

“Rokuja et pääse karkuun ilman jumpbootseja”
Nonce borrowings in video gaming environment

BACHELOR'S THESIS

OSKARI MÄKIMATTILA

University of Jyväskylä
Department of Languages
English
July 2015

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Oskari Mäkimattila	
Työn nimi – Title “Rokuja et pääse karkuun ilman jumpbootseja” Nonce borrowings in video gaming environment	
Oppiaine – Subject englanti	Työn laji – Level Kandidaatintutkielma
Aika – Month and year heinäkuu 2015	Sivumäärä – Number of pages 23 sivua + 1 liite
<p>Tiivistelmä – Abstract</p> <p>Videopelit ovat viime vuosina nousseet valtavirran vapaa-ajan aktiviteetiksi esimerkiksi television katselun ja urheilun ohelle. Videopelejä voi pelata monilla eri laitteilla kuten pelikonsoleilla, tietokoneilla sekä puhelimilla ja muilla kannettavilla laitteilla. Internet on myös mahdollistanut pelaamisen sekä kommunikoinnin pelaajien välillä paikasta riippumatta. Pelien ollessa valtaosin englanninkielisiä, pelaajat, jotka pelaavat yhdessä muiden kansalaisuuksien kanssa, valitsevat yleensä englannin yhteiseksi kommunikoinnin välineeksi. Englannin kielen asema sekä peleissä että tietokoneympäristössä yleensä on johtanut siihen, että esimerkiksi suomalaiset pelaajat käyttävät englanninkielisiä ilmauksia myös toistensa kanssa, silloin kun englantia ei välttämättä tarvittaisi.</p> <p>Tämä tutkimus pyrkii selvittämään miten ja miksi lainasanoja ja muita englanninkielisiä ilmaisuja käytetään videopelejä pelattaessa. Aineisto kerättiin tallentamalla ääntä ja videota pelisessioista yhteensä noin kolme tuntia. Tämän lisäksi osallistujia pyydettiin vastaamaan lyhyeen kyselyyn lainasanojen käyttöön liittyen. Tutkimukseen osallistui yhteensä viisi henkilöä, joiden lisäksi myös tutkija itse oli mukana pelaamassa. Tutkimuksessa käytetyt kaksi peliä olivat Battlefield 4 ja SpeedRunners.</p> <p>Tutkimuksessa keskitytään vakiintumattomiin lainauksiin (englanniksi “nonce borrowing”), kuten “beissi” tai “healtti”. Tällaisia sanoja tai ilmaisuja löytyi pelisessioiden tallennuksista noin 280, eli keskimäärin noin 1,6 englanninkielistä lainausta käytettiin joka minuutti. Tämä luku pysyi vakiona tarkasteltavan tallennuksen pituudesta tai siinä esiintyvien osanottajien määrästä riippumatta. Käytetyt ilmaisut liittyivät lähes poikkeuksetta pelattavaan peliin. Suurin osa ilmaisuista oli substantiiveja, toiseksi eniten oli verbejä. Muiden sanaluokkien edustajia löytyi melko vähän. Osanottajat kertoivat, että syy englanninkielisten ilmausten käyttöön pelattaessa on niiden lyhyys verrattuna suomalaisiin vastineisiin sekä se, että ne kuulostavat usein paremmilta.</p>	
Asiasanat – Keywords video game, loanword, nonce borrowing, bilingual practice, multiplayer	
Säilytyspaikka – Depository JYX	
Muita tietoja – Additional information	

Table of Contents

1 INTRODUCTION.....	4
2 VIDEO GAMES, LEARNING AND BILINGUAL PRACTICES.....	5
2.1 Video gaming habits in Finland and the United States.....	5
2.2 Video games and learning.....	6
2.3 Bilingual practices.....	7
3 METHODS.....	9
3.1 Gathering the data.....	9
3.2 Analysing the data.....	10
4 RESULTS.....	11
4.1 Words and their functions.....	12
4.2 Word classes.....	15
4.3 The questionnaire.....	16
5 DISCUSSION AND CONCLUSION.....	19
REFERENCES.....	22
APPENDIX 1: THE QUESTIONNAIRE.....	24

1 INTRODUCTION

In the recent years video games have become a widely practiced leisure time activity, rivaling such older activities as sports or watching television. Video games are being played all over the world with various electronic gadgets such as gaming consoles, personal computers, mobile phones and other handheld devices. The rise of the internet has enabled players to play with people from across the world, and communicate with each other via voice or text chats. With games being largely in English, and gamers wanting to communicate with each other through a common language, English is often the chosen lingua franca. As the English language is so dominant in the gaming environment and computers in general, it is only natural that some English words and expressions would be taken into use by gamers of different language.

When this English terminology is being used by non-native gamers, they are employing bilingual practises. These practices, such as the use of loanwords, are little studied in the video gaming environment. Some studies have touched on the subject, such as the studies by de la Cruz Cabanillas (2007) and Piirainen-Marsh (2010), but there is still a need for further research especially on spoken bilingual practices in the video gaming environment.

The aim of the present study is to shed some light on how and why English loanwords and expressions are used by native Finnish speakers when playing multiplayer video games on a personal computer. To achieve this, participants together with the researcher played multiplayer video games over the internet and the sessions were recorded. In addition to this, a short questionnaire was issued to the participants to collect further information. From this data some patterns of and reasons for usage were uncovered.

2 VIDEO GAMES, LEARNING AND BILINGUAL PRACTICES

In this chapter some central concepts to the present study are discussed. First, video gaming habits in Finland and the United States are talked about. Second, the relation of video games and learning is discussed before finally moving on to bilingual practices. The research questions are also laid out.

2.1 Video gaming habits in Finland and the United States

Nowadays, playing video games is a widely practiced leisure activity. After the first video games were created circa 1950 (about.com), the activity of playing video games became a mainstream hobby at the end of 1970s (thedoteaters.com). Today, video games are a multi-billion dollar industry (statista.com), and playing them competes with other leisure activities such as watching TV, participating in sports, reading and socializing (Bureau of Labor Statistics 2013). According to a survey conducted by Electronic Software Association (ESA) in 2014, 59% of Americans play video games, and on average, every household in United States owns at least one dedicated gaming console, a PC or a smartphone. A similar study conducted by the Interactive Software Federation of Europe (ISFE) in 2012 reveals that 60% of Finns play video games. Both studies show that gamers are fairly equally distributed amongst gender and age.

The most popular video games in Finland include sports games, first-person shooters, action games and music-based games (FIGMA). Similar trends can be seen in the United States (videogamesblogger.com). These games are often played with others, either online or in-person. In United States, 62% of gamers play with others. According to the ISFE study 45% of gamers play with others, but this statistic only takes into account the online environment.

Today many video games are translated to multiple languages but English is still the default language

featured in video games. For example, at the time of writing (June 2015), in one of the largest online video game vendors, Steam, 99.7% (5515 games out of 5529) of games featured the English language. In comparison, only 1.6% (90 games) of the games featured Finnish.

2.2 Video games and learning

Studies have shown that playing video games has an effect on language learning. Playing certain types of games, such as massively multiplayer role playing games (MMORPGs) or role playing games (RPG), seems to have a positive effect on language skills (Sundqvist 2009). Not all games have a positive effect on language skills, however, as for example simulation or driving games do not seem to have an effect on language skills (Sundqvist 2009). The differences seem to come from the amount of language input and output present and required in different genres of games. All the major language skills (reading, writing, listening and speaking) are represented in different types of video games, and thus players can improve themselves in these skills: for example in a study by deHaan (2005) a Japanese-as-a-foreign-language student improved his comprehension skills in both reading and listening Japanese by playing a Japanese baseball video game. All of these language skills are not represented in games equally, with the most prominent skills being reading and listening. Writing and speaking are used most often in online multiplayer games, where they can be employed to communicate with other players.

As bilingual practices require some degree of expertise in both languages used (Herman Paul 1886, as cited by Haugen 1950) using loanwords seems like a good way to display knowledge of other languages and practice using them. Especially in cases when communication would not feel natural if done completely in a non-native language, loanwords and expressions provide a way to use another language in addition to the native language.

2.3 Bilingual practices

Bilingual practices in general have been widely studied. Here, any type of language alternation where two languages are involved is counted as bilingual practices, such as codeswitching, language mixing, fused lects (terms defined by Auer, 1999) and borrowing (defined by Haugen 1950). Borrowings can be divided into two categories, as a distinction has been made by some researchers between established borrowings and nonce borrowings, nonce meaning that a word occurs singly and can only be integrated for the time of the conversation (Poplack, Sankoff, Miller, as cited by Tatsioka 2008; Auer 1999). Codeswitching can also be divided into two categories: transactional and metaphorical (Blom & Gumperz 1972, as cited by Tatsioka). Transactional codeswitching is affected by the social situation and its participants, and metaphorical codeswitching is affected by subject matter, the relationships of the participants and the intended communicative messages.

There are various reasons to use bilingual speech such as codeswitching or using loanwords. Firstly, it can be driven by social factors: to demonstrate common ethnic identity, different linguistic codes can be used depending on the audience, to signal status or degree of formality, to amuse or to express agreement or disagreement. Secondly, they can be used in contexts where a certain language is considered more appropriate, such as quotations, idioms or reiteration (Tatsioka 2008). Other reasons include “the prestigious and attractive character of the donor language” (Myers-Scotton 2006, as cited by Tatsioka), to achieve greater precision or if an appropriate native term cannot be found (Tatsioka 2008). It is also possible that the use of loanwords might be unconscious without any clear intention (Tatsioka 2008). When the general public was asked why TV personalities use English loanwords (Tatsioka 2008), most of the participants answered that they were used because “everybody uses English” or that “they want to impress with their linguistic abilities”.

Spoken bilingual practices in video gaming contexts have not been studied extensively, but as previously noted, for example Piirainen-Marsh (2010) and Leppänen and Piirainen-Marsh (2009) have done research on the subject. Respectively, these two studies examined bilingual practices and the norms of language use in gaming. Both studies reported that players repeat and imitate speech heard or

texts seen in video games, and in this way communicate their affection or critique towards the game or its characters. Piirainen-Marsh also pointed out that meaningful events in a game are pointed out by reproducing terms signalled on the screen. Loanwords have also been studied in the computer context, such as English loanwords in Spanish computer magazines (de la Cruz Cabanillas et al. 2005), but this study obviously dealt with written and quite formal bilingualism, and analyzed the loanwords based on their gender.

Leaning on this theoretical framework, the present study set out to find answers to the following research questions:

- 1) How are loanwords used by players when playing multiplayer video games on a personal computer.**
- 2) Why are loanwords used by players when playing multiplayer video games on a personal computer.**

The study was concerned with nonce borrowings in particular to find emergent terminology specific to the gaming environment.

3 METHODS

In this section the data gathering and methods of analysis are presented. The data gathering methods are discussed first before briefly presenting the methods of analysis.

3.1 Gathering the data

For the present study I observed, and participated in myself, some play sessions of a group of adult males. The participants were aged between 20 and 30 and were situated in various provinces of Finland. I thought this age group appropriate as it was close to my age, hence playing with the participants was natural, and the majority of Finns playing packaged video games are males of this age group (ISFE, 2012).

The data were collected by recording the sound from all the participants and the video from my computer screen. Even though only the sound was vital for my research, I decided to record video as well to help give context to what is being talked about. However, this was not completely reliable as only one screen was recorded. All the participants were playing on computers with each other over the internet. All the recordings were made using Dxtory software, and the communication between the players was done via TeamSpeak software.

The first recordings were made at the end on January 2015. During that session, three to six participants were present, including the researcher. Two games were played: SpeedRunners and Battlefield 4. During the play session the number of players varied, as some players joined the session or dropped out. Most of the time, however, five to six players were present. All the participants were informed that the session was being recorded for the purposes of a bachelor's thesis study, and the topic of the thesis was also revealed. A second recording session was held roughly three weeks later. There

were three participants present including the researcher, with one additional participant joining the conversation briefly during the recording. He did not take part in the game, however.

Some time after the recordings, the participants were asked to answer a brief questionnaire in Finnish about how they use loanwords while playing video games. In the questionnaire there were questions like "do you use loanwords while playing video games", "why do you use loanwords while playing video games" and "do you think that using loanwords is natural in video gaming?" The questionnaire also included questions about the participants' age and location. Some of the questions were in multiple choice format and some required the respondent to write their own answers. The questionnaire in its entirety is included in Appendix 1.

3.2 Analysing the data

The recordings were analyzed by first going through the recordings and noting down all words that might be nonce borrowings or English utterances. SuomiSanakirja.fi, an internet dictionary, was then used to make sure that the words were not established borrowings. The words and utterances were then categorized according to their word class and function. The term "word class" is used loosely here, as one category was made for expressions longer than one word. "Function" here means that, for example, a word that is used is specific to the game or the genre, or is more of a term used generally in video gaming context, or if the word or expression is used as exclamations or to assess something. The questionnaire answers were grouped together and compared with each other to find any differences or similarities.

4 RESULTS

In this section the data is presented and discussed further. First, the data is presented generally, then the instances found from the recordings are categorized based on their functions and word classes, and finally the responses to the questionnaire are discussed.

Altogether, my video recordings consisted of roughly three hours of data. The majority of the data was of Battlefield 4 (2.5 hours), while the rest was of SpeedRunners. From these data, I gathered words and expressions relevant to the present study, and ended up with approximately 270 instances altogether. I left out established loanwords (for example “tänks”, “tiimi”, “bugi”, “pakki” etc.) and also some English expressions that do not really have a Finnish counterpart (for example proper nouns or model names). Some exceptions were made with proper and model names, as for example “lavi” was taken into account. The word is used to refer to LAV-25, a vehicle in Battlefield 4. My reasoning was that LAV is an acronym from the words “Light Armored Vehicle”, which could be treated as a general term. Furthermore, the term “lavi” was used exclusively to refer to this type of vehicle, even though different factions in the game have different models (for example the Russian counterpart is BTR-90). Following these “guidelines”, I left out for example “litle bördi” (“Little Bird”), which was used to refer to a type of helicopter, because it could not be used as a general term. All together around 1.5 borrowed words or expressions were used every minute. This amount stayed constant throughout the recordings, regardless of how long a particular recording was or how many players were present.

It is possible that some words were missed from the recordings due to them being mixed with game sounds or many people speaking at the same time. Categorizing the words based on their function was also not always straightforward and it would have been possible to put a certain word in more than one category. In these cases, only one category was chosen.

The vast majority of the found instances were nouns (around two thirds of the total with 173 instances), with verbs (59 instances) also being popular. The rest of the instances consisted of longer phrases (21

instances), adjectives (9 instances) and miscellaneous (6 instances).

4.1 Words and their functions

The words and expressions were divided into five categories: game-specific words, general gaming words, exclamations, assessments and other expressions. These categories arose from the data: most instances were connected to the act of video gaming at hand, usually having an audio or visual cue in-game. These instances were divided into two sub-categories, game-specific and general gaming words, based on the researchers prior knowledge of the subject matter. The three further categories were made based on the remaining instances.

4.1.1 Game-specific words

lavi (+AD) (+down) 26, squadi 12, caspian borderi 5, engineeri 4, beekkoni 3, flak cannoni 3, killed in action 3, medikki 3, siege (+of shanghai) 3, active armor 2, spawn biikkoni 2, vote next mäp 2, AA, assault, assist counts as kill, assist, attack boutti, attack chopperi, autobalance.., borderi, classi, combat rifle, comeback bonus, demari, enemy killed, EOD-bot, firestormi, gunship above, hainan resortti, mopility, multikill, operation mortar, podi, promoted, rail gun, rhib boutti, silk road, spotata, spottiboonus, squad leader, teams are full can't switch to the RU team, vehicle condition

Game-specific words

Terms that only occur in a specific video game or in a specific kind of video game were categorized here. As a general guideline, the terms had to be featured in the game either in written or spoken form. This was the category with the most instances. The most used word in the category was “lavi” (referring to LAV, Light Armored Vehicle) and its different forms. Some other words include “squadi” (squad), “engineeri” (engineer), “killed in action”, “spotata” (to spot), “mopility” (mobility) and “siege

of shanghai”. When used, these words were almost exclusively pronounced in a Finnish way, which is evident from the word ending “-i”, but also the words that retained their English “spelling” (“base”, “vote”) were pronounced as if they were Finnish.

The fact that this is the largest category makes sense, as the players are reacting to the events in the game using the terminology that has been given in the game. For example the vehicles in Battlefield 4 have all been named and LAV-25 is among them. When referring to it in the middle of a game, it is only natural to use the most recognizable word in the context, rather than to come up with a Finnish equivalent. In similar fashion, you can see labels for “squad”, “engineer” and “vehicle condition” in the game, and hear audio clips with the words from time to time, such as “I need ammo!” or “enemy LAV sighted”. In regards to the Finnish pronunciation, there could be many reasons as to why it is used. All of the participants are native Finnish users, so Finnish pronunciation might feel the most natural. The participants might also not know how to properly pronounce the words in English.

4.1.2 General gaming words

(super)snaipperi/snipu 18, spawnata 14, mappi(kierto) 11, käämpä 10, base 9, vote 7, hoopee 6, sniputtaa 7, rundi 5, heitti/hela 3, äppeeässä 3, ammo 2, boosti 2, käämpä 2, pädi 2, achievementti, buutata, damage, error, frägi, frägätä, invite, joinia, koodee, level, logata, mapvote, multiplayer, optionssi, prone, roketit, roketsit, speissi, statsi, spawn protection, tiibägs, tiibägätä, tiim balance, upgreidit

General gaming words

Words that apply to all or most video games were categorized here. Words that refer to physical hardware (such as a computer or peripheral devices) were also included here. The most common word here was “snaipperi” (sniper) and its variations. The popularity of the word could be explained by the fact that sniper class is one of the core player classes in any FPS game, and that an enemy sniper could pose a great threat to one's team, hence it is important to call a sniper out. Another interesting and very

popular word was “mappi” (map). Note that “mappi” is generally used in Finnish to refer to a folder, but in the video gaming environment the term refers to a map or a “level”. Some other words include “multiplayer”, “optionssi” (options), “pädi” (gamepad) and “buutata” (to boot). Like the game-specific words, most of these words can be found in video games. The distinction is that these words are nearly universal among all video games and are usually found from menus rather than from the game itself.

4.1.3 Exclamations and assessments

too easy/2easy 6, nice 2, cheaters assholes, dick move, gg, unfair cheats

Assessments

joink 3, jeej, nouuu, ou sit, whiii

Exclamations

Utterances that are either exclamations or used to assess the gameplay in some way are discussed here. A small number of utterances that could be categorized as exclamations were found during the study. Some of these were lexical, such as “nouuu” (no) and “ou sit” (oh shit), and some were non-lexical utterances, such as “jeej” (yay) and “whiii” (wheee). It is debatable whether the non-lexical utterances can be counted as loans, but they do carry English influences. For example, a more native or established substitute for “jeej” would be “jee” or “jes”.

Some examples of assessing the gameplay include “too easy” (also once written as “2easy” on in-game chat), “gg” (Good Game), “cheaters assholes” and “dick move”. “Gg” was a positive assessment usually typed on the in-game chat after a game round when the user thought the round went well. “Too easy” was a positive assessment in the sense that the speaker communicated his victory, but it also worked as a taunt to the losing players. “Dick move” and “cheaters assholes” were negative assessments used when something was thought to be unfair. The latter expression was typed to the in-game chat by a random player and then read out loud by one of the participants. It was an accusation of cheating even though the participants were not cheating but merely played well.

4.1.4 Other expressions

huntata 5, spämmätä/spämmiä 3, blokata 2, dropata 2, bombs away, fail, feilata, flänkki, FYI, game oon, he is alive, muuvi, tsiisus fakin kraist, tsiisus kraist, u-bout mään, use the foorce

Other expressions

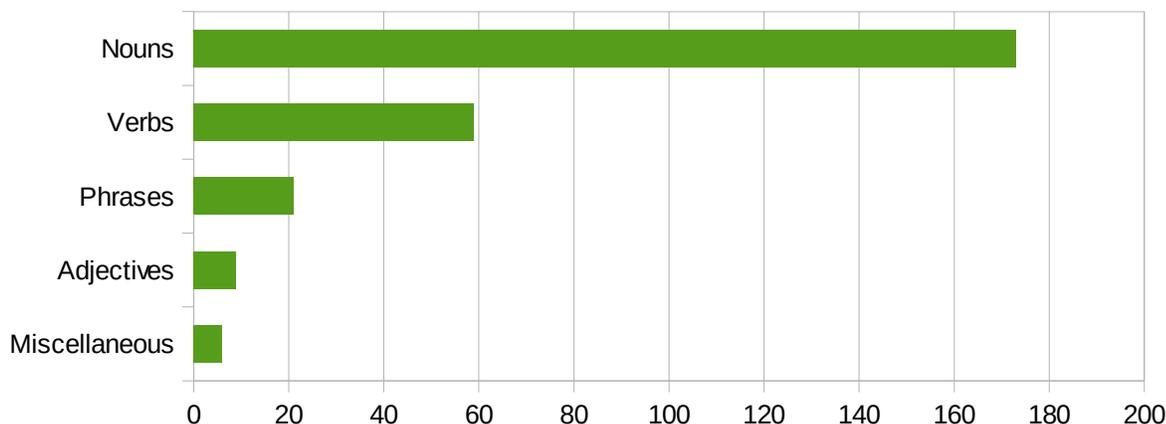
In this section are categorized the words and expressions that do not have a cue in-game, or cannot be said to be general gaming terms. The instances can be connected to in-game actions or they can be other miscellaneous English utterances. Few examples of terms connected to in-game actions include 'huntata' (to hunt), “u-bout mään” (U-boat man) and “bombs away”. The first expression was used multiple times to refer to a player seeking and trying to take out a particular enemy. The second expression was used to refer to an enemy who was emerging from water. The third expression was used when a bomb or a missile was dropped from an airplane. None of these expressions had any visual or audio cue in-game, but they emerged from the in-game actions and speakers' prior knowledge of English from other contexts.

The data only included two expressions, or rather one expression and a variation of it, that were in no way connected to the game. This was “tsiisus (fakin) kraist” (Jesus fucking Christ), which was uttered when one participant made a joke that the present study concerned English swear words.

4.2 Word classes

In addition to categorizing the found instances based on their function, they were also categorized based on their word classes. As expected, the majority of the found instances were nouns. Altogether, roughly two thirds of the instances were nouns. The second largest category was verbs. Compared to these two categories, only few adjectives were found. The instances in these categories are mostly singular words, and an additional category was made for longer phrases. A large part of these phrases consisted of utterances that had cues in-game, such as “killed in action”, “teams are full” and “vote next mäp” (map). The distribution of instances into these word classes can be seen below.

Distribution of instances into word classes



The distribution of the word classes was not surprising. Nouns were the most used class of words as they are used to refer to things both in-game and in the real world, and many of the used nouns also had cues in-game. Verbs are used to describe actions, and as such are also important. Like nouns, many verbs had some sort of an in-game cue. The most used verb was 'kämppiä' (to camp), which in video gaming context means “to stay in one spot of the map to gain a tactical advantage”. This term is not easily translated to Finnish: normally the word would be translated as 'telттаilla' or 'leiriytyä', but it would not carry the same exact meaning. This suggests that one reason for using loanwords is that the native language does not have a corresponding word, or the translation is awkward. As already noted, the phrases-category largely consisted of utterances that had an in-game cue. In the adjectives and miscellaneous categories none of the words had any in-game cues. This in part explains their rarity.

4.3 The questionnaire

The short questionnaire that was issued to the participants after the recording sessions was designed to gather some information about why these particular gamers use loanwords while playing video games. The questionnaire consisted of eight questions: the first two questions dealt with personal information

and the following six questions were about loanword usage. The questions about personal information were asked to find out where the participants lived in relation to each other and which age group they represented. Personal information was not taken into account when analyzing the results, as the group of participants was so small.

The first two questions were put in to check if the participants acknowledge that they use loanwords and foreign expressions while playing video games, and how much they pay attention to them. Unsurprisingly, all respondents reported that they do use loanwords. How much each participant paid attention to them varied: two said they rarely pay attention to loanwords, one said always, one said sometimes and one reported that he does not pay attention to them. From the answers to these two questions we can see that even when all of the participants recognized that they use loanwords and foreign expressions, the degree to which they pay attention to them varies greatly.

The next question dealt with why loanwords and foreign expressions are used while gaming. According to the responses the most likely reason to use a loanword or a foreign expression is that it comes to mind before a Finnish expression does, with three out of five respondents choosing this alternative. Other answers included that a foreign expression sounds better, or is shorter to write or quicker to say out loud. An interesting response was also that foreign expressions are used because others use them. This suggests that it is not always by choice that players use foreign expressions while gaming, but that their use is required if a player wants to be understood as quickly as possible.

The following two questions were about how natural the use of loans and foreign expressions is while playing video games. The first of these questions was “do you feel that using loans and foreign expressions while gaming is natural?” Three respondents said “always”, one said “often” and one said “sometimes”. The second was “why the use of loans is or is not natural while playing video games?” To this question the respondents had to write their own answers, and the majority of them revolved around games often being in English and players on public international servers often using English as lingua franca. More than one respondent also stated that many foreign expressions sound better than their Finnish counterparts, and that loans often speed up communication. One respondent said that he

avored Finnish expressions when they are short (for example “lippu” (flag) or “piste” (point)) and quick to say out loud while playing. These two examples suggest that if a native expression and a foreign expression are roughly equal in length, at least some gamers choose the native expression. The answers all together seem to emphasize ease of communication: that the terms used are quick to say and to understand.

Finally the respondent were asked if they would more likely choose a Finnish or a foreign expression while playing video games. The majority of the respondents answered “foreign”, with only one answering “Finnish”. These answers show the popularity and the established position that English has in the video gaming environment: most players would use a foreign expression instead of a native one. The questionnaire in general seems to reflect this: using some English while playing video games is considered normal and not much attention is paid to it.

5 DISCUSSION AND CONCLUSION

In this final part of the paper I will discuss the findings and draw some conclusions. I will also reflect on the original research questions, the possible problems of the study and further research possibilities.

As already stated, the number of nonce borrowings and expressions stayed constant throughout the recordings, regardless of the length of the recording or the number of participants. This suggests that English has an established role in the video gaming environment. Every participant in the study used English loanwords and expressions to some extent, however as only 1.5 English words or expressions on average were used in a minute, compared to the native Finnish the use of English is still marginal.

The distribution of the found instances was as expected, with nearly every instance emerging from the actions or other cues in the game. Before the study, a few more utterances not connected to the video gaming activity were expected than what eventually were found, but the result was not surprising. Examples of unconnected instances could have been found when the participants were discussing for example hobbies or other interests. No such instances were found, however, even though there was some discussion of ice hockey, for example. For the vast majority of the time, discussion centered around the gameplay, which was to be expected. As to the distribution of instances to word classes, nouns were clearly used more often than others. Verbs were also rather popular, with other categories such as adjectives and longer phrases being used less often. If the study were conducted again, I believe similar ratio of word classes could be expected regardless of the games used.

Based on the participants responses to the questionnaire, their reasons for using loanwords while playing video games are mainly aesthetic and functional. They stated that the English terms often sound better than their Finnish counterparts, and that as English words are often shorter than Finnish, they are quicker to write and to say out loud in the middle of a game. It was also said that “everyone else uses English too”, and that the English word comes to mind before a Finnish one does. The aesthetic and “everyone uses English” reasons especially are very close to the reasons discussed by

Tatsioka (2008): the “attractive character of the donor language” (Myers-Scotton 2006, as cited by Tatsioka) closely relates to the aesthetic side, and “everyone uses English is an answer that frequently came up in her study. Based on the recordings, loanwords were often used to refer to important things and events in-game, as Piirainen-Marsh noted in her 2010 article.

When it comes to the original research questions, how and why are loanwords used by players when playing multiplayer video games on a personal computer, both questions were answered reasonably well for the purposes of the study. The recordings provided ample data for analysing how players used loanwords while gaming, and the responses to the questionnaire gave insight into why players did it. The results showed how the found instances of loanwords were distributed amongst word classes and how they functioned in the players' speech, and also that players preferred loanwords to native words mostly because of aesthetic and functional reasons.

The fact that the study was conducted with the researcher participating in the study, and the area of the study being disclosed to participants might have had an effect on the results. The exact topic of the study was not known by all participants, as it was only disclosed to those who asked about it directly. The researcher had also played the games used in the study with most of the participants before the study, so it can be said that the atmosphere between the participants and the researcher felt natural. The researcher also has many years of experience playing video games, so he is familiar with both the language of the video game “scene” and the mechanics of the games played.

If the study were conducted again, more attention should be paid to the technical side of the study. The sound levels of the present recordings were at times problematic, as some participants' audio were quieter than others. The game audio could have been separated as its own track, or at least made even quieter. Now the game audio was in the same track as the participants' voices, which made it difficult at times to discern quiet speech.

The findings of the present study cannot be generalized to apply to all video gaming, or even to playing games of the particular genres that were studied here. The present study concentrated on only one

game, with little data from another, and the number of participants ranged from three to six, including the researcher. While the number of participants and the data that were collected was sufficient for a small scale study, a wider-scale study should be conducted to draw any generalizations. Studies should be conducted with larger numbers of participants across a more diverse set of games from different genres. Additional research opportunities are of course provided by other languages than Finnish, for example how Swedes or Russians use English loanwords while playing video games, or whether or not native English speakers use loanwords from other languages while playing video games.

REFERENCES

- Auer, P. (1999) From codeswitching via language mixing to fused lects: Toward a dynamic typology of bilingual speech. *International Journal of Bilingualism* 3 (4) 309-332
- Bureau of Labor Statistics: Leisure and sports activities.
<http://www.bls.gov/TUS/CHARTS/LEISURE.HTM> (12 July, 2015)
- Cohen, D.S. Cathode-ray Tube Amusement Device – The First Electronic Game [online]
<http://classicgames.about.com/od/classicvideogames101/p/CathodeDevice.htm> (12 July, 2015)
- deHaan, J.W. (2005). Acquisition of Japanese as a Foreign Language Through a Baseball Video Game. *Foreign Language Annals* 38, 278-282.
- de la Cruz Cabanillas, I., Tejedor Martínez, C., Díez Prados, M. and Cerdá Redondo, E. (2005). English loanwords in Spanish computer language. *English for Specific Purposes* 26, 52-78.
- Electronic Software Association (2014): Essential Facts About the Computer and Video Game Industry [online] http://www.theesa.com/wp-content/uploads/2014/10/ESA_EF_2014.pdf (12 July 2015)
- FIGMA: Suomen pelimyynä TOP 10. <http://www.figma.fi/index.php/top-10> (27 kanuary, 2015)
- Haugen, E. (1950) The Analysis of Linguistic Borrowing. *Language* 26 (2), 210-231
- Leppänen, S. and Piirainen-Marsh, A. (2009). Language policy in the making: an analysis of bilingual gaming activities. *Lang Policy* 8, 261-284
- Piirainen-Marsh, A. (2010). Bilingual practices and the social organisation of video gaming activities. *Journal of Pragmatics* 42, 3012-3030.
- Space Invaders – Panic in the Streets! [online] <http://thedoteaters.com/?bitstory=space-invaders> (12 July, 2015)
- Statista: Global games revenue in 2014 and 2019. <http://www.statista.com/statistics/237187/global-video-games-revenue/> (12 July, 2015)
- Sundqvist, P. (2009). *Extramural English Matters – Out-of-School English and Its Impact on Swedish Ninth Graders' Oral Proficiency and Vocabulary*. Karlstad University Studies 55. Karlstad University.

Tatsioka, Z. 2008. Code-switching and English Loanwords in the Greek Media. *Newcastle Working Papers* 14, 129-144.

Video Games Blogger: Top 10 Best Selling Games of January 2014 (USA).

<http://www.videogamesblogger.com/2014/02/15/top-10-best-selling-games-of-january-2014-usa.htm>

(27 January, 2015)

APPENDIX 1: THE QUESTIONNAIRE

* Henkilötiedot *

1. Kuinka vanha olet?

<20

20-25

25-30

30-35

>35

2. Missä asut?

Ahvenanmaa

Etelä-Karjala

Etelä-Pohjanmaa

Etelä-Savo

Itä-Uusimaa

Kainuu

Kanta-Häme

Keski-Pohjanmaa

Keski-Suomi

Kymmenlaakso

Lappi

Pirkanmaa

Pohjanmaa

Pohjois-Karjala

Pohjois-Pohjanmaa

Pohjois-Savo

Päijät-Häme

Satakunta

Uusimaa

Varsinais-Suomi

Muu, mikä?

* Lainasanojen ja vieraskielisten ilmausten käyttö *

3. Käytätkö lainasanoja tai vieraskielisiä ilmauksia pelatessasi videopelejä?

Kyllä

En

4. Kiinnitätkö huomiota lainasanoihin tai vieraskielisiin ilmauksiin pelatessasi videopelejä?

Usein

Joskus

Harvoin

En

5. Miksi käytät lainasanoja tai vieraskielisiä ilmauksia pelatessasi videopelejä?

Suomenkielistä vastinetta ei ole

Vieraskielinen sana tulee ensimmäisenä mieleen

Vieraskielinen sana kuulostaa paremmalta

En käytä vieraskielisiä ilmauksia

Muu syy, mikä?

6. Onko lainasanojen tai vieraskielisten ilmausten käyttö mielestäsi luontevaa videopelejä pelatessa?

Aina

Usein

Joskus

Harvoin

Ei koskaan

7. Miksi lainasanojen käyttö on tai ei ole mielestäsi luontevaa videopelejä pelatessa?

8. Valitsetko mieluummin suomenkielisen vai vieraskielisen ilmauksen?

Suomenkielisen

Vieraskielisen