

Video Games and Language Learning: A Match Made In Heaven?

The effects of video games in Learning English in a Finnish context

Bachelor's thesis

Mari Haapsaari

University of Jyväskylä
Department of language and
Communication studies
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Tiivistelmä – Abstract <p>Videopelien suosion räjähdysmäinen kasvu kaksituhattaluvulta alkaen on saanut tutkijat kiinnostumaan niiden vaikutuksista oppimiseen. Ne ovat herättäneet erityistä kiinnostusta kielten oppimisen saralla, sillä ne sisältävät huomattavan määrän sekä kirjoitettua että puhuttua kieltä, ja tarjoavat käyttäjilleen myös mahdollisuuksia reaaliaikaiseen kommunikointiin toisten käyttäjien kanssa ympäri maailman.</p> <p>Tämän tutkimuksen tarkoituksena oli perehtyä videopelien ja kielenoppimisen välisiin yhteyksiin suomalaisessa kontekstissa. Tarkemmin sanottuna kiinnostuksen kohteena oli nuorten suomalaisten henkilöiden kokemukset videopelien vaikutuksista englannin kielen oppimiseen. Tutkimuksessa haluttiin selvittää muun muassa, miten tutkimuksen kohteena olevat henkilöt itse kokevat videopelien vaikuttaneen englannin oppimiseensa, mikäli he ovat pelanneet videopelejä sinä ajanjaksona, jona ovat opiskelleet englantia aktiivisesti koulussa. Lisäksi tutkimuksessa haluttiin selvittää, onko videopelien pelaamisen ja kielenoppimismotivaation välillä yhteyksiä.</p> <p>Tutkimuksen osallistujamäärä oli yhteensä 65 henkilöä, jotka värvättiin yliopiston englanninopiskelijoiden sähköpostilistan välityksellä. Tutkimus toteutettiin verkkokyselynä, joka luotiin Webropol-ohjelman avulla. Kysely koostui yhteensä kuudestatoista kysymyksestä, joiden joukossa oli sekä monivalintakysymyksiä että avoimia kysymyksiä. Osa kysymyksistä oli suunnattu vain niille vastaajille, jotka olivat pelanneet videopelejä ajanjaksona, jona he olivat opiskelleet englantia. Tutkimus toteutettiin maaliskuussa 2020.</p> <p>Tämän tutkimuksen tuloksista selvisi muun muassa, että englannin kieltä käytetään videopelejä pelatessa huomattavan paljon, ja kaikki kielen osa-alueet saavat harjoitusta, joskin reseptiivisiä taitoja videopelit harjoittavat hieman enemmän kuin produktiivisia. Tutkimuksen tulokset myös vahvistivat aiemmissa tutkimuksissa ilmennyttä tietoa siitä, että videopelit voivat toimia motivaation lähteenä kieltenoppimisessa. Tämän lisäksi selvisi, että videopelit liittyvät instrumentaalisen motivaation lisäksi integratiiviseen motivaatioon muun muassa pelin kautta muodostettujen sosiaalisten suhteiden ylläpitämisen kautta. Tutkimuksessa selvisi myös, että nuoret aikuiset näkevät videopelit pääosin positiivisena asiana kieltenoppimisen kannalta, ja osaavat nimetä monia hyviä vaikutuksia, joita pelaamisella on kieltenoppimiselle.</p>	
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1 INTRODUCTION

Video games are a phenomenon that has become widely popular throughout the recent years. The first home console was called the Odyssey, which was marketed by Magnavox and launched in 1972 (History.com Editors 2019). After that, video game industry developed rapidly throughout the late 70's and early 80's, seeing the release of such iconic video games as Space Invaders, Pac-Man and Donkey Kong. In 1985 Nintendo Entertainment Systems (NES) came to the United States. In the late 1980's, Nintendo released many of its most famous franchises still around today, such as Super Mario Bros, and in 1989 the company released the first hand-held console, the 8-bit Game Boy (History.com Editors 2019). After these events that mark the rise of the video games to public knowledge, they have steadily gained popularity all over the world. Today, as video games are easily accessible and available on a multitude of platforms in countless of genres, the amount of video game users is growing rapidly.

Due to the popularity, video games have gained the interest of researchers as well as educators all over the world. In the previous studies, video games are shown to have positive effects on language learning. Not only does playing video games benefit all four core skills of language learning (speaking, writing, listening comprehension, and reading comprehension), it can offer a safe space for practicing the language use with other language learners or even native users. Playing games online with others also boosts the learners' communicative competence. It has also been shown that video games can have a positive impact on the learners' motivation.

There is a huge amount of research that concentrates on how video games affect language learning. However, the perceived effects of video games on language learning in a Finnish setting is an area that has not been widely researched. The focus of the present study is on people who were born after the rise of video games and have grown up in an era when home consoles have been widely available. Since no notable research has been done in Finland, the present study's focus is on the aforementioned age group in Finland. The present study will explore the perceived relationship of video games in the Finnish context in order to find out in what kind of ways does playing video games in English affect the learning of the language. Another goal of the study is to gain information on whether video games relate to language learning motivation.

The following section will open up some background for the present study, and introduce some previous research done on the subject. A few studies were chosen for a more detailed introduction in order to clarify the types of methods used to research video games and language learning as well as learning motivation and discuss the results of these studies.

2 BACKGROUND

2.1 Effects of video games on language learning

As video games have gained massive popularity in the 21st century, many researchers have become interested in the relation between video games and language learning. As a result, researchers have identified various positive effects that playing video games has for language learning. In his study, Rama (2012) collected data from L2 Spanish learners, whose level of language ability in Spanish as well as familiarity with *World of Warcraft* varied. He used *World of Warcraft* because it has a massive popularity with more than 11 million subscribers. The participants played the Spanish version of the game during a seven-week period. They were encouraged to write a diary after every playing session, and they had semi-structured interviews with the researchers. In addition, the participants recorded their chat discussions. The data was then analysed qualitatively by identifying patterns in the participants' use of Spanish inside the game and how they interacted with the other players as well as each other. This was done by examining the chat logs the participants had recorded as well as studying the transcriptions of the interviews. Rama (2012) established video games as providing the learners with a safe space in which they can engage in meaningful interaction in the target language with a wide range of interlocutors from fellow language learners to native speakers by the means of reading, writing, speaking and listening. In addition, Rama (2012) shows in his study that video games, more specifically massively multiplayer online role-playing games (MMORPGs), enhance the learners' communicative competence.

Thorne (2012) reports very similar results in his study, where he states that being exposed to relevant language usage and having opportunities for interaction in the target language is where language learning development commences. He also points out that in the modern days online interaction such as playing video games functions as the main form of interaction for quite a few individuals. This can be seen as an asset to language learning, as is also noted by Peterson (2013: 107). His study showed that learners were active initiators of interaction in the target language while playing the MMORPG *Wonderland*.

It has also been pointed out that playing video games benefit the core skills of language learning. In their study, Suh, S., Kim, S. W. and Kim, N. J. (2010) were able to demonstrate that playing

MMORPGs benefits listening, reading and writing skills in the learners. In relation to this, Hong et al. (2009) found that video games also benefit the learners' thinking skills, especially strategic and flexible thinking. They also pointed out that video games can benefit the learners' long- and short-term memory, which is naturally beneficial from the point of view of language learning.

2.2 Video games and motivation

Another interesting effect of video games on language learning is that the more entertaining the learner finds the game the more they will be interested learning the language. Iten et. al. (2016) found a correlation between the amount of enjoyment brought by the game and interest in learning the language the game was in. They examined games specifically made for learning and found that when learners are playing these kinds of games, their main interest is not in having fun while playing, but in the possible learning benefits provided by the games as well as ease of the learning. The participants were randomly selected school children from five different primary school classes located in Central Switzerland, and the total amount of participants was 74. The selection was based on the criterion that none of the children had been previously participated in a class that had explicitly covered information literacy. Before the study began, the children completed an online survey, which determined their attitudes towards games specifically designed for learning.

Motivation is an important factor when it comes to learning languages, in fact it is one of the most important determinants of the learning achievement in L2 (Dörnyei 1994). In this aspect, utilizing video games in language learning is beneficial, since it has been shown that they also increase the motivation to learn. One of the reasons for this is that game-enhanced environments for language learning are comfortable and relaxing for the players, as they have more freedom than in a formal classroom (Ebrahimzadeh 2017). In addition, motivational engagement generated by video games will be transported to formal education, hence game-enhanced teaching will have positive effects on language learning (Ebrahimzadeh 2017). Ebrahimzadeh's study was conducted in Iran, where game-enhanced language learning is very uncommon. There was a total of 241 participants aged between 12 and 18 years, and all of them were male. The participants had no prior knowledge of game-enhanced learning. Because high schools in Iran do not all have computers, the participants were divided into two groups, one of which played the game and the other watched the game being played.

In addition to all of the abovementioned, many other researchers (Ak and Kutlu, 2017; Beavis, 2014; Calvo-Ferrer. 2017; Pitarch, 2018; Reinhardt 2018 & Tüzün 2007) have found somewhat similar results of the wide range of benefits video games have on language learning.

2.3 The perceived effect of video games and language learning in Finland

All of the research referred to above have been concentrating on finding out the actual effects of video games for language learning and have shown that there indeed are positive effects there. However, there has not been any notable research on the perceived relationship between videogames and language learning. In other words, how language learners themselves feel about the relation between playing video games and how well they have, again in their opinion, learned English. Also, none of the research mentioned above was situated in Finland. Therefore, the perceived effects of video games on language learning in a Finnish setting should be researched, as the conditions differ between different countries. As video games have become more popular in the past three decades, people who have lived their youth during that same period are likely to have experiences of some kind on the subject. Furthermore, as English is the most common foreign language taught in Finnish schools, it being the only foreign language available for studying in the majority of Finnish schools, I shall concentrate on playing games that are in English and what kinds of effects they have had on the learning of English among people of my generation (currently between 20 and 30 years of age).

3 PRESENT STUDY

The following chapter presents the study conducted for this thesis. It introduces the research questions and the aim of the study as well as some general information on the data gathered and the participants it was gathered from.

3.1 Aim and research questions

As I have already noted above, there has not been any notable research on how the learners of English in Finland perceive the relationship between playing video games and learning English. In addition, no research relates video games to other aspects of motivation. Therefore, it is the aim of this research to find answers by gathering information, which will hopefully shed some light on the matter.

As my angle I have chosen the views of young adults on how useful they see video games from the point of view of learning English, **based on their own experiences as learners of English and possible users of video games**. More specifically, I am concentrating on the four skills that are central in language learning, which are: communicative competence, listening and reading comprehension as well as writing. Excluding any of these skills is not an option because previous studies have shown that video games have positive effects on all of them. At least I have not been able to find any study that specifically focuses around young adults in Finland. Therefore, my first research question is:

How do young Finnish adults experience the effects of video games for the learning of English?

As previous studies have shown, video games have a positive effect on the learning motivation in language learning. However, there are other variables as well, that have an effect on learning motivation. Since there are not previous studies on the matter, my second research question will be:

How does playing video games relate to motivation?

Dörnyei (1994) has created a framework of L2 motivation. In it, he recognizes a few important types of motives in L2 learning: integrative, which means the will to integrate to the culture of L2 or generally having positive predispositions towards L2; and instrumental, which is centred around learners' future ambitions, in other words the learner wants to use L2 in order to achieve a goal.

3.2 Data and participants

The data was gathered by conducting a questionnaire consisting of a total of 16 questions, both open ended and closed questions (multiple choice). The questionnaire was created by using Webropol questionnaire creating tool, which is provided by the University of Jyväskylä. The questions covered such topics as the respondents' gaming habits during their schoolyears, their final grade in English and their views on whether or not playing videogames has affected their learning. In addition, information about their motivation will be gathered by open ended questions. (See Appendix 1 for the full questionnaire form.) The questionnaire was distributed via the e-mailing list for English students at the University of Jyväskylä. A total of 65 people answered the questionnaire. One of the respondents had begun their English studies between 1990 and 1995. 23% of the respondents had begun their English studies between 1996 and 2001. 65% of them had begun to study English at school between the years 2002 and 2007, 11% between 2008 and 2013. Most likely due to the fact that all of the respondents were students at the university, their grades in the school subject of English were divided between 8, 9 and 10, the majority (59%) having got the highest grade (10). Also, 63% of the respondents had played videogames regularly during their schoolyears **while only 3% had not played any video games at all, and 9,23% had only tried once or twice.** The questionnaire was opened on March 3rd, 2020 and closed on March 17th, 2020. The responding to this questionnaire was voluntary, and in the beginning of it there was a text notifying the respondents about the purpose of the questionnaire and the fact that all the results are analysed anonymously.

3.3 Methods of analysis

The data was analysed in two parts; the open-ended questions separate from the closed ones, by the means of mixed-methods approach. The closed questions were analysed by examining the quantitative data provided by Webropol. The open-ended questions were searched through and searched for any recurring themes, which means that this part of the analysis was qualitative.

4 RESULTS AND DISCUSSION

In this section, the results of the study will be presented and discussed in detail. The section is divided into several subsections. In the first subsection, the main focus is on the gaming habits of the respondents and their usage of English language while playing the games. The second subsection will then explore the respondents' motivation to learn English and its relationship with video games. In the final subsection, the focus is on the respondents' insights on the relationship between video games and language learning.

4.1 Gaming habits and English in video games

In the questionnaire, there was a section meant for only those who had played videogames regularly or every now and then. Those who had only tried once or twice or had not played any video games at all were guided to skip the questions that were for the “gamers”. **This means that 8 out of the 65 participants did not reply to this set of questions.** These questions dealt with gaming habits of the respondents as well as their experiences with using English while playing. As can be seen from Figure 1, all of the participants who had played video games, had played videogames **during the time they studied English at school** at least one hour per week on average, and the majority being divided between three to six hours per week, six to ten hours per week and over ten hours per week on average.

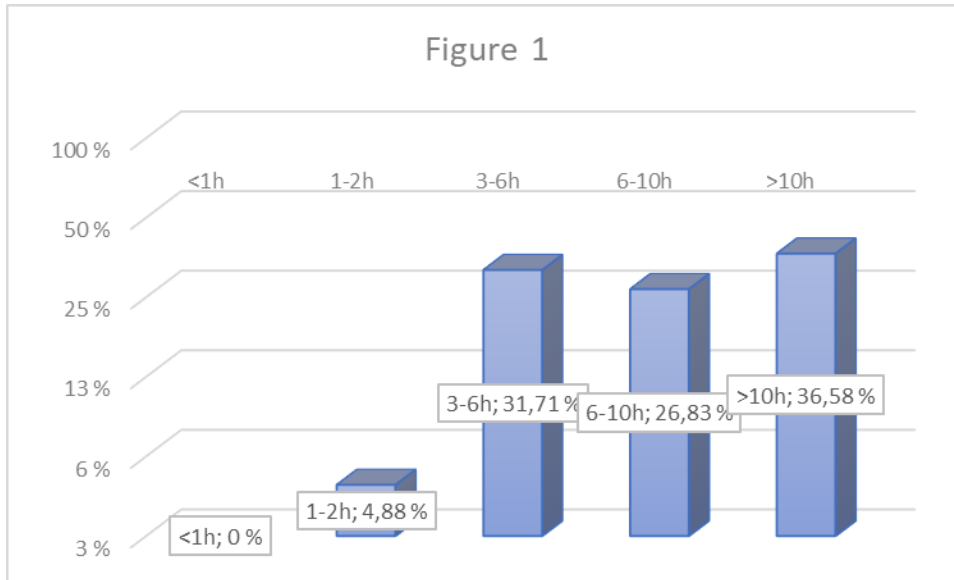


Figure 1. Hours spent playing video games per week

Interestingly, when asked about favourite games, the majority of the games mentioned were games that are in English. As can be seen from Figure 2, a majority of the games mentioned are multiplayer games, where the most common language of communication between players is English. The reason for this is most likely the fact that there are players from all over the world, and English has the position of lingua franca in the modern society. This also comes up later in the results, where the respondents were asked how much they estimate they used English while playing video games (Figure 3). According to the results, all of the participants had used English at least occasionally.

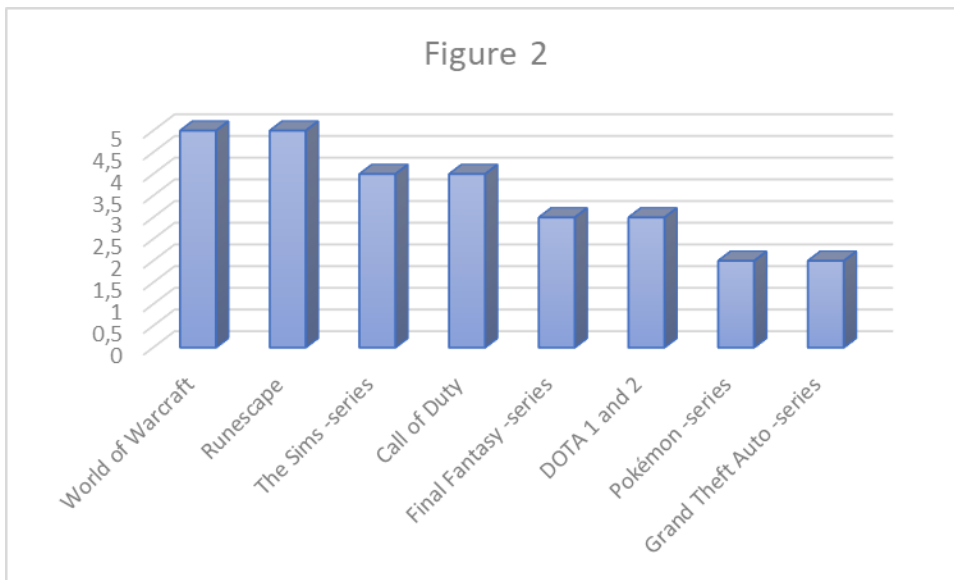


Figure 2. Most popular genres of video games among the participants

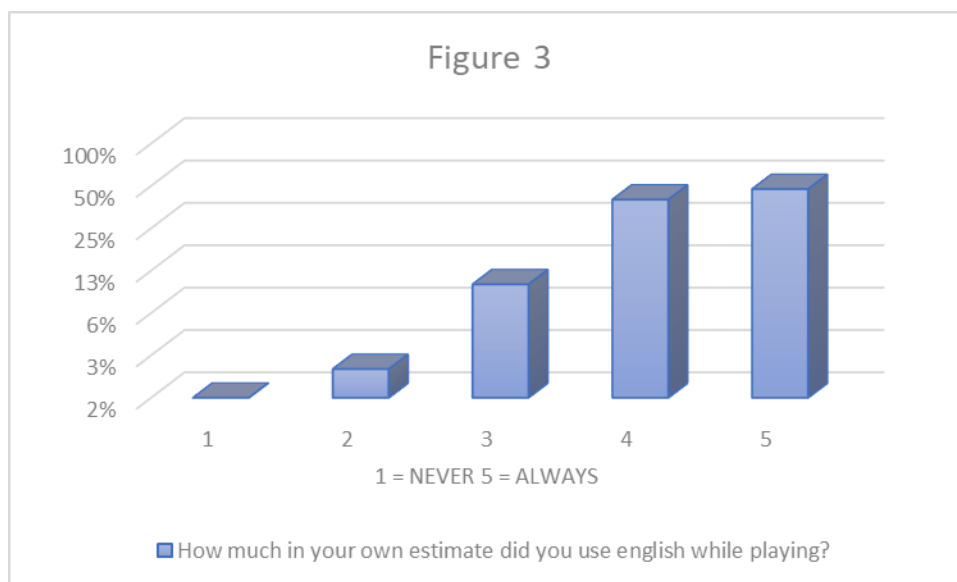


Figure 3. Estimated use of English while playing video games

When looking at the aforementioned results, one can come to the conclusion that if video games are played in this magnitude, and that the majority of those games are in English, there may not be many other hobbies where one uses English this frequently. Therefore, video games provide useful opportunities to use the language. But to what extent do video games provide opportunities to practice different areas of language use? In the present study, the results show that while video games provide opportunities to practice all four core language skills, some are more prominently present than others. Figure 4 shows that reading comprehension is the most frequently used language skill in playing video games. This is explained by the fact that video games tend to have some written language in them, whether it is in the dialogue, narration, menus or some other form. In many games, the names of objects one can interact with is usually shown when one points the cursor at them.

The study also asked which genres of video games the participants play. In this study, the participants were not asked specifically, in which contexts they have used the language skills, therefore in the following I will explain more generally the kinds of opportunities for language use

playing video games provides. The most popular genre was Massively Multiplayer Online games (MMOs for short), followed by First Person Shooters (FPS) and Platform games (such as Super Mario). Many of these genres (Figure 5) tend to have a storyline, which is quite often presented in written form. In addition, most of the genres mentioned tend to have dialogue between the player's character and characters navigated by an artificial intelligence (also known as Non-Player/-Playable Characters, or NPC's). There is also dialogue between NPC's. This is often represented in both written and spoken form. Therefore, it is understandable that listening comprehension was the second most used language skill in playing video games. In other words, it seems that video games are more useful in practicing to understand languages, in this case English.

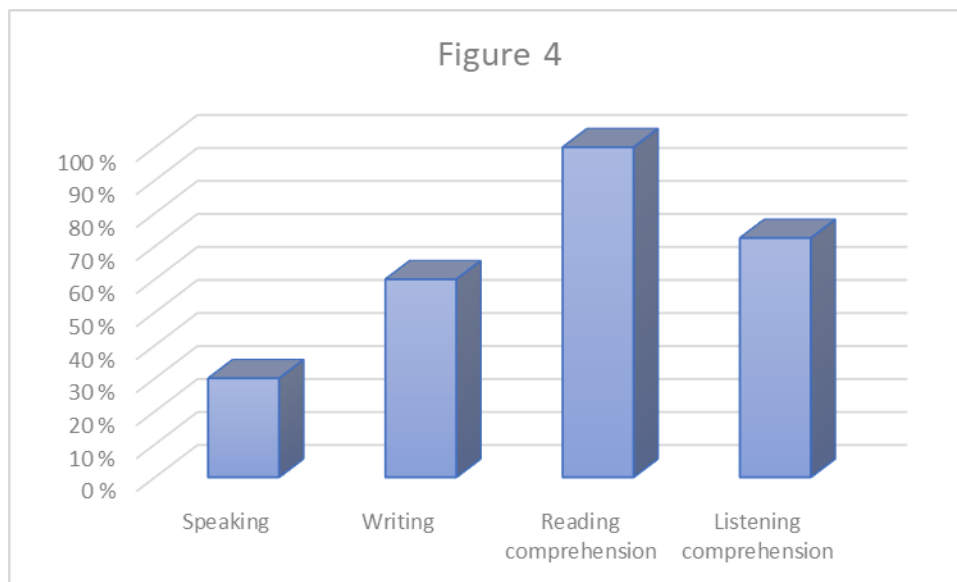


Figure 4. The use of language skills in gaming.

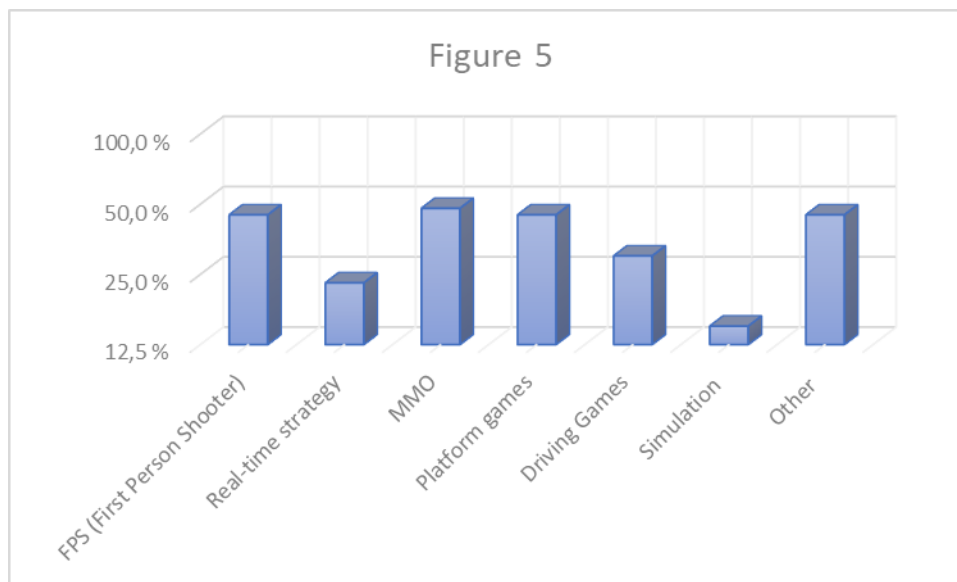


Figure 5. Popular genres of video games among participants

But, as the results show, video games do also provide some opportunities to practice productive language skills, in other words speaking and writing. Many of the most popular games, as well as genres such as MMO (Massively Multiplayer Online games) often include a text-based chat, where the players can communicate with one another. This provides a valid opportunity to practice casual written communication. However, the language used there can be confusing and misleading, as the players often use game-specific jargon and abbreviations. In addition, many informative cues that are present in face-to-face communication, such as facial expressions, age, gender and body language are not visible in this kind of communication (Peterson 2013: 106). MMOs, which were the most popular genre mentioned by the participants, and other online games, such as many FPS games such as Counter Strike, provide the opportunity for a voice chat, and there are also some programs that gamers use to talk to each other instead of writing. This naturally gives the opportunity to practice speaking English. As these technologies have existed alongside video games for a long time it applies also to the present study.

4.2 Video games and motivation

As mentioned earlier, Dörnyei (1994) divides L2 learning motivation in two components, integrative and instrumental motivation. However, he also clarifies that this is not straightforward or universal, but rather broad tendencies. He then goes on to introduce further sub-categories of

integrative motivation as follows: “1) *interest in foreign languages, cultures, and people [...] 2) desire to broaden one’s view and avoid provincialism [...] 3) desire for new stimuli and challenges [4)] desire to integrate into a new community ...*”. He mentions that the fourth category overlaps with the first three. In addition, Dörnyei (1994) points out further components of L2 motivation: intrinsic and extrinsic motivation. Extrinsic motivation means being motivated by the hope of receiving some reward (such as good grades) or avoiding punishment. Intrinsic motivation is internal, e.g. the motivation comes from within, from such things as the joy of doing a particular activity. Both intrinsic and extrinsic motivation came up in the answers given by the participants. The feeling of being good at English came up multiple times, as did finding learning a new language interesting. One participant mentioned that they were motivated when they realized their skills in English had improved, in other words it was the feeling of an accomplishment that motivated them. A few participants mentioned good grades and being praised for succeeding as motivating factors. Dörnyei (1994) also recognizes some components of motivation that are specific to learning situations. These components are divided into three sub-categories: course-specific, teacher-specific and group-specific.

Instrumental motivation was notably visible in the answers, for instance many respondents identified the usefulness of English language while travelling abroad as one of the factors that motivated them. In addition, some respondents said that one of the motivating factors in learning English was that it helped them understand the video games they were playing. Naturally, in addition to video games, other forms of popular culture were equally present in the answers and being able to consume popular culture in English was one of the most frequently mentioned motivators for learning English. What separates video games from other forms of popular culture in this context is the fact that it is also related to integrative motivation. Video games are the only form of popular culture in which one can also interact with others. Some of the respondents mentioned being able to communicate with friends made through video games as one of the motivators.

Teacher-specific motivational components were also present in the participants’ answers. A total of seven different participants mentioned that one of the factors that motivated them was nice and supportive teachers, but in contrast negative experiences with teachers were mentioned as factors that decreased motivation. Also, group-specific motivational components were mentioned when asked about factors that decreased motivation, for example negative team spirit and bullying were

often mentioned, although there was one participant who said that good team spirit in class was a motivating factor for them.

Based on the present results, as well as previous research made on the subject, it seems that video games are quite effective as motivators in learning foreign languages. Therefore, they contain much potential as L2 learning tools. It would be beneficial to even incorporate video games in official curricula, even though it would require some investment from schools, states and teachers alike.

4.3 The perceived relationship between video games and language learning

The final point of interest of this study – and perhaps the most interesting one – is how the participants themselves see the relationship between video games and language learning. Those participants who had played video games during the time period they were in school (n= 57) were asked how much they felt playing video games helped them to learn English. As Figure 6.1 illustrates, no-one felt that playing video games did not help them learn English at all. A majority (67,50%) of the participants felt that video games had helped them to learn English a lot. When one looks at this result it can be said to further confirm the point that video games are beneficial to learning languages. This finding also illustrates the fact that people who play video games are to some extent aware that it has its benefits for language learning.

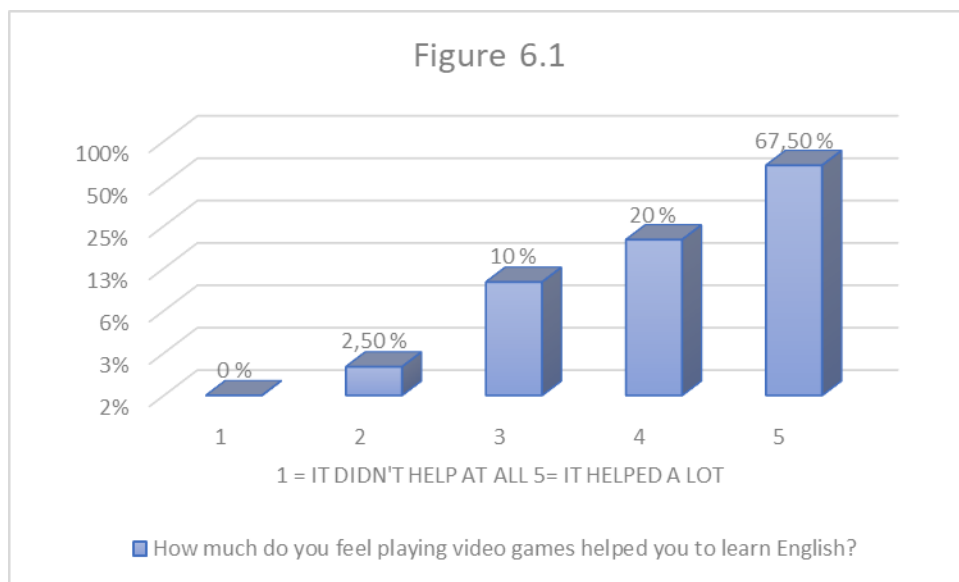


Figure 6.1 How the participants feel about the relationship between video games and language learning

In the study, there was also a question targeted to all of the participants asking them to rate how much does playing video games benefit learning English in their own opinion. The result was very similar to the one illustrated in figure 6.1. A majority of the participants felt video games help learning English a lot. (Figure 6.2). It should be mentioned that the focus of this study regarding the relation between language learning and video games is the participants' own thoughts and feelings, so in that sense it is not showing the actual effects. However, already these two Likert-scale questions point to the same direction previous studies have shown. Interestingly, in figure 6.2 one can see a small minority, whose opinion is that playing video games does not benefit learning English at all.

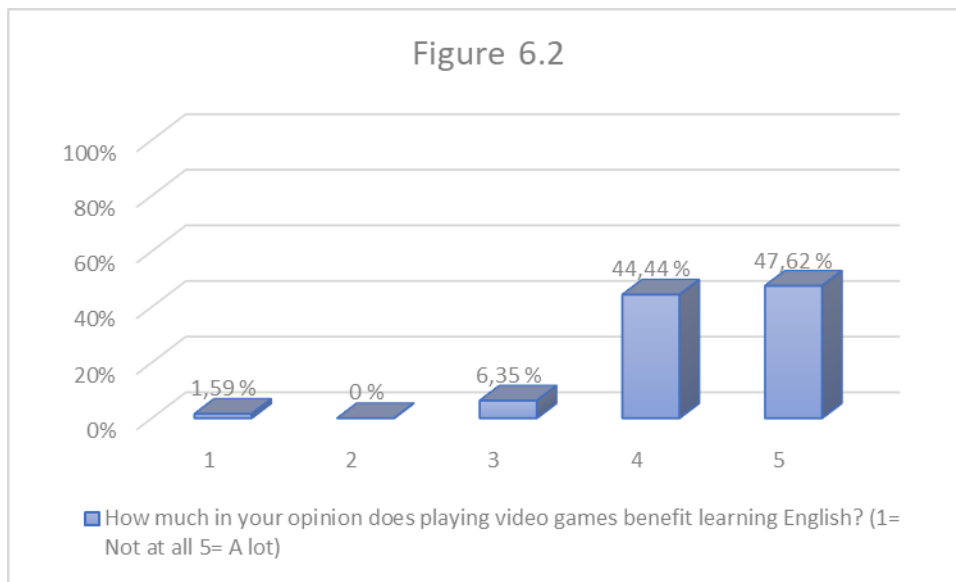


Figure 6.2 The participants' opinion on how much playing video games benefits learning English

Continuing on the same theme, the participants were asked what kinds of positive and negative effects they think video games could have on language learning. Answers to the two open-ended questions dealing with this subject brought out some interesting, though not unexpected points. The most commonly mentioned benefit was vocabulary growth. Previous studies have shown that certain types of video games are quite useful in this way, for instance the games of *The Sims* -franchise contain a lot of everyday vocabulary from cooking and housekeeping to objects found in every home. Furthermore, in *Sims* -games the use of such vocabulary items is contextualized, which leads to incidental learning even when explicit attention is not paid to the learning process (Reinhardt

2017). As mentioned above, *The Sims* -series was among the most popular games within the participants of the present study, which explains in its part why vocabulary is mentioned so often. Furthermore, it was mentioned in the answers given by the participants that such games which contain a rich storyline also benefit the learning of vocabulary. It was also mentioned that in video games one can learn such words that are not taught in schools. In relation to this, vocabulary was also mentioned frequently as a disadvantage for several reasons. For instance, in many MMOs there is a chat which is used by the players to communicate with each other, and one cannot be sure if the words seen there are written correctly. Furthermore, in communication with other players one can also learn offensive language, such as swear words, which is especially harmful for the younger players / language learners, who might start using those words and phrases without understanding their meaning well enough. Communication between players in chatrooms or voice chat can also cause confusion with the right spelling of the words. For example, as English is a language whose spelling differs notably from pronunciation, if someone has only ever heard a word spoken, but not seen it written, it can be confusing when the same word is taught in school. The usefulness of vocabulary learned from video games is dependent on the genre which is being played. Some genres can have vocabulary that is less than useful in real life, such as vocabulary related to weapons, which is common in FPS games.

Another major benefit that came up multiple times in the results is that playing video games is beneficial for one's communicative skills. A lot of games include a way to communicate with other players, as discussed above. This is also recognized in previous studies, for example it is mentioned in Rama (2012) and Peterson (2013) that MMOs and MMORPGs provide a safe space for the learners to practice the target language through meaningful interaction. It was mentioned multiple times by the participants of the present study that video games give opportunities to use the language. In addition, it came up in the study that video games can increase one's confidence in using the language. Because, when communicating via chat, one can take longer to think about their responses than in face-to-face communication. For many learners, online games may be the only chance to get to apply and practice what has been learned in English lessons.

It was also mentioned in the responses that playing video games can lead to unconscious learning when the learner is constantly exposed to the language. For example, if the learner is constantly

exposed to certain grammatical patterns, they could learn to apply it in other contexts. It should be noted that this could also be a disadvantage if the learner is exposed to a faulty grammatical pattern via for example the in-game chat. But the texts included in the game, such as dialogue, could be a viable source for this type of learning. The language of the in-game texts can be considered to be quite authentic, since it is not made specifically for learning, so they are a usable source for language learning. Furthermore, all of the language skills were mentioned by the participants when asked about the benefits of video games for language learning. Interestingly, reading comprehension was the most frequently mentioned, which could be in relation to the in-game texts that are often present in the games.

However, the participants brought up some disadvantages that have not been mentioned yet. It was mentioned multiple times that video games can cause addiction. Especially when talking about using game-enhanced learning with young learners one should keep this in mind. Underaged learners' playing should especially be monitored by the parents. In addition to addiction, it was mentioned that video games can be time-consuming and distracting, which can be harmful to schoolwork.

5 CONCLUSION

The main function of this research was to answer the questions on how young Finnish adults view the connections between video games and language learning, and also to take a look at connections between video games and motivation in language learning. The study was focused on the aforementioned age group in Finland, because they had gone to school during a time period in which the popularity of video games was growing rapidly.

The results confirm in their part what has been found in previous studies, which is that video games do have a positive effect on language learning, and in this case playing video games has been helpful for Finns learning English. In the first section of the results, all of the participants who had played video games during the time period they were learning English at school reported to have used English while playing. The results also showed that video games are the only form of popular culture that gives the opportunity to practice all language skills, not just the receptive ones. Naturally, reading and listening comprehension were more dominant in video games, since they include a plethora of texts, both spoken and written.

The results showed some connections between video games and motivation to learn English, for instance one of the motivating factors for learning English mentioned by the participants was to be able to understand the games they were playing. In addition, being able to communicate with new international friends made through video games was also frequently mentioned. The results also showed that video games are the only form of popular culture that is related to integrative motivation in addition to instrumental motivation.

A majority of those participants who had played video games during their schoolyears felt that it had helped them learn English a lot. When one looks at the results of the study it seems that those who play video games are to some extent aware of the benefits the hobby has to language learning. The participants were asked to name what kinds of positive and negative effects video games have on language learning. Some of the most frequently mentioned effects included vocabulary growth and improving communication skills. In addition, all four language skills were mentioned, although reading comprehension came up the most.

In the future, if I were to carry out a similar study, I would consider having more participants and from a wider selection of backgrounds, as all of the participants in the present study were university students. In addition, it might be interesting to do concrete experiments on the language skills of the participants by having them complete a series of tasks that measure those skills, and compare the results of those who have played video games to those who have not.

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Appendix

Kysely videopelien yhteydestä englanninkielen oppimiseen

Hyvä vastaaja! Vastaamalla tähän kyselyyn hyväksyt, että vastauksiasi käytetään tutkimuksen tekoon. Tulokset analysoidaan täysin anonyymisti. Kysely on suunnattu ensisijaisesti 20-35 -vuotiaalle suomessa koulunsa käyneille henkilöille. Mikäli kyselystä herää kysyttävää, voit ottaa yhteyttä minuun sähköpostitse osoitteella thedarkone368@gmail.com

1. Milloin aloitit englannin opiskelun koulussa?

- 1990-1995
- 1996-2001
- 2002-2007
- 2008-2013
- 2013 tai myöhemmin

2. Viimeisin arvosanasi englannin oppiaineesta (lukion päättötodistus tai vastaava)?

- 5
- 6
- 7
- 8
- 9
- 10

3. Pelasitko videopelejä ajanjaksona, jona opiskelit englantia perus- ja keskiasteella? (Huom. Tässä yhteydessä videopeleiksi lasketaan PC- ja konsoli (Xbox, Play Station, Nintendo jne.) pelit, kännykkäpelejä EI lasketa.)

- Kyllä, säännöllisesti
- Kyllä, silloin tällöin
-
-

Kokeilin muutaman kerran

En laisinkaan

4. Kuinka monta tuntia viikossa keskimäärin pelasit?

- <1h
- 1-2h
- 3-6h
- 6-10h
- >10h

5. Minkä genren pelejä pelasit eniten?

- FPS
- Reaaliaikainen strategia
- MMO
- Tasohyppely
- Ajopeli
- Simulaatio Muu, mikä?
-

6. Suosikkipelisi?

7. Kuinka paljon arvioisit käyttäneesi englantia pelatessasi?

- 1 2 3 4 5
-
- En yhtään Aina

8. Mitä kielen osa-alueita hyödynsit pelatessasi?

- Puhuminen
- Kirjoittaminen
- Luetunymmärtäminen
- Kuullunymmärtäminen
- En mitään

9. Kuinka paljon koet pelaamisesi auttaneen sinua oppimaan englantia?

1 2 3 4 5

En yhtään Todella paljon

10. Kuinka mukavaksi koit englannin opiskelun kouluaikoinasi?

1 2 3 4 5

Inhosin sitä Englanti oli lempiaineeni

11. Mikä motivoi sinua englannin opiskeluun kouluaikoinasi?

12. Mitkä tekijät vähensivät motivaatiotasi opiskella englantia?

13. Mitkä asiat koit helpoiksi englannin tunneilla? Entä vaikeiksi?

14. Kuinka paljon mielestäsi videopelien pelaaminen hyödyttää englannin kielen oppimista?

1 2 3 4 5

Ei yhtään Erittäin paljon

15. Mitä hyötyjä arvelet videopelien pelaamisella olevan vieraiden kielten oppimiseen?

16. Mitä huonoja puolia arvelet videopelien pelaamisella olevan vieraiden kielten oppimiseen?
