, obsidian, defense, tank, class, (insert) names of mythical beings, brb (be right back), offense, pickaxe, turn, phase, spawn etc. Game over, Lol, Yolo, l idc, I'm so going to win everything. O shit, here we go again, Did i ever tell you definition of insanity, Sword, armor, bow, spell, tools, kit, battle... may the force be with you, Okey boss. morde, pierdalaj, idi nahui, Armour, items, blade, shadow, light, tower, river,

level, skin, account, password, rift. Fire in the hole! scout, sniper, spy, <u>ingineer</u>, medic, demoman, soldier, pyro, greetings, goofing around, making fun of, politeness, rudeness, get to know, flirt with, invite to... Indeed armour, health, gl, hf, Needle, cloak, stable, May the force be with you, Scheiße, es ist eine Granate.. "Capture the objective" He is on the left side! Hey you, you're finally awake! bot, game, kill, run, get him, ping, Kys Blue, can you drop me AWP Switch or bitch

Table 1.: Expressions in English that players use in video games
Source: Author's research

Although the underlined words are misspelled, the students understand them. Sometimes learning vocabulary from a list of words does not give students the confidence that they will remember both their spelling and pronunciation. Looking at the list, the lack of spending time in the virtual world is apparent. Many players remember swearing. Moreover, vulgarity is found in a couple of sentences. In her research "Learner autonomy development through digital gameplay", Alice Chik identified vulgarity as a part of the game's culture through a player's statement: "Of course, we use vulgar language all the time" (2011: 9). Of course, not all game developers try to include swearing in their games. However, players spend a lot of time talking to each other, and game developers cannot always censor their conversations. What was interesting and should be pointed out were the expressions from Russian (*cyka blyat*) and German language (*Schxxx, es ist eine Granate*).

What needs to be pointed out as well is the limitation of vocabulary based on genre specificity. Some expressions are known among most players, but some are genre specific. According to Chik, "if you play soccer games, you'll learn about soccer-related terms, but not much else" (ibid.). This statement is supported by the students' responses to this question:

Names of certain "roles" like the ones in war games – scout, sniper, engineer, medic, demoman, soldier, pyro. Names of rifles, pistols, knives etc. A ton of things from Minecraft – names of tools, trees, animals, building materials… (Female student, 18)
From Sims – names of furniture items, interactions between people, greetings, goofing around, making fun of, politeness, rudeness, get to know, flirt with, invite to… (Female student, 18)

Sports games are characterized by terms such as "free kick" or "icing the kicker", and action/war games by terms specific for medieval warfare like swords or shields. "Fire in the hole" or "Enemy spotted!", as well. The students also wrote some complex sentences. The fact that they are able to write a whole sentence in English correctly and from memory implies that the process of language acquisition is taking place. They remembered sentences such as:

"All you need to do is follow damn train", "I am a man of fortune, and I must seek my fortune", "Let the force be with you", "I have an offer that they can't refuse", "The unseen blade is the deadliest", "No books, no wisdom, only you fratello mio", "I'm so going to win everything", "Did i ever tell you definition of insanity", "He is on the left side", and "Hey you, you're finally awake".
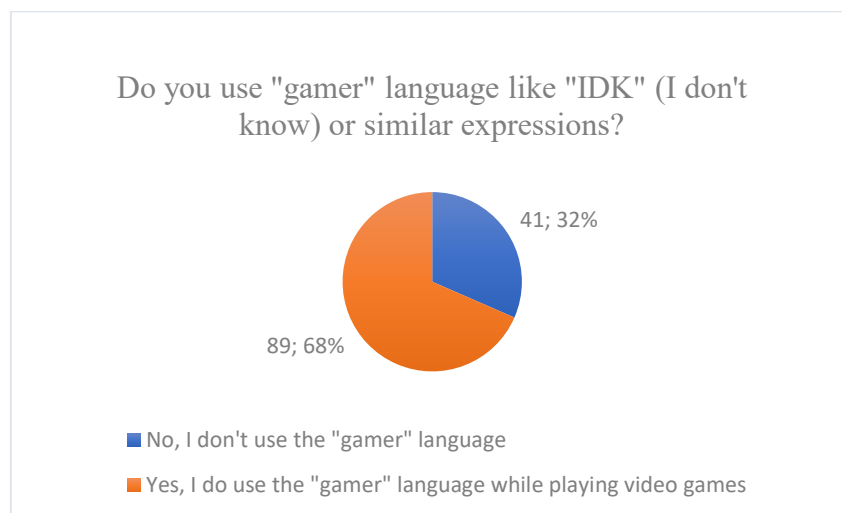

Figure 14.: The use of "gamer" language while playing video games
Source: Author's research

The key factor in "gamer" language is the way in which the players use abbreviated sentence forms and form them into a single word. As can be seen in figure 14., 89 students (68.4%) stated they use "gamer" language while playing video games, while 41 students (31.6%) stated they do not use such abbreviations.

The next question was: If you answered "Yes" to the previous question, please provide examples in English. Write down anything you can think of, keeping in consideration you and/or your teammates used them while playing.

Abbreviations or "gamer" language represent a more playful and creative way to use language. The following table shows the most frequently mentioned abbreviations in the students' answers, while the other ones are in the glossary in the appendices section (Heading 10.1). 16 students stated that they do not use "gamer" language, 25 students did not respond to the question, while 89 students wrote down a total of 368 abbreviations. Some abbreviations were repeated several times.

Abbreviation	Definition as defined by the Oxford English Dictionary or the Urban Dictionary	Number of times used	Percentage of times used
'LOL'	'Laughing out loud' (OED)	19	5.16
'OMG'	'Oh My God' (OED)	10	2.71
'WTF'	'What the fuck' (OED)	16	4.31
IDK	I don't know	38	10.32
IDC	I don't care	16	4.31
AFK	Away from keyboard	13	3.53
'BRB'	Be right back	18	4.89
GG	Good game	32	8.69
KYS	Kill yourself	12	3.26
WP	Well Played	11	2.98

Table 2.: The most frequently occurring abbreviations and acronyms in the questionnaire
Source: Author's research

One student's response stood out, stating: *This question depends on the game, each game would have its own dedicated abbreviations, "Idk", "Lol" etc. are used in everyday conversation today, not just in video games. (Male student, 18)*
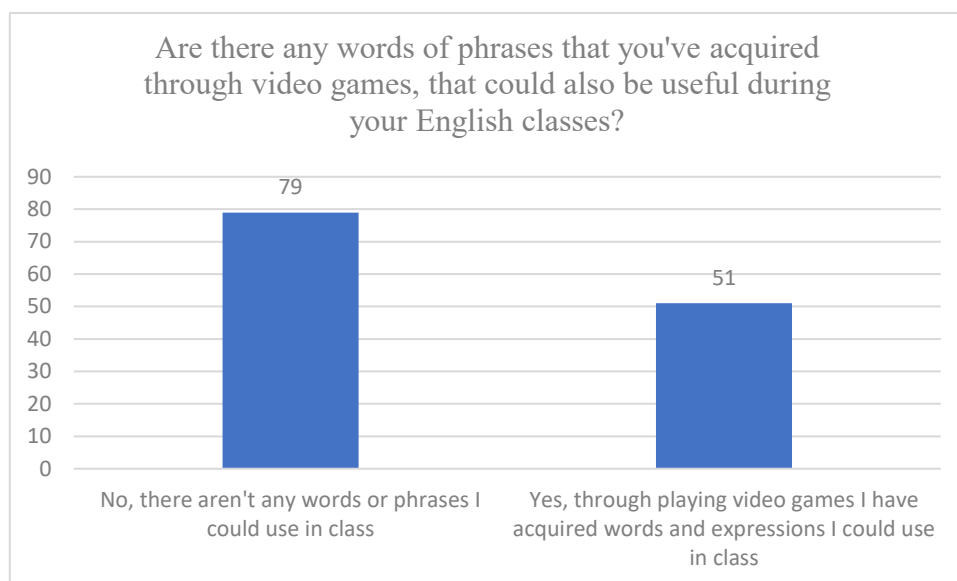
Figure 15.: The participants' opinion on the use of video game words/expressions in class
Source: Author's research

This question was supposed to encourage the students to think about the possibility of using some words and structures from video games in the school setting. Figure 15. tells us that 79 students (60%) think that such words do not exist, whereas 57 students (39%) consider that there are words that could be used in a school setting.

The following question was: If you answered "Yes" to the previous question, provide as many examples in English as possible.

When asked to answer this question, 30 students believed that there are none, so they did not write any, 9 students could not remember, or does not know any that could be used, and 47 students did not answer the question. 44 students wrote an example or confirmed in a statement that they think that it is possible to include some expressions in teaching, as shown by the following examples:

Phrases	Words
"do or do not there is no try"	Perfect, menu, lucky, unlucky...
I don't know IDK	Yes, no, home, flower buddie, Hello homie
"Early bird catches the worm"	Cover, rush, Noob
good morning,	Reflect, class, phase
good evening	Quest, success, win, lose, match

As soon as a <u>posible</u> -ASAP	competition, winning, team...
Play smart, <u>dont</u> rush,	password, shard....
<u>Aswell</u> as..., instead of...	skin,
Do this task,	account,
Gg (good game),	<u>curency</u>
glfh (good luck have fun)	middle,
LoL - 'Laughing out loud'	bottom,
rly	under,
excuse me <u>mrs.</u> (Ime profesora/profesorice)	over,
what does that mean?	<u>inbetween</u>
Can you help me with this?	vent
You are welcome!	imposter,
Where is the room?	cyan,
Bless you!	item,

Table 3.: Words and phrases that could be used in a school setting
Source: Author's research

The students suggested 20 different phrases and 40 words they could think of, that they could use in a school setting.

Words and phrases acquired by students from online games are in many cases not useful outside of the players' speaking community. These are abbreviated variations of sentences and are closely related to video games. The phrase "AFK" (Away from keyboard), for instance, is very functional within the players' speaking community, but has little value outside of it. Students' answers:

I think that words and phrases acquired in video games can rarely benefit kids/students in class. (Female student, 18)
I would write them down, but they're all curse words. (Male student, 18)
Some basic words. (Female student, 18)
General words of the English language we can use in everyday speech. (Male student, 18)
As I've already mentioned, everything I've acquired playing Sims – all of it can be useful in a school setting, especially because the game is a life simulator. (Female student, 18).
*In GTA there are a lot of cutscenes where we can pick up a good dialogue and learn how to communicate. You can use something from any game, because each of them provides at least a word or a group of things we would be able to use at some point. (Female student, 18)*
I have acquired a lot of impolite things I can't use in class, but occasionally you can find a useful phrase that I can indeed use in class. (Female student, 18)

In general, my vocabulary has been overall improved, and I have a better understanding of English words. (Male student, 18)

All of these words are specific and would not necessarily be discussed in class. Therefore, it can be argued that these terms were acquired while playing video games. However, since the players had to speak English to understand each other, it is possible that it would improve their language skills.

4.6. Communication aspects and level of social engagement in video games
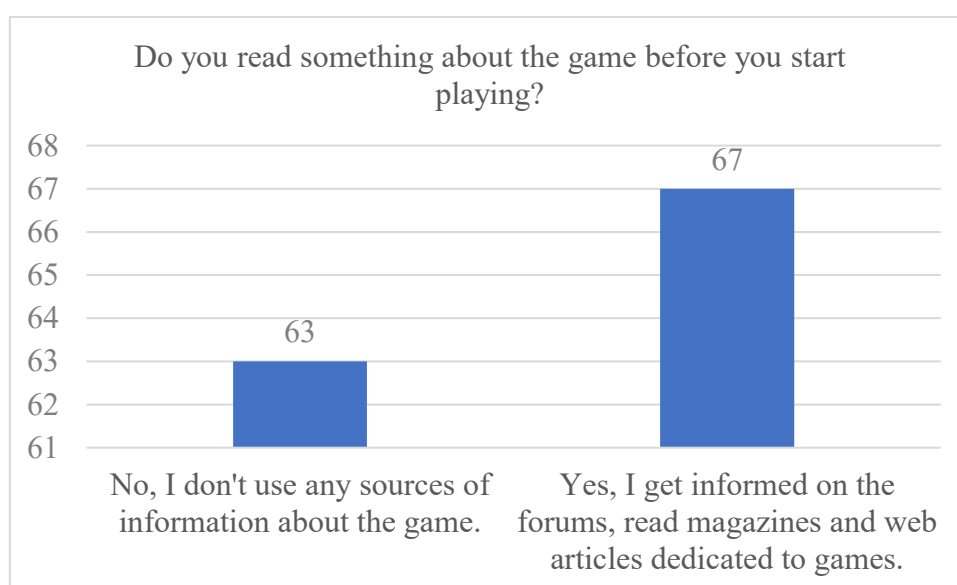

Figure 20.: Video game portals
Source: Author's research

Figure 20. shows that 51% of the students use video game portals. The variety of sources and websites suggests that players are exposed to English even outside of the games they play. Online forums, as Ryu suggests, allow users to develop their language capacities without being aware of it, or without language development being their main concern (2013: 290). According to him, one of the advantages of this type of media is the division of labor: players alternate between the roles of writer and reader, sharing their knowledge while they acquire more, related to a common interest (ibid.). Online forums, for example, are platforms where players can discuss problems they encountered in the game, seeking solutions from other players. Half of the participants take part in these discussions, get information about the game they are playing, and, as we learn from the questionnaire, discuss other interesting topics. However, online forums are not without rules – there are moderators and administrators who follow and examine what gets published.
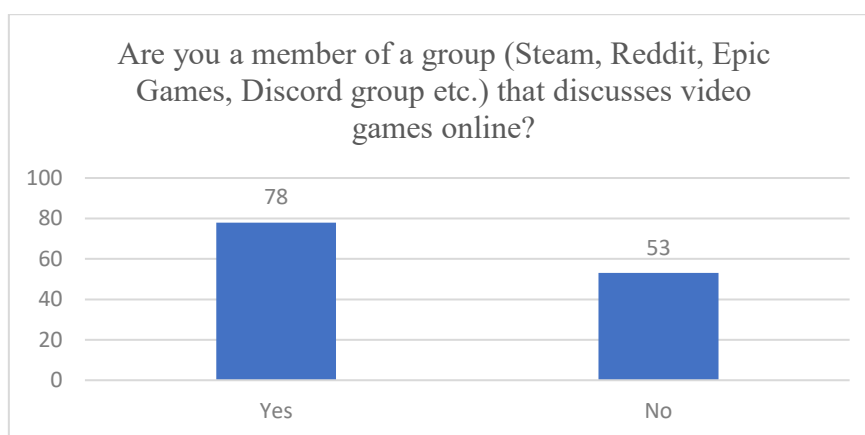
Figure 21.: Video game discussion groups
Source: Author's research

Figure 21. tells us that 78 students stated that they are members of a group online where video games are discussed, while 53 students stated that they are not. According to Chik, the Internet is an important component of social change, and, therefore, linking language use to the Internet seems appropriate (2012: 95). The Internet stimulates users through many domains, through news articles, social media, video game sites etc. These forms of media require a variable vocabulary, and the impact of presenting different language uses is inevitable. Through discussions about strategies, students participate in first-hand learning, intentional participation, careful observation and listening. What is important is the significance of websites and visiting discussion forums where players can discuss screenshots or collect game strategies, seek advice when reading tutorials, contribute to writing wikies for games, and share an interest in learning about the games and fan fiction.
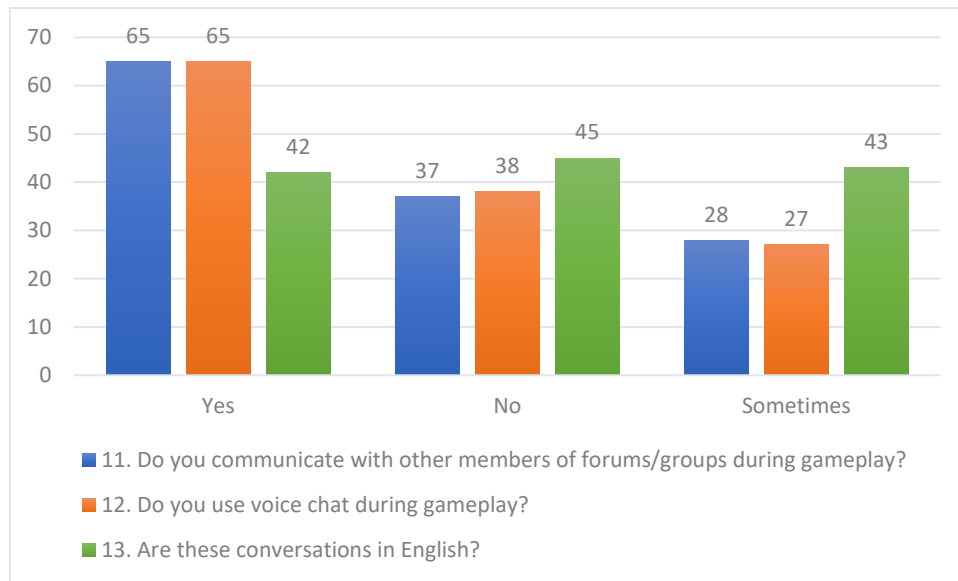
Figure 22.: Use of English in voice chats
Source: Author's research

As can be seen in figure 22., 65 students communicate with other players/group members and use voice chat during gameplay. 28 students do it sometimes, while 37 do not use voice chat at all. Through games, players talk to people from all over the world. They either search for information online, participate in discussions and debates, or contribute to enriching game-related resources. Voice chat tools like TeamSpeak or Discord offer a faster and easier way to convey messages, compared to in-game chat tools. 88 students always or occasionally participate in conversations in English through voice chat, and 45 students do not use English while voice chatting.
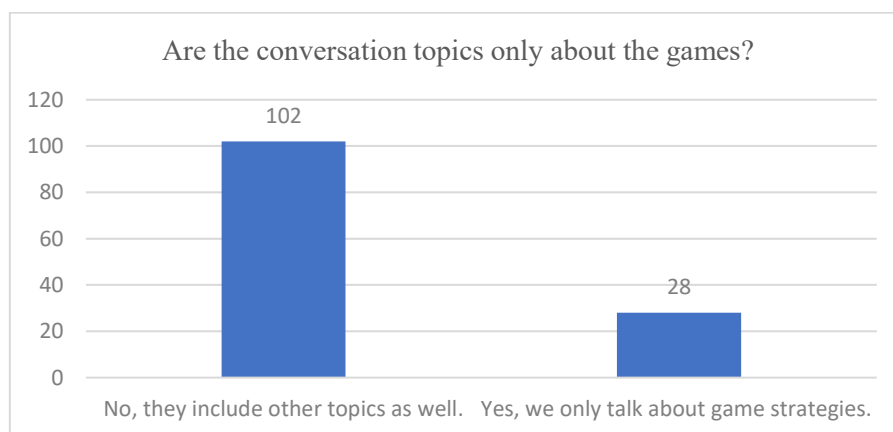
Figure 23.: Conversation topics during gameplay
Source: Author's research

As is presented in figure 23., 28 students (21.53%) talk only about the game, while 102 students (78.46%) talk about other topics as well.

In the following question the participants were asked to list the other topics they talk about. 33 students stated that they do not talk at all, or simply did not answer the question. 28 students exclusively discuss game strategies, while 69 also discuss non-game related topics such as school obligations, life, going out, or their social lives, which is shown by the following examples:

While waiting for transport in ARMA, I discuss relevant news with random people (COVID status in their country), everyday life (work, family), existential and philosophical topics, or jokes. (Male student, 18)
Which country we come from, what the situation is like here, what we think about relevant topics and issues, what our professions or hobbies are etc. (Male student, 18)
*It depends, we mostly discuss game-related topics, but sometimes somebody asks a question, and then all of us express our opinions. (Male student, 18)*

A clear majority of participants stated they took part in conversations with other players during gameplay. 21.53% of participants that take part in conversations during online gameplay stated that the conversations they take part in are focused on the games they play. They discuss game strategies and give warnings to other players during these conversations helping them achieve success during gameplay. Online RPGs may require deeper planning than, for example, first-person shooters, because the time it takes to reach a goal can be far longer than in an action game.

78.46% of participants talk about topics other than the game they are currently playing. Topics differ depending on the people involved in the conversation: music, real-life friends, school, football, going out etc. Students read tasks and communicate with other players via in-game or voice chat, or read discussions created by other players who enjoy the content of the game. These different reading contexts can be used in ESL settings. Ryu defines this "beyond-game culture" as "after game culture" (2013: 296).

4.7. Language skills reported to have been improved through gaming

The next question referred to determining which language skills certain players master while playing video games.
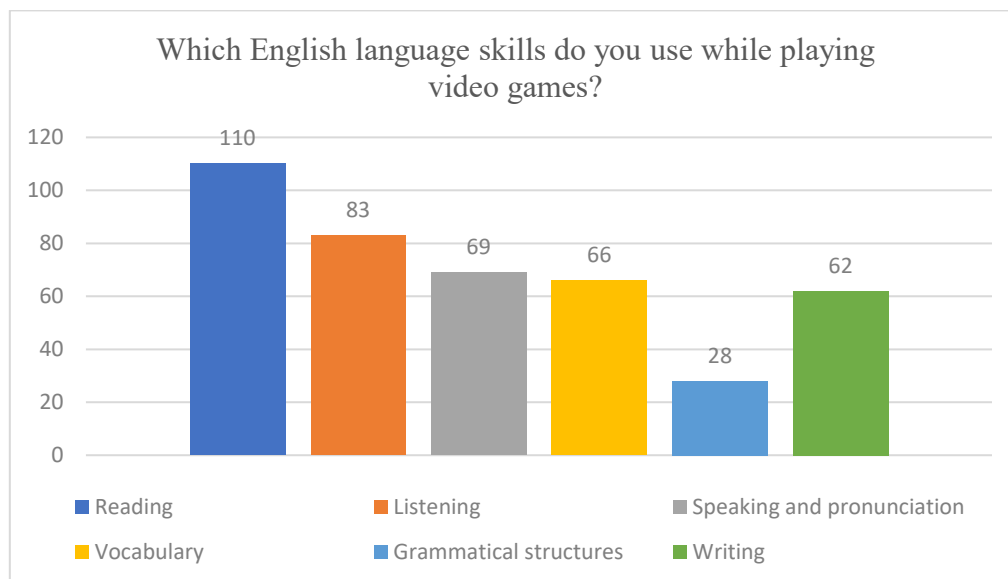
Figure 13.: English language skills students use while playing video games
Source: Author's research

In question No. 8, the participants were asked to list the specific language skills they needed to use while playing video games. They were able to choose multiple answers. Despite the variety of answers, some received the majority of responses. As can be seen in figure 13., reading (84% of students) seems to be the skill most developed while playing video games. It is the standard way of giving instructions and setting goals in video games. Players are required to read all the instructions, interface items, dialogue with other players/characters, and other expressions in English. It is a skill that they master throughout the game. Freire describes the complexity of language by focusing on the unique literary act of reading, noting that: "Reading does not consist only of decoding the written word or language; rather it precedes it and is intertwined with the knowledge of the world… [Both] language and reality are dynamically connected (1983: 5). Video games provide countless contexts that enable such learning: they require players to "read" the game, players read tasks and communicate with other players via chat format, read graphic novels and fan fiction written by other players who enjoy the game. They create their own story that could be considered a spinoff of the original story.

Figure 13. shows that the second place is occupied by listening, which was chosen by 63% of the students. Listening is a skill that is often improved by playing video games. It is mainly mastered by listening to dialogue and instructions in English. Regardless of the fact that

not all words are necessarily understandable to the players, they have to understand the basic meaning of a sentence in order to communicate with other players or understand the game. This is why the students pay attention to listening while simultaneously acquiring language. 53% of the students chose speaking and pronunciation, while 47% decided on writing. A video game is not just a one-way entry, as 62 students had to write in English, and 69 had to speak English. In addition, half of the students chose vocabulary, and 21.5% chose grammatical structures.

In the article "Video Games as Opportunity for Informal English Language Learning: Theoretical Considerations", Da Silva describes two special types of skills that video games can develop: receptive skills (namely reading and listening) and expressive skills (writing and speaking) (2014: 5). The way in which video games nurture receptive language skills is by giving them new vocabulary, followed by placement in the appropriate context. Video games are good at putting language into the context of dialogue, experience, images, and actions. They allow language to be situated (ibid.)

As the results point out, the reading and listening skills of the participants were mostly used while playing video games. The results are such probably due to the fact that most games, especially action and adventure games, are based on dialogues, tasks, and character development in which players have to achieve different goals.

One of the main concerns of the research is to examine the usefulness of game features for language acquisition as players perceive them. Question 1-8 of the questionnaire were multi-choice statements using the Likert five-point scale. The students were asked to choose one answer from the following options: 1 – strongly disagrees, 2 – does not agree, 3 – indifferent, 4 – agrees, and 5 – strongly agrees.

1. I acquire new words and expressions in English by playing video games.
2. The audio, photos, and graphics have helped me improve my vocabulary.
3. Video games can be used for efficient teaching of the English language.
4. While playing video games I improve my listening skills in English.
5. While playing video games I improve my speaking skills in English.
6. While playing video games I improve my reading skills in English.
7. While playing video games I improve my writing skills in English.
8. While playing video games I improve my grammatical knowledge of English.
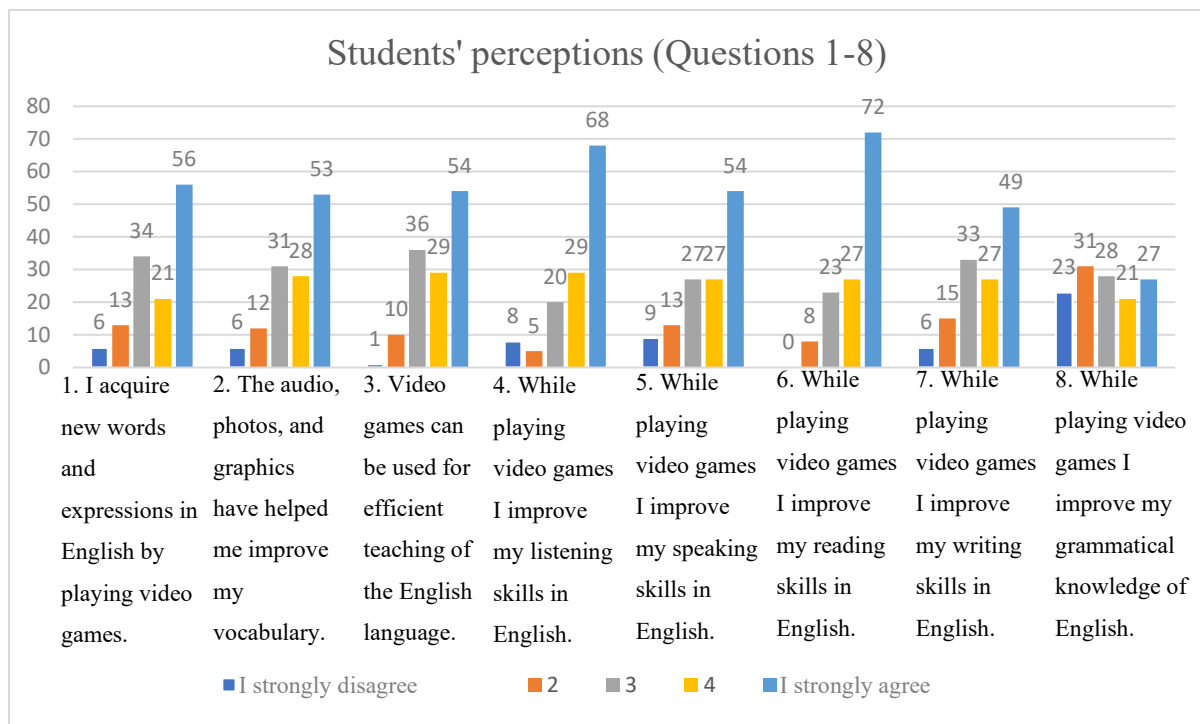
Figure 19.: Students' perceptions (Questions 1-8)
Source: Author's research

The largest number of participants for every statement fully agrees (primarily for reading and listening), except for the statement about grammar, where the responses for all categories are evenly distributed. In all statements, except for the regarding grammar, the number of participants who strongly disagree or do not agree is very small.

Figure 26.: Language skills improved in gameplay
Source: Author's research

Figure 26. tells us that 34 students believe that their language skills improve when they play video games. The answers of the 96 students that agree with this statement can be seen in the appendices section. 50 out of 130 students said that playing video games is more useful for improving your speaking skills, and 22 of them stated that video games improved their writing skills. 19 students saw improvements in their listening skills, and 27 students broadened their vocabulary while playing video games.

Given that most games provide and repeat a lot of grammatical structures, it is somewhat surprising that only 8 students noticed an improvement of their grammatical knowledge. Almost a quarter of students who did not answer this question, claimed that video games affect language acquisition in their earlier response. This suggest that the question may have been difficult for them to understand or that they could have been weary, considering this is the last question.

In the open-ended question under 16.1, the students were able to describe which skills they learned or improved while playing video games. 96 students wrote down their thoughts, further elaborating and giving more precise details. The selected responses below illustrate their opinions, and all of their responses can be found in the appendices section (Table 16.1).

We can more easily connect the meaning of a certain word we've never heard before to a context in which this word found itself. (Male student, 19)
You can learn the most through conversation with teammates, through communication people can learn to read and write, listen, and speak, if we use "voice chat". As for games themselves, you can improve reading and perhaps listening to a smaller extent. (Male student, 18)
They make themselves find out what a certain word/sentence means in order to beat the game. (Male student, 18)

They acquire new words, dialogues, phrases, even improve their grammar. (Male student, 18)
They improve their vocabulary, learn grammar, learn to write words in English, they learn to communicate in English. (Female student, 18)
I believe that you can improve your speaking skills the most, it simply comes naturally to people. (Female student, 19)
If I were to speak from experience, games helped me to speak English more fluently, and they helped me with grammar. I started playing games when I was young and video games significantly made English easier for me in school. (Male student, 18)
I would say all of them (reading, writing, speaking, listening), because we have to communicate with our teammates. In some situations, we can't speak so we have to write. (Male student, 18)
They develop proper word articulation, teach you to speak in a more natural accent, and not the typical Slavic one. They develop the capability of recognizing words by hearing them. They develop your vocabulary in a lot of aspects form a lot of different fields, from the names of typical building materials (Minecraft) to various names of tools and weapons, colors, animals and natural phenomena. In every game one can encounter sentences through which they master writing and proper syntax in due time, considering they can use tenses that fit the context properly. (Male student, 18)

If we compare the answers to the questions *Which English language skills do you use while playing video games?* and *If you believe that playing video games helps language acquisition, which language skills do you think it improves?*, whose answers are in Figures 8. and 16.1, we can conclude the following: 110 students stated that they use reading as a skill the most while playing video games, while only 12 feel like their reading skill improved. 83 students use reading the most, and only 19 believe they got better at it. 69 students use the speaking skill the most, and a significant improvement was found by 62 students. Lastly, 27 students noticed an improvement in their vocabulary.

5. Conclusion

This research examined the perspectives of high school senior year students on whether video games are useful for their English language acquisition, and whether they can, through video games, improve their English vocabulary. The research was conducted as an online questionnaire that contained both open-ended and close-ended questions about video games and language acquisition. The results provided a lot of interesting and significant data. They suggest that playing video games offers an advantage in second language acquisition. The students claim that most of the games they play are written in English. The language used in video games is more real and accessible to them. Most students point out that they develop their language skills by playing video games. While playing on various servers, they communicate with other players in English. They read books and articles about video games, type chat messages, and contribute to forum discussions. Even those students who are not proficient in grammar learn new vocabulary words to describe object, materials, tools, or movements. They acquire language through authentic, challenging, and highly motivating situations and tasks they love to talk and write about.

There are also game-specific communities that allow communication between the players even outside of gameplay. Playing video games seems to benefit the areas related to vocabulary the most but benefits other language skills as well. By providing context and constant feedback, video games allow students to truly use the knowledge they acquire in classrooms or conventional learning, and master English faster. Scientific studies and research reveal that video games can help contextualize formal lessons from structured learning, improve language skills, and alleviate stress because, according to students, you never feel like you failed in a game – you just progress more slowly. Research has concluded that video games improve traditional learning methods and make mastering a new language like English fun and exciting. The research provides strong evidence of the connection between playing time and learning experience of players and suggest that the potential of video games for language acquisition is taken into account in the field of language teaching. We must emphasize that language acquisition through video games has its limitations and is not a substitute for structured lessons that provide a solid foundation in vocabulary and grammar. But linking the educational foundation to the benefits of video games allows for faster learning than simply relying on traditional methods. Incorporating some elements of video games into classrooms can be beneficial for students

Video games are a great way to complement the conventional language learning methodology. Players will not be fluent in a new language by playing video games. However,

learning a new language and playing video games in the target language is a rewarding, fun and engaging process that does not look like learning at all. It seems now is the time to combine playing video games with learning English in a classroom, even as a platform for cross-curricular learning, respecting and fulfilling educational purposes and goals.

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7. **Sažetak**

Video igre podržavaju svaki dio učinkovitog učenja pružajući: jak i zanimljiv narativ (kontekst), namjerne interakcije (autentičnost), emocionalni angažman (motivacija), sloboda neuspjeha (greške) i mogućnosti samostalnog odlučivanja (autonomija učenika). Učenje poboljšano igrom pruža skup učinkovitih strategija, kao što su jezična ponavljanja i kontekstualni tragovi, za vježbanje i korištenje vokabulara u autentičnom kontekstu. Neke od strategija kao što su popisi riječi i korištenje rječnika korisnije su u kombinaciji s izvornim govornicima ili interakcijama vršnjaka. Video igre su izrazito interaktivni i interkulturalni prostori afiniteta; igračima je potreban *scaffolding* da bi se privikli na mehaniku igre, kulturne norme u igri i kolokvijalni jezik.

Video igre mogu biti vrlo uspješne u učenju i podučavanju stranih jezika ako postoje određeni uvjeti. Kada su učenici zainteresirani za svoju aktivnost ili imaju osobni interes i ono na čemu rade zajedno, bilo u stvarnom ili virtualnom svijetu, uvjeti su optimalni za učenje. Značajke dizajna koje povećavaju pedagošku korisnost video igara uključuju narativnu strukturu i igru koja se oslanja na slušanje, govor, čitanje i pisanje. Igre pružaju priliku učenicima da primjene svoje komunikacijske vještine i kulturno razumijevanje u smislenom, virtualnom kontekstu. Međutim, igre su samo medij kroz koji se pružaju kontekst i aktivnosti. Njihova korisnost u učenju proteže se samo do angažmana učenika. No, povezivanje obrazovne osnove s prednostima video igara omogućuje brže učenje nego samo tradicionalnim metodama.

Uključivanje elemenata računalnih igara u učionice može biti korisno za učenike. Kako bi iskoristili obrazovne koristi od ozbiljnih igara, učenici i učitelji moraju uložiti svoje vrijeme i strpljenje u učenje funkcije igre i prevladavanje prepreka implementaciji. U ovom radu pokazat ćemo da video igre doista mogu utjecati na obrasce interakcije L2 i pridonijeti usvajanje drugog jezika, ali da to ovisi, kao i u svim drugim okruženjima za poučavanje i učenje, o pažljivom pedagoškom planiranju aktivnosti.

Ključne riječi: Video igrice, usvajanje stranog jezika, gaming, učenička motivacija

8. Appendices

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https://forms.gle/2J2p2TrRcxrghyEy8

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3. POPIS TABLICA

4. GAMERSKI GLOSAR - 10.1

A

ACE - it is used in FPS games, e.g., COD, if you play war 4 vs 4 and you kill all the opponents yourself.

ADMIN - Could be an online forum admin, chat channel admin, or another type of administrator.

AFK - (Away from keyboard) It can be seen in usage in practically any game which features online play and an in-game chat.

AIMBOT - This is a hack used mostly in FPS games, it involves downloading a program that automatically aims and shoots at enemy's heads with near 100% accuracy.

AOE (Area of effect) abilities affect all targets within a particular (usually circular) area.

AP - Ability power

AD - Attack damage. A term from the game League of Legends which refers to the amount of physical damage for a champion or item; for example, an item may increase AD by a certain amount.

ASAP - (As soon as possible ASAP means as soon as possible. It is an acronym used to emphasize the urgency of a situation.

ATM - (At the moment), ATM means at the moment. It is an acronym often used for telling someone you're busy and can't type at the keyboard or talk right now.

B

B2P - (Buy to Play), games that only need to be paid for once do not have a monthly subscription.

BAN - Permanent ban on the player's access to a server due to non-compliance with rules, cheating, etc.

BG - (Bad Game), Gamers use BG to stand for "bad game." This acronym is the opposite of the more popular GG.

BOT - A computer-controlled character that mimics a player, the term is sometimes used for people who cheat, use Aimbot and/or Wallhack.

BOTRK - Blade of the ruined king

BRB - Be right back

BTW - By the way

BM (bad manners) - A multiplayer gaming term that refers to unsportsmanlike conduct during or after gameplay, such as typing something offensive to the other player, refusing to shake hands, or perhaps rage quitting.

C

CHEAT - Cheating in a video game means gaining an advantage beyond normal gameplay.

COOP - A game mode in which you can play the same game with your friends via the Internet/LAN and in the split screen.

CoD/Call of Duty - A series of First-Person Shooter video games

CU, CYA – See You (Goodbye)

CT AND T SITE– Counterterrorist/terrorist spawning area

CC - Crowd Control

D

DEF - (Defense) An abbreviation for defense.

DING - Level up

DM - (Deathmatch) MP mode in which there is no team, everyone is fighting against everyone, and the goal is to collect as many kills as possible. It is also known as "Free for all".

DMG - Damage

DND - Do not disturb

DPS - (Damage per Second), Damage per second

Gamers use DPS as shorthand for "damage per second". MOBA, RTS, and MMORPG players, especially, use this acronym when discussing how much damage a character can deal over a period of time.

DOT - Damage over time

DUNNO - Do Not Know

F

F2P - (Free to Play) Refers to games that are free to play and make money off ads, micro-transactions, or other means.

FAQ - (Frequently Asked Questions), frequently asked questions.

FLANK - War strategy; one player directs all his attention to himself, while the rest of the team moves to the sides of the map and attacks opponents from behind and flanks.

FPS - Stands for "first person shooter"—a type of shooting game where you are in the first person. Call Of Duty and Battlefield are two popular first-person shooters.

FRAG - A frag is a kill of another player and is most often used in FPS games like Counter Strike, Unreal Tournament and Call of Duty.

FF - "Friendly Fire" or "Forfeit" If your teammate shoots you and you take damage, that's Friendly Fire. When it gets bad, your teammates may drop the FF (forfeit), so they can end the game.

FFA - (Free for All), A common type of multiplayer gameplay; means there are no teams, and each person has to fend for himself.

FTW - (For the win), "For the Win" Normally used at the end of a comment after something happens such as killing an opponent before they kill you.

FU - (F*** you), FU is an acronym that is used as a censored substitute for the "F*** you" phrase. It is most often spoken out loud or used in texts or online.

FYI – For Your Information. It is an acronym that prefaces an informative statement.

G

G2G - (Got to go) The less grammatically correct version of, "I have to go"; commonly used in online chat; also written GTG.

GG - (Good game), Usually written at the end of a game. People who show good sportsmanship usually write GG. Salty players will blame others and write BG.

GG NO RE - Stands for "Good game no rematch". This is something those who are not sore losers say to let the winner know that it was a good and fair game, and that they don't want a rematch.

GG EZ - Another variant that stands for "good game easy".

GN - Good Night

GJ - (Good Job); GJ is an acronym often used in online gaming to compliment another gamer. It might be used during gameplay or after a game has ended.

GL - Good Luck

GZ – Congrats/'grats.

H

H8 - (A common abbreviation for "hate"; may be used as a noun or a verb.

HF - (Have Fun Friendly term usually written at the start of a match.

HS - (Head shot) In shooting/FPS games, there are different type of hit points when shooting an enemy. Generally shooting him in the head causes him to die faster and gives you a point bonus.

I

IDC - I don't care

IK – I know IK is an acronym that stands for "I know"

IKYFL – i know you're fu***ng lying

IDK - (I don't know), IDK is a popular acronym used to say, "I don't know".

IMO - In my opinion. IMO is an acronym that means in my opinion. The acronym is commonly used at the beginning or end of a sentence to share an opinion.

IRL - In real life; IRL is a quick way to refer to things that occur in real life, as opposed to a virtual world online or in a video game system.

J

JK - Just kidding

K

KICK - One-time expulsion of players from the server by the administrator due to mild non-compliance with the rules (e.g., campaign).

K or **KK** – OK

KS - Kill steal

In gaming, a KS (kill steal) is when one player swoops in to deal the final blow to an enemy another has been wearing down.

KYS - Kill yourself

L

L2P - (Learn to play**)** Typically refers to learning to play a video game but can refer to other types of games as well; often used in a demeaning manner, such as "You're terrible, L2P the game!"

LMAO - (Laughing My Ass Off), another abbreviation used when something is terribly funny to us.

LMFAO - (Laughing My *ucking Ass Off), indecent version of "LMAO" with ferocity, heavier meaning.

LOL - (Laughing out loud)), LoL is not to be confused with the common internet vernacular, lol (or laugh out loud). LoL stands for League of Legends.

M

MIA – Missing in action

MID - Used to refer to lane sin League of Legends

MMORPG - (Mass Multiplayer Online Role-Playing Game), MMORPG is an acronym for massively multiplayer online role-playing game.

MOBA - (Multiplayer Online Battle Arena), Gamers use MOBA as shorthand for the "multiplayer online battle arena" genre. In MOBAs, two teams of players fight against each other in a confined area composed of multiple lanes. Each player's character typically has unique abilities, which they use to kill enemy players and creeps, as well as claim the opposition's territory.

MODERATOR - a person who is in charge of maintaining order in the forum in a particular subforum, has the authority to edit/delete/anchor topics.

M8 - Short for "mate"

N

N1 - (Nice one), A compliment that means, "good job" or "well done"; may be used in

gaming after a good move.

NP - No Problem

NT - Nice try

Noob - A player who is new at a game. Sometimes used to describe players who are performing poorly, regardless of their experience level. Short for "Newbie". A "Noob" is somebody that is new to the game.

NPC - (Non playable character in role-playing games (RPGs) and video games, NPCs are the characters that players do not control.

NS - Nice Shot

NVM – Never mind

O

OFC - Of course

OMFG - (Oh my F****** God), An expanded (and censored) version of OMG. An exclamation that shows surprise or astonishment.

OMG - (Oh my God), OMG is a popular exclamation that indicates surprise, excitement, or disgust.

OMW - On my way

P

P2P - (Pay to Play), the most common payment model in MMORPG games, it is mostly a predetermined monthly subscription.

P2W - (Pay to Win), it usually appears in F2P games where it cannot be competitive without buying in-game microtransactions.

PPL - (People); Ppl is a common abbreviation for "people". It is frequently used online but may be used offline as well.

Q

QQ - How you type the crying emoji without emojis. The circular part of the Q resembles eyes and the dash, tears.

R

RAGEQUIT - When someone out of anger comes out of the (MP) game. A player can also get out of anger in team play if he feels that the team is not good enough or that the teams are generally not well balanced.

ROFL - Rolling On Floor, Laughing

ROFLMAO - Rolling On Floor, Laughing My Ass Off

RPG - (Role Playing Game), RPG stands for role-playing game, which is a game where you take on the role of a character. Some popular examples of RPGs include Dungeons & Dragons, Final Fantasy, and World of Warcraft.

S

SP - (Single Player), gameplay - refers to only one player.

SRY - Sorry

SS - Screenshot

STFU - Shut the f*** up

T

TMI - too much information,

THX - A frequently used abbreviation in text messaging

TUTORIAL - guide for players, appears in different forms (written, voice, visual) most often at the beginning of the game or as a separate mode.

2EZ - Too easy; Means something just isn't challenging enough. For example, may be used after a blowout in an online gaming match.

TTYL - Talk to you later

U

U2 - You too

W

W8 - Wait

WB - Welcome back

WP - Well Played

WOTLK - Wrath of the Lich King

WTF - (What The F**k)

WTH - What the Hell

WYM - What do you mean

WYD - What are you doing

WBU - What about you

WYA - Where (are) you at

X

XD - laughing, X eyes closed as we laugh, and D a wide smile.

XP - (Experience), the experience we gain by crossing games, the experience unlocks new weapons, spells, armor, and other aspects of games.

Y

YT - You too

YEET - is an expression used for throwing something or somebody far away

Z

ZZ - abbreviated to "Hello", often used in online gaming.

5. TEME RAZGOVORA – 14.1.

Navedite teme o kojima razgovarate.
Sve
O igrici
Ne razgovaramo
Ne pričam
O događajima
Ne razgovaram.
Igrice i zabavljanje van igrica
O ljudima, životinjama, djeci...
Igre, život, svakodnevica
O svemu
Žene, alkohol i igrice
Većinom igrica ali i par drugih tema
O školi.
Škola, prijatelji, problemi...
Team play , misije , dogovaranja za igranje itd...
To su privatne stvari
O igricama, događajima iz života...
Škola, svakodnevni zivot, igrica
Općenito o aktualnim temama.
Cure zivot itd
Život, kava, žena, planovi, škola
Svašta o životu
about rushing b and a
cure grad i tako to opcenito
O životu općenito
Sve i svasta
o školovanju, općenito o životu
Škola, hobiji
Pričamo o svemu
Opcenite stvari u zivotu
Razgovaramo samo o igrici
Hrana, šale, uglavnom zezanje
O svemu pomalo, ali uglavnom o igri
Sviranje, izlasci, druzenja, smijesne i humoristicne price, marketing i biznis teme
Razgovara se o igri
Igrice
Općenito neke stvari
O igrici i životu
Kako cemo sto odograti...
Odakle je, koliko godina ima
Nebitne teme uglavnom
Gdje cemo ici, sta cemo raditi, tko ce sta kupiti...
Zivot opcenito
Općenito teme i događanja koje su aktualne u svijetu, nekakva iskustva općenito u životu

Ovisi, većinom su to teme o igri, ponekad se zna naći da netko pita nešto, gdje mi ostali dajemo svoje mišljenje
životu
O tome čime se ko bavi,koju školu pohađa ili gdje radi,gdje stanujemo ...
O igrici
Ne razgovaram.
O igrici kojoj igramo
Ne pricam preko toga
Zenske, igre, zivot, alkoholizam
Privatni život
sve što nam padne na pamet
Stavovi, svijet, popularne teme i sl.
Doslovno sve
Igram igrice s prijateljima koje osobno znam, tako da razgovaramo općenito o životu (npr. kada ćemo ići van)
Život u njihovoj državi, kako su ....
Skoli, poslovima, drugik igricama, vremenu, hrani, zanimljivosti, hobiji
Škola, sport, općenito život.
zivot
Ako je s prijateljima voice chat pričamo općenito o nekim stvarima i zezamo se, razgovori nemaju određenu temu
Ovisi s kime razgovarama, ali je većinom tema škola ili druženja
Za vrijeme čekanja prijavoza u ARMA-i diskusiram sa random osobama diljem svijeta o aktualnim novostima (npr. COVID u njihovoj drzavi), uobicajenom zivotu (poslu, obitelji), egzistencijalnim i filozofskim pitanjima, šalama...
Vrijeđanje, općenito šta ima kod njih, odakle su i tako
Pa odakle su, kakav mi je bio dan itd..,ponekad bude i vrijedanja
Ako je neki blagdan taj dan, o drzavi i sl...
Food
U kojoj smo drzavi, kakva je tu situacija, sto mislimo o aktualnim temama i problemima, sto smo po zanimanju, hobiji itd.
Uglavnom razgovaram s prijateljima i o nasim temama
škola, druženja
O igri
Ako nije nesto o igri onda rasprave
ne razgovaram
Život (sve o čemu se može razgovarati iako teme ne budu pretjerano duboke)
Samo strategije igre.
Sveopće i svakidašnje teme
Škola
Svakidašnje ili o igrici
Nema ih.
Neodređeno
ne razgovaram
Ne razgovaram
Zivot itd.
život, škola, kulturne razlike i sl.
Taktike u igri, mjesto na koje ćemo se premjestiti, kako pobijediti, kako se riješiti neprijatelja
interesi, hobiji, vicevi

Svakodnevni događaji, šale i sl.
Uobičajene teme
općenito o životnim iskustvima
O zemljama iz kojih dolazimo, o nekim svakodnevnim stvarima, skolovanje, zanimanja...
90% puta je o igri Ostatak je većinom o drugim igrama ili o tome da se dodamo da igramo tu neku drugu igru.
Kako lakše doći do riješenja
strategije igre, pojmovi i teme povezane s igrom, razne životne teme
Strategija
O raznim igricama i strategijama i na taj se nacin upoznajemo
Strategija igre, tijek igre i različite situacije u igri, svakodnevni život..
O danu, nogometu, životu
Razgovaramo isključivo o igricama.
Cujem od brata da komentiraju samo igrice, ja uopce ne pricam
škola.prijatelji
Kako si pomoći međusobno u igrici
Kakav je bio dan, što ima novo i kako smo, također neke šale i pošalice
Neču vam reči
Ne postoji nešto konkretno
Bratić i ja ponekad tijekom igranja videoigre razgovaramo s ostalim sudionicima, najčešće kažemo odakle smo i sl., a često on razgovara sa svojim vršnjacima.
Žene

6. VJEŠTINE – 16.1.

Ako smatrate da igranje računalnih igara olakšava učenje engleskog jezika, opišite kakve vještine smatrate da igrači uče ili poboljšavaju.
Da
To je ovisno od čovjeka do čovjeka.
mogućnost lakšeg govora i samopouzdanja u govoru stranog jezika
Reflekse i bolja zapažanja
Poboljšavaju vještine pisanja i čitanja.
Uče jezik, govor, čitanje, slušanje, razumijevanje
Računalne igre poboljšavaju čitanje, pisanje i izražavanje na engleskom jeziku.
Gramatička, vokabularu, pisanje, sušenje
Razmišljanje, brzina komunikacije i prepoznavanje pojmova
Većinom slušanje i izgovor , nove rijeci
Možemo naučiti izgovor nekih rijeci, slušanje itd.
Ne uča nužno o gramatici jer dosta igrača ne zna full dobro engleski jezik, specifično gramatiku ,ali novi pojmovi rijeci se lagano mogu naučiti ,pa cak i koristiti IRL
Znam engleski jezik perfektno
Sposobnost govora engleskog jezika.
Ne razumijem pitanje
Vještinu slušanja i rješavanja zadanih izazova.
Refleksi, komunikacija s drugima itd..
Razmišljanje, fokusiranje, refleksi, komunikacija
Cijeli dan slušaju engleski jezik te ga pričaju

thinking
ništa se ne poboljšava
Nove riječi, Slušati i komunicirati na engleskom jeziku itd itd...
Bolje možemo povezati značenje neke rijeci za koju nismo nikada čuli sa kontekstom u kojemu se ta riječ nalazi
što više međusobne komunikacije između igrača, pokušati usvojiti sve riječi koje su u igri...
Učenje gramatike i obraćanje pažnje na riječi koje su izgovorene
Poboljšavaju pisanje i govor.
To je pitanje ovisno o svakome. Neko može igrati igru ali ako ju igra bez pažnje, iliti mile lale, igrač neće naučiti nešto. Ali može se vježbat vrijeme reakcija, pažnja na više stvari, brzina i preciznost, "hand to eye" koordinacija, itd.
Govor, izgovaranje, pisanje, razumijevanje
Najviše se nauci kroz razgovor sa suigračima, kroz komunikaciju se ljudi nauče citati i pisati, slušati i govoriti ako koristimo "glasovni razgovor". Sto se tiče samih igrica, može se naučiti citati, eventualno slušati u nekoj manjoj mjeri.
Snalaženje u svakodnevnoj komunikaciji prilikom putovanja ili razgovora s poznanicima.
Ne smatram
Govor i pisanje
Sami se natjeraju da saznaju sto neka riječ/rečenica znaci kako bi mogli preci igricu
Nije mi ništa na pameti
refleks
Znaju bolje sta znače rijeci i sve
Komunikaciju
Izgovor, stil razgovora, naglasak
Uče nove riječi, dijaloge, fraze, pa čak i poboljšavaju gramatiku
rječnik, govor, pisanje
Govor
izgovor, kontekst, značenje, povezivanje rečenica
Poboljšavaju razumijevanje engleskog jezika!
Poboljšavaju svoj vokabular, nauče gramatiku, nauče pisati riječi na engleskom jeziku, nauče komunicirati engleskim jezikom
Većina engleskog jezika koju ja znam je naučena upravo iz računalnih igara. Mislim da se mogu naučiti sve vještine potrebne za komuniciranje engleskim jezikom.
Vještine govora, slušanja, povećavaju obujam vokabulara .
Vještine slušanja pisanja i posebno vještine komunikacije na engleskom jeziku
Svakako uče izgovor i pisanje ako igraju igru u kojoj je engleski jezik izuzetno važan za njezino razumijevanje. Ako je engleski jezik manje ili uopće nezastupljen, onda se ne uči u toj mjeri. Svakako smatram da djeca igraju igre prvenstveno radi zabave, ipak postoje i kvalitetniji načini učenja stranog jezika.
Smatram da se najviše može poboljšati vještina pričanja, ljudima to jednostavno postane prirodno.
Kada bih govorio iz svog iskustva, meni su igre pomogle da pričam engleski tečno i pomogle su mi u gramatici. Počeo sam igrati igrice u ranoj dobi i olakšale su mi engleski jezik u školi znatno.
Reakcije, multitasking, slušanje, pričanje, čitanje, gramatika.
Razgovor
Rekao bih sve(čitanje, pisanje, razgovor, slušanje) jel moramo imati komunikaciju sa suigračima nekim situacijama npr možemo prpa moramo pisati.
Razumijevanje, pisanje, čitanje...

Slušanje, čitanje, razumijevanje teksta i dijaloga, oblik riječi
Razvijaju dobru artikulaciju rijeci, uče govoriti prirodnim naglaskom, a ne tipičnim slavenskim. Razvijaju sposobnost prepoznavanja rijeci slušanjem. Razvijaju vokabular na jako puno segmenata iz jako puno različitih područja vokabulara, od naziva tipičnih gradivnih materijala (minecraft) do različitih naziva oruđa i oružja, boja, životinja i prirodnih pojava. U svakoj igri se osoba susreće sa rečenicama iz kojih može kroz neko vrijeme automatski savladati pisanje i pravilno slaganje rečenice pri tome da zna koristiti vremena koja odgovaraju kontekstu.
vokabular
Razgovori likova u videoigrama mogu pomoći u razgovorima na engleskom jeziku.
Općenito osjećaj za engleski (usvajanje gramatike bez razmišljanja), vokabular, izgovor...
Svakakve
Samo najosnovnije riječi u mome slučaju
Razumijevanje
Govorne vještine i razumijevanje
Sve oblike govornih vještina ovisno o igrama koje igraju
Govor i razumijevanje drugih
Poboljšavaju vještinu slušanja. Budući da imam braću koja igraju računalne igrice i komuniciraju preko discorda, često čujem različite naglaske engleskog jezika. Zbog toga što slušaju razne naglaske pomaže im u vještini slušanja. Međutim, u isto vrijeme to im ne pomaže u vještini izgovora.
Osobno moj engleski, osobito izgovor je bolji od kad igram, i znam da i drugi imaju takvo iskustvo, također slušanje i čitanje
slušanje i vokabular
Izgovaranje engleskih riječi
Obogaćuju rječnik
pričanje, pisanje, snalaženje u razgovoru
Pomažu u izgovoru
Pisanje, slušanje, gramatiku
Vještine govora i interakcije s drugim osobama
Proširuju vokabular.
Poboljšava vokabular, bolje razumijevanje jezika i govor.
Vokabular, svakodnevni govor i žargon, pisanje
Putem računalnih igara širi se vokabuar, poboljšava se vještina pisanja, čitanja, govorenja i slušanja jezika
sudjelovanje u razgovoru
timsko igranje zahtjeva razgovor
Poboljšavaju znanje engleskog jezika općenito. Slušanjem i čitanjem engleskog jezik poboljšavamo te vještine. Osim igrica tu su, također, filmovi i glazba. Igrice su možda bolje jer je vrlo važno shvatiti loji je naš zadatak kako bi ga mogli i izvršiti. Svi moji prijatelji koji su kao djeca (a i sada) igrali igrice imaju bolje znanje engleskog jezika od onih koji nisu.
Govor, razumijevanje, učenje vokabulara
Ako igrica ima dijaloge koji su napisani na zaslonu i koje izgovara neka osoba, igrač može naučiti bolje pisati određene riječi te se naviknuti na zvuk jezika pa i sam točnije izgovarati riječi.
Uvježbavaju govor i sklapanje rečenica, uče novi vokabular.
Svaka vještina vezana za engleski jezik se poboljšava igranjem računalnih igara. Samo što ovisi točno koja vještina po tome koja je igra, ako igramo više različitih igara tu i tamo smatram da možemo obuhvatiti svaku vještinu.

Uče čitati.
Igranje računalnih igara može olakšati učenje engleskog jezika. Znam mnogo ljudi koji su na taj način poboljšali svoj vokabular. Osobno, računalne igre ne igram često pa na moje vještine nisu utjecale. Mislim da se u najviše slučaja poboljšavaju vještine čitanja, a u nekima čak pričanja i razumijevanja slušanjem.
Poboljšanje razgovornog jezika
Postoje vrlo zanimljive igrice koje mogu znatno pomoći u učenju engleskog jezika. Kao primjer bih navela igrice poput Hidden objects: Murder in the Alpes gdje je dio igre da glavni lik dobije popis s riječima i mora naći predmete s tog popisa. Dakle, igrač konkretno ući značenja rijeci i kako se pišu i izgovaraju predmeti oko nas
Pomaže oko slušanja i same komunikacije jer sama gramatika nije toliko važna za komunikaciju.
Igrači poboljšavaju govor, čitanje i izgovor
Svakodnevno sporazumijevanje pomoću engleskog jezika
Kroz računalne igre, možemo prvenstveno proširiti svoj vokabular jer pomoću konteksta učimo značenje novih riječi. U učenju nam pomaže i puno vizualnih elemenata
Mislim da poboljšavaju pričanje na engleskom jeziku one koje se igraju online s ljudima iz svijeta.
Govor, bogatiji vokabular, slušanje
govora slušanja izgovora
Jezik
Komunikaciju, samokontrolu
Komunikacija s ljudima
Razgovor