

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра Філології

Реєстраційний № _____

Кваліфікаційна робота
Відеоігри як нова форма засвоєння мови

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Освітньо-професійна програма - Середня освіта (англійська мова і література)

Спеціальність: 014 Середня освіта (англійська мова і література)

Рівень вищої освіти: бакалавр

Тема затверджена на засіданні кафедри

Протокол №96 від 02.10.2023р.

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Робота захищена на оцінку _____, «__» _____ 202_ року

Протокол №96 від 02.10.2023р.

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Виконавець: студентка IV-го курсу

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Берегове
2024

**Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

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Qualifying paper

Video games as a new form of Language Acquiring Method

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2024

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Introduction

The popularity of video games has experienced a remarkable increase in recent decades, growing from a specialised interest to a worldwide cultural sensation. There are various reasons that contribute to this broad popularity, including advances in technology and shifting societal views on games. One main reason why video games are so popular is due to the engaging entertainment they provide. Video games offer a dynamic and captivating experience, enabling players to enter virtual realms, take on various personas, and go on thrilling journeys. This high level of interactivity results in a distinct type of amusement that engages gamers and retains their interest for long periods of time.

We have evidence that games can be effective tools for learning and understanding complex subject matter. (Cordova & Lepper, 1996; Ricci, Salas, & Cannon-Bowers, 1996). Advancements in hardware and software have resulted in impressive visuals, lifelike physics, and captivating audio experiences. The advancement of gaming consoles, PCs, and mobile devices has allowed developers to expand the limits of imagination, providing visually impressive and technologically advanced gaming experiences.

There are popular discourses and articles (Gilder, 1992; Kelly, 1998; McLuhan, 1964; Negroponte, 1996; Poster, 1995; Rheingold, 1993; Tapscott, 1996, 1998; Toffler, 1980) that have been imbued with deterministic assumptions about the impact of technologies on society.

The popularity of video games has been greatly influenced by social connectivity. Incorporating online multiplayer features and social platforms into gaming enables players to engage with friends, family, and strangers around the globe. The cooperative aspect of multiplayer games promotes a feeling of unity, transforming gaming into a social experience that goes beyond physical locations. This connection has changed gaming from an individual activity to a communal one, making it more appealing overall. Variety in gaming experiences is also a crucial factor contributing to its popularity. The sector serves a wide range of interests and age demographics, providing a variety of genres and styles. No matter if you prefer action, adventure, strategy, simulation, or casual gaming, there is a game to suit everyone's tastes. This wide variety guarantees that people with different tastes can discover games that connect with their interests, promoting the inclusiveness and widespread popularity of the medium.

Competitive video gaming, known as esports, has become a major factor in

the growth of the industry's appeal. Large audiences are drawn to competitive gaming tournaments, whether they are held in person or online. The increase of professional gamers, substantial prize pools, and specific esports leagues have raised video gaming to a spectator sport, similar to traditional sports such as football or basketball. This increased mainstream acceptance has elevated the credibility of gaming, boosting its popularity even more. Moreover, the availability of video games has expanded due to the widespread use of smartphones and mobile devices. Casual gaming apps have simplified the process of playing games while on the move, broadening the reach of gaming to individuals of all age groups. The ease of playing games on mobile devices has helped to make gaming a widely accepted form of entertainment for many people.

Learning a new language is an important skill with extensive advantages on both an individual and worldwide scale. Being able to speak multiple languages improves comprehension of different cultures, strengthens global relationships, and creates various chances for personal growth. Nevertheless, the process of acquiring a new language is not without its difficulties. The significance of speaking another language is primarily in serving as a connection between different cultures. It allows individuals to interact with people of diverse backgrounds, promoting mutual respect and understanding. Having the ability to speak multiple languages is extremely beneficial in our globalized society, where effective communication between different cultures is necessary for working together successfully. It opens up a wider variety of career prospects. In a job market that is becoming more globalized, people who can speak multiple languages are often more competitive and adaptable. Numerous companies are looking for workers who have language abilities to interact with global customers, understand various markets, and add to a diverse workplace. Even though it is important, learning a new language can be difficult. A frequent challenge is the initial struggle in learning the structure and vocabulary of a new language. Acquiring a new language demands steady dedication, repetition, and immersion, which can feel overwhelming for novices. Moreover, learners are often hindered in their progress by the fear of making mistakes. Differences in culture and subtle variations in how things are expressed can create difficulties. Comprehending idiomatic expressions, slang, and cultural references is crucial for successful communication. This element brings intricacy to the learning journey, since language is closely connected to the culture it signifies. Nevertheless, tackling these obstacles can be a fulfilling pursuit. Acquiring a new language improves cognitive functions such as problem-solving, memory retention, and multitasking. It helps learners feel a sense of achievement and ability to bounce back as they progress through the challenges of a different language environment.

Motivation is relevant to the influence of video games on language acquisition. According to A. Doring (2002), children develop confidence in learning a language in a low-stress environment. Video games and cartoons capture learners' attention, create a non-threatening atmosphere for presenting information, and can enhance thinking and discussion skills (Clark 2000). Learning a foreign language through video games is highly effective due to their entertainment value and the absence of pressure or evaluation, encouraging open engagement with the language.

The object of the course-paper is the connection of video games with foreign language acquisition and language learning. The terms and acquisition and learning are used interchangeably.

The subject of the course-paper is the impact video games can have on language learners by assisting the learning process.

The aim of this study to get to know the effect of video games on the language learning process of young learners of English as a foreign language.

The tasks of the course- paper are as follows:

- Analysis of the relevant academic literature.
- Develop a theoretical framework to the given study.
- Examine the effects of video games on foreign language development.

Both theoretical and empirical methods are employed in the study, such as analysis, comparison, and generalisation. In order to evaluate the effectiveness of language acquisition by means of video games the methods of questionnaire, observation and experiment are suitable. In the present study the method of questionnaire was used to gather relevant data.

The novelty of the study is that it focuses on the effects of video games on the learners of English as a foreign language living in the westernmost part of Ukraine.

The course-paper is made up of introduction, 3 parts, conclusion, resume, references, and appendices. Part 1 provides a theoretical framework for the study by reviewing literature on playing video games for purpose of language acquisition. Part 2 presents the methodology of the thesis. The procedure, results, and the discussion of the investigation. Part 3 provides some background information about the positive and negative effect of the video games and mechanism of language acquisition.

Part 1

Video games and language acquisition

1.1. Brief history of video games

The video game industry is now more than 30 years old and now many people play with them. They started to replace the natural, old-school games.

The idea of video games was flirted with for decades, from the cathode ray tube amusement device (1947) to the NIMROD computer (1951). In October 1958, William Higinbotham created what is thought to be the first video game, a simple tennis game. The game, consisting of a monitor for a piece of equipment on which two people were able to bat a spot of light back and forth, was presented at a three-day exhibition. Teenagers queued up to watch the game and try it out. After that, Tennis for Two was forgotten for 20 years, but is now considered the first ever video game. (Rechsteiner, 2020)

It was on April of 1972 when the world would experience something new. It was the Magnavox Odyssey by the creator Ralph Baer. The original idea was to build “the best television set in the world” and Ralph had the idea to include some sorts of interactive games with the TV, but his boss did not let him. Later in 1996, 15 years later he was working for Sanders Associates when he started jotting down some ideas on using TV sets to play video games. He did that for the next several months when he had a schematic for a game, he called Chase Game. He decided to demonstrate his game to Herbert Campman for some funding. Herb liked his idea and saw potential in it. (Hadzinsky, 2014) The game was officially released in August of 1972. After this the video game revolution had officially begun. The first video game which became a global success was the Pong, by Atari, the company that dominated the video game industry for decades. (Hadzinsky, 2014) It was similar to Tennis for Two. In this game two players attempt to hit a ball. Later in the decade the game Space Invaders (1978) heralded the beginning of the golden age of the arcades. In 1980 many video games were invented which are still popular nowadays, games like the Mario Bros (1983), Tetris (1984) and SimCity (1989). At the beginning of the decade not only new consoles started to appear, but cheaper and more powerful home computers. In 1982 the firm Commodore was invented. It emerged out of the rubble of the industry with its Nintendo, Commodore 64 home computer. The games got more complex stories and their own characters. (Rechsteiner, 2020)

In the 1990s video games entered a new dimension, later in the decade the graphic became three- dimensional. In 1994 Sony launched the PlayStation. In this

decade video games also lost their innocence when violence started to show up in the games. Since then, society is still asking itself and seeking an answer for the question if violence in video games will lead to violence in real life. (Rechsteiner, 2020)

In the 2000s the internet was still not powerful enough to the players to play against each other so the gamers got together at LAN parties. There every player got their own computer and connected them up in a local network. (Rechsteiner, 2020) The most popular game Counter Strike was in this parties. Later in the decade when the internet got stronger gaming also went online. World of Warcraft (2004) was one of the first games played on the internet. This decade produced a lot of bestsellers, among them being The Sims (2000), Super Mario Galaxy (2007) and Minecraft (2010). (Rechsteiner, 2020)

The 2010s was when gaming got really popular. Even older people discovered that they can play several games on their phone. Video games got available everywhere. Next to playing games another phenomenon of this decade is the 'Let's play' videos. (Rechsteiner, 2020) Gamers record themselves while playing, they share tips to other players than post it on YouTube. Nowadays, we got deeper in the virtual world with the hyper-realistic 3D landscapes. The games storyline takes the player deeper in to the virtual world.

1.2.Previous research on video games and language learning

Video games have been criticized over a wide range of serious issues including negative impacts on behaviour such as prompting violence and triggering other undesirable behaviour such as being socially isolated in addition to other negative impacts on physical health such as their vision. Nowadays, emerging evidence suggests that video games have also facilitated foreign language development, nevertheless, learners and especially young learners should have a reasonable balance between online video games and physical activities (Turgut & Irgin, 2008).

Some researches, including Griffiths (2002), Granic (2014) show the positive influence on social and cognitive development of children, positive effects on academic achievements, motivation, attention and concentration. Video games develop IT skills, build self-esteem and help to set goals. Furthermore, video games help with the skill of problem solving. It increases concentration while learning new information, including new words in other languages.

Due to the narrative form, the content of the video games-is easy to remember. Video games have story lines which often evoke emotions in the player. Emotions provide feedback, which is important in the learning process.Also, children learn

more easily in comfortable ‘low-affective’ atmosphere according to Doring (2002) and video games create a non-threatening atmosphere in presenting information and encourage thinking and communication skills. (Prez, & Guzmán-Duque, 2014). Therefore, learning a foreign language while playing video games “was very effective because it was highly motivating due to its entertainment value, and there was no pressure or evaluation methods that could deter players from openly engaging in using the language” (Postic, 2015, p. 3-4).

In the article “Video Games as Opportunity for Informal English Language Learning: Theoretical Considerations”, R. G. da Silva (2014), discusses ways in which language learners could use video games as a way to increase their proficiency. The article describes two particular types of skills that video games help cultivate: receptive skills (reading and listening) and expressive or productive skills (writing and speaking) (da Silva 2014). The way video games cultivate receptive language skills is by giving players new vocabulary and then immediately providing them with the proper context. This is done by stimulating the player’s other senses and by showing players corresponding images or having a character perform a corresponding action.

Another study shows as Gee (2005) states “no one would buy video games if they were able to easily learn and get to know them thoroughly” (p. 34). The idea is to challenge the player to learn, which keeps him or her motivated. Gee goes as far as saying that people do in fact enjoy learning even if it sometimes in schools seems otherwise. Nevertheless, it is important to mention that not every game is capable to help in language learning, some of the games have less story line and narration to pay attention to. The article “Learn English or die: The effects of digital games on interaction and willingness to communicate in a foreign language”, highlight on the study conducted by de J.W. Haan (2005). The authors highlights on the fact, that language was not the key aspect within the goal of the game played, and therefore the comprehension of the vocabulary was not necessary.

With some games which have no storyline the players don’t need to pay attention to the language. This led to the question that which video games and video game platforms are great for learning a new language. There are many platforms you can choose from like PlayStation, Xbox, Windows for PC, Smartphones, etc. The dialogue-based games are the best for vocabulary and conversation. Also, what can help are the live interactive games, where learners can talk to other players and can use the language, while having fun. According to an article these are the games that help with language learning are the following: (Video Games help people to learn a new language, 2021)

- Scrabble: is an excellent way to improve vocabulary in any language.
- Influent: this game was specifically designed for language learning.
- Video games such as FIFA.
- Game of Thrones, Grand Theft Auto, Oblivion.
- Call of Duty, Star Wars, Elder Scrolls, Lord of the Rings, and The Witcher.

Overall, video games have evolved from simple beginnings to complex, immersive experiences, becoming a major part of our culture. Iconic games and consoles transformed the industry, sparking debates about the impact of game violence. The rise of online gaming and mobile platforms made games accessible to everyone, while YouTube 'Let's Play' videos became popular. Research shows video games can be good for learning, especially for picking up new languages and improving skills like problem-solving and motivation. Some games are even designed specifically to help with language learning. Despite concerns about negative effects, video games are now seen as useful tools for education and development.

Part 2

Advantages and disadvantages of video games in language learning and acquisition

2.1. Positive aspects of video games as language learning tools

Video games have the potential to serve as beneficial tools for acquiring language skills. To begin with, they offer a realistic and hands-on experience, enabling players to interact with language in a significant way. This form of learning, based on context, is recognised for improving memory of words and understanding of language. In schools, language instruction often focuses on standardized forms, like standard English, and adheres to "native-speaker" norms. Conversely, online language use is more dynamic, frequently incorporating global English and mixing various languages. Unlike in traditional education settings, multilingualism is celebrated in online spaces, enabling learners to see themselves as expert multilinguals. This environment encourages translingual practices, allowing individuals to creatively use resources from multiple languages to express themselves (Black, 2006; Canagarajah, 2013) Games frequently create language obstacles in a storyline or puzzle-solving setting, prompting players to actively utilize language for communication and decision-making. Using language skills in

a practical way enhances learning, rendering the process more fun and easier to remember. Also, video games provide an interactive and interesting way of practicing language skills. Players are introduced to a variety of language structures and expressions through communication, dialogue, and instructions during gameplay. This experience helps improve listening and comprehension abilities, as players need to interpret and react to language cues within the game. Unlike traditional studying, games are designed to be enjoyable and keep players engaged. The core structure of many games alternates between challenges and rewards, which can effectively support the development of a growth mindset. Game-based learning keeps students interested and committed because the activities are fun, helping them stay positive even after setbacks. This combination of enjoyment and challenge helps maintain a positive attitude towards learning (Rowe et al., 2011;). The sight and sound aspects of video games improve the language learning process. Games frequently showcase lifelike visuals, genuine dialects, and varied environments, offering a comprehensive method for language immersion. This can offer great advantages for learners who react positively to both visual and auditory cues, as it enhances the language acquisition process using various methods.

Additionally, the communal nature of numerous video games allows for practicing language in a cooperative setting. Online multiplayer games, such as those, necessitate players to talk and collaborate with teammates, encouraging immediate language exchanges. This aspect of social interaction motivates students to apply the language in real-life situations, improving their ability to engage in conversations.

2.2. Drawbacks and challenges associated with using video games

Despite the advantages of using video games for language learning, there are also disadvantages and difficulties that come with their incorporation in the learning process. A major downside is the possibility of being distracted. Video games are created for fun and players might prioritize gameplay over learning a language. This interruption can decrease the efficiency of using games as specialized language-learning tools. In Ranalli's (2008) study students were asked to play a simulation game called *The Sims*. After playing, they were given a list of new words to learn and weekly quizzes. The students were always grouped in pairs of different native language in order to encourage communication in English. Most students noted that they found the game and the provided supplementary materials helpful, one student noted that they did not have to understand the language of the game to be able to play. Although games like *The Sims* could be useful for learning a language, there is a risk that players might focus more on the game itself than on the language.

Another issue arises from the inconsistency in the quality of language in video games. Some games do not focus on using accurate language and may feature slang, colloquial expressions, or made-up language that does not follow real-world linguistic conventions. This could result in learners acquiring language structures that are not relevant for everyday conversations.

Furthermore, the material in numerous video games may not be appropriate for every age, demographic or educational environment. Certain games could contain violence, inappropriate language, or themes that are not suitable for an educational setting. Choosing suitable games that are in line with educational objectives and age-appropriate content is essential but can present difficulties.

Technical problems and obstacles to access can present challenges as well. Some students might not be able to use the required gaming systems, and technical issues may affect the learning process. This difference in access may lead to inequalities among students in their capacity to take advantage of language learning through video games.

Additionally, the amount of time needed to effectively learn a language through video games can prove to be difficult. Although games can captivate players, they might not always offer a well-defined and thorough language program. Learners could dedicate a considerable amount of time playing games without reaching a comprehensive level of language proficiency.

2.3. Understanding the mechanics of language acquisition through video games

Comprehending how language acquisition works in video games requires acknowledging the role of different gaming components in the process of learning a language. The immersive quality of video games is a crucial element. Immersion enables players to be completely involved in the digital realm, with language playing a crucial role in the gaming experience. By engaging in conversation, following instructions, and reading in-game texts, players are regularly immersed in language within a specific context that helps them learn new words, understand grammar, and improve their language skills. Furthermore, video games encourage active involvement with language due to their interactive nature. To advance in the game, players need to follow instructions, interact with characters, and overcome language-related challenges. This active engagement motivates learners to utilize language in a meaningful way, strengthening their language abilities and enhancing fluency.

Repetition and reinforcement are also significant mechanics. Playing video games frequently involves repeating actions, solving problems, and engaging in

dialogue multiple times in order to reach goals. These repeating aids in reinforcing language patterns, vocabulary, and pronunciation, resulting in improved retention and recall. Moreover, the presence of feedback mechanisms is essential in the process of language learning through video games. Instant feedback on language usage, whether given through in-game reactions, incentives, or outcomes, enables players to gain knowledge from their errors and modify their language in response. This continual cycle of feedback supports the process of acquiring language in a changing and responsive setting.

The personalized language learning experiences are further enhanced by the non-linear structure of numerous video games. Gamers have the option to select their own routes, discover various situations, and interact with material at their own speed. This adaptability caters to various learning styles and preferences, enabling players to concentrate on language skills that need enhancement. Engaging with others in multiplayer games enhances language learning. Collaborative gaming promotes communication and teamwork, leading to language exchanges and cultural understanding in real-time. Players develop their ability to communicate effectively by learning how to negotiate meanings, express ideas, and create connections using language, improving their overall communicative skills.

Altogether, video games can be great tools for learning languages because they offer interactive and immersive experiences that make learning fun and memorable. They help players practice language in real-world contexts through dialogue, instructions, and problem-solving. The visual and audio elements of games also enhance language immersion, making it easier for learners to pick up new vocabulary and improve comprehension. Multiplayer games provide social interaction, encouraging real-time language use and collaboration.

However, there are some drawbacks. Games can be distracting, with players focusing more on the fun than on learning. The language used in games might not always be accurate or relevant, potentially leading to the learning of incorrect expressions or slang. Additionally, not all game content is appropriate for all ages or educational settings, and technical issues can limit access for some learners. Lastly, while games are engaging, they might not provide a comprehensive language learning program, requiring a significant time investment without guaranteed proficiency. Understanding how games aid language learning involves recognizing their engaging nature, which engages players in language use through conversation and problem-solving. Repetition in games strengthens language patterns and vocabulary, while immediate feedback helps learners correct mistakes and improve. The non-linear structure of many games allows for personalized learning

experiences, catering to different styles and needs. Multiplayer games enhance communication skills by encouraging language exchanges and cultural understanding through teamwork and interaction.

Part 3

Acquiring languages by playing video games

Research instruments and procedure of the research

To collect information and data for my study I have sent out a hyperlink to an online survey. The questionnaire was anonymous, and the participants were selected randomly. The survey was taken at Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. The participants of the research were students of different nationalities who speak more than one language. The language of the online survey was English.

The questionnaire was divided into 7 sections. Each section has its unique purpose. The first section from the first question to the fifth were aimed at collecting personal information, about the participants age, sex, mother tongue and languages spoken. This, information helped me to make conclusions by dividing them into small groups. The second section from question sixth to nine is collects information about the device participants play video games on, the frequency and time-length of gaming. For example if they have ever played video games, for how long they play a day,etc. The questions of the third section deals with using video games for language acquisition on purpose. Section four is deals with the effect video games have on the participants language acquisition, in what degree they helped them to learn vocabulary, idioms, phrases. What language skill and language areas they improve by playing video games

The fifth section contains open-format questions that seek for information about the names of games that helped in language acquisition. The respondents were asked to make an attempt to describe how they video games helped their process of learning a language. The last section, the seventh, examines the way the respondents feel about the negative effect of video games on their nervous system, life or on their studies.

3.1. Findings and discussion of the results

The questionnaire was filled in by 38 respondents. Dividing them into two groups according to gender 68% were female and 12 (32%) were male. According to their

age, the respondents can be divided into three main groups: 63% (24) of the participants were between the age 19-22, 29 % (11) were between the age 16-18 and 8 % (3) were over 22.

Age
38 válasz

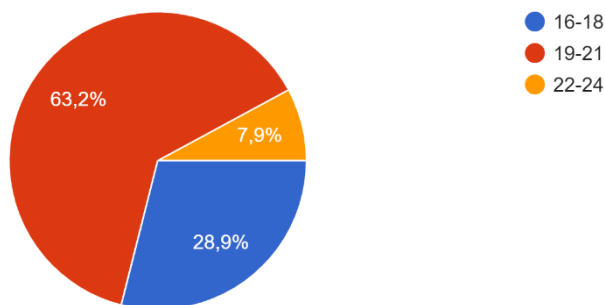


Figure 1: The age of the respondents

In the third question I have asked the participants what their mother tongue is. The majority of the participants of the research (89,5 %) answered that their native language was Hungarian and 10,5 % marked Ukrainian. No other languages have been mentioned as native to the respondents.

What is your mother tongue?
38 válasz

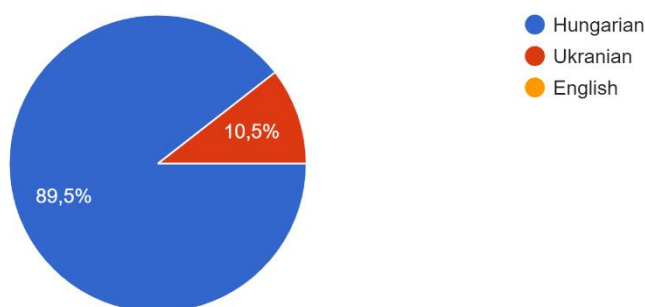


Figure 2: The mother tongue of the respondents

In question 4 I asked the participants if they speak any second or foreign language. Only 4 people gave negative answer. It is important to remember that the questionnaire was among Hungarian and Ukrainian students and one of the main question of the survey if it is possible to learn English by video games. Nineteen participants claim that they speak English as a second or a foreign language. Fifteen people speak Ukrainian as a second language and six respondents speaks Hungarian

as a second language. Nine students can also speak Russian and five participants can communicate in German. One of the participants speak Japanese as a foreign language.

Language	Precent
No other language	4
Hungarian	15
Ukrainian	6
English	19
Russian	9
German	5
Japanese	1

Table 1: Second languages of the respondents

The next question aimed at finding out the way the participants have learnt their second language and foreign language(s) they speak. The majority (47%) of the participants answered that they learnt the languages at i school. Another big group, 29 % of the participants learned it/them independently. The results obtained from this data show that 16 % of the participants learned a second or foreign language through video games. As figure three show, 8 % allege having learnt language through social media.

If you speak other languages,how did you learn them?

38 válasz

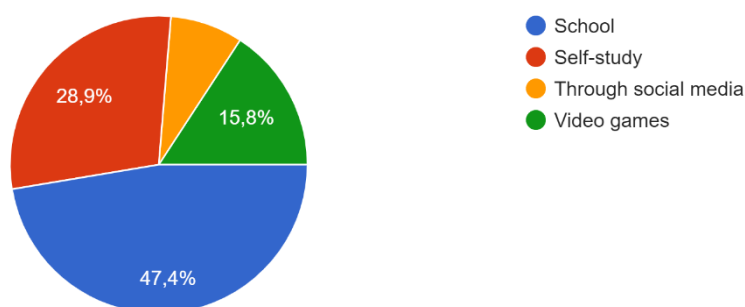


Figure 3: How did the respondents learnt languages

The second section of survey dealt with information about video games. First of all I wanted to know if the participants of the survey have ever played video games on a computer, console, or a mobile device. The result shows that 92 % of the

respondents have played them and only 8 % have never been engaged in playing these games. According to the answers given on the next question, at present only 76 % of the surveyed play games while 24 % does not play them on any device.

Do you play video games on a computer, console or mobile device?

38 válasz

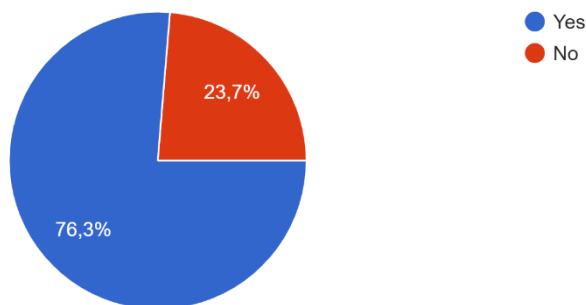


Figure 4: Do they play video games on any device?

As to the frequency of their gaming habits, there is two extremes can be traced in the answers. An equal number of the participants - 34 % - allege playing either once a month or even more rarely and the same precents play on a daily basis or almost every day. Equal is the number of those who play either once a week or less- 16 % - and the same percentage have admitted playing several time a week (Figure 5)

If you play or have played video games, which of the following options describes the frequency of it?

38 válasz

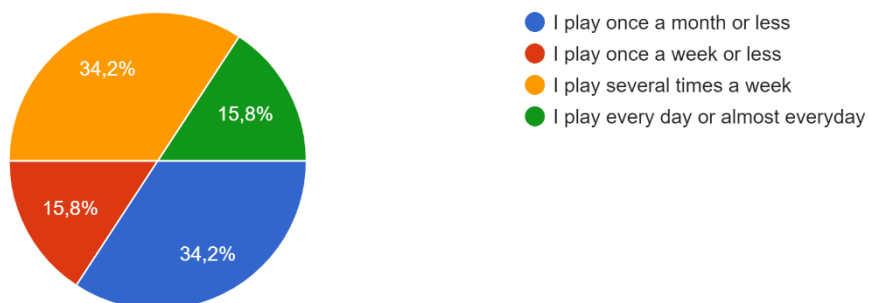


Figure 5: Frequency of gaming

Question 9, the last question of the second section intends to find out how long the participants play video games. The highest percentage is 39,5 %, they play maximum half an hour a day which considered to be a healthy amount of playing

time. Not more than an hour is spent on playing by 10,5% of the respondents and not more than two hours by 13%. The second biggest group, 29%, admits playing more than two hours a day. More than four hours is spent on playing by 3% of the surveyed. The longest playtime is more than six hours a day (5%).

When you play video games, for how long do you play on that day?

38 válasz

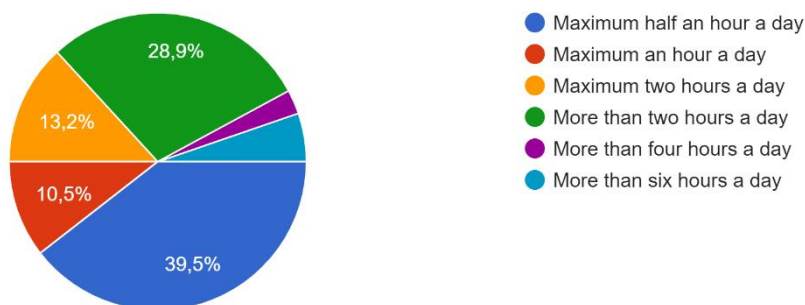


Figure 6 : How long respondents play video games on a day?

The question of the deal with the use of video games for language learning purposes. answers show that the majority of the respondents (66%) made use of the games for language learning. Negative answer was given by 34%.(Figure 7)

Have you ever used video games for language learning?

38 válasz

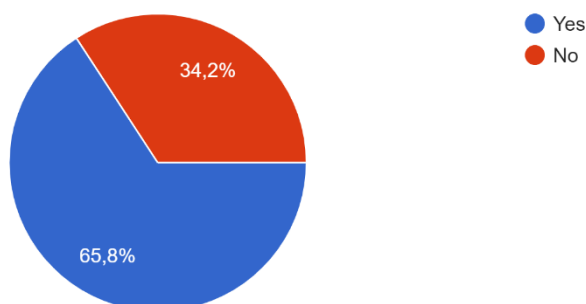


Figure 7 : Video games for language learning

Another question of this section touched upon the question of playing video games with the purpose of practicing a language. Fifty-eight percent of the respondents allege that they have already played video games with the aim to practice a language. These respondents have been asked to name the type of video games they play or played previously. The answers contained action-, adventure-,

educational-, simulation-, strategy games, but I gave the opportunity to the participants to name any other type of video games they use/used.

Type of video games	Number or participants
Action games	12
Adventure games	7
Educational games	3
Simulation games	3
None of these	1
All of these	5
No answer	7

Table 2: Types of games

In question 13 I ask participants to name the language skills they used while playing video games. Reading skills proved to be the most widely used one (41%) followed by listening skills (24%). The productive skills – speaking and writing – were also necessary while playing but only 10,5% of the respondents mentioned them each. Conversation in these games takes place in both written and oral forms and the answers show that preference is given to communication in writing. Which leads us to believing that most video games require you to read their story line. Only 2,6 % said they use oral conversation.

What English skills have you used while playing video games?

38 válasz

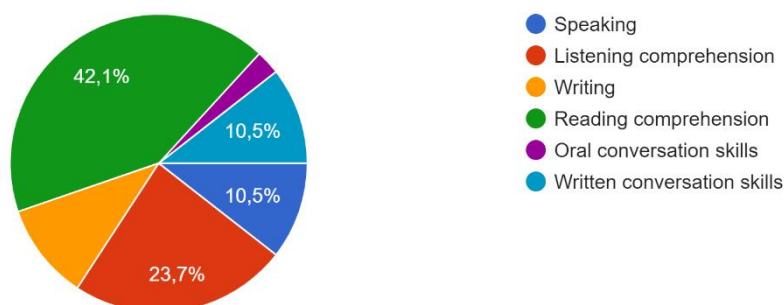


Figure 8: Language skill use while playing

The aim of the next question was to ask for the participants' opinion about the effectiveness of acquiring a language while being engaged in a game compared to the way it is taught in an educational establishment. It was found to be equally

effective, providing a different but valuable learning experience by 21% of the respondents. Video games were considered to be effective only for developing specific language skills but not for learning the language system by 16% of the respondents. However, 8% found it less effective than traditional, structured learning. Individuals' learning style and preferences was marked as an important factor by 24% of the surveyd. Nearly 32% found this way of learning more enjoyable and more engaging than the traditional techniques used at the educational establishments.

How would you asses the effectiveness of video games in language learning compared to traditional school or university methods?

38 válasz

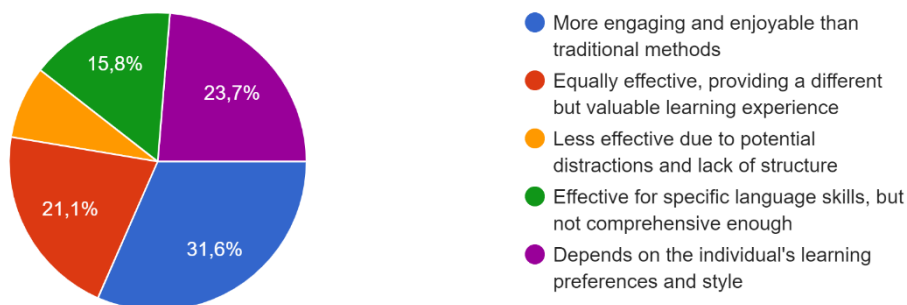


Figure 9: Effectiveness of video games compared to traditional schools

The aim of question 15 wa to inquire whether participants had acquired any new language skills through playing video games. It was found that 68,4 % of the respondents confirmed they had indeed learned new language skills this way.

Is/Are there any language skill you developed by playing video games?

38 válasz

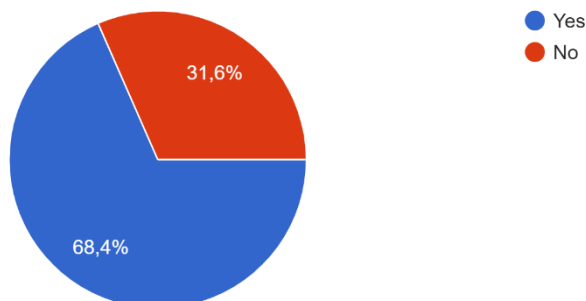


Figure 10: Language skill developed by playing with video games

Question 16 and 17 aimed to determine whether the language skills participants gained from playing video games had practical benefits in their studies and everyday lives. It was found that these skills had a positive impact, with most of the participants indicating that the language proficiency they developed through gaming helped them.

Have the video games benefitted them	in their studies	in their real life
Not at all	7,9%	10,5%
Very little	31,6%	28,9%
Somewhat	31,6%	28,9%
A lot	28,9%	31,6%

Table 3: Benefits of video games in real life/school

In the last question of this section participants were asked to identify specific areas of language that they had learned or improved by playing video games in English. The majority (36,8) reported an improvement in their vocabulary. Additionally, 21,1 % claimed their use of idioms and phrases had improved, while 13,2 % noted enhancements in their conversational skills. Other participants indicated improvements in various other areas, including dialect, grammar, pronunciation and reading skills.

What kind of areas of language have you learned or what have you improved in when gaming in English?

38 válasz

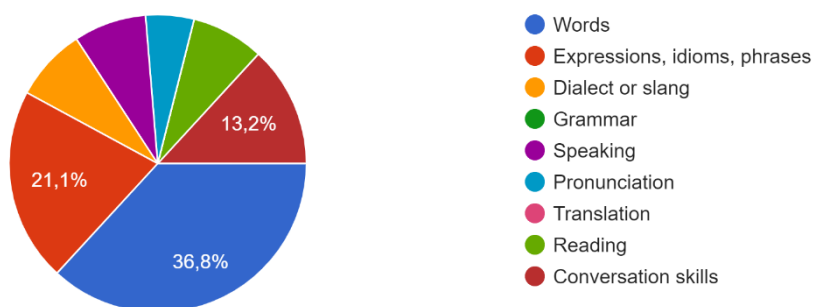


Figure 11: Areas of language improved by video games

The aim of Question 19 was to gather participants' recommendations for specific games that they believe are effective for language acquisition. Only a few games were mentioned several times. Seven participants indicated that they had no specific games to recommend. Action and adventure games, particularly those rich in narrative, were the most frequently mentioned. Among these, League of Legends

(LoL), Grand Theft Auto (GTA), SimCity, Life is Strange, and Stardew Valley were highlighted. A few participants recommended games designed specifically for language learning, with Duolingo have also been mentioned, along with various quizzes and word puzzles.

Question 20 sought to explore how playing video games had helped them learn a language. This open-ended question allowed participants to share their detailed opinions. The feedback was predominantly positive, with many participants reporting improvements in listening, writing, communication, and vocabulary skills. Several noted that their understanding of phrases and expressions had also improved. A number of participants expressed that learning through video games is more enjoyable and engaging than traditional methods, with one remarking, "It challenges the brain to think in a foreign language." Some emphasized that this method is particularly effective with games that have rich stories, extensive dialogue, and subtitles. Watching streams was also recommended as a useful supplement for language learning. One participant summarized the benefits, stating, "Video games immerse you in language contexts, boost vocabulary, grammar, and conversational skills, and make learning enjoyable." Another added, "They provide many opportunities for learning a language with a strong narrative, making learning easier and fun without restrictions on thinking."

In the final section of the questionnaire, participants were asked about potential negative effects of playing video games. Question 21 inquired, "Do you feel any harmful effects that video games have caused in your personality development or the development of your nervous system?" This question aimed to provide a balanced view of gaming's impact. Most participants reported no negative effects, though a few noted issues such as increased aggression, particularly when interrupted during a game, and a tendency toward obsessive behavior, with some mentioning signs of addiction.

The last question examined whether participants had noticed any negative impact on their overall learning due to playing video games. The primary concern mentioned was the time-consuming nature of gaming. However, most participants asserted that video games had not negatively affected their studies; in fact, many felt that gaming had positively contributed to their learning.

3.2. Discussion and evaluation of the results.

In concluding our investigation into the impact of video games on language learning, it is evident that these digital activities have a significant influence on our

ability to acquire language skills. Although it is difficult to determine the exact extent of this influence, factors such as the amount of time spent playing and the types of games preferred certainly play a role.

Among the 38 participants in our study, only a small percentage of the respondents claimed to have learned English directly from video games. This suggests that while gaming may not be a popular method of language learning for most people, it still serves as a valuable tool for acquiring language skills.

Interestingly, nearly one-third or 29% of our participants reported that they still play video games. Out of those, a significant 65.8% admitted to using games for language learning at some point, with 57.9% specifically used them for practice. This indicates that while gaming may not be the main language classroom, it is certainly a useful supplementary resource for many. When it comes to game preferences, action games appear to be the most popular. However, despite this preference, a considerable number of individuals still utilize games for language learning purposes. Reflecting on the reported effects, it is encouraging to note that a substantial 36.8% of participants reported an improvement in their word usage. Additionally, many claimed that their overall language knowledge had benefited from their gaming experiences. On the other hand, only a small minority 4% reported negative effects such as increased aggression and obsession. While this is a concern, it is important to recognize that for the majority of participants, the benefits of gaming outweigh the drawbacks.

Delving deeper, it is intriguing to see that gaming has broader cognitive benefits beyond just language learning. A notable 42% reported using video games to enhance reading comprehension, while 24% cited improvements in listening comprehension. Additionally, 29% of respondents stated that gaming had a positive impact on their academic performance. Furthermore, 32% reported tangible benefits from their gaming experiences in real-life situations. So, we conclude that although video games may not be the main source of language learning for most people, they definitely play a significant role in shaping our language skills. Whether it's through practicing language directly or improving cognitive abilities, gaming provides a unique and engaging way to acquire language. Moving forward, it is important to continue exploring the potential of video games as educational tools. By understanding how to maximize their benefits while minimizing any potential drawbacks, we can use gaming to empower learners and enhance language education in innovative ways. In summary, even though video games may not be the traditional classroom setting, they undoubtedly offer a immersive and enriching environment for language acquisition and skill development.

Conclusion

In wrapping up our exploration into the intersection of video games and language learning, it becomes evident that these digital platforms wield a significant influence on language acquisition. Through analysing previous research, methodology, findings, and understanding both the positive aspects and challenges associated with using video games as language learning tools, we can derive valuable insights into their role in educational settings.

Previous research has illuminated various positive aspects of using video games for language learning. They offer an immersive and interactive environment that engages learners in practical language use, enhancing memory retention and understanding. The narrative-driven nature of many games provides context for language acquisition, while the integration of visuals and sound enriches the learning experience. Moreover, the communal aspect of multiplayer games fosters real-time language exchanges and collaboration, reinforcing language skills in authentic contexts. However, alongside these benefits, there are also drawbacks and challenges to consider. Potential distractions, inconsistent language quality in games, age-inappropriate content, technical issues, and the time investment required for effective learning all pose significant hurdles. Addressing these challenges is crucial to maximizing the potential of video games as language learning tools. Our investigation involved surveying language learners focusing on their gaming habits, language learning experiences, and perceptions of video games as educational tools. The findings revealed several key insights:

- While only a small percentage of participants claimed to have learned English directly from video games, a significant majority reported using games for language learning and practice;
- Action games emerged as the preferred genre among participants, indicating a potential preference for immersive and dynamic gameplay experiences;
- Positive effects on language acquisition, including improved word usage and overall language knowledge, were reported by a considerable portion of participants;
- Despite some negative effects such as aggression and obsession, the majority of participants found the benefits of gaming to outweigh the drawbacks;
- Reading comprehension was identified as the most commonly utilized language skill during gameplay, followed by listening comprehension and speaking;

- The effectiveness of video games for language learning was perceived as comparable to traditional methods by a significant portion of participants, highlighting their potential as supplementary learning resources;
- Specific games mentioned by participants for language learning included action, adventure, and simulation games, with a focus on rich storylines and dialogue;

Interpreting these findings, we can discern several significant points. Firstly, while video games may not serve as the primary source of language learning for most individuals, they offer a valuable supplementary resource for language acquisition and practice. The immersive and interactive nature of games provides opportunities for practical language use and engagement, enhancing learning outcomes.

Furthermore, the positive effects reported by participants, such as improved word usage and language knowledge, underscore the potential of video games to foster language skills in an enjoyable and motivating way. Despite some negative effects, the overall benefits of gaming appear to outweigh the drawbacks for the majority of participants.

Pedagogically, these findings suggest that educators should consider incorporating video games into language learning curricula as supplementary resources. By selecting age-appropriate, content-rich games with educational value, educators can create engaging learning experiences that cater to diverse learning styles and preferences. Additionally, fostering critical thinking skills and digital literacy through gaming can empower learners to navigate the digital landscape effectively.

Our investigation into the role of video games in language learning highlights their potential as valuable educational tools. By leveraging the immersive and interactive nature of games, educators can create engaging and effective learning environments that enhance language acquisition and promote student engagement. As technology continues to evolve, video games offer exciting possibilities for innovation in language education, providing learners with immersive and enjoyable pathways to linguistic proficiency.

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Summary in Ukrainian

Відеоігри набули величезної популярності у світовій культурі, від спеціалізованого захоплення перетворившись на глобальне явище. Це зростання обумовлене технологічним прогресом, змінами у суспільних поглядах на ігри та розвитком соціальної взаємодії через ігрові платформи.

Об'єкт дослідження: розвиток навичок засвоєння мови.

Предмет дослідження: взаємозв'язок між навчанням мови та відеоіграми та як останні можуть сприяти першому.

Мета роботи: дослідити вплив гри в відеоігри на молодих людей з точки зору навчання мови.

Завдання дослідження:

- аналіз актуальної академічної літератури
- розробка теоретичної основи для дослідження
- вивчення ефективності використання відеоігор для навчання мови.

Методологія: теоретичні та емпіричні методи, включаючи аналіз, порівняння, узагальнення, анкетування, спостереження та експеримент.

Структура роботи: вступ, 3 частини, висновок, резюме, список використаних джерел та додатки. У частині 1 надається теоретична основа дослідження, у частині 2 представлено методологію роботи, а частина 3 описує процедуру, результати та обговорення дослідження.

Ключові слова: відеоігри, навчання мови, технологічний прогрес, соціальна взаємодія, культурна інтеграція, еспорт, мобільні ігри, психологічні аспекти.

Загальний опис: робота містить введення, три основні частини, висновок та додатки. Включено референції та численні таблиці та графіки для кращого розуміння дослідження.

Основні висновки кожної частини:

1. Теоретична основа показала важливість відеоігор для навчання мови та їх потенціал як інструменту освіти.
2. Методологія дослідження детально описує процедури, використані для оцінки ефективності відеоігор у процесі навчання мови.

3. Результати дослідження підтвердили, що відеоігри можуть ефективно сприяти навчанню та засвоєнню мови, зокрема через іммерсивні та інтерактивні елементи, що сприяють глибокому зануренню у мовне середовище.

Appendix

Questions for the survey

1. Sex.
2. Age.
3. What is your mother tongue?
4. Do you speak a second or foreign language? If yes, how many and which language / languages?
5. If you speak other languages, how did you learn them?
6. Have you ever played video games on a computer, console or mobile device?
7. Do you play video games on a computer, console or mobile device?
8. If you play or have played video games, which of the following options describes the frequency of it?
9. When you play video games, for how long do you play on that day?
10. Have you ever used video games for language learning?
11. Have you ever used video games for language practising?
12. If yes, what type of video games do you use or did you use?
13. What English skills have you used while playing video games?
14. How would you assess the effectiveness of video games in language learning compared to traditional school or university methods?
15. Is/Are there any language skill you developed by playing video games?
16. Have the skills you have acquired through video games benefited you at school or in your studies?
17. Have the language skills (reading, listening, writing, speaking) you have acquired through video games benefited you in real life?
18. What kind of areas of language have you learned or what have you improved in when gaming in English? (multiple choice)
19. Are there any specific games you would recommend to others for language learning? (open answer)

20. How do you think using video games help with your language learning? (open answer)

21. Do you feel any harmful effects that video games have caused in your personality development, in the development of your nervous system? (Open answer)

22. Do you feel any negative effects that video games have had on your learning in general? If yes, what kind? (open answer)

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Включення 2%	Кількість: 16 включення	Всього використано слів: 254
Питання 0%	Замінені символи: 0	Інший сценарій: 1 слова