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BAKALÁŘSKÁ PRÁCE

The effect of playing video games on the academic performance of high school students with an emphasis on the English language

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Olomouc 2024   **Mgr. Petra Charvátová**

Prohlašuji, že jsem bakalářskou práci vypracovala samostatně s použitím uvedené literatury.

V Olomouci dne 17.4.2024

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Jasmína Lia Růžičková

Annotation

Jméno a příjmení:	Jasmína Lia Růžičková
Katedra, ústav:	Ústav cizích jazyků
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Název práce:	Vliv hraní počítačových her na školní výkony středoškoláků v anglickém jazyce
Název v angličtině:	The effect of playing video games on the academic performance of high school students with an emphasis on the English language
Zvolený typ práce:	Bakalářská práce
Anotace práce:	Hlavním účelem této práce je popsání vlivu hraní videoher na osvojování anglického jazyka. Empirická část práce je zaměřena na zkoumání souvislosti školního výkonu středoškoláků v Anglickém jazyce a hraním videoher, konkrétně je cílem zjistit, zdali studenti díky hraní videoher pozorují zlepšení svých jazykových dovedností v anglickém jazyce s důrazem na rozšiřování slovní zásoby, a zdali současně i jejich učitelé zpozorovali příznivý vliv videoher na školní výkony těchto studentů. Zkoumaná data byla získána prostřednictvím dotazníku poskytnutého studentům a rozhovorů, které byly následně provedeny s jejich učiteli.
Klíčová slova:	Videohry, videoherní žánry, učení pomocí hraní videoher, Anglický jazyk, učení jazyka, vliv na vzdělávání
Anotace v angličtině:	The main purpose of this thesis is to describe the impact of playing video games on English acquisition. The empirical part of the thesis aims to determine whether the academic performance of high school students in English is associated with playing video games. More specifically, it is intended to find out whether the students observe a language proficiency enhancement through gaming with an emphasis on their vocabulary range; and simultaneously, whether also their teachers observe a favourable influence of video games on the students' academic performance. The data were collected through a questionnaire provided to the students in combination with interviews, which were consequently conducted with their teachers.
Klíčová slova v angličtině:	Video games, video game genres, game-enhanced learning, English language, language learning, educational impact
Přílohy vázané v práci:	Výzkumný dotazník, otázky rozhovorů
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Contents

Abstract

The main purpose of this thesis is to describe the impact of playing video games on English acquisition. The empirical part of the thesis aims to determine whether the academic performance of high school students in English is associated with playing video games. More specifically, it is intended to find out whether the students observe a language proficiency enhancement through gaming with an emphasis on their vocabulary range; and simultaneously, whether also their teachers observe a favourable influence of video games on the students' academic performance. The data were collected through a questionnaire provided to the students in combination with interviews, which were consequently conducted with their teachers.

Key words

Video games, video game genres, game-enhanced learning, English language, language learning, educational impact

Introduction

Video games just in a few decades managed to grow in popularity to such an extent they have become a part of everyday lives of many people around the whole world. Not only do they entertain us, but they also influence many other aspects of our lives. Therefore, video games can be used for multiple purposes, and apart from those evident ones like being a leisure activity, there are also some that may be less obvious – such as education and second language learning.

The choice of this topic in particular stems from my own personal experience, as my English skills improved significantly thanks to playing video games, especially in terms of expanding my vocabulary range. Furthermore, a considerable number of my friends and acquaintances shared similar experiences, and some of them even voiced their opinion that playing video games helped them with acquiring the language aside from traditional English lessons they were taught at school. This viewpoint may occur as quite controversial, especially taking into consideration the fact that many teachers are against playing video games.

The thesis consists of two main parts, a theoretical and a research part. Theoretical part focuses on the introduction of video games and their genres, it briefly explores their implementation into the educational environment; and most importantly, it delves into the impact of playing video games on language enhancement.

In the research part, qualitative research is introduced, outlining the process and presenting its findings. The study will be carried out at Gymnázium Uničov, involving a small sample of high school students. The primary objective is to investigate whether the academic performance of these students in English is associated with playing video games. The research is based on the combination of questionnaires distributed to students; and interviews with the students' teachers in order to gather more objective data coming from two different sources. In the questionnaire, the students answer questions regarding their own experience with acquiring language through gameplay. Subsequently, the interviews with their teachers will be conducted and focused primarily on the academic performance of the students who are of the opinion that playing video games has contributed to their language proficiency.

1. Introduction to Video Games

Since the beginning of the existence of video games, marked by the creation of the first game called *Spacewar!* (1962), the video game industry has grown tremendously and was transformed into a multi-billion-dollar in just a few decades. At the same time, it became an undeniable part of human culture that millions of people are involved with on a daily basis (Bergonse, 2017, p. 239, 240; Esposito, 2005, p. 1; Wolf, 2021, p. 27). Within this medium, there exists a vast diversity, ranging from the simplest numeric mobile games to the enormous elaborate virtual worlds (Bergonse, 2017, p. 239). Moreover, in today's world, gaming is not deemed a popular leisure activity only; in fact, video games gained a much wider way of utilisation. According to Wolf (2021), games can be applied *"as a tool for communication, education, physical exercise, job training, psychological experimentation, therapy, and more"* (Wolf, 2021, p. 27). For the same reason, video games have become a valid topic for being thoroughly studied in academic research (Wolf, 2021, p. 27; Bergonse, 2017, p. 240).

1.1. Terminology and Definition of Video Games

In the gaming world, there is a wide range of terminology that represents games, and quite a few terms overlap, which may create confusion. For instance, there exists the term *computer game*, which is restricted to games that can be only played on PC and at the same time, it excludes old games that could not be runned on modern digital computers and contemporary gaming systems. Likewise, this also happens with the term *console game that* could not be played on PCs (Bergonse, 2017, p. 241; Wolf, 2021, p. 28). On the contrary to these narrow terms, *digital* or *electronic game* terms are too broad as they encompass any interactive game operated by electrical circuitry of various complexity and that do not require a visual display (Wolf, 2021, p. 28; Lowood, 2024). Also, terms like *handheld games* and *mobile games* cannot be used interchangeably, for a *mobile game* is described as a game played on a portable device whose usage is not limited merely to playing games, in contrast to *handheld games*, which can be played only on devices that are purposefully designed to it (Wolf, 2021, p. 28).

The most generic, comprehensive, and therefore most suitable term to use is a *video game* (Wolf, 2021, p. 28; Bergonse, 2017, p. 241). However, as it has been pointed out by Begonse (2017), it is still problematic to create a clear-cut universal

definition of the term video game (Bergonse, 2017, p. 240). One of the major complications is that games are extremely variable in their nature, which makes it difficult to find the features they share (Bergonse, 2017, p. 240). Based on the explanation in Encyclopedia Britannica by Lowood (2024), video games can be either perceived as a broad term comprising games compatible with whole variety of platforms, or more specifically games that can be played only on devices with visual (video) display (Lowood, 2024). Few authors also attempted to offer their own interpretation of this term in their studies. Esposito (2005, p. 1) defined the video game as *"a game which we play thanks to an audiovisual apparatus and which can be based on a story"* (Esposito, 2005, p. 1, 2). Bergonse (2017) on the other hand, proposed a much more expansive definition while taking into consideration a number of factors, such as interactions occurring during gameplay between human and computer and among players themselves, fictional context as the mediator of such interactions, and emotional attachment working as the fuel of such interactions, and more. According to Bergonse (2017), the term video games can be interpreted as follows: *"a mode of interaction between a player, a machine with an electronic visual display, and possibly other players, that is mediated by a meaningful fictional context, and sustained by an emotional attachment between the player and the outcomes of her actions within this fictional context"* (Bergonse, 2017, p. 252, 253).

2. Video Game genres

This chapter is concerned with the categorization of video games, which are classified into specific game genres, differing in their interactivity – the way the player engages with the game. Video game genres often overlap; therefore, some games can belong to multiple genres (Wolf, 2000, p. 3). The genres discussed in this chapter are selected according to recent statistical popularity from diverse websites such as Statista, Newzoo or Steam (Newzoo, 2024; SteamDB, 2024; Steam, 2024; Statista, 2024a; Statista, 2024b; Statista, 2024c), combined with genres mentioned in Wolf's (2000, 2021) exhaustive list. When it comes directly to the topic of learning language via games, it has been shown that diverse game genres influence language acquisition differently and to various extents (DeHaan, 2005, p. 230–235).

Adventure games

In adventure games, players play the game character in an interconnected world with various locations and rooms that are open for free exploration. These characters use a range of skills, including e.g. running, jumping, shooting, and carrying items to achieve the game's goal, which typically involves a series of actions, often completed in multiple steps, such as locating specific objects (tools, keys, weapons), navigating or unlocking new areas, solving riddles, and more. The game's story may draw inspiration from genres like fantasy, and sci-fi, or it can be situated in a specific time and place, such as the medieval era. Adventure games include e.g. *Tomb Raider* video game series (Wolf, 2021, p. 18; Wolf, 2000, p. 4, 5).

Action games

Action games are described as games that demand players' quick reflexes and hand-eye coordination. They often involve features like puzzle-solving, exploration challenges, strategic combat, and the usage of physical abilities such as precise aiming, timing, or performing complex combo moves. Action games often overlap with other genres, such as shooting games, platform games, fighting games, etc. (Adams, 2010, p. 392, 393). For instance, *God of War* is considered an action-adventure game.

Role-playing games (RPGs)

Role-playing games are set in detailed fictional realms in which the players make decisions on behalf of their characters. The characters possess a variety of attributes – race, gender, role, etc., along with qualities, e.g. strength, and dexterity. Players can upgrade these abilities, influencing their effectiveness in various tasks and battles they encounter. RPG can be either single or multi-player (MMORPG). Some examples of popular RPGs are The *Elder Scrolls V: Skyrim, Baldur´s Gate* or *The Witcher 3: Wild Hunt* (Wolf, 2000, p. 13, 14; Wolf, 2021, p. 869–871).

Massively Multiplayer Online Role-playing games (MMORPGs)

Massively Multiplayer Online role-playing game is an online multiplayer RPG that enables many players to access a fictional game world by connecting to a common server (Wolf, 2021, p. 605). Depending on what type of MMORPG it is, members can either fight against each other as enemies (PvP, player vs player) or cooperate to achieve the game's objectives (PvE, player vs environment) (Wolf, 2021, p. 606, 607). According to Wolf, the interaction among members of such cooperative teams represents a significant part of the gaming experience. Therefore, each MMORPG uses some kind of in-game communication, such as private messages, group chats, voice chats, and many more (Wolf, 2021, p. 608, 609). Just as in RPGs, in MMORPGs, the players can customize their characters in terms of their physical characteristics, occupation, etc., and upgrade their strength and abilities throughout the gameplay. A prime example of this genre is *World of Warcraft* (Wolf, 2021, p. 606, 607).

Strategy games

Strategy games' distinctiveness from other game genres lies in prioritizing elaborate strategies to achieve the game's objective (Wolf, 2000, p. 15). The term 'strategy' in this genre comprises aspects like the management and growth of resources, making well-timed decisions in combat, or exploring game worlds, each of which carries related expenses and potential benefits with them. These can be seen in games like *Civilization* or *Warcraft III: Reign of Chaos* (Wolf, 2021, p. 1000). Strategy games comprise two main subgenres: real-time strategy games (RTS) and turn-based strategy (TBS) (Hosch, 2018). In TBS games, players can contemplate their moves as they take

turns, in contrast to RTS games in which players do not have this opportunity and in which they play in "real time" (Adams, 2014).

Multiplayer online battle arena (MOBA)

Multiplayer online battle arena, abbreviated as MOBA, is a subgenre of real-time strategy games. It differs from traditional RTSs in the absence of unit or building construction; instead, the main focus of the game shifts towards teamwork among players of each team, tactical skills, and the development of characters, all of which represent the key elements of strategy. Each player controls their own character, which belongs to a certain team, while the teams are in combat with each other (Yang, Harrison, Roberts, 2014, p. 1). *League of Legends* is considered one of the most-played MOBA game (Statista, 2023).

Shooting games

Shooting game is a genre involving the usage of some kind of firearm to shoot at other players or characters controlled by a computer (Wolf, 2000, p. 7). Such games usually involve various skills that need to be exercised, including e.g. accurate aiming and timing. The categorization of shooting games is based on the player's perspective: first-person perspective (FPS) is from the character's point of view, e.g. *Counter-Strike: Global Offensive*; and third-person perspective (TPS) means the character is visible on the screen, e. g. *Gears of War*. FPS and TPS are the most common sub-genres of shooting games (Wolf, 2021, p. 914, 915).

Battle Royale games

Battle Royale games are specified as games in which the players are put into one big arena to combat while the last remaining player becomes the winner. This main feature of Battle Royale can be seen both in video games (*Fortnite, PUBG*) and movies (*Hunger Games*) (H. Rosenbusch, Röttger, D. Rosenbusch, 2020, p. 461, 462).

Fighting games

In contrast to the previous genre, fighting games (such as *Mortal Kombat* game series) are focused on melee combat of two or more players within multiple rounds. The objective of such a game is to defeat the enemy, who can be attacked through various offensive skills, via health loss, and to use other abilities to defend your character, while

the fight mechanics are very often inspired by techniques of martial arts (Wolf, 2021, p. 336).

Artificial Life game

Artificial life games are based on controlling multiple game characters. This feature enables the player to interact with the digital creatures and therefore to manage their prosperity, which typically serves as the primary game objective. (Wolf, 2000, p. 5). *The Sims* is a typical example of a Simulated life game (Wolf, 2021, p. 932).

Management Simulation games

Together with training simulation games, management simulation comes under the genre of simulation games. In Management Simulation games, players pursue the development of a certain institution, community, or empire while drawing from limited resources and coping with circumstances beyond the player's control (such as natural disasters). In the case of single-player games, the end is usually open, whereas in multi-player ones, where the player aims to overpower other player's empires (Wolf, 2000, p. 10). One of the management simulation games is also *Zoo Tycoon*.

Sports Games

Simulating real or fictive sports, sports games belong among the most played video game genres on the market (Hosch, 2023; Wolf, 2021, p. 989). The extent of the correspondence of game simulation to reality may differ. (Wolf, 2021, p. 989). For instance, Wii sports, designated for Wii consoles, became popular as it provided the players with a brand-new game experience of playing sports games with motion controllers (Hosch, 2023).

Interactive movie games

Interactive movie games refer to games that bear resemblance to movies incorporating numerous video clips or moving images. The advancement of the game and its story relies on the player, who is supposed to make decisions at specific moments within the game while these choices are typically made during non-action sequences or amid the action itself, in order to prevent certain events or altering the consequent outcome. The narrative revelation in Interactive movie games remains mostly linear in its structure, allowing minimal or no opportunity to change the result (Wolf, 2000,

p. 10). Games like *Her story* are placed under this game genre category (Wolf, 2021, p. 516).

Sandbox games

Sandbox games represent a unique category in terms of which the genre cannot be easily determined, as they frequently include features of many other genres. However, the element the Sandbox games have in common is an open world in which the player is not restricted when it comes to actions, meaning they have the freedom to do whatever they want without having to follow a strictly linear story. In such games, for example in *Grand Theft Auto*, there are usually missions the player can finish in non-linear order (Ocio, Lopez Brugos, 2009, p. 1).

2.1. Conclusion

In summary, this chapter outlined the differences between video game genres, while a variety of them was listed, along with their distinctive features. Concrete examples of games within each category were provided. In the subsequent sections of this work, the impact of some specific game genres (such as simulation games or RPG) on the academic performance of learners is discussed.

3. Implementation of Video Games into Education

Today's children have grown up in the age of digital technology in which computer games are well-liked among all generations. As time passes, teachers must adapt to the rapid changes of today's world and often face many challenges that are connected to it. One of the biggest problems that occur in current education is that the students are not motivated sufficiently to engage in the learning process. The integration of computer games into an educational environment emerges as a potential solution to transform learning into more entertaining, motivating, and consequently, more effective (Ahmad, Jaafar, 2011, p. 1; Kiryakova, Angelova, Yordanova, 2014, p. 1, 2).

3.1. Serious Games vs. COTS Games

In light of the topic of integration of games into the curriculum, the distinction between games designed for education and those for fun ought to be addressed. Aydin and Çakir (2022) classify games that can be utilised in educational environment into two primary categories, including so-called *serious* and *COTS games* (commercial off-the-shelf games) (Aydin, Çakır, 2022, p. 1811). Serious games are intended to educate; therefore, they are explicitly made for educational purposes, balancing educational and entertainment aspects to enhance the learning experience. Conversely, COTS games are pre-existing commercial games which primarily aim to entertain the players (Aydin, Çakır, 2022, p. 1811; IGI Global, 2024).

3.2. Gamification

Both the educational process and gaming share similar qualities, involving overcoming barriers to achieve a given goal while one's progress is being monitored and, depending on prior accomplishments, the individual proceeds further on their path toward the desired aim by moving to the subsequent, more challenging level or stages (Kiryakova, Angelova, Yordanova, 2014, p. 2). This way, game mechanics can be seamlessly incorporated into academic settings in order to engage and motivate students through principles and thinking derived from games (Kiryakova, Angelova, Yordanova, 2014, p. 1). This phenomenon is known as Gamification, described as *"the use of game design elements in non-game context"* (Dicheva et al., 2015, p. 1).

Gamification encompasses several essential characteristics, including the active participation of the students in activities where they undertake tasks that allow them to advance and consequently earn points, based on which they can level up. Upon finishing missions, users are rewarded with badges, and last but not least, they are ranked on the leaderboard according to their progress (Kiryakova, Angelova, Yordanova, 2014, p. 1).

When it comes to specific examples of gamification, Kahoot! and Duolingo are considered one of the most popular instances of gamification (Kiryakova, Angelova, Yordanova, 2014, p. 3, Sanchez 14). Similarly, online education platforms like khanacademy.org incorporate game elements as well (Dicheva et al., 2015, p. 2).

When implemented appropriately in the educational environment, Gamification can potentially enhance students' knowledge and abilities by influencing learners' approach towards learning, involving their motivation, commitment, and even behaviour. (Dicheva et al., 2015, p. 10; Kiryakova, Angelova, Yordanova, 2014, p. 2,4). According to Kiryakova, Angelova and Yordanova (2014), gamification is reported to lead to the enhancement of adopting new skills by 40 % by contributing to increased student engagement and heightened motivation to participate in the activities (Kiryakova, Angelova, Yordanova, 2014, p. 2). Sanchez et al. (2019) emphasise that introducing game elements, such as progress bars or encouraging messages into quizzes, provides students with a "gamified experience", which results in motivating the students more to commit to completing given tasks (Sanchez et al., 2019, p. 13–16).

On the other hand, Sanchez et al. (2019) suggest that the outcomes of gamification may vary for students with varying academic levels, as the lower achieving students may not benefit from gamification as much as higher achieving students. Among the reasons for that, he mentions that some game elements can be rather distracting for them (Sanchez et al., 2019, p. 31, 32). Utilising leaderboards in the classroom also poses risks as some students may find their ranking demotivating (Sanchez et al., 2019, p. 32; Nadeem, Oroszlanyova, Farag, 2023, p. 5).

3.3. Game-based Learning

Game-based learning (GBL) is frequently mistaken for gamification; however, in contrast to the latter, it does not employ individual game elements in the learning

process (Falciani, 2020; Klimova, Kacet, 2017, p. 19, 20). Instead, it utilises a serious game as a tool or learning that aims to teach certain skills or achieve specific goals. As Klimova and Kacet (2017) noted, "*The game is the training*" (Klimova, Kacet, 2017, p. 19, 20); therefore, the content of the given subject is included in the gameplay, enabling students to actively work with the materials instead of being merely their passive consumers (Pho, Dinscore, 2015, p. 1; Adipat et al., 2021, p. 2; Aydin, Çakır, 2022, p.á1811). However, as Falciani (2020) explained, there is often a fine line between gamification and game-based learning, for GBL naturally encompasses the elements of gamification (Falciani, 2020).

GBL can be divided into three categories: board games (e.g. Monopoly adapted to certain subject, e.g. History or Math), real life games (role-play) and digital games. Digital games are similar to board games in many domains, with the main difference of unfolding the game in an online setting. In this environment, students can develop their skills and cooperate with each other virtually during the gameplay, which involves overcoming multiple challenges with their own character (Falciani, 2020).

Game-based learning, based on numerous research, is recognized as a beneficial learning tool as it facilitates active learning that enhances comprehension of the information involved. Moreover, it supports cooperation between students within a class, as highlighted by Adipat et al. (2021), can be undoubtedly useful in case of online learning to prevent student isolation (Pho, Dinscore, 2015, p. 3, Ahmad, Jaafar, 2011, p. 1, 2; Adipat et al., 2021, p. 2). The motivational aspect of game-based learning is crucial, increasing the likelihood of students continuing their learning journey as long as they perceive the learning process entertaining (Ahmad, Jaafar, 2011, p. 4; Nadeem, Oroszlanyova, Farag, 2023, p.2). Furthermore, motivation can be improved also by the autonomy games provide, allowing students to be in control of their learning process with less teacher intervention. This reduces interruptions to students' workflow and they are encouraged to rely on themselves while utilising digital resources (Nadeem, Oroszlanyova, Farag, 2023, p. 3). Pho and Dinscore also stress the fact that GBL provides room for making mistakes that do not have real-life repercussions (Pho, Dinscore, 2015, p.3). Furthermore, educational games have demonstrated their benefits not only for learning English and the language comprehension but across a diverse range of other school subjects (Adipat et al., 2021, p. 543). The significant advantage of applying digital games in education lies in their effectiveness as a teaching tool that appeals to learners

of all age groups; multiple researchers indicate that they are highly effective especially in the case of younger students (Klimova, Kacet, 2017, p. 19).

Nevertheless, it has been emphasised by numerous authors that incorporation of videogames into education poses a complex challenge, and whether it is always the best choice or not cannot be answered easily. Educators should be cautious when applying them into the learning process; hence, they ought to avoid their inclusion into education solely for the sake of using games that involve language and are enjoyable for students. Another important factor that teachers should be aware of is that students are individuals with unique needs and diverse backgrounds (Klimova, Kacet, 2017, p. 19, 20). Hence, teachers should make sure, for instance, that students' limited technical skills do not become an obstacle to learning. Teachers who aim to design new games are likely to face many challenges as the game should simultaneously be enjoyable for students and effective in teaching. Additionally, psychological and pedagogical aspects of the game ought to be taken into consideration (Pho, Dinscore, 2015, p. 3, Ahmad, Jaafar, 2011, p. 4).

3.4. Game-enhanced Learning

Game-enhanced learning represents yet another way of applying video games into learning. In this case, games that are used as a medium for language teaching are not specifically designed to educate; on the contrary, the games being used are COTS which seek to entertain their users. However, beyond providing enjoyment to players, they simultaneously offer an opportunity for effective language acquisition and the enhancement of one's language knowledge. Therefore, as Aydin and Çakır (2022) point out, *"COTS games should not be disregarded as pure entertainment"* (Aydin, Çakır, 2022, p. 1811). Moreover, based on the research they conducted, they suggest that game-enhanced language learning methods can be as effective as the traditional ones and even bring additional benefits in terms of second language self-development, if well-planned and used accordingly (Aydin, Çakır, 2022, p. 1828, 1829). What is deemed a major advantage is their efficiency in terms of time, cost, and they are easily accessible by a wide audience. COTS games represent an innovative and effective approach to learning through active engagement in the gameplay and variety of game interactions (Aydin, Çakır, 2022, p. 1810, 1811, 1828, 1829). The influence of COTS on a student's academic performance will be examined in detail in the next chapter.

3.5. Summary

Overall, the implementation of game elements (gamification) or actual games (game-based learning) into educational settings as a learning tool demonstrated significant benefits as they enhance learners' motivation, which also goes hand in hand with their increased engagement and commitment to the learning process. The elements of fun and enjoyment, inherent in games, contribute to these positive outcomes. In this chapter, the concept of game-enhanced learning was introduced as well. The following chapter focuses on the effect of playing commercial video games on a student's academic performance.

4. The Influence of Playing Video Games on Language Acquisition

Nowadays, the English language has become an inherent part of people's lives and it is also used in many fields of professions. Hence, people strive to learn this language, which is considered lingua franca, to enhance their life opportunities, whether in terms of employment or solely as entertainment (Rudis, Poštić, 2018, p. 112; Bytheway, 2011, p. 9). As Rudis and Poštić (2018) stated, *"the influence of English is felt everywhere"* (Rudis, Poštić, 2018, p. 112). Since the importance of being proficient in this language has grown tremendously, it is not surprising that non-native English countries put a lot of pressure on English learning. The English lessons have become more frequent and simultaneously, the exposure to the English language even outside the classroom has increased. Most often, the children engage in the foreign language through media, leading to significant improvements in their language skills, often reaching a very high level of proficiency. It also has been observed that they developed an accent that resembles almost native American speakers (Chen, Chen, Dai, 2018, p. 186; Rudis, Poštić, 2018, p. 116, 118, 128; Newcombe, Brick, 2017, p. 75). The increased proficiency has proven to be connected to playing video games, which have become a fixed means of spreading language, and fostering language growth (Rudis, Poštić, 2018, p. 113, 127; Aydin, Çakır, 2022, p. 1811). Therefore, a growing number of researchers, including linguists and psychologists, are eager to explore this phenomenon, which can be utilized both in an educational environment and in self-regulated learning (consciously managing one's learning process while utilizing various learning strategies and tools, aiming at the achievement of ideal performance in terms of both quantity and quality, tailored to one's skill level) (Rudis, Poštić, 2018, p. 128; Rogers, 2017, p. 17, 40).

4.1. Video Game Features Supporting Language Acquisition

In the studies that were used for this literature review, a certain pattern of topics related to language acquisition via gameplay was identified. A vast majority of the researchers elaborated on specific aspects of video games that support language learning, which include factors like learners' motivation, providing language in context and a multisensory engagement, the repetition of vocabulary, the option to decode

unknown words in games, games being interactive tools for language learning and a medium for interpersonal interaction, the narrative component of games and possible customization and control options they offer. Hence, this chapter is structured according to these subjects.

4.1.1. Learners' Motivation

The motivational aspect the video games yield is essential for language learning. In fact, motivating the players via games has been deemed a fundamental precondition for incorporating video games into education (DeHaan, 2005, p. 229; Aydin, Çakır, 2022, p. 1812). Video games are perceived as a positive learning setting, where players can take risks without the fear of making mistakes. Therefore, learners may practice without feeling embarrassed about potential errors, knowing they also will not be evaluated. The motivational attribute of games is rooted in their entertaining value, which also goes hand in hand with lowering the anxiety that may be associated with learning (Bytheway, 2011, p. 11; Rogers, 2017, p. 31; Rudis, Poštić, 2018, p. 115, 116; Zheng, Newgarden, Young, 2012, p. 357).

Knowledge of the language and understanding words' meanings represent one of the keys to success in a game. To continue in gameplay, players must often overcome language barriers, motivating them to search for the meanings of unknown words. For example, during quests, players receive information through actions, diverse situations, or interactions with different characters, and the comprehension of the information conveyed is crucial for completing those missions. In other words, language learning may occur through quests completion and depends on how much the player is immersed in the game, which reinforces language acquisition (Newcombe, Brick, 2017, p. 79, 81, 82; DeHaan, 2005, p. 229, 235; Rogers, 2017, p. 24, 25; Rudis, Poštić, 2018, p. 126; Chen, Chen, Dai, 2018, p. 191; Silva, 2017, p. 6). Understanding the game language is essential for example when playing games with branching narratives, in which the way the story unfolds is dependent on the decisions that the player makes (Newcombe, Brick, 2017, p. 79). Another example of games that highly motivate players to understand the language used is a virtual pet game (the language used in this type of game is described in more detail in chapter 4.2.). Players may build a relationship with the virtual pets and feel compelled to look after them (DeHaan, 2005, p. 232, 233).

Additionally, many games yield an opportunity to create unique characters with personalities and identities that appeal to them and which they could commit to (Newcombe, Brick, 2017, p. 77; Zheng, Newgarden, Young, 2012, p. 357; Chen, Chen, Dai, 2018, p. 188). Through such virtual personas, the player's identity stays hidden which is believed by multiple researchers to reduce learning anxiety. Hence, gamers are more willing to communicate with other players and even discuss personal matters with them (Bytheway, 2011, p. 7).

4.1.2. Contextual Language

When it comes to learning a second language, video games are in some ways similar to movies, books or songs. The most evident feature they share is that the language is always integrated within a certain context, rather than isolated (Aydin, Çakır, 2022, p. 1811; Rudis, Poštić, 2018, p. 113, 126). It is generally recommended to learn a language in a context, which is also believed to be a source of language comprehension. This facilitates students' engagement in the learning process, profound understanding, retention, and accurate application of gained knowledge (Chen, Chen, Dai, 2018, p. 186, 187). Moreover, words used in games are always accompanied by a corresponding visual and often also with auditory cues (voice acting, visual cues, dialogues, actions, aural and textual language etc.). The combination of the word and several senses involved improves language learning and allows the learner to deduce the meaning of words without being explained directly, which also links them to gaming experiences and actions performed by the player. Simultaneous visual and verbal information are perceived as ideal, affecting positively their ability to understand language and retain it in long-term memory (Newcombe, Brick, 2017, p. 82; Silva p. 160; Rudis, Poštić, 2018, p. 116, 117, 118; DeHaan, 2005, p. 229, 230; Chen, Chen, Dai, 2018, p. 194). A specific example of such a multi-sensory connection is evident in sports games, in which the language (aural, textual, or both) is intertwined with a certain physical activity performed in the game (DeHaan, 2005, p. 230, 231). Similarly, simulation games support the learners' understanding of actions through constantly occurring images. Thanks to that, according to DeHaan (2005), players can engage in the game with a lower cognitive load compared to the other game genres (DeHaan, 2005, p. 233).

When comparing video games and other media, books lack visual indication in contrast to video games (Rudis, Poštić, 2018, p. 126). Moreover, video games typically

provide the player with information and directions either when it is needed or right before they become applicable (Silva, 2017, p. 160).

4.1.3. Interactivity

Apart from the traditional media mentioned (books, movies, songs …), video games yield extra benefits to their users. One of the most prominent ones is interactivity which engages the learner in the game profoundly (Aydin, Çakır, 2022, p. 1811; Rudis, Poštić, 2018, p. 126; Bytheway, 2011, p. 10, 11). Rudis and Poštić (2018) argue that effective language learning and its intake requires the learner's participation, which can be found in video games. Specifically, video games supply the player with an abundance of vocabulary, which can be consequently utilised in communication between players (Rudis, Poštić, 2018, p. 115). Furthermore, games comprise learning that stems from experience, which is deemed motivating and linked to a deeper understanding of learned information. Developing and regulating a personal experience in gameplay is the key to cognitive learning (Newcombe, Brick, 2017, p. 81, 82). Zheng, Newgarden and Young, (2012) highlight how games put learners in situations that require real-time problem-solving, creating a sense of "live" experience (Zheng, Newgarden, Young, 2012, p. 358). Chen, Chen and Dai (2018) add that participating in games via students' own characters gives them a feeling *"of presence – of being there"*, while Silva (2017) emphasizes the importance of the involvement of the player in the activity (Chen, Chen, Dai, 2018, p. 188; Silva, 2017, p. 4). Silva (2017) and Zheng, Newgarden and Young, (2012) put these formerly mentioned factors into contrast with traditional education, which according to them, lacks practical application of learned information; furthermore, the same learning conditions video games provide would be challenging to imitate in educational settings (Zheng, Newgarden, Young, 2012, p. 358; Silva, 2017, p. 4). Additionally, Zheng et al. (2012) stress that the classroom environment restricts students' opportunity to affect or be in control of their learning. Hence, they assess the experiences from gaming are more meaningful and beneficial to the students as they empower players to direct their learning (Zheng, Newgarden, Young, 2012, p. 357). Varying game genres provide users with a wide range of diverse experiences, from recreating reality into a virtual world in simulation games to controlling the game's outcomes in RPG games with branching narratives, and many more (Newcombe, Brick, 2017, p. 75). It is important to note that both players and those who solely observe the gameplay

(referring to watching someone else playing in real life, watching let's plays, etc.), benefit from the video game to a certain extent; nevertheless, when learners opt to the play the game for vocabulary gain, the interactivity may prove counterproductive (this problematic is explained more in detail in chapter 4.2.) (Rudis, Poštić, 2018, p. 115; Klimova, Kacet, 2017, p. 20; Bytheway, 2011, p. 11; DeHaan, Reed, Kuwada, 2010, p. 74).

4.1.4. Repetition and Bootstrapping

Video games incorporate natural repetition, meaning the user repeatedly encounters the same terms, thereby providing additional occasions to acquire them (Bytheway, 2011, p. 11; DeHaan, 2005, p. 230). According to DeHaan (2005) virtual pet games and sports video games are great examples of games with repetitive language (for instance in terms of verbs – e.g. run and eat; more examples are mentioned in chapter 4.2) (DeHaan, 2005, p. 230–233).

Furthermore, through repetition, players may employ so-called "bootstrapping", which DeHaan (2005) explains as *"to use known language (semantic context, vocabulary or grammar) to decode unknown elements through constant exposure"* (DeHaan, 2005, p. 230). This enables learners to predict the meaning of the unfamiliar word based on the aforementioned context even without the help of a dictionary, triggering incidental learning (Rudis, Poštić, 2018, p. 118; DeHaan, 2005, p. 230). DeHaan (2005) in his paper describes multiple game genres, which he puts into context of bootstrapping as well. For instance, sports games and virtual pet games may function as a virtual flashcard system. During the gameplay, the learner may utilize a trial-and-error method to eventually find the correct match between the meaning and the chosen action. The multi-sensory experience described in the previous section also contributes to the ability to decode new vocabulary; for example, the combination of aural and textual language provides the learner with an opportunity to bootstrap unfamiliar language. In sports games specifically, the performed actions usually precede some sort of commentary; enabling learners to connect the aural language with the action and differentiate the separate words' meanings over time (Dehaan, 2005, 230–235).

4.1.5. Communication and Interaction with Other Players and Characters

Communication with other players is an integral part of some games, making video games a new sphere of global communication. Hence, they yield an opportunity for its players to be integrated into their international community, consisting of both non-native and native speakers. Furthermore, regardless of the players' origins, players use English recognized today as a lingua franca, commonly used to communicate with others. Players may employ a variety of means of communication, such as chats (Silva, 2017, p. 10; Bytheway, 2011, p. 9; Rudis, Poštić, 2018, p. 113).

Communication among the players in multiplayer games has been proven beneficial in language acquisition, leading to enhanced language proficiency and personal and interactional functions of language, while the language occurs in an informal, undemanding, and for many learners comfortable environment (Rudis, Poštić, 2018, p. 113, 115, 116; Rogers, 2017, p. 31). Based on the findings of two observational studies, Rankin et al., cited by Silva (2017), concluded that communicating with native speakers via multiplayer games (MMORPGs specifically) results in enhanced language proficiency (Silva, 2017, p. 10). Rudis and Poštić (2018) also state that whether the learners are willing to communicate or not is pivotal in learning a language. The willingness to speak may be enhanced through the implementation of communication in other settings apart from solely the academic; with multiplayer video games being a great example of that (Rudis, Poštić, 2018, p. 115, 116). Rudis and Poštić (2018), Bytheway (2011), and Rogers (2017) point out that MMORPGs and first-person shooters can represent a useful means to improving one's language through the opportunities to interact with other players they provide (Rudis, Poštić, 2018, p. 113, 115, 116; Bytheway, 2011, p. 9; Rogers, 2017, p. 31). Moreover, when conveying messages to other players, the learner ought to communicate quickly and spontaneously, which often requires simplifying the expressions. Hence, the players use shortened forms (like abbreviations) and prioritize the vocabulary (Rudis, Poštić, 2018, p. 113; Bytheway, 2011, p. 9). Bytheway (2011) adds that the language used in multiplayer games is not subject to prescriptive language (grammar and language conventions in general) which leads to the usage of inventive expressions and experimental language (e.g. kekw – an onomatopoeic word referring to laughter) (Bytheway, 2011, p. 9; Zheng, Newgarden,

Young, 2012, p. 357; Simanjuntak, 2023, p. 4). Zheng, Newgarden, and Young, (2012) compare the in-game language the player has to produce in discourses with other players to *"an action-oriented dialogues, that are likely to be found in ESL textbooks, presented and practiced in form of task-based activities"*. In that context, they mention specific examples such as asking or answering questions, asking for help or information about locations, which they can also conversely pass on to another player, seeking to clarify unknown words, etc. When taking into account these two diverse environments, Zheng, Newgarden and Young (2012) argue utilizing such speech in games is more advantageous in reinforcing proficiency since the language emerges in a more natural way, whereas the classroom setting provides a more artificial environment with simulated scenarios (Newgarden, Young, 2012, p. 356, 357). Furthermore, Rogers (2018) also notes that the *"the capability to communicate in real time with native English speakers informally during role-play may be a solution to the lack of verbal practice in English language programs"* (Rogers, 2017, p. 31)

What also ought to be addressed is that there exists a vast amount of gaming communities that provide the opportunity to employ the language and enhance player's proficiency. Many games have become complex and complicated in terms of gameplay, containing various puzzles or challenges. As a result of that, players can seek help, discuss or search the game-related information in such communities, wikis, or forums dedicated to the specific game. This matter is also directly linked to increased motivation to utilize the language; however, not during the gameplay, but outside the game (Rudis, Poštić, 2018, p. 113, 116, 118; Rogers, 2017, p. 26; Bytheway, 2011, p. 9, 11; Silva, 2017, p. 10, 11). If players express and discuss their in-game experiences with other members of the community, not only it does enhance language proficiency, but it also contributes to the formation and growth of social bonds and the community itself (Silva, 2017, p. 7, 10, 11). As Silva (2017) stressed, utilizing language this way is *"not merely saying words or sentences to peers or groups, but participating in social and historically situated practices; language needs to be embedded in discourse, otherwise, it is meaningless"* (Silva, 2017, p. 7). Additionally, Silva (2017) adds that even without having language acquisition as a primary goal, language is via interaction with other players learned unconsciously (Silva, 2017. p. 12).

Video games demonstrate to their users how the words and phrases should be used properly, which may be exhibited also in the discourses of NPCs, making the interaction

with NPCs a useful vehicle of language acquisition. This can lead to better comprehension of not only the narrative itself, but also to enhanced understanding of nuances of the language as the users also encounter jokes, idioms, informal expressions, or different accents. For example, Newcombe and Brick (2017) name a game *Assassin's Creed Syndicate*, in which some characters use such language items together with a regional London accent (Newcombe, Brick, 2017, p. 78; Rudis, Poštić, 2018, p. 116). Some games allow the player to enhance not only the language through the discourse with NPCs, but also their factual knowledge, for example in history or geography (Newcombe, Brick, 2017, p. 7; Silva, 2014, p. 2).

4.1.6. Video Game Narratives

In comparison to early games with an absence of elaborate visuals and storylines, today's video games are often considered *"a new contemporary form of narrative"* (Rogers, 2017, p. 25). Progressing from the beginning to its end, narratives have a coherent structure and set the language into a larger context. It is also the narrative that immerses the players into the gameplay since it centers upon the story (Rogers, 2017, p. 25; Silva, 2014, p. 6, 7; Chen, Chen, Dai, 2018, p. 187; Zheng, Newgarden, Young, 2012, p. 358). Usually, as the players progress further in the game and encounter more challenging tasks, they simultaneously become more engaged in the narrative, which progressively deepens and broadens. Through narratives, certain games or game genres in general offer abundant language input to players, which can be utilised in language learning. Narratives function as aids for the players, helping them to apprehend the game, and leading to the improvement of communicative competence (Rogers, 2017, p. 24, 25). Typical examples of games rich in language are MMORPGs, RPGs, action and adventure games (Rogers, 2017, p. 24, 25; DeHaan, 2005, p. 233; Bytheway, 2011, p. 9). However, when it comes to RPGs, action and adventure games, DeHaan (2005) argues that such games are not suitable for beginners in terms of language learning and rather players advanced in language would profit from playing them. As a reason he addresses the low probability of using the game vocabulary in real life, difficulty in decoding unknown language due to their movie-like nature, referencing subjects that are not shown on screen, and lack of sufficient repetition of information, that is presented to the players only when they push the button without any further activity (DeHaan, 2005, p. 233–235).

4.1.7. Customization and Control over the Video Game

Video games offer a great extent of customizability to meet the users' needs, with the most obvious ones being game difficulty and button-mapping (assigning certain buttons to different actions). The players also have the option to choose what language they want the game to play in, to add subtitles, and to alter the speed of text delivery, which may have a positive influence on language proficiency in terms of fluency and comprehension, vocabulary range, and listening abilities. For instance, some games (such as *Civilization VI*) allow the player to modify the amount of in-game information; or enable the player to blend diverse languages in aural and textual language (Newcombe, Brick, 2017, p. 3). Apart from that, many games allow the players to be in charge of the game to a significant extent; e. g. to begin a dialogue with other characters and choose from various answers, to redo some steps and many more. Such control over the video game can be taken into advantage by the learners and may be applied in the learning process; for example, whenever the player would like to focus on the vocabulary, the game can be paused (DeHaan, 2005, p. 230–233).

4.2. Vocabulary Acquisition

Acquisition of vocabulary, which is considered essential when one seeks to master a language, belongs to one of the domains that are affected the most when playing video games (Rudis, Poštić, 2018, p. 112; Chen, Chen, Dai, 2018, p. 186). Hence, several researchers including also Klimova and Kacet (2017), deem playing video games as an effective way to acquire new vocabulary, particularly for the fact today's children are accustomed to the usage of computers and the Internet from their early age (Klimova, Kacet, 2017, p. 20).

It is important to note that some games and their genres are more suitable as a tool for learning language than others (Klimova, Kacet, 2017, p. 20). For example, simulation games have proven to be useful in gaining new vocabulary both for advanced and beginner learners. The word classes that are the most affected are nouns and adjectives (such as descriptions of places like houses, hospitals, or shops, and objects in them; depending on the nature of the game). There is also a specific sub-genre of simulation game, a virtual pet game, that enables learners to use language more actively. The users tend to be more cautious when making language choices as there is a possibility that they may impact the pets' health in an undesirable way. DeHaan (2005) states that

virtual pet games are useful especially in the case of beginner learners as they incorporate common words, together with frequently used verbs (e. g. eat, play, drink, sleep …) (DeHaan, 2005, p. 232, 233). Likewise, DeHaan (2005) identifies sports games as one of the most helpful in providing beginner learners with useful vocabulary, as the language involved is very descriptive and directly connected to the in-game actions. Such language includes *"verbs (e.g. hit, kick, run, throw, etc.) in various tenses and aspects, cardinal and ordinal numbers, directions, prepositions, and expressions of excitement and dismay"* (DeHaan, 2005, p. 230, 231, 232).

On the contrary, MMORPGs involve more specialised vocabulary (e.g. respawn), neologisms, acronyms (NPC, XP – experience point, DLC – downloadable content, lol – laughing out loud) and abbreviations (e.g. noob, loc) to convey certain messages in the game more effectively (Bytheway, 2011, p. 9, 10). Similarly, RPGs expose the learner to a great extent of specialised language, which is often not applicable in real life (terms related to weapons, monsters, or magic spells) (DeHaan, 2005, p. 233, 234, 235). Strategy games on the other hand, *Civilization* for instance, adopt a generous amount of vocabulary that can be employed outside the gamespace. According to Newcombe and Brick (2017), this game in particular offers the players a great amount of factual information that can be found in the game encyclopedia. The facts are related to multiple history fields such as culture or religion, which allows the player to acquire a language in a context, akin to its historical background (Newcombe, Brick, 2017, p. 79). In addition to that, Newcombe and Brick (2017) point out that this game may bring benefits to players via interactions with other characters in both language learning and history, since the relevant historical facts are often repeated (Newcombe, Brick, 2017, p. 81). Another strategy game this author mentioned in his paper is *Cities: Skylines*, containing vocabulary related to buildings (particularly data concerning a budget, statistics, utilities management…) that ought to be apprehended for the sake of the gameplay (Newcombe, Brick, 2017, p. 79). Lastly, Rudis and Poštić (2018) highlight that players generally tend to pay more attention to the vocabulary that conveys important messages and meanings, excluding items like pronouns, inflections, or prepositions, which play a rather complementary role (Rudis, Poštić, 2018, p. 117).

Multiple research projects on vocabulary acquisition via gameplay were conducted. To begin with, Rogers (2017) introduces two related studies on the usage of *The Sims* as a vocabulary learning tool in his paper. Both have proven that

the combination of the video game together with supporting ESL material provided to students was more effective than playing the game only. In the first study conducted by Miller and Hegelheimer (2006, as cited in Rogers, 2017, p. 43, 44), the group of students provided with ESL vocabulary materials and instructions exhibited a greater gain of vocabulary; on average 30 more words than those without such materials. Similar results were reached in the follow-up study by Ranalli (2008, as cited in Rogers, 2017, p. 43, 44) incorporating the same game. The group of students who were given ESL materials in combination with playing the game achieved the best results in vocabulary post-test; however, he states that significant improvement was observed in terms of both groups, including also the one who only played the game (Rogers, 2017, p. 43, 44). Also, Klimova and Kacet (2017) emphasize the potential benefits for students to teach them the vocabulary used in the game beforehand (Klimova, Kacet, 2017, p. 20). Furthermore, just an interaction between the player and NPCs has shown to be useful in acquiring vocabulary. Rogers (2017) mentions a study by Rankin et al., in which the influence of the language modelled by NPCs on the students was analysed. As a result of this study, it has been proven that the students used the language more accurately and they expanded their vocabulary range in their post-test by 40 % (Rogers, 2017, p. 45, 46; Silva, 2014, p. 5). In addition, Rudis and Poštić (2018) described research aiming to investigate whether acquiring language is directly interlinked with interactivity. This has been proven false, as the subjects who merely observed the gameplay gained more vocabulary in contrast to those who interacted with the game actively (Rudis, Poštić, 2018, p. 115). The same result was reached by DeHaan, Reed, Kuwada (2010) in their study, which centered on the impact of interactivity on the students' ability to recall vocabulary. It was investigated in two separate groups; one of them played the game and simultaneously attempted to memorize the game lyrics, and the other one was supposed to remember the lyrics while watching the game only. Even though all the students were able to recollect some vocabulary, the study has shown that those who also engaged in gameplay, presumably due to the additional cognitive load, memorized less vocabulary. The players themselves acknowledged that they struggled to pay attention to both playing and focusing on the vocabulary at the same time (Dehaan, Reed, Kuwada, 2010, p. 79, 74, 84).

4.3. Potential Problems in Game-Enhanced Learning

Even though video games offer numerous benefits to learners, several issues may arise when utilizing them in language learning. Firstly, not every game is suitable for this purpose, and when it comes to older games specifically, they may lack rich language, or the language does not serve an important role in the gameplay (Rudis, Poštić, 2018, p. 118, 119). Furthermore, some games may prove to be too challenging for the players, which can consequently result in a state of cognitive overload and hindering language acquisition. Additionally, beginner learners may struggle with the language itself if it is too advanced (Rudis, Poštić, 2018, p. 118, 119; Klimova, Kacet, 2017, p. 20; Newcombe, Brick, 2017, p. 75). It is also important to take into consideration the fact that players focus on two tasks simultaneously (playing and learning). This may lead to lesser knowledge gain, which is especially noticeable in comparison to those who were passive observers of the gameplay (Klimova, Kacet, 2017, p. 20). Moreover, as Aydin and Çakır (2022) stress, *"playtime does not equal time that is spent on the learning content"* (Aydin, Çakır, 2022, p. 1829). Also, the benefits of gameplay in language learning do not often occur intentionally, but they are rather incidental, relying on the gamer's perception of language features (Newcombe, Brick, 2017, p. 83).

4.4. Summary

The integration of video games into language learning has been proven effective for numerous reasons. It has been concluded in multiple studies that video games yield extra benefits to their users that may contribute to enhanced language proficiency; facilitating language acquisition through their ability to actively engage players, motivate them, and interact with other players or NPCs, while being in control of the gameplay and hence the process of learning. Often easily customizable, video games immerse learners in a multisensory experience and contextual, repetitive language conveyed through elaborate narratives, allowing learners to bootstrap unknown words. However, it is important to simultaneously take into account potential issues that gaming may pose to language learning, including cognitive overload, challenging language, unsuitable games for language learning purposes, or the language acquisition being predominantly incidental.

I.   Empirical part

The survey centers on a matter of language acquisition through playing video games, which nowadays represents a popular and entertaining way of spending one's leisure time. However, as it has been pointed out in the previous chapter, video games have a great potential in language learning and enhancement of students' language skills. In accordance with the research' findings that have been described in the theoretical part, the study aims to explore the relationship between playing video games and language proficiency of high school students which will be further supplemented by their teachers' point of view.

5. Methodology

The data were gathered via a questionnaire distributed to high school students of septima (third year of secondary school) and oktáva (fourth grade of secondary school) in Gymnázium Uničov. The questionnaire was created on an online platform Survio.com, to which the students were given access via a QR code. With a total of 27 questions, the questionnaire contained a variety of question types, including close-ended, open-ended, semi-closed/semi-ended questions and semantic differential scales; encompassing both multiple-choice and single-choice formats. The questions were designed to give the respondents enough space to express their opinions freely and comprehensibly, to further elaborate on their thoughts on this topic, and most importantly, to describe their subjective experiences with acquiring language via gaming. Specific questions served as a branching-questions, categorizing the respondents into sub-groups of non-players and players (question 5); and further to those who play video games in English (question 9) and perceive a certain influence on their language acquisition, and those who do not (question 14).

Before the survey was conducted, every student drew one piece of paper from a bag. On each piece, there was a student's nickname written (some popular video game character's name), and they were asked to use it in the questionnaire. Simultaneously, they wrote their names on the papers under the nicknames, which were all given to their teachers. This way, the teachers knew only which nicknames referred to certain students without knowing their answers; and conversely, I could access only their answers with their nicknames; not knowing their names.

Consequently, the students' teachers were asked questions in semi-structured interviews, which were conducted online via Messenger video call. The interviews consisted of four basic questions; three related to certain students and their academic performance, and one more general which sought teachers' opinions on the analysed problematics.

The main reason for choosing these methods lies in the subjective nature of student's answers in the questionnaire. Therefore, a combined research (utilizing both questionnaire and interviews) was conducted; hence, the data related to the same topic were acquired from two different sources, thereby enhancing the complexity of the study.

Given the focus on Czech video game players, both the questionnaire and the interview were conducted in the Czech language. The obtained information was not translated into English to preserve the original wording and formulations of the respondents' answers.

5.1. Aim and Goals

The main aim of the empirical part of this thesis is to examine whether the academic performance of high school students in English correlates with playing video games.

Objectives:

1) to inspect whether high school students perceive a positive impact on their English proficiency due to playing video games,

2) to determine whether students detected an enhancement of their vocabulary knowledge through playing video games,

3) to find out whether the teacher observes differences in students' academic performances and hence possibly a favourable influence of video games on the English proficiency of these students.

6. Questionnaire Results

In this chapter, the results of the questionnaire will be analysed and discussed; furthermore, a number of respondents will be selected based on their answers, which will further serve as supporting material for the interview.
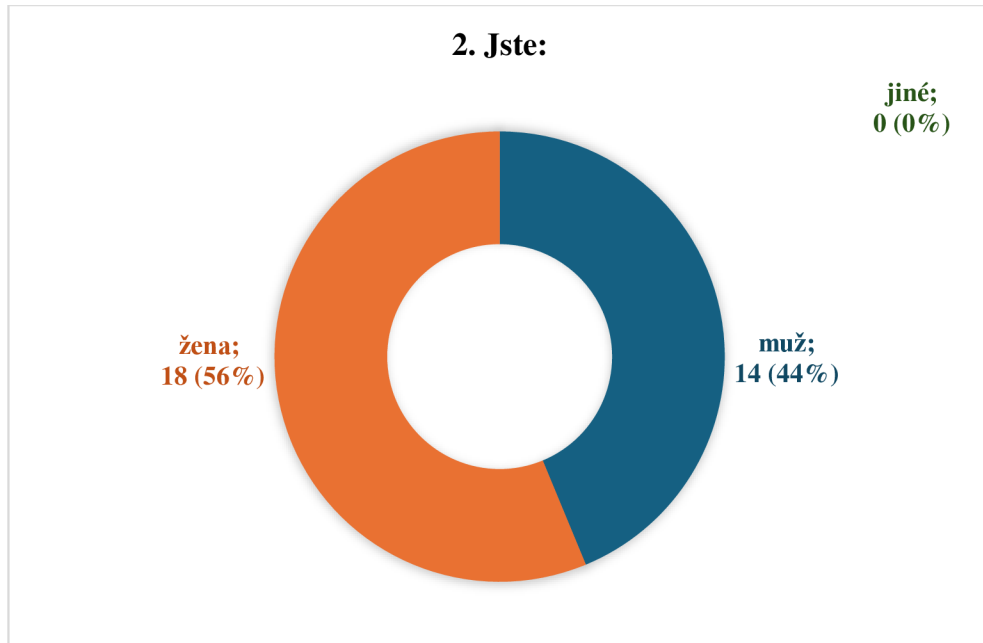
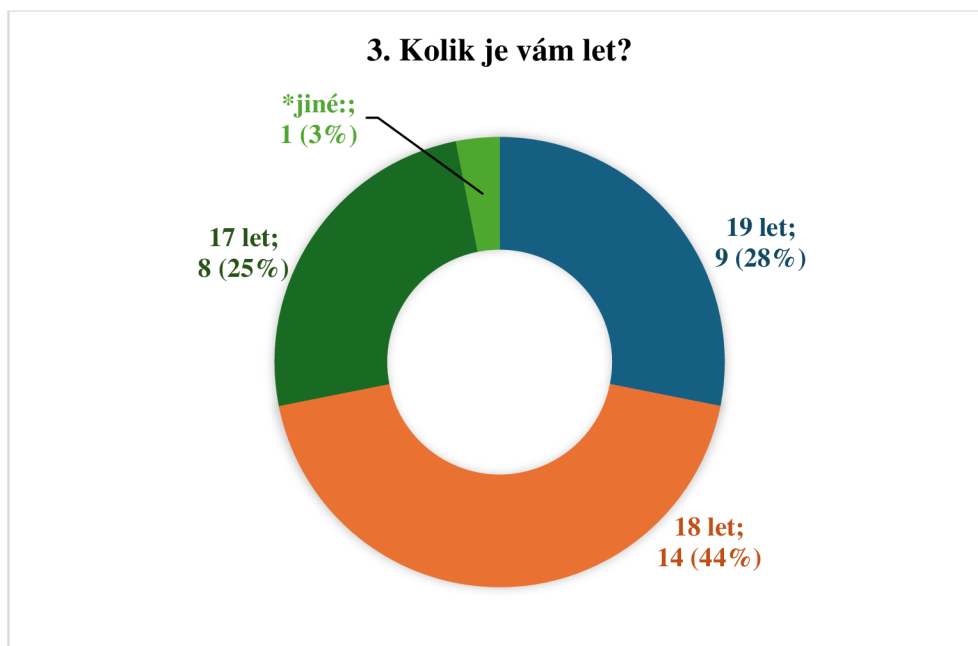## 6.1.   Respondents

Figure 1. The respondents' gender

3. Kolik je vám let?

*jiné:;
1 (3%)

17 let;
8 (25%)

19 let;
9 (28%)

18 let;
14 (44%)

Figure 2. The respondents' age

*Jiné:

- *20 let*

Table 1. The respondent's age, option „other:"

4. Uveďte, kterou třídu navštěvujete:

septima;
16 (50%)
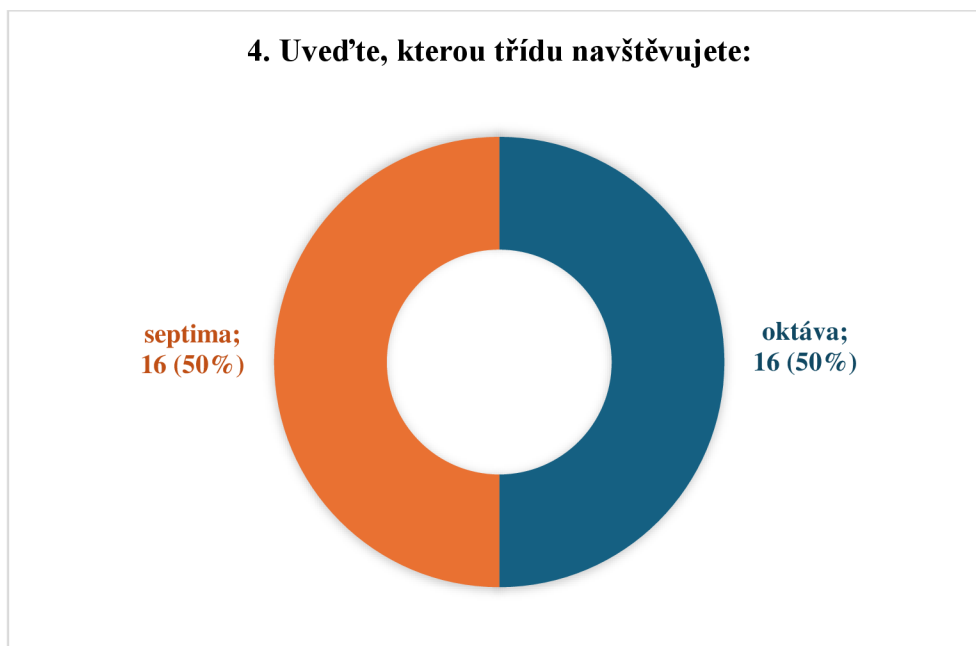
oktáva;
16 (50%)

Figure 3. The classes the respondents belong to

5. Hrajete videohry?

ne;
15 (47%)

ano;
17 (53%)
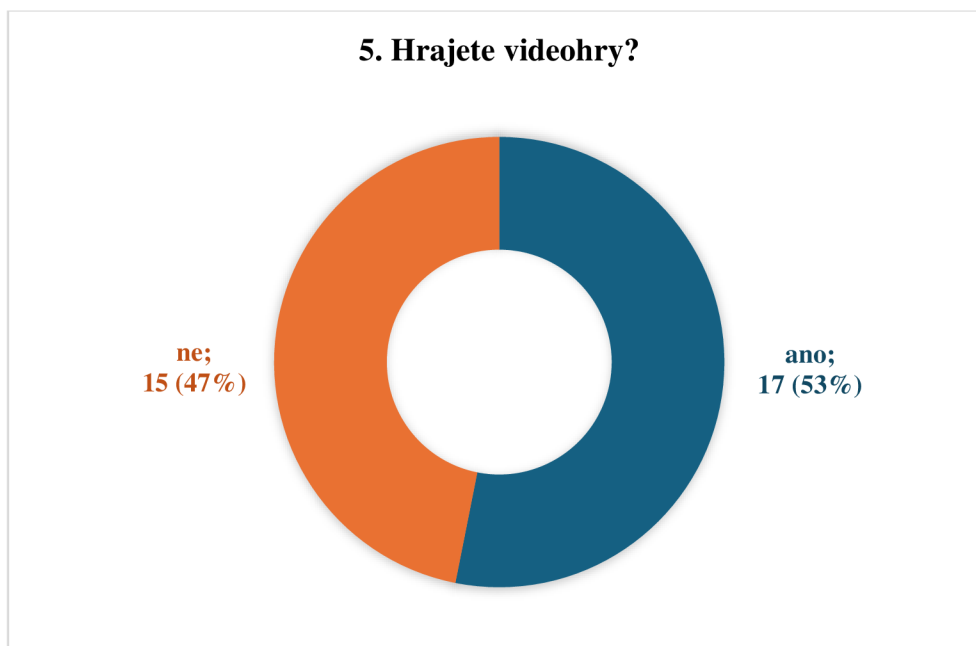
Figure 4. Non-players and players among the respondents

The respondents of this questionnaire were 56 % women and 44 % men. The number of respondents from both classes (septima and oktáva) was the same, with 16 students in both classes. The ages of the respondents were between 17 and 20 years old, the biggest group of respondents being 18 years old. The number of respondents playing video games and those who do not play video games was almost equal, with 53 % of players. The last question shown in this segment served as a branching question; hence, those respondents who are non-players were asked to skip the part of the questionnaire related to the language acquisition through gameplay, and to move directly to questions in the section "Students' general opinions on language acquisition through playing video games and their integration into education".

6.2. Preferences in Video Game Genres, Time Spent by Gaming and Players' Motivation to play games

6. Odhadem kolik let již hrajete videohry (uveďte číslicí):

- 8 (5x)
- 7 (3x)
- 5 (2x)
- 9 (1x)
- 8 až 9 (1x)
- 14 (1x)
- 13 (1x)
- 12 (2x)
- 10 (1x)

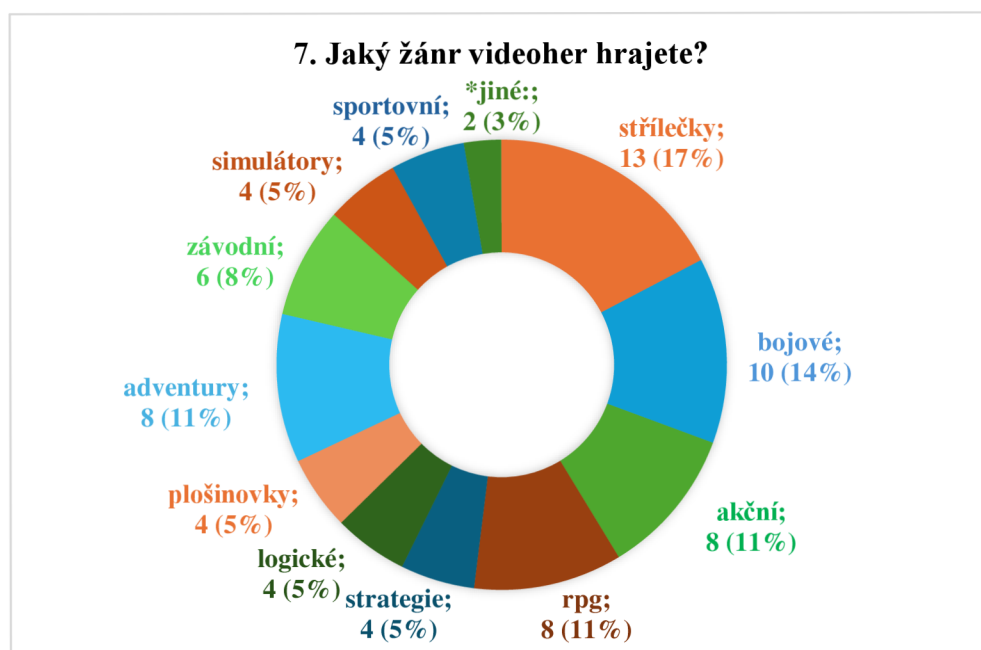Table 2. Years spent playing video games

Figure 5. The most popular video game genres among the respondents

Jiné:

- *Indie (1x)*
- *Souls like (1x)*

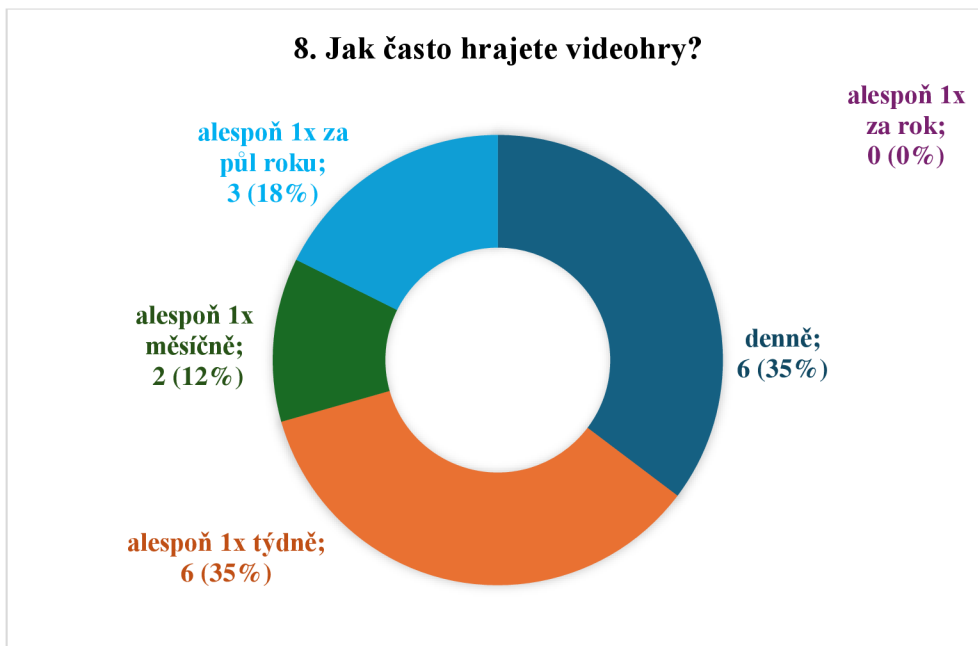Table 3. The most popular video game genres, option „other:"

Figure 6. The time spent by playing video games

24. Z jakého důvodu hrajete videohry?

- Z důvodu zábavy s přáteli a možnosti komunikovat s různými lidmi z ciziny, ale hlavně zabití nudy
- Z důvodu zábavné hratelnosti, snadné možnosti odreagování a strhujícímu příběhu
- Zábava
- Většinou spíš koukám na letsplaye, ale občas si zahraju, když nemám co dělat
- Únik; strávení volného času
- Rád hraju hry pro příběh (nejlépe s knižní předlohou) a akci, co se děje kolem, získávat lepší předměty a poznávat svět, na kterém si vývojáři dali tak záležet (RPG).
- Ráda u nich relaxuju a objevuji nové hry, abych mohla mluvit s větší skupinou lidí o stejném zájmu.
- Pro zábavu a soutěživost
- Pro zábavu a odreagování
- Protože mě to baví
- Odreagování, zábava
- Odreagování

- Je to dobrý způsob odreagovaní, ale nic se nesmí přehánět :)

- Hraju protože mě to baví a hlavně hraju s kamarády

- Baví mě to, ale jen s kamarády

- bavi me to

- Abych si mohl užít krátký volný čas s přáteli. Naučil se zlepšovat v určitých okruzích, se kterými jsou hry propojeny (kartografie, storytelling, výřečnost v cizím jazyce).

Table 4. The respondents' motivation to play video games

The respondents have been engaged in playing for a time duration ranging from 5 to 14 years, with a significant amount of them playing games for roughly 8 years. The most popular video game genres among the respondents are shooting games (17 %) and fighting games (14 %). 35 % of respondents state they play video games daily, while an equal percentage play at least once a week. When it comes to their motivation to play, the vast majority noted that the games serve as a vehicle for entertainment they utilize to spend their leisure time and some of them also perceive playing as a form of relaxation. Additionally, respondents mentioned the factors of competitiveness, gripping storyline, action, and exploring the elaborate in-game world as a reason to play. Moreover, they stressed the importance of interaction with other players, usually respondents' friends, as well as other people from foreign countries with whom they may participate in the gaming and discuss matters they are mutually interested in.

6.3.   Language Preferences

9. V jakém jazyce obvykle hrajete videohry?

v českém jazyce;
4 (20%)

v anglickém jazyce;
16 (80%)
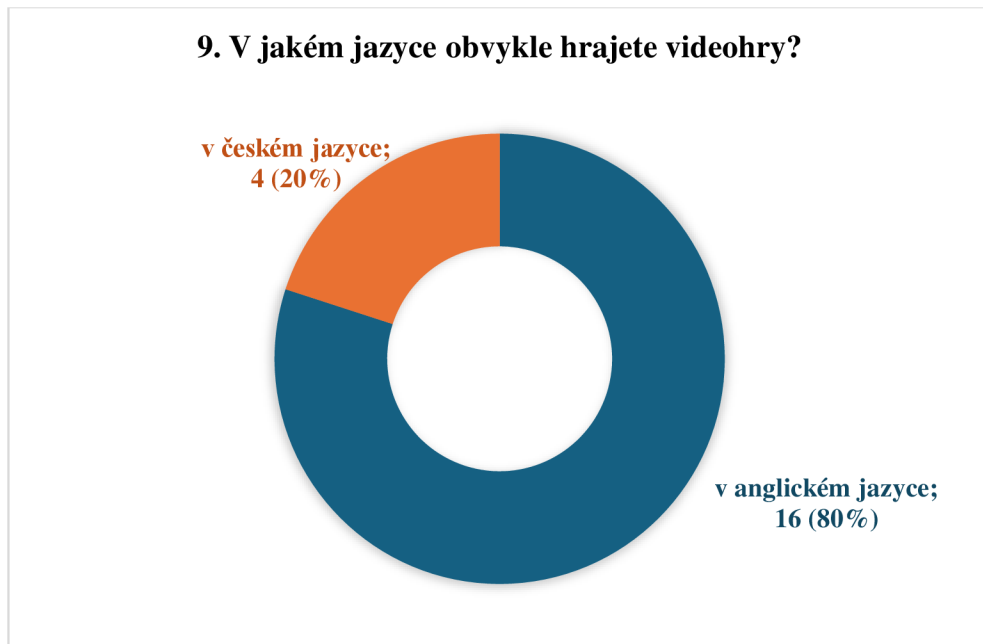
Figure 7. The language the respondents play the games in

10. Preferujete hraní videoher v českém nebo anglickém jazyce?

v českém jazyce;
3 (18%)

v anglickém jazyce;
14 (82%)
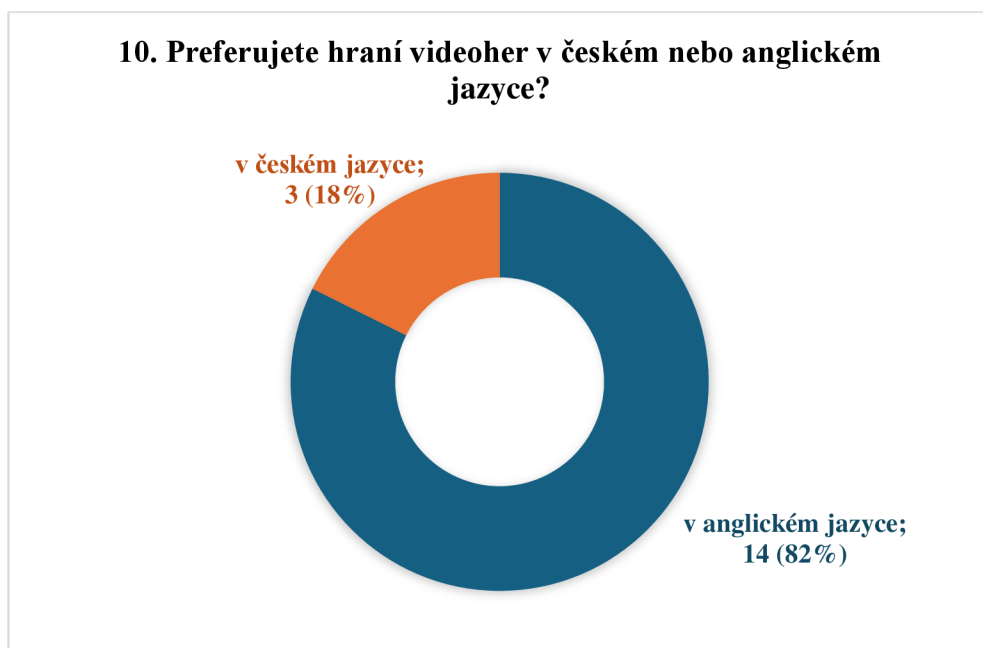
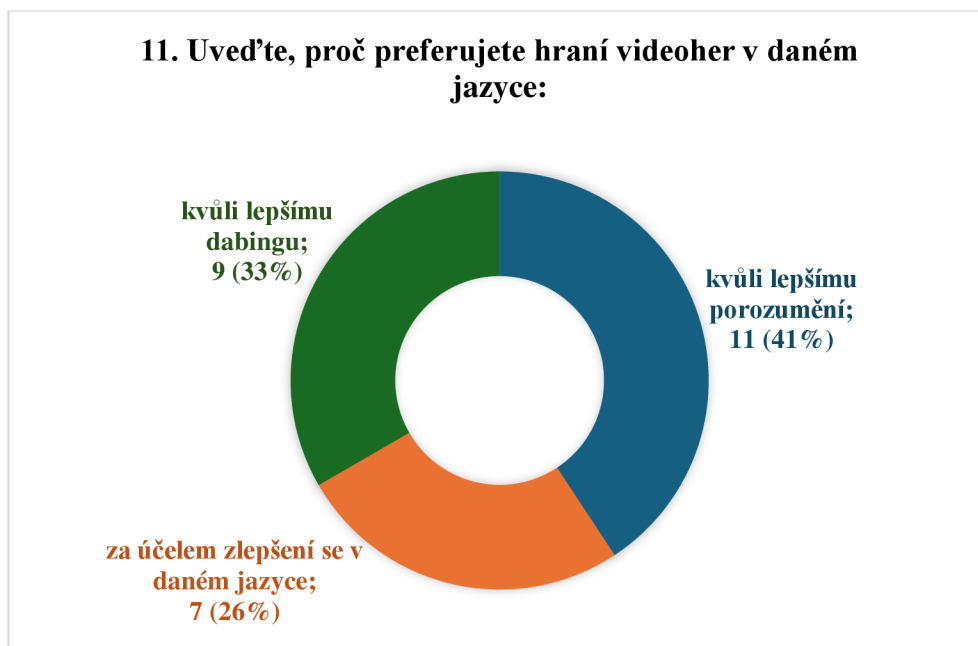Figure 8. The respondents' language preferences

Figure 9. The reasons for the respondents' language preferences

The vast majority of the respondents (80 %) usually play video games in the English language. In fact, 82 % of them even prefer to play them in English. As reasons to play the game in certain language they mention easier comprehension (41 %), better voice acting (33 %), or seeking the improvement of their language skills (26 %). Only a few respondents (18 %) selected the Czech language as their preference, specifying the reasons as better voice acting (1x) and easier comprehension (2x). The remaining responses refer to playing video games in the English language. In this segment after the question related to their language preferences, the respondents were asked to move directly to questions in the section "Students' general opinions on language acquisition through playing video games and their integration into education" if they play games only and always in Czech language.

6.4. Communication with Other Players

12. Komunikujete během hraní videoher s ostatními hráči?

nikdy;
2 (12%)

vždy nebo často;
6 (35%)

občas;
9 (53%)
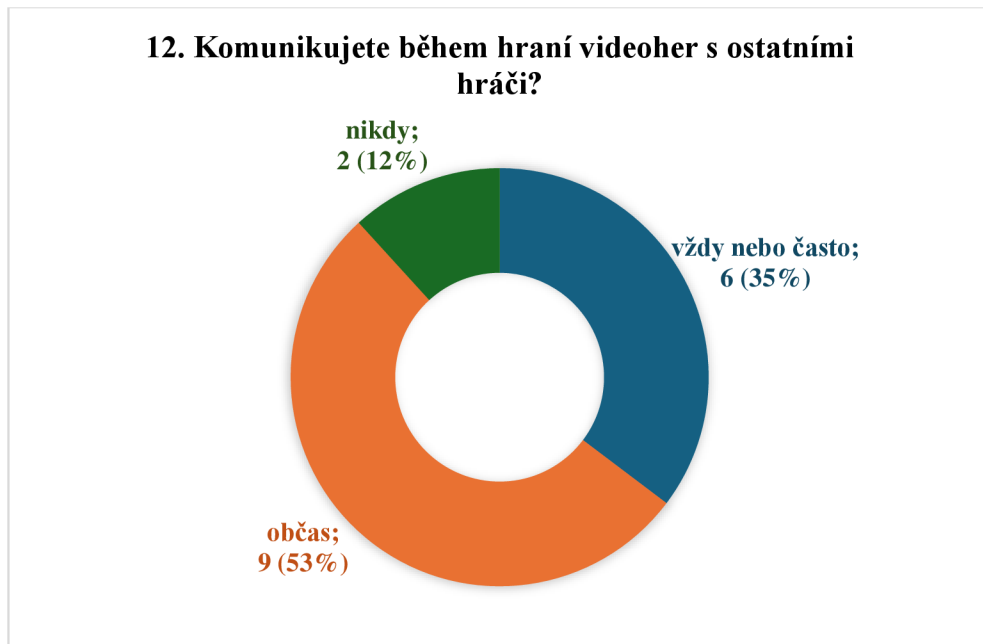
Figure 10. Frequency of communication with other players

13. Jakým způsobem komunikujete během hraní videoher s ostatními hráči?

*jiné:;
2 (8%)

s ostatními hráči
nekomunikuji;
2 (8%)

pomocí
mikrofonu;
13 (52%)

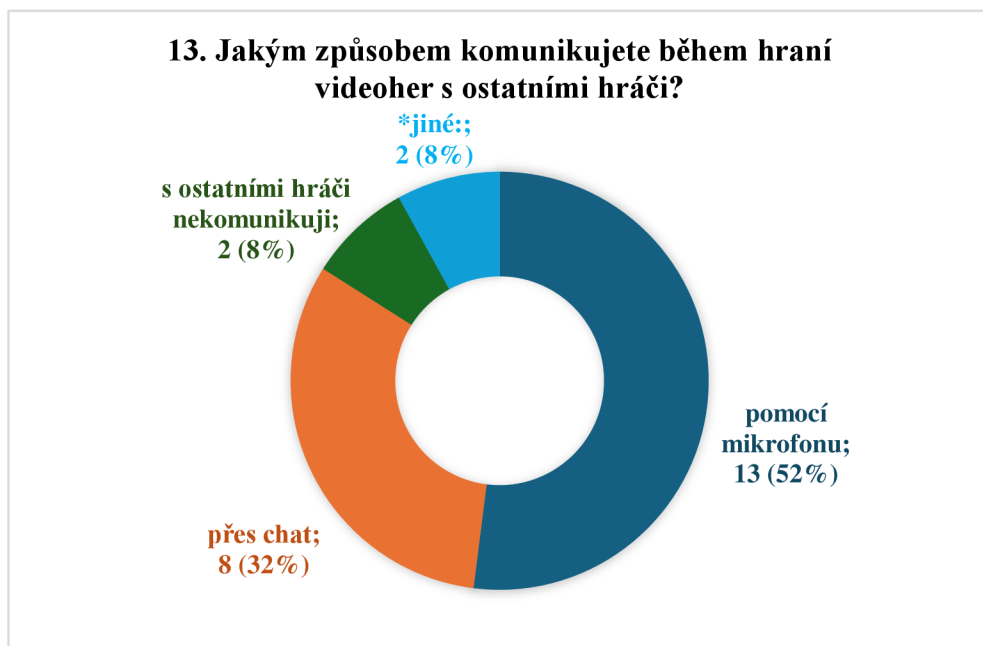přes chat;
8 (32%)

Figure 11. The type of communication medium used

Jiné:

- *Sedí vedle mě*
- *Irl sedíme vedle sebe*

Table 5. The type of communication medium used, option „other:"

When it comes to in-game player communication, 35 % of respondents frequently communicate with other players (always or very often), 53 % do so occasionally and 12 % do not communicate with others at all. The biggest group of respondents (52 %) uses a microphone, and a smaller number of them employ chats (32 %). Additionally, two of the respondents (8 %) noted that they communicate with others in real life, sitting next to them.

6.5.   Impact of playing video games on language skills
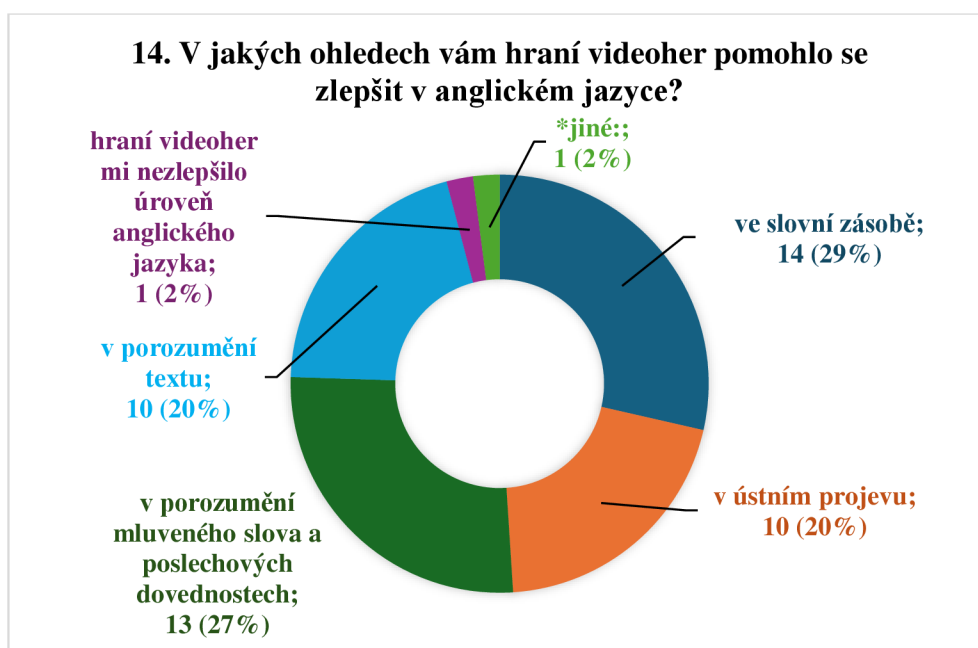

Figure 12. The enhancement of specific skills of the respondents

Jiné:

- *Když to jde, hraji v němčině*

Table 6. The enhancement of specific skills of the respondents, option „other:"
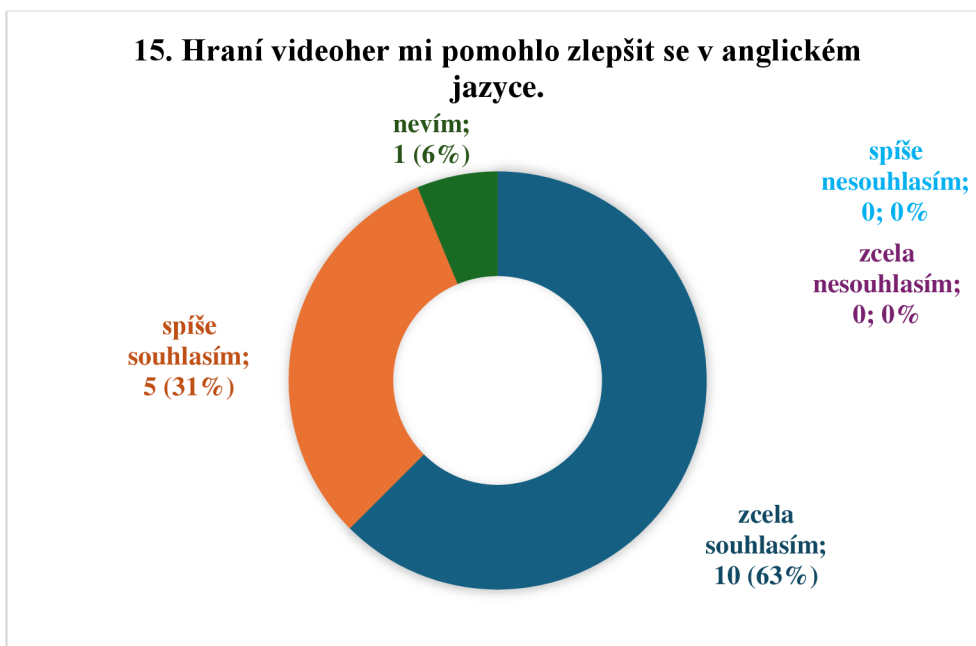
Figure 13. Playing video games helped me to improve in the English language.
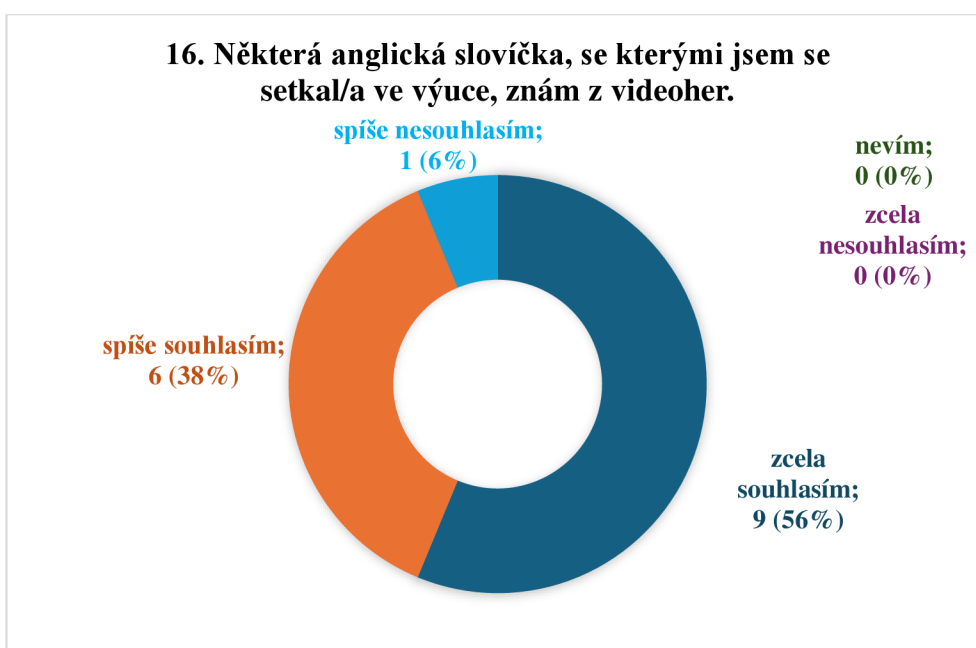
Figure 14. The vocabulary I have encountered in English lessons I had known from video games already.

17. Díky hraní videoher se mi zlepšila slovní zásoba.

nevím;
1 (6%)

spíše
nesouhlasím;
0 (0%)

zcela
nesouhlasím;
0 (0%)

spíše
souhlasím;
6 (38%)

zcela
souhlasím;
9 (56%)
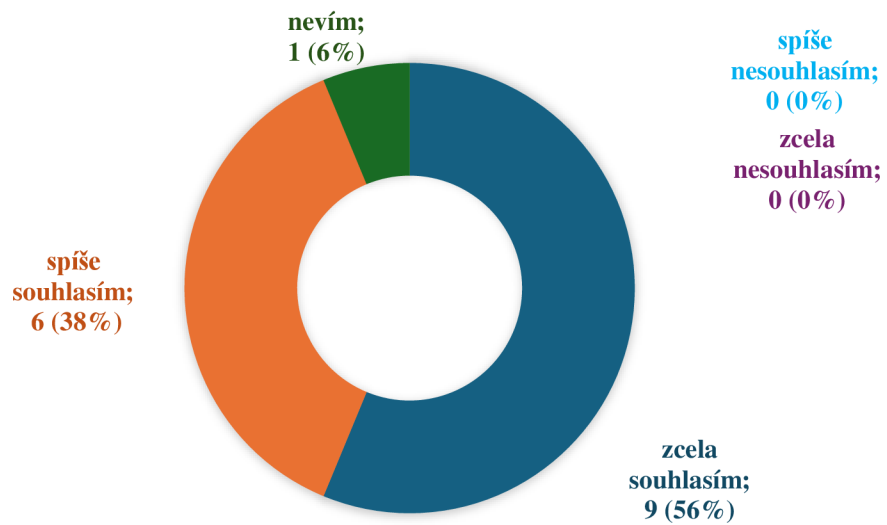
Figure 15. My vocabulary range expanded thanks to playing video games.

18. Díky hraní videoher se mi zlepšilo porozumění textu.

nevím;
2 (12%)

spíše
nesouhlasím;
0 (0%)

zcela
nesouhlasím;
0 (0%)

spíše
souhlasím;
7 (44%)

zcela
souhlasím;
7 (44%)

Figure 16. My reading comprehension improved thanks to playing video games.

19. Díky hraní videoher se mi zlepšilo vyjadřování v ústním projevu.

zcela nesouhlasím; 0 (0%)

spíše nesouhlasím; 3 (19%)

zcela souhlasím; 4 (25%)

nevím; 3 (19%)

spíše souhlasím; 6 (37%)

Figure 17. My speaking skills improved thanks to playing video games.

20. Díky hraní videoher se mi zlepšilo vyjadřování v psaném projevu.

spíše nesouhlasím; 2 (12%)

zcela souhlasím; 3 (19%)

zcela nesouhlasím; 0 (0%)

nevím; 3 (19%)

spíše souhlasím; 8 (50%)

Figure 18. My writing skills improved thanks to playing video games.

21. Díky hraní videoher lépe rozumím mluvenému slovu a zlepšily se mi mé poslechové dovednosti.

spíše nesouhlasím;
1 (6%)

nevím;
1 (6%)

zcela
nesouhlasím;
0 (0%)

spíše souhlasím;
6 (38%)

zcela souhlasím;
8 (50%)

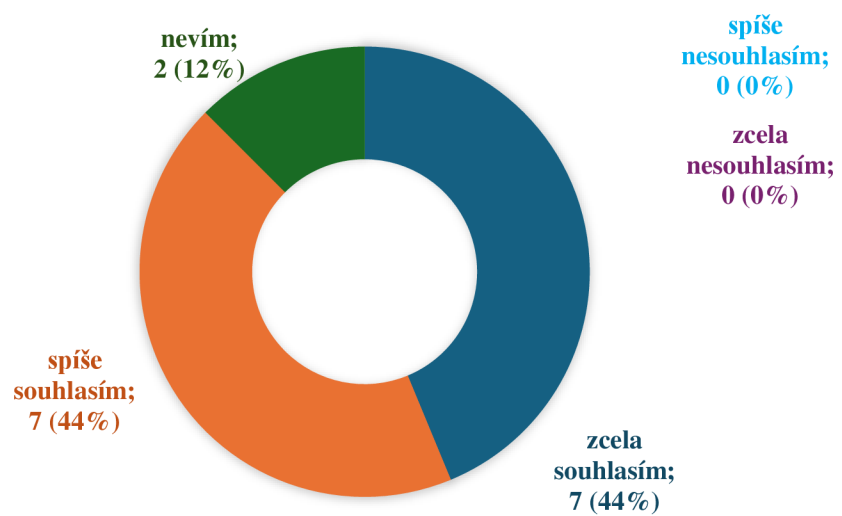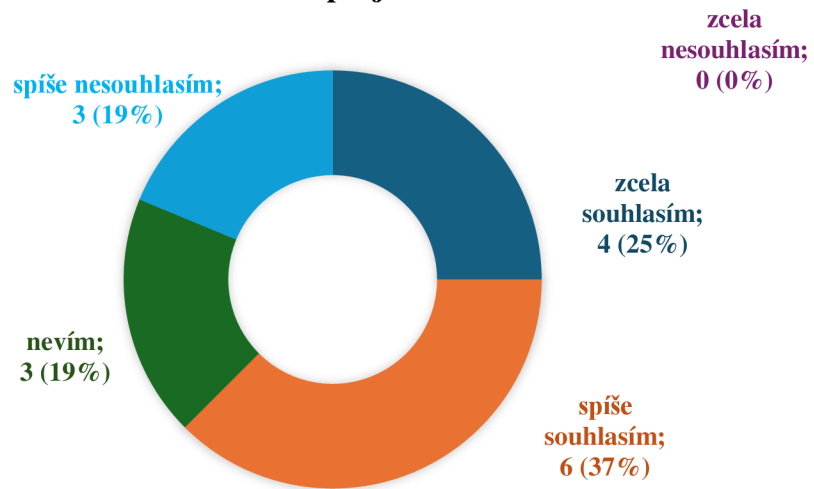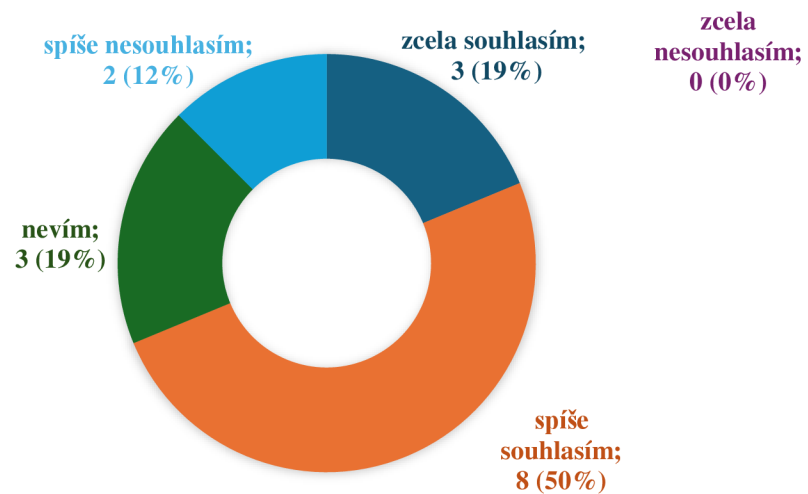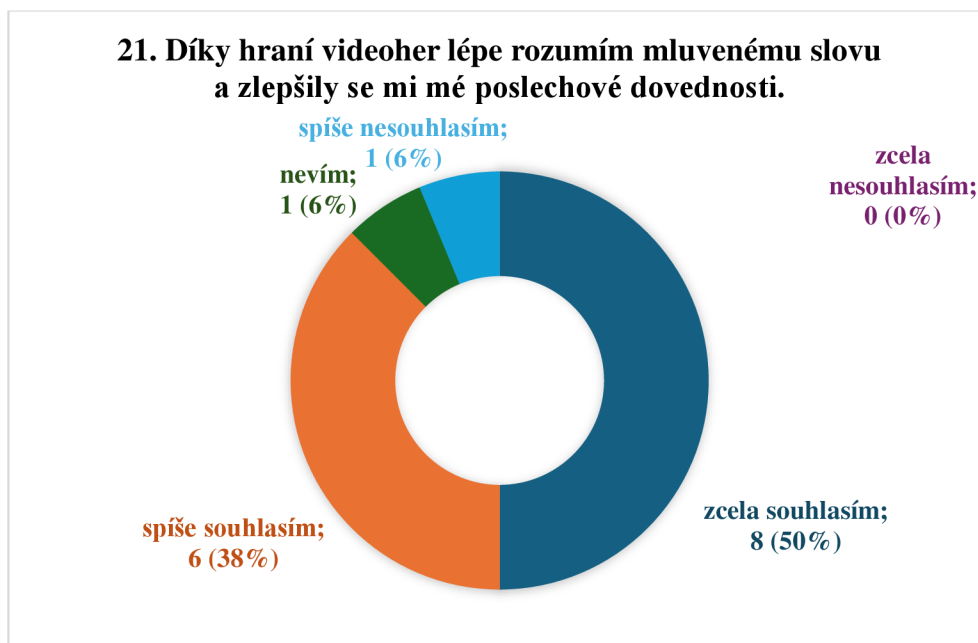Figure 19. My aural comprehension and listening skills improved thanks to playing video games.

22. Díky hraní videoher se mi zlepšil průměr v předmětu Anglický jazyk.

zcela nesouhlasím;
1 (6%)

spíše nesouhlasím;
1 (6%)

nevím;
4 (25%)

spíše souhlasím;
4 (25%)

zcela souhlasím;
6 (38%)
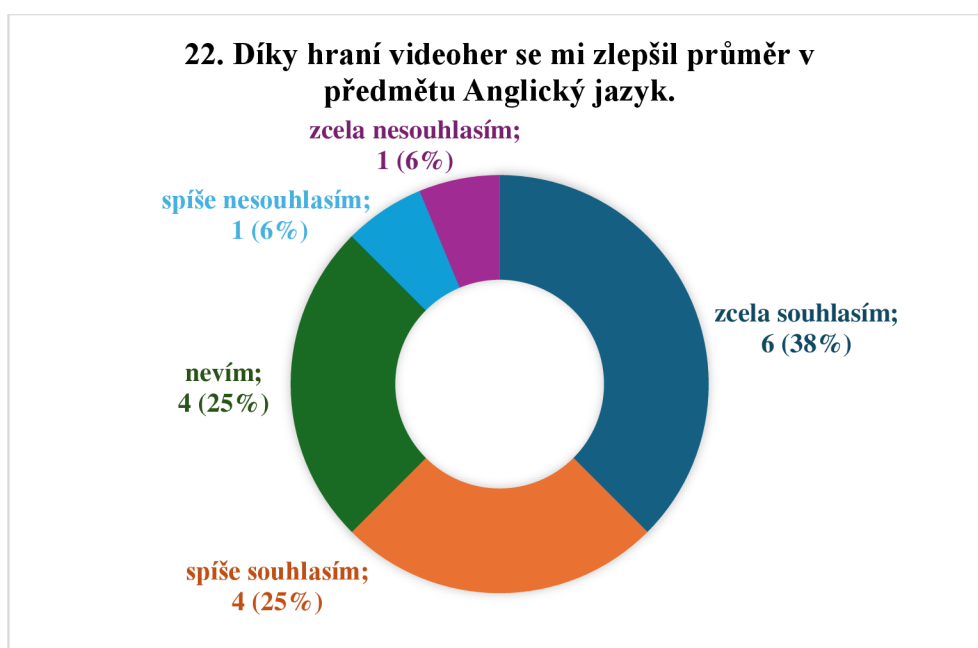
Figure 20. My academic performance in English improved thanks to playing video games.

In this section, the respondents were asked to share their experiences with language acquisition via video games, while 8 of the questions were designed as semantic scales. The findings show that playing video games has significantly contributed to the growth of vocabulary range (29 %) and an enhancement of aural comprehension and listening skills (27 %). Additionally, 20 % of respondents noticed an improvement in both their speaking skills and reading comprehension. Only one respondent (2 %) noted that video games did not help them in language learning.

A majority of respondents (63 %) strongly agree that playing video games helped them to improve their English language skills, while 31 % partially agree with the statement. When it comes to learning vocabulary, 38 % of respondents agree and 56 % strongly agree that playing video games expanded their vocabulary range. Moreover, the same number of respondents (38 % agree and 56 % strongly agree) indicated encountering vocabulary in English lessons which they had already learned from video games.

Regarding text comprehension, 44 % of respondents both agree and strongly agree their text comprehension had improved. In case of speaking, less students are of the opinion that video games contributed to a reinforcement of speaking skills, with 25 % who strongly agree, 37 % who rather agree, 19 % who rather disagree and 19 % uncertain about the impact of video games.

In terms of writing skills, half of the respondents (50 %) partially agree that they had improved through playing video games, with 19 % strongly agreeing and the same percentage unsure, while 12 % rather disagree with such a statement.

Concerning aural comprehension and listening skills, many respondents (50 %) are in favour of video games as they strongly agree with their improvement in this area, 38 % rather agree and only 6 % rather disagree and an equal percentage is uncertain.

Finally, opinions are quite divided in the matter of academic performance improvement, with 38 % strongly agreeing and 25 % agreeing that playing video games influenced their academic performance positively; meanwhile, 25 % is not sure, 6 % of the students rather disagree and the same number strongly disagree.

6.6. Vocabulary Acquired via Video Games

23. Pokud jste v otázce č. 14 odpověděli, že vám hraní videoher jakýmkoliv způsobem pomohlo zlepšit vaši úroveň anglického jazyka (v opačném případě tuto otázku přeskočte), napadají vás konkrétní slovíčka, které jste se díky videohrám naučili? (prosím uveďte tato konkrétní slovíčka):

- ascend, craft, repair, collect, achieve, tame, complete
- Commence, nefarious, fraternity, spoiled
- could/would + jejich použití
- Dirt, sword,.. slovní zásoba z minecraft
- Flank, suppression, artillery, forward operating base, headquarters, mortar, separatists, remote, ember, grace, divinity, outcast, tarnished, guardian, estus, tear, carmine, scholar, beholder,
- Gravel, flint and steal, oak, birch, purgatory
- Lest, ember, covetous, chloranthy, bellowing
- Rifle, leather, iron, steel, hammer, poison, potion, whee
- Téměř 90% mé slovní zásoby pochází z her
- vzhledem k tomu, že jsem hrál už od svých asi 12/13let CS:GO kde jsem komunikoval s ostatními hráči, tak jsem se naučil víc slovíček než ve škole, ale konkrétně je nedokážu určit

Table 7. Specific examples of vocabulary acquired via video games

In this part of the questionnaire, the respondents were asked to write down specific examples of vocabulary they acquired through video games. Two of the respondents provided more general answers, the first one stating that almost 90 % of their vocabulary comes from video games, and the second one saying that thanks to playing a certain shooting video game in which they were required to communicate with other players they gained a bigger amount of vocabulary than from traditional English lessons. Another respondent stated that games helped them to learn modal verbs (*could* and *would* specifically) and how to use them properly. From the vocabulary mentioned, there were both examples of terms directly linked to the games (such as *"forward operating base"*) and words that the students may commonly encounter outside the game (e.g. *"repair, collect, complete"*). However, what ought to be highlighted is the fact that most of the words the respondents named lean toward advanced vocabulary.

6.7. Students' general opinions on language acquisition through playing video games and their integration into education

25. Zastáváte názor, že hraní videoher ovlivňuje znalost anglického jazyka?

- ano, ale u mě ne
- Ano, díky tomu že jsem se za mlada obklopil anglickými hrami, naučil jsem se základy, které se poté nádherně rozvinuli a nikdy jsem neměl s angličtinou problém.
- Ano, i když sama zkušenosti nemám, znám dost lidí v okolí, kteří hrají hry a angličtinu mají na dobré úrovni.
- Ano, myslím si že díky videohrám si může člověk rozšířit slovní zásobu
- Ano, myslím si, že videohry mohou zlepšit slovní zásobu a pomoct tak studentům lépe komunikovat v angličtině.
- Ano, stejně jako např. sledování filmů a seriálů nebo čtení knih v daném jazyce.
- Ano určitě
- Ano, vyskytuje se tam mnoho nových slovíček užitečných do života
- Asi ano
- Myslím si, že částečně ano.
- Myslím, že hraní her zdokonaluje znalost angličtiny.
- Myslím, že trochu ano
- podle mě asi ano
- Stojím si zatím, že to velice pomáhá seznámit se s angličtinou a pomáhá celkově jazykové schopnosti v angličtině
- Určitě ano, procvičujete si jazyk hravou formou, která vás baví a máte motivaci textu v angličtině porozumět (např. plnění herních misí)
- Určitě, hlavně slovní zásobu
- Určitě. Hry jsou z jedny z mnoha aktérů kteří nám rozšiřují znalosti.
- Určitě v něčem ano záleží u jak koho
- Zcela určitě
- Určitě ano (3x)
- Ano (10x)

Table 8. Respondents' opinion on the integration of video games into education

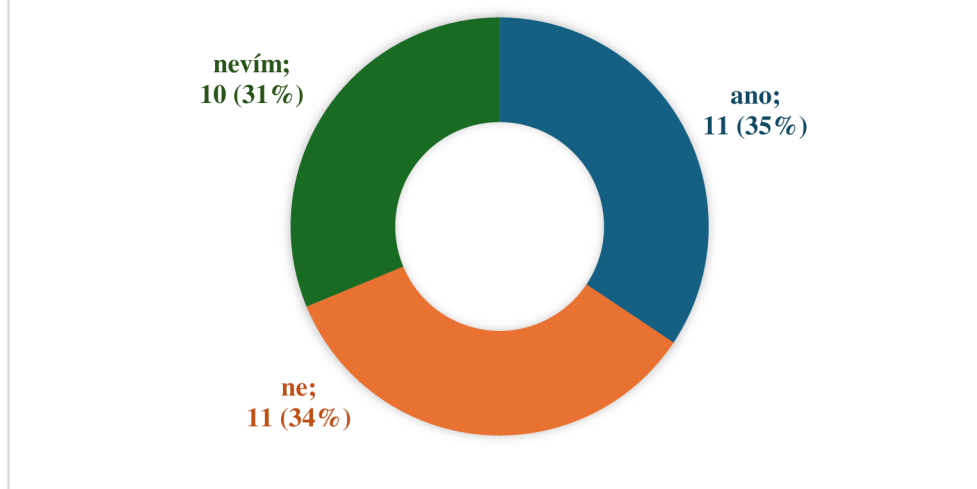**26. Měly by podle vás být videohry zařazovány do výuky cizích jazyků?**

nevím; 10 (31 %)

ano; 11 (35 %)

ne; 11 (34 %)

Figure 21. Integration of video games into language-oriented subjects

27. Napadá vás ještě něco, co byste chtěl/a k tomuto tématu dodat?

- Asi ne, možná že by ve více hrách mohli překládat titulky do češtiny, protože v některých nejsou české titulky

- Dříve jsem hrávala hry hodně a to mi pomohlo v angličtině, ale zároveň mě nenaučily vše. Teď už hraji hry opravdu málo.

- I když si myslím, že by určitě mohly být hry součástí výuky cizího jazyka, je těžké uznat kde by měla být ta hranice. Dítě si na tom snadno vytvoří závislost a věřím že spoustu rodičů o to úplně nestojí.

- Jenom, že každá hra nemusí tak moc pomoct s jazykovými schopnosti v angličtině, například ve střílečkách jako Call od Duty, ale zase může dost jako například rpg hry jako je Dark Souls nebo Barduls Gate .

- Myslím si, že se můžou hráči her zlepšit v angličtině, ale jsou i lepší způsoby učení se jazyka, na kterých nevzniká závislost a nezabírají člověku tolik času.

- Myslím, že hry můžou rozvíjet rečnické schopnosti v cizích jazycích.

- Myslím že to ovlivňuje hlavně mladší generaci, která pak používá anglická slovíčka a ani neví co znamenají

- Nikdy jsem videohry moc nehrála, ale pozoruji posun v angličtině u dvou lidí z mého blízkého kruhu, kteří hrají. Nicméně tento posun je pouze v

terminologii dané videohry, tedy naučili se jen slova související s hrou, která jsou prakticky nepoužitelná v běžné mluvě

- Podle mě není nutné zavádět videohry do výuky jazyků na školách. Podle mě by to mělo zůstat jako možnost strávení svého volného času dle vlastního uvážení. Zároveň také tento systém výuky není pro každého a mohl by některé jedince spíše demotivovat.

- Určitě se z počítačových her mohou děti něco naučit, ještě víc když s ostatními hráči přímo komunikují v jiném jazyce. Ale nevýhoda je, že hlavně u dětí může na počítačových hrách vzniknout závislost.

- Videohry jsou přínosné pro znalost cizích jazyků, ale zároveň jsou velmi nebezpečné. Nejen že člověk často ztratí pojem o čase, který na nich stráví, ale vzniká závislost, potřeba a také mohou ve špatném ovlivnit chování slabších jedinců, kteří to pak přenáší do reálného světa.

- Zapojení počítačových her do výuky by mohlo být prospěšné v rámci angličtiny, ale myslím si, že zde je více nevýhod a rizik v budování závislosti na hrách.

- Zavislost! Nemělo by se hrát až tak často

Table 9. Additional information

At the end of the questionnaire, the space to delve into this topic was given to all the respondents. Interestingly, every respondent, even those who do not play video games, acknowledged the potential of video game playing to enhance language proficiency. The students highlight especially the vocabulary that may be easily acquired this way. Also, they stress the fact that games may bring entertainment and extra motivation into learning, as it is important to understand the language to complete quests successfully in the game. Furthermore, it was also stated that video games provide extra benefits to language learners if they can communicate with other players. What was also highlighted is the fact that not every game is suitable for language learning, the respondent uses the example of shooting games, which he juxtaposes to RPG games that are, on the contrary, wealthy in language. However, one respondent points out that the language acquired from the game is not always applicable outside the game in daily life. One of the respondents compared video games to books and movies/series. Games, in their opinion, might be equally helpful in language learning. Another student stated that thanks to surrounding themselves

with video games when they were younger, they learned the language basics on which they could further build knowledge gained in school; therefore, they have never had any problem with English. A different respondent shares a similar experience, mentioning they used to play video games a lot which enhanced their English proficiency. Two of the respondents state they are not players themselves, but they know other people who spend a lot of time playing and their language level is highly above average.

On the other hand, numerous respondents stress the fact that it is important to keep in mind the potential risks and dangers of playing video games, highlighting especially the game addiction. The potential negative influence of the videogames on players' behaviour was also mentioned. When it comes to integrating video games into educational settings, the responses were significantly disunited, with 35 % of respondents supporting the idea of employing the games in education, 34 % of respondents who are against it, and 31 % who are uncertain if it should be done or not. Some students admit that video games can be implemented into language teaching and be beneficial in language-oriented subjects; however, they also point out the difficulty in their implementation, that more drawbacks than advantages of it would arise and, last but not least, that language acquisition through video games is not suitable for everyone – for some, it might be even demotivating. Therefore, many of them find the integration of video games into education unnecessary, believing there are better mediums to use for language learning in lessons, preferring to keep video games as a leisure activity only for those who are genuinely interested in it.

7. Selected Respondents and the Interviews

Based on the results of the questionnaire, specific respondents were selected, and their answers were used as a supportive material for the interviews with their teachers. The final selection of the students was carried out in accordance with those who, in the questionnaire, stated they play video games and simultaneously claimed their English proficiency was somehow positively influenced by gaming. In total, 14 students from two different grades (septima and oktáva), taught by 3 different teachers (teacher A, teacher B, and teacher C) were picked. The individual students' data were gathered and edited for clarity, accompanied by the information provided by their teacher in the interview, which is directly linked to the particular student. From the interviews, only those excerpts containing specifics relevant to this research were included. Additionally, each interview was closed with a general question regarding the teachers' opinions on the influence of playing video games on students' English acquisition.

7.1. Teacher A's Students, their Answers, and the Interview Excerpts

Four of the respondents who were selected attend the class of teacher A (referred to as "TA" in the interview).

Summary of the Answers of Student Pikachu (female, 17 years old, septima)

She has been playing video games for approximately 8 years; genres: adventure games, simulators, racing games, shooting games; frequency: at least once a week; reason for playing video games: *„Ráda u nich relaxuji a objevuji nové hry, abych mohla mluvit s větší skupinou lidí o stejném zájmu"*.

She usually plays video games in English language; preference: English language; for better comprehension and better voice acting; she communicates with other players occasionally, using a microphone.

Playing video games has helped her improve her English vocabulary, reading comprehension, aural comprehension, and listening skills; she agrees that playing video games affects knowledge of the English language (*„určitě ano"*); she agrees that video games should be integrated into foreign language education.

Specific words she learned thanks to video games: *ascend, craft, repair, collect, achieve, tame, complete*

She strongly agrees that playing video games has helped her improve her English; that some English words she encountered in class she knows from video games; that playing video games has helped her to better understand spoken language and improve her listening skills; that her academic performance in English has improved due to playing video games. She agrees that playing video games has generally expanded her vocabulary; that playing video games has improved her reading comprehension; that playing video games has improved her written language proficiency. She is unsure whether playing video games has improved her speaking skills.

She also adds: „*I když si myslím, že by určitě mohly být hry součástí výuky cizího jazyka, je těžké uznat kde by měla být ta hranice. Dítě si na tom snadno vytvoří závislost a věřím že spoustu rodičů o to úplně nestojí.*"

The excerpt from the interview with the teacher:

Jak je tato žákyně v předmětu Anglický jazyk v závěrečném vysvědčení obvykle hodnocena (tzn. Je jedničkářka, dvojkařka...)?
TA: „Je hodnocena vždycky za jedna, tato studentka nikdy neměla dvojku a obecně většina jejích testů, zkoušení a jiných aktivit je vždycky za jedna."

A jak byste celkově zhodnotila úroveň anglického jazyka této žákyně (její písemný, ústní projev, slovní zásobu, znalost gramatiky, porozumění textu)?
TA: „Myslím si, že prvních několik let tato studentka chodila do nějakého jazykového kurzu. Tato studentka byla odjakživa vynikající. Teď si ale myslím, že už tam nechodí, protože mám pocit, že ne že by její slovní zásoba klesla, ale už se nerozvíjí tak rychle jako v minulých letech. Jestli to souvisí s hraním her úplně nevím, u této studentky mi přijde, že je spíše zaměřená na umění, takže jsem překvapená, že je vůbec v tomto výběru."

Takže to, že má angličtinu na takovéto úrovni, přisuzujete spíše právě tomuto kurzu?
TA: „Ano, a obecně také, že tato studentka jaksi inklinuje k umění a je velice tvořivá, a to i ve smyslu tvoření vět v angličtině a vymýšlení si všelijakých příběhů a tak dále. Jinak je její slovní zásoba skvělá, ústní projev stejně tak, gramatika taky, není prostě v ničem žádný problém".

Je na výkonech této studentky v předmětu Anglický jazyk znatelné, že hraje videohry v anglickém jazyce? V jakých ohledech?

TA: „Za mě to v tomhle případě znatelné není. Tato studentka je vynikající a může tam být pozadí těch her, ale nebylo by to, že bych si řekla – ano, tato studentka hraje, a proto má takovou slovní zásobu."

Takže právě i ta slovní zásoba studentky, kterou používá není taková, že by byla typická pro videohry?

TA: „Ano, přesně tak."

Summary of the Answers of Student Luigi (female, 18 years old, septima)

She has been playing video games for approximately 12 years; genres: RPG and Indie; frequency: at least once in half a year; reason for playing video games: *„Většinou spíš koukám na letsplaye, ale občas si zahraju, když nemám co dělat"*.

She usually plays in the English language; preference: English language, for better voice acting; she occasionally communicates with other players during gameplay, using a microphone.

Playing video games has helped improve her English vocabulary, aural comprehension and listening skills; she agrees that playing video games affects knowledge of the English language (*„asi ano"*); she agrees that video games should be integrated into foreign language education.

Specific words she learned thanks to video games: *Gravel, flint and steal, oak, birch, purgatory*

She rather agrees that playing video games has helped her improve her English; that some English words she encountered in class she knows from video games; that playing video games has generally expanded her vocabulary; that playing video games has improved her reading comprehension; that playing video games has helped her to better understand spoken language and improve her listening skills. She rather disagrees that playing video games has improved her speaking skills; that playing video games has improved her written language proficiency. She is unsure whether her academic performance in English has improved due to playing video games.

The excerpt from the interview with the teacher:

Jak byste ohodnotila jazykové schopnosti u této studentky?

TA: „V tomhle případě je to v podstatě úplně stejné jako u Pikachu. Celá tato moje skupina je proslavená tím, že matika, fyzika, chemie – to v žádném případě; jsou spíše do uměnověd, takže to je další takový případ. Tahle studentka je spíše na umění jako je film, divadlo, tanec a tak dále. Ale slovní zásobu má tedy extrémně dobrou, ještě lepší než v tom předchozím případě. Vím také o této studentce, že hodně čte, i knihy v originále. To znamená, že jestli hraje, tak to má asi z her, ale zároveň i z knih – není to jenom z těch her, to určitě ne. Pořád čte, buďto na mobilu nebo skutečnou fyzickou knihu i v hodinách, jakmile něco dodělá, tak si vytáhne knihu, ale o hrách že by se zmiňovala, to nevím.“

Takže kdybyste měla přisoudit ty její jazykové schopnosti něčemu, tak by vás jako první věc nenapadly videohry?

TA: „Ne, spíš ne, jednak je velice inteligentní v tom jazykovém směru, jak i v tom, jak opravdu čte, kouká na všelijaké filmy, seriály a tak.”

(Poté jsme se s paní učitelkou dostaly k tomu, proč si někteří studenti myslí a v dotazníku se vyjádřili, že „Spíše nesouhlasí, že díky hraní videoher se jim zlepšilo vyjadřování v ústním projevu“ jako tomu bylo právě i u této studentky.)

TA:" Třeba když zkoušíme maturitní témata, tak někdy mluví příliš hovorově, a v každé větě je "like", taková ta vycpávka. Jestli to třeba není toto… Že tím, že komunikuje s těmi hráči na hovorové bázi a potom to přenese k tomu zkoušení, tak já se už pak ošívám, že to už je moc, držme ten jazyk ve formální stránce. Když potom chtějí třeba dělat CAE, tak si to musí uvědomit, že u toho zkoušení nemůžou mluvit jako v těch hrách. … Tak nějak vnitřně cítím že, dobře, ať si v hrách mluví nějak, ale my bychom je měli učit co nejlepší angličtinu.“

Summary of the Answers of Student Gordon Freeman (male, 18 years old, septima)

He has been playing video games approximately for 8 years; genres: adventure, shooting games, RPGs; frequency: at least once a week; reason for playing video games: *„Je to dobrý způsob odreagovaní, ale nic se nesmí přehánět :) “*.

He usually plays in the English language; preference: English language; to improve the language, for better voice acting; he never communicates with other players while playing video games.

However, he stated: „*když to jde, hraju v němčině*"; he agrees that playing video games affects knowledge of the English language („*ano*"); he is not sure whether video games should be implemented into foreign language education. He did not mention any specific vocabulary he learned thanks to video games.

He strongly agrees that playing video games has helped him improve his English. He rather agrees, that some English words he encountered in class he knows from video games; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that playing video games has improved his speaking skills; that playing video games has helped him to better understand spoken language and improve his listening skills; that playing video games has improved his written language proficiency. He is unsure whether his academic performance in English has improved due to playing video games.

The excerpt from the interview with the teacher:

Jak byste ohodnotila jazykové schopnosti u tohoto studenta?
TA: „Tenhle student v mé skupině patří mezi nejslabší, ale v jiné by patřil třeba k lepším, protože tahle skupina je velice dobrá. On totiž hodně dlouho bojkotoval angličtinu, protože se zaměřoval více na němčinu, ale pak jsme to zlomili, a myslím si, že mohlo pomoct právě i to, že hrál počítačovou hru – myslím si, že byla zaměřená na dějepis/historii nebo něco na ten způsob. On mi o ní i říkal během jednoho zkoušení, ale nevzpomenu si na název. Říkal, že ji hraje v angličtině, takže mu to pomáhá, a je pravda, že od té doby se zlepšil. On byl odjakživa spíš na tu němčinu a tu angličtinu spíš jako „trpěl", ale asi i vlivem okolí nakonec přistoupil na to, že angličtina může být taky dobrá a potom jí začal i víc rozumět a víc do ní pronikl. Ale taky jsem si právě myslela, že je to na popud toho, že hraje nějaké ty hry ve své skupině."

Tento student v dotazníku uvedl, že neví, zdali se mu díky hraní videoher zlepšil průměr v předmětu Anglický jazyk; což je zajímavé, protože i Vy sama jste říkala, že zrovna u tohoto studenta vnímáte posun i právě možná díky hrám.

TA: „To ano, ale na té známce se to až tak neprojeví. Jestli měl možná někdy i trojku z angličtiny, je to možné, to si nevzpomínám, ale jinak jsou to dvojky a na jedničku to ještě úplně není. Já třeba teď vnímám ten posun v tom, že když zkoušíme maturitní témata, tak vidím, že méně přemýšlí nad tou větou, jak ji vystavět a rovnou ji už prostě řekne, což dřív hrozně trvalo, nebo tu větu řekl jakoby po česku, že v hlavě má českou větu a jen jí dá anglická slova. Což už teď takto není a vidím to teď v posledním půl roce tuto větší změnu, že už dokáže mluvit samostatně aniž by musel dopředu přemýšlet nad tím, jak tu větu postavit."

… **A tedy kdybyste úplně obecně měla zhodnotit, v čem ten vliv videoher u studentů vidíte, tak je to tedy mluva a slovní zásoba?**

TA: „Úplně nejvíce slovní zásoba. Což jim hrozně pomáhá, nejen v poslechu, ale i ve čtení, všude. Jakmile znáš víc slovíček a stane se, že neznáš z textu jenom něco, tak si snadno domyslíš všecko ostatní. Zatímco když neznáš polovinu, tak prostě nevíš, která bije. A tenhle student prostě býval takový, že nevěděl, která bije. A teď těm textům v učebnici rozumí a když studenty vyzvu, ať se ptají na nějaká slovíčka, tak se zeptá na dvě slova a hotovo a jinak všemu rozumí. Takže to prostě fakt vidím. Takže hlavně ta slovní zásoba."

Summary of the Answers of Student Kratos (male, 18 years old, septima)

He has been playing video games for approximately 13 years; genres: action, adventure, RPG, fighting games, platforms games, puzzles; frequency: daily; reason for playing video games: *„Z důvodu zábavné hratelnosti, snadné možnosti odreagování a strhujícímu příběhu".*

He usually plays in the English language; preference: Czech language; for better comprehension; he never communicates with other players during playing video games.

Playing video games has helped him improve his speaking skills, vocabulary, reading comprehension, aural comprehension and speaking skills; he agrees that playing video games affects knowledge of the language (*„zcela určitě"*); he agrees that video games should be implemented into foreign language education.

Vocabulary he learned thanks to video games: *Commence, nefarious, fraternity, spoiled*

He strongly agrees that playing video games has helped him improve his English; that some English words he encountered in class he knows from video games; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that playing video games has improved his speaking skills; that playing video games has improved his written language proficiency; that playing video games has helped him to better understand spoken language and improve his listening skills; that his academic performance in English has improved due to playing video games.

The excerpt from the interview with the teacher:

TA: „Tento student byl odjakživa dobrý v angličtině už od primy, a hlavně velice cílevědomý, takže chtěl být vždycky dobrý, a to že hraje hry jsem na něm třeba tak nepoznala. Asi byl taky vždy víc do toho umění, jakože například divadlo, a případně i jednu dobu i psal nějakou svou knihu."

Předpokládám, že v češtině.

TA: „Mně se právě zdá, že v angličtině, ale nejsem si tím teď úplně jistá. Mám pocit, že ji nakonec nedopsal, ale je samozřejmě super, že vůbec začal, přemýšlel o postavách a o ději a tak dále. Je výborný v angličtině, v gramatice, slovní zásobě, ve všem. Odkdy hraje netuším, a že by ho to ještě potom nějak zlepšilo to nevím; to mi spíše přijde, že on se zlepšuje konstantě pořád stejně."

Takže opět není vyloženě poznat, že by hrál hry?

TA: „Ne."

Zastáváte obecně názor, že hraní videoher ovlivňuje znalost anglického jazyka?

TA: „Obecně ano, např. v druhé skupině, tam jsou někteří, které jsem měla loni v semináři, a to jde vidět okamžitě, že to není taková ta běžná učebnicová slovní zásoba, že to jsou právě ta slovíčka, která třeba já neznám, protože jsem se s nimi nikdy nesetkala, protože hry nehraji a v životě je taky nikdy nepotřebuju. Takže to mě zásobovali právě tihle kluci z těchto her. Nebo právě i u těch mladších, třeba právě ten Minecraft, v primě sekundě to třeba ještě frčí. Oni taky znají třeba taková ta slovíčka, teď nedokážu říct jaká, ale vždycky mě to překvapí, protože na jejich úrovni to člověk běžně asi nezná. Vliv toho Minecraftu ale vidím spíš ze začátku v nižších ročnících, ale potom asi jak přecházejí na ty těžší hry, tak pak už se přidává i ten skill toho mluvení, že v případě, že spolu

komunikují v angličtině s nějakými dalšími hráči ze světa, tak to už opravdu nemají problém říct cokoliv okamžitě. Nemusí přemýšlet nad větou, ale to není případ zrovna těchto studentů, protože jak říkám, jsou zrovna taková umělecká třída.“

Takže je na ústním projevu poznat, že nějaký student třeba komunikuje
s ostatními hráči?

TA: „Ano, protože nepoužívá např. taková obecná slovesa. Děti většinou, když mluví takhle spontánně, tak používají takovou základní slovní zásobu, a teď nemyslím podstatná jména, ale spíš se to projevuje na slovesech. Takže jde vidět, že ten člověk často komunikuje s někým ze zahraničí, a řeší tam společně něco, a používá pak úplně jiná slovesa než jeho vrstevník.“

(Paní učitelka nakonec dodává:)

„… Já si myslím, že tento průzkum je vcelku jasný. Myslím, že nikdo by nerozporoval s tím, že to nezlepší angličtinu. Cokoliv děláš v tom jazyce (např. když jsou pořádány dětské tábory a všechno je v tom daném jazyce, i hry), tak tě to taky zlepší. Ale problém těch her je právě ta závislost, a to, že potom jde stranou něco jiného, např. že by se měl člověk učit do matematiky a tak dále. Když to potom takhle porovnáš, tak si řekneš, jestli to vůbec stojí za to, nechat to dítě propadnout hrám; když víš, že to riziko je, a že pak se nebude věnovat ničemu jinému.“

7.1.1. Teacher A's Interview Summary

In the interview, teacher A acknowledged that in terms of most of her students selected for this research, she would not be able to discern whether they are video game players or not. As a reason, she noted that these students are rather interested in art (such as theatre, dancing, books, etc.). Therefore, she was surprised that some of these students were included (particularly mentioning student Pikachu). Even though those students have played video games for quite a long time (up to 13 years in Kratos' case) and simultaneously, they experienced language proficiency enhancement through gaming, their academic performance does not seem to reflect the influence of video games at first sight.

The only student who plays games she knows for certain is Gordon Freeman, who told her about it himself. Allegedly, he was playing some history-related game in English, which teacher A believes contributed to his speaking skills. The teacher noted

that the improvement is noticeable especially when it comes to producing English sentences while speaking, which appears to be easier for him now. Furthermore, she adds that in her opinion students benefit the most from gaming in terms of vocabulary acquisition, which is evident also in Gordon Freeman's expanded vocabulary range.

As regards the other students, teacher A attributes their language knowledge to other types of influences rather than video games, such as additional language courses (Pikachu), reading (Luigi) or even writing their books in English (Kratos). Nonetheless, she acknowledges the potential benefits of video games for language acquisition since it is a way to bring the students into contact with the language. Additionally, she noticed the impact of playing on students from different classes, especially in the vocabulary they used, which is rather specific and not usually seen in English course books nor used in daily life. She noticed that also younger students are influenced by a particular game called Minecraft, from which they draw certain vocabulary that such young pupils are not expected to know.

Moreover, she states that as students get older and play more complex games that also incorporate communication with other players, the improvement of their language-speaking skills is conspicuous, as they can express themselves quickly without any problems. Interestingly, she highlights that this is most apparent in their verb usage, as the non-players are inclined to use rather basic verbs, whereas players employ less typical verbs.

Nevertheless, she claims that anything that exposes students to the language, not only video games, leads to its reinforcement, e.g. English camps; and that video games are associated with certain negative aspects such as addiction. Hence, she questions whether allowing children to succumb to gaming is worth the risk of addiction.

7.2. Teacher B's Students, their Answers, and the Interview

Four of the respondents who were selected attend the class of teacher B (referred to as "TB" in the interview).

Summary of the Answers of Student Lara Croft (male, 18 years old, septima)

He has been playing video games approximately for 10 years; genres: action, adventure, RPG, fighting, sports, racing, shooting games; frequency: at least once a week; reason for playing video games: *„Rád hraju hry pro příběh (nejlépe s knižní předlohou) a akci, co se děje kolem, získávat lepší předměty a poznávat svět, na kterém si vývojáři dali tak záležet (RPG) "*.

He usually plays video games both in Czech and English language; preference: Czech language; for better voice acting; he sometimes communicates with other players during playing video games, using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video affects knowledge of the English language (*„ano "*); he is unsure whether video games should be integrated into foreign language education.

Vocabulary he learned thanks to video games *Rifle, leather, iron, steel, hammer, poison, potion, whee*

He strongly agrees that some English words he encountered in class he knows from video games; that playing video games has generally expanded his vocabulary. He rather agrees, that playing video games has improved his reading comprehension; that playing video games has improved his speaking skills; that playing video games has helped him to better understand spoken language and improve his listening skills; that playing video games has helped him improve his English; that his academic performance in English has improved due to playing video games. He is unsure whether playing video games has improved his reading comprehension.

The excerpt from the interview with the teacher:

Jak je tento žák v předmětu Anglický jazyk v závěrečném vysvědčení obvykle hodnocen (tzn. Je jedničkář, dvojkař...)?

TB: „Teď už mívá dvojky, ale z počátku, když si vzpomenu na primu, tak měl s angličtinou problémy, ale tam bych řekla, že byla celkem na vině i základka. On se hrozně snažil, ale míval, mám pocit, že jednou i trojku, spíš trojky–dvojky, ale ono mu to vyšlo nakonec třeba na tu dvojku. Taková horší dvojka. To byla ta prima, sekunda. Ale vzhledem k tomu, že on byl od začátku snaživý, tak šel pomalu ale jistě nahoru. A teď má jedničky, dvojky, občas pomotá třeba gramatiku, ale u toho vyjadřování bych řekla, že se zlepšil výrazně. Když třeba zkouším nějaká témata, tak pokud přemýšlí nad tím, co má říct, tak dělá chyby v gramatice, ale toho si je on vědomý. On si to i sám zhodnotí, třeba řekne „teď to bylo spíše na dvojku, protože vím, že jsem to jen dvakrát přečetl, přemýšlel jsem nad tím, co mám říct, a utíkala mi gramatika". Takže spíše dvojkař."

Vy jste tedy říkala, že vnímáte posun především v jeho vyjadřování?

TB: „No, celkově. Musel se učit mnohem víc než ostatní, takže bych sice neřekla, že je úplně dohnal, a že by byl na stejné úrovni jako jsou ti ostatní, ale že je kousíček za nimi. A to tedy vlastní pílí."

A přisuzujete to tedy především tomu, že se musel hodně snažit, dřít a učit se?

TB: „Ano, možná je lepší na matiku a astronomii než angličtinu, že talent u toho hraje velkou roli, někdo si pamatuje lehce, on si pamatoval těžce. Ale jak říkám, svou snahou a pílí se dostal k takovému solidnímu dvojkaři."

Myslíte si, že mohly hrát roli i nějaké další vlivy, jako např. filmy v angličtině, nebo právě i ty videohry?

TB: „To v každém případě. Já jsem jim i říkala, že mi nevadí, když hrají hry, protože oni z toho nachytali hromadu slovíček."

Takže je to na studentech poznat, že hrají videohry v angličtině?

TB: „Nemusí to být jen videohry, může to být cokoliv. Videohry, to je spíše takový začátek, třeba v primě a sekundě je to hrozně baví, je to akční a tak dále, a chytají podvědomě slovíčka, což bylo poznat i když jsme slovíčka psali (testy). To jsem si vymyslela, že potom, co jim nadiktuji slovíčka z lekce, tak dostanou bonus – buďto slovíčka, která vymyslím, nebo se podívám o pět lekcí dopředu a dám jim slovíčko, které

by teoreticky znát nemuseli. Ale většina z nich řekne: „Jo, to je z tamté hry! Víš co, to říkal ten a ten". Oni si i napovídali: „Vždyť jsme to hráli, to byl tamten panáček," a tak podobně. To si myslím, že na ta slovíčka pro ty malé je to dobré. Ale druhá věc je, jak jsou u toho dlouho. To jsou zase negativní vlivy, toto je ten vliv pozitivní. Ale rozhodně co se angličtiny jako takové týče, tak jim to rozšiřuje obzory, slovní zásobu, celkově. Oni už se dívají i na filmy – začínali jsme filmy s českými titulky, potom s anglickými, oni už jsou schopní se koukat i na filmy bez titulků."

Takže když hrají studenti videohry, tak vnímáte posun především ve slovní zásobě?
TB: „Především. Určitě."

(Poté paní učitelka dodává:)
TB: „Tenhle student, o kterém jsme mluvili, ten hraje nejmíň, protože bych řekla, že on je na tom mentálně lépe. Už od prvopočátku jako malý kluk. On byl takový jiný už jako dítko, nebyl takový klasický zlobivý kluk, co by nedělal úkoly, byl poctivý, takový důsledný, zajímá se o astronomii, do astronomického kroužku chodí už možná tak od 10 let. Takový uvážlivý, ochotný, slušný, mentálně byl už tenkrát tak o dva roky výš než ostatní."

Takže neměl například zájem tolik hrát hry, jako jeho vrstevníci?
TB: „No, a to mu zůstalo. On je z takového trošku jiného světa, jakoby slušnějšího. On nebude mluvit sprostě, nebude dělat skopičiny, ale v jazycích obecně bych řekla, že na to nemá takový talent, že mu to jde těžce, ale on to pílí dohnal a nemám o něj strach."

Summary of the Answers of Student Nathan Drake (female, 17 years old, septima)

She has been playing video games approximately for 8 years; genres: adventure, fighting, shooting games; frequency: at least once a half a year; reason for playing video games: *„Baví mě to, ale jen s kamarády"*.

She usually plays video games in the English language; preference: English language; for better voice acting and because she seeks improvement in that language; she sometimes communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped her improve her speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; she agrees that playing video games affects knowledge of the language (*"určitě, hlavně slovní zásobu"*); she does not agree that video games should be integrated into foreign language education.

Vocabulary she learned thanks to video games: *„Dirt, sword,.. slovní zásoba z minecraft"*

She strongly agrees that playing video games has helped her improve her English. She rather agrees that some English words she encountered in class she knows from video games; that playing video games has generally expanded her vocabulary; that playing video games has improved her reading comprehension. She is unsure whether playing video games has improved her speaking skills; whether playing video games has improved her written language proficiency; whether playing video games has helped her to better understand spoken language and improve her listening skills; whether her academic performance in English has improved due to playing video games.

She also adds: *„Dříve jsem hrávala hry hodně a to mi pomohlo v angličtině, ale zároveň mě nenaučily vše. Teď už hraji hry opravdu málo."*

The excerpt from the interview with the teacher:

Jak byste ohodnotila jazykové schopnosti u této studentky?

TB: „To je řekla bych tzv. bomba. To je holka, na kterou není, ta je naprosto úžasná, nevím, kde se takové děti berou. (...) Vždycky měla jedničky a vždycky byla z té mé skupiny nejlepší. Udělala chybu skutečně minimálně, lehce se učí. Hry jsem ji nikdy hrát neviděla, nemůžu ale říct, že nehraje, nevím. I když vlastně před Velikonocemi! Viděla jsem ji zrovna s ostatními holkami, jak něco hraje, říkaly „My už končíme!", to byla nějaká hra na postřeh. Z her něco má určitě, ale nic výrazného. Slovíčka mají určitě taky z těch her. (...) Tahle studentka udělala v sextě bez problémů CAE. V septimě většina z nich zkoušela FCE nanečisto, to udělali myslím všichni, dokonce někteří i na úroveň CAE."

Summary of the Answers of Student Clank (male, 17 years old, septima)

He has been playing video games approximately for 9 years; action, fighting, shooting games; frequency: every day; reason for playing video games: *„Hraju protože mě to baví a hlavně hraju s kamarády“.*

He usually plays video games in the English language; preference: English language; because he seeks improvement in the language; he sometimes communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video games affects knowledge of the language (*„ano“*); he agrees that video games should be integrated into foreign language education.

Vocabulary he learned thanks to video games: *„vzhledem k tomu, že jsem hrál už od svých asi 12/13let CS:GO kde jsem komunikoval s ostatními hráči, tak jsem se naučil víc slovíček než ve škole, ale konkrétně je nedokážu určit“*

He strongly agrees that playing video games has helped him improve his English; that some English words he encountered in class he knows from video games; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that playing video games has improved his speaking skills; that playing video games has improved his written language proficiency; that playing video games has helped him to better understand spoken language and improve his listening skills; that his academic performance in English has improved due to playing video games.

He also adds: *„ … možná že by ve více hrách mohli překládat titulky do češtiny, protože v některých nejsou české titulky“*

The excerpt from the interview with the teacher:

Jak byste ohodnotila jazykové schopnosti u tohoto studenta?

TB: „Řekla bych, že on má slovní zásobu skvělou. Co se týká gramatiky a dalšího projevu, řekla bych, že je výborný, ale líný. On je schopný se naučit, ale i spoustu věcí říct z patra, nemá s tím problém. Ale jak říkám, mohl by na tom být lépe. On se i vyjadřuje dobře, je vážně dobrý. Ale jsou tam i lepší, protože např. když děláme nějaký topic, on ho řekne

tak ze dvou třetin. Protože si jej přečte chvíli předtím. Ale nebude mít problém se kdekoliv domluvit, na cokoliv se zeptat, dorozumět se. On je takový praktik, co se týká angličtiny. Ale on je prostě skvělý, i v té angličtině, má jedničky, občas má nějakou dvojku, protože se to prostě nenaučí, to je celé, ale ne proto, že by to nezvládal, nebo neuměl. A učí se lehce."

Takže je to v jazyce takový přirozený talent?
TB: „Ano."

U něj byste poznala, že hraje hry, např. na slovní zásobě nebo na jeho komunikaci, že umí mluvit spatra?
TB: „Samozřejmě. Ta některá slova, to už i já musím říct „A tohle, to je prosím tě co? To je hodně oborový výraz, ten se sem určitě nehodí". Oni hrají všichni, i holky, ne tolik, ale taky."

Summary of the Answers of Student Aloy (female, 17 years old, septima)

She has been playing video games approximately for 5 years; genres: sports, racing, shooting games; frequency: at least once a month; reason for playing: *„odreagování, zábava"*

She usually plays video games both in the Czech and in the English language; preference: English language; for better voice acting; she sometimes communicates with other players while playing video games; using a microphone.

Playing video games has helped her improve her speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; she agrees that playing video games affects knowledge of the language (*„ano"*); she does not agree that video games should be integrated into foreign language education. She did not mention any specific vocabulary she learned thanks to video games.

She strongly agrees that some English words she encountered in class she knows from video games; that playing video games has generally expanded her vocabulary; that playing video games has improved her speaking skills; that playing video games has helped her to better understand spoken language and improve her listening skills; that her academic performance in English has improved due to playing video games. She rather agrees that playing video games has helped her improve her English;

that playing video games has improved her reading comprehension; that playing video games has improved her written language proficiency.

The excerpt from the interview with the teacher:

Jak byste ohodnotila jazykové schopnosti u této studentky?
TB: „To je šikulka. Chytrá holka, šikovná, lehce se učí. (...) Také jedničkářka od prvopočátku.

A co se týká např. slovní zásoby, ústního projevu, tak v ničem tedy také není problém ...?
TB: „Ne, není. Já jsem takhle šikovnou skupinku neměla ani nepamatuju."

A Vy jste říkala, že tuhle slečnu jste tedy také viděla hrát před těmi Velikonoci, že také hraje, mám pravdu?
„Ano, jasně. Já si myslím, že když mají chvilku, tak také hrají. Spíš ale pro zábavu, než že by z toho něco načerpali (obecně), protože to jde samo, oni o tom nepřemýšlí, že „teď budeme hrát, abychom se něco naučili", to není ten cíl."

Zastáváte názor, že hraní videoher ovlivňuje znalost anglického jazyka?
TB: „Stoprocentně."

A vnímáte to např. i v té komunikaci, že když ti studenty hrají, tak umí rychleji vymýšlet slovíčka a tak dále?
TB: „Ano, napadají je ta slovíčka. Já jsem si to vyzkoušela i na těch svých bonusech. Tam se ukáže, co kdo umí odjinud než jen z učebnice."

(Paní učitelka dodává:)
TB: „Já jsem z téhle skupiny úplně vedle, protože to je jediná skupina, která chce neustále zpívat. Ale oni opravdu zpívají! Já jenom žasnu. Pustím jim nějaký lyrics písničky, co si vyberou, a oni to znají, polovina se na ta slova ani nedívá, a z těch písniček oni znají strašně moc slovíček, a hlavně rozumí. Rozumí písničkám, rozumí filmům. Tím pádem nemají s komunikací vůbec problém.

Takže si myslíte, že je to spojení více faktorů, ne jenom hry, ale i ty písničky, filmy, Netflix a tak dále?

TB: „Hry bych řekla, to jsou slovíčka. Netflix – to je další věc kterou hodně sledují, seriály, tam když mají titulky, tak si zásadně vybírají anglické titulky. (…) Oni hlavně seriály sledovali, teď už i filmy. A to je na porozumění úplně to nejlepší, co může být.“

7.2.1. Teacher B's Interview Summary

Teacher B in her interview stated that she is convinced that video games can positively influence language acquisition. She specifically highlighted the expansion of the vocabulary range, which she attributes largely to gaming. Drawing from her own experience, she comments on this in terms of including extra vocabulary in her tests as bonus questions, with some students indicating that they know the vocabulary from certain games. Similarly to teacher A, teacher B also emphasized the benefits games yield to younger pupils, especially in vocabulary acquisition. For that reason, she noted that she does not discourage students from playing games as the vocabulary knowledge gain it brings is significant. Despite acknowledging that vocabulary is reinforced through video game playing, she deems watching movies and series the most beneficial for language comprehension enhancement.

When it comes to the selected students, she highlighted that it is particularly noticeable in terms of the student Clank, who uses atypical vocabulary that she is often unfamiliar with. However, she also acknowledged that probably most of these students are players, except the student Lara Croft, who shows more interest in other hobbies and fields such as astronomy. She observed even the girls, who presumably just do not play as often as boys, engaging in gaming during breaks, suggesting that at least some of their vocabulary knowledge stems from gaming. Teacher B also adds that her students play games mostly for entertainment and not consciously and intentionally for education purposes.

7.3. Teacher C' Students, their Answers, and the Interview

Six of the respondents who were selected attend the class of teacher C (referred to as "TC" in the interview).

Summary of the Answers of Student Bella Goth (male, 19 years old, oktáva)

He has been playing video games approximately for 7 years; genres: action, strategy, RPG, simulation, fighting, platform, puzzle, racing, shooting games; frequency: at least once a week; reason for playing video games: *„Abych si mohl užít krátký volný čas s přáteli. Naučil se zlepšovat v určitých okruzích, se kterými jsou hry propojeny (kartografie, storytelling, výřečnost v cizím jazyce) "*

He usually plays video games both in the Czech and in the English language; preference: English language; for better comprehension and because he seeks improvement in the language; he often/always communicates with other players while playing video games; using a microphone.

Playing video games has helped him improve his speaking skills, English vocabulary, he agrees that playing video games affects knowledge of the language (*„Určitě. Hry jsou z jedny z mnoha aktérů kteří nám rozšiřují znalosti. "*); he is unsure whether video games should be integrated into foreign language education.

Vocabulary he learned thanks to video games: *Flank, suppression, artillery, forward operating base, headquarters, mortar, separatists, remote, ember, grace, divinity, outcast, tarnished, guardian, estus, tear, carmine, scholar, beholder*

He strongly agrees that playing video games has helped him improve his English; that some English words he encountered in class he knows from video games; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that his academic performance in English has improved due to playing video games. He rather agrees that playing video games has improved his speaking skills; that playing video games has helped him to better understand spoken language and improve his listening skills. He is unsure whether playing video games has improved his written language proficiency.

The excerpt from the interview with the teacher:

Jak je tento žák v předmětu Anglický jazyk v závěrečném vysvědčení obvykle hodnocen (tzn. Je jedničkář, dvojkař...)?

TC: „Je to jedničkář, který si teď udělal CAE.“

Takže byste jej označila za spíše nadprůměrného žáka?

TC: „No, já jsem spíše byla překvapená, že to udělal. U mě by byl spíš na takový FCE level, ale povedlo se mu to. Podle mě by spíš byl za jedna až dva.“

Jak byste celkově zhodnotil/a úroveň anglického jazyka tohoto žáka (jeho písemný, ústní projev, slovní zásobu, znalost gramatiky, porozumění textu)?

TC: „Studenti mají mít B2, on má C1, což tomu víceméně odpovídá, nicméně on je lehký dyslektik, takže má nějaké úlevy v rámci jazyka.“

Je na výkonech tohoto žáka v předmětu Anglický jazyk znatelné, že hraje videohry v anglickém jazyce? V jakých ohledech?

TC: „Já bych ho na hry úplně moc netipla, on je spíš zaměřený hudebně. Oni asi hrají v podstatě všichni, ale u něj to není nějak podstatně výrazné.“

Takže např. že by při komunikaci rychle odpovídal, nebo že by používal slovíčka typické pro ty hry, to spíše ne?

TC: „Já úplně nevím, která ta slovíčka jsou pro hry typická. Znám to ale z domu, náš syn minulý rok skončil (střední školu) a udělal si certifikát C2, resp. CAE s úrovní C2. Je pravda, že hrál hry pořád a tu základní slovní zásobu měl určitě z nich, ale bohužel nevím jakou. Určitě si ale myslím, že ten benefit her je, že pak hrál s někým a mluvil. Takže spíš takhle to dokážu posoudit.“

Vnímáte ten posun tedy víc v té komunikaci?

TC: „Ano, a pak samozřejmě v listeningu, protože oni pak tím pádem lépe rozumí.“

Summary of the Answers of Student Yasuo (male, 18 years old, oktáva)

He has been playing video games approximately for 8 years; genres: action, adventure, strategy, RPG, fighting, platform, shooting games; frequency: every day; reason for playing video games: *„Únik; strávení volného času“*

He usually plays video games in the English language; preference: English language; for better comprehension and for better voice acting; he often/always

communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video games affects knowledge of the language (*„Ano, díky tomu že jsem se za mlada obklopil anglickými hrami, naučil jsem se základy, které se poté nádherně rozvinuli a nikdy jsem neměl s angličtinou problém."*); he does not agree that video games should be integrated into foreign language education.

Vocabulary he learned thanks to video games: *Lest, ember, covetous, chloranthy, bellowing*

He strongly agrees that playing video games has helped him improve his English; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that playing video games has helped him to better understand spoken language and improve his listening skills. He rather agrees that some English words he encountered in class he knows from video games; that playing video games has improved his speaking skills; that playing video games has improved his written language proficiency; that his academic performance in English has improved due to playing video games.

The excerpt from the interview with the teacher:

TC: „To je jeden z našich nejlepších studentů, naprosto excelentní. Hraje, ale myslím si, že ta jeho slovní zásoba přesahuje rámec her. Není to jen z nich, ale potom i samozřejmě z filmů a dalších věcí. Tenhle student je naprosto úžasný."

Takže předpokládám, že opět jedničkář, s perfektním jazykem?

TC: „Ano, úplně, ten má krásný jazyk. U něho je jediný problém, že třeba u maturity jsou topics a oni nejsou zrovna cestovatelská rodina. Je spíš doma, tak mu strašně dělají problémy zeměpisná, geografická témata, Praha a tak. Jinak je teda ale v angličtině úžasný."

U tohoto studenta byste poznala, že hraje hry?

TC: „Já nevím, jestli bych to u něho poznala, ale vím, že hraje, my se o tom bavíme."

On to i sám řekl?

TC: „Já se jich ptám samozřejmě; když začínáme hodinu, tak co jsme dělali, co koho baví a tak.“

Vzpomněla byste si třeba na nějaké konkrétní hry, co někdo zmiňoval?

TC: „Ne, to vůbec, tomu já nerozumím. Vlastně LOLko oni vždycky říkají, League of Legends.“

Summary of the Answers of Student Doctor Eggman (male, 20 years old, oktáva)

He has been playing video games approximately for 8–9 years; genres: action, adventure, strategy, RPG, simulation, fighting, platform, puzzle, shooting, *„souls like"* games; frequency: every day; reason for playing video games: *„Z důvodu zábavy s přáteli a možnosti komunikovat s různými lidmi z ciziny, ale hlavně zabití nudy "*

He usually plays video games in the English language; preference: English language; for better comprehension and because he seeks improvement in that language; he often/always communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video games affects knowledge of the language (*„Stojím si zatím, že to velice pomáhá seznámit se s angličtinou a pomáhá celkově jazykové schopnosti v angličtině"*); he agrees that video games should be integrated into foreign language education. He did not mention any specific vocabulary he learned thanks to video games.

He strongly agrees that some English words he encountered in class he knows from video games; that playing video games has improved his reading comprehension; that playing video games has helped him to better understand spoken language and improve his listening skills; that his academic performance in English has improved due to playing video games. He rather agrees that playing video games has helped him improve his English; that playing video games has generally expanded his vocabulary; that playing video games has improved his written language proficiency. He is unsure whether playing video games has improved his speaking skills.

He also adds: „*Jenom, že každá hra nemusí tak moc pomoct s jazykovými schopnosti v angličtině, například ve střílečkách jako Call od Duty, ale zase může dost jako například rpg hry jako je Dark Souls nebo Barduls Gate.*"

The excerpt from the interview with the teacher:

TC: „Tak tam je problém. On má zaprvé vadu řeči, taky dyslektik a já nevím co ještě všechno, takže má písemný projev docela příšerný, ale on za to nemůže, je velmi snaživý a hrozně maká, já jsem je učila v kvartě a mám je až teď, ale je vidět, že poslouchám jeho projev, že udělal velký pokrok. Myslím si, že taky hraje hry, ale tam to právě zase ovlivňuje ta dyslexie, tím pádem je takový dvojkař. Tam jsou ale problémy spíše tohohle typu."

Summary of the Answers of Student Sub-zero (male, 19 let years old, oktáva)

He has been playing video games approximately for 7 years; genres: sports, racing, shooting games; frequency: every day; reason for playing video games: „*pro zábavu a soutěživost*".

He usually plays video games in the English language; preference: English language; for better comprehension; he often/always communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video games affects knowledge of the language („*určitě ano*"); he is unsure whether video games should be integrated into foreign language education.

Vocabulary he learned thanks to video games: *could/would + jejich použití*

He strongly agrees that playing video games has helped him to improve his English; that playing video games has generally expanded his vocabulary. He rather agrees that some English words he encountered in class he knows from video games; that playing video games has improved his speaking skills; that playing video games has improved his written language proficiency; that playing video games has helped him to better understand spoken language and improve his listening skills. He is unsure

whether playing video games has improved his reading comprehension; whether his academic performance in English has improved due to playing video games.

Summary of the Answers of Student Zelda (male, 18 years old, oktáva)

He has been playing video games approximately for 14 years; genres: action, strategy, fighting, shooting games; frequency: at least once a week; reason for playing video games: *„pro zábavu a odreagování“*.

He usually plays video games in the English language; preference: English language; for better comprehension and better voice acting; he sometimes communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video games affects knowledge of the language (*„ano“*); he is unsure whether video games should be integrated into foreign language education. He did not mention any specific vocabulary he learned thanks to video games.

He strongly agrees that playing video games has helped him to improve his English; that some English words he encountered in class he knows from video games; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that playing video games has improved his written language proficiency; that playing video games has helped him to better understand spoken language and improve his listening skills. He rather agrees that playing video games has improved his speaking skills; that his academic performance in English has improved due to playing video games.

Summary of the Answers of Student Spyro (male, 18 years old, oktáva)

He has been playing video games approximately for 12 years; genres: action, RPG, fighting, puzzle, shooting games; frequency: every day; reason for playing video games: *„zábava“*.

He usually plays video games in the English language; preference: English language; for better comprehension, for better voice acting, and because he seeks improvement in that language; he often/always communicates with other players while playing video games; using a microphone and chat.

Playing video games has helped him improve his speaking skills, English vocabulary, reading comprehension, aural comprehension, and listening skills; he agrees that playing video games affects knowledge of the language (*„ano"*); he agrees that video games should be integrated into foreign language education.

Vocabulary he learned thanks to video games: *„Téměř 90% mé slovní zásoby pochází z her"*

He strongly agrees that playing video games has helped him improve his English; that some English words he encountered in class he knows from video games; that playing video games has helped him to better understand spoken language and improve his listening skills; that playing video games has generally expanded his vocabulary; that playing video games has improved his reading comprehension; that playing video games has improved his written language proficiency; that playing video games has improved his speaking skills. He rather agrees that his academic performance in English has improved due to playing video games.

The excerpt from the interview with the teacher:

TC: „Zelda, Spyro a Sub-zero – to jsou moji žáci, to můžeme vzít naráz. Nejvýrazněji tedy hraje Sub-zero, nebo o tom vím nejvíc, toho znám dobře, ale myslím si, že občas si zahrají všichni. Ale to jsou taky úžasná děcka, jedničkáři se skvělou slovní zásobou, excelentním písemným projevem, to jsou opravdu TOPky tihleti kluci, jsou strašně šikovní. Oni vlastně kromě Doctor Eggman a Bella Goth, protože on má taky nějakou dyslexii, ti zbylí čtyři jsou naprostá elita, šikovní studenti, jedničkáři. Vzala jsem si i s sebou svůj blok (se známkami); oni nemají téměř žádné dvojky, to je jen samá jednička. Občas je třeba mají ze slovíček, protože už mají pocit, že tu slovní zásobu mají širokou, takže si je (další slovíčka) nepřidávají."

Zastáváte názor, že hraní videoher ovlivňuje znalost anglického jazyka?
TC: „Tak určitě v té počáteční fázi. Záleží samozřejmě, co to je za hru, jestli musí třeba následovat nějaká pravidla nebo plnit nějaké úkoly v té hře, tak se na to určitě podívají, to si myslím, že na nějaký rozvoj slovíček to asi je, ale je to podle mě limitní. Spousta dětí hraje slovní hry, takové ty na mobilu, tvoření slov a já nevím co všechno, tak to si myslím, že jim taky rozvíjí jazyk. Takže nejenom tyhle klasické počítačové hry, ale i tyto appky; je spoustu appek na angličtinu, které oni opravdu používají. Ať už třeba

Duolingo nebo toto (tyhle hry). Samozřejmě se dívají na anglický Youtube, takže to je další věc, co je ovlivňuje. Takže myslím si že, je to opravdu souhrn těhle věcí."

A jak jste zmínila ty aplikace, ve kterých že se doplňují ta slovíčka, to také hrají ti studenti v angličtině?

TC: „Ano, určitě, já to znám od nich. Ono totiž dneska je těch her strašná spousta, já v hodině samozřejmě používám ty, které mám vyzkoušené, a podle toho co chci opakovat, jestli to je slovní zásoba, nebo nějaká gramatika, takže těch her, i na psaní, je spousta, a myslím si, že ty jsou vhodné k použití. Nedovedu si ale představit, že bychom hráli LOLko, to asi ne, ale spoustu dalších her určitě. Taky je používám v hodinách, ať to ty žáky baví."

Takže jste také otevřená hrám, když budou vzdělávacího charakteru?

„Určitě. A hlavně my jsme vždycky byli pro to, aby mohli žáci používat mobily v hodině, protože dneska máme online cvičení, které si v hodinách děláme na mobilu, ale zase to nechci nadužívat, chci taky, aby spolu mluvili."

(Paní učitelka ještě dodává:)

TC: „Já si teda upřímně myslím, že je strašně ovlivňuje Netflix, ještě víc než ty hry, třeba v listeningu a tak. Vím, že oni se nedívají na nic v češtině. Takže si myslím, že to není jenom o hrách, ale je to ta jednota právě toho, že se dívají na filmy, občas asi třeba i čtou – my jim nabízíme anglickou literaturu – a samozřejmě hrají hry."

Takže že je to podle vás spíše taková multifaktoriální záležitost, že se obklopují angličtinou všude možně, kde to jde?

TC: „Ano, přesně. To si myslím, že takto to funguje, a tak to máme i my doma, že náš syn vždycky raději četl anglické knížky než české. Takže těžko říct (u her) ... Já si myslím, že když se dostanou na nějaký level, jestliže hrají tu hru stejnou, tak podle mě je to nemůže moc vylepšovat o další slovíčka, že je to pak spíše právě ten kontakt s těmi hráči. A pak je taky otázka, o jakou hru jde, že někdy tam jsou taky vulgarismy."

7.3.1. Teacher C's Interview Summary

During an interview with teacher C, she expressed that everybody in her class plays games, but in terms of some students, it is less evident than concerning others. For instance, she notes that as regards the student Bella Goth, who exhibits more interest in music, it is difficult to discern whether he is a player or not; furthermore, the gaming influence is not evident in his case. In contrast, she describes Yasuo as one of the best students, acknowledging that his engagement in games presumably affected his English proficiency. Nonetheless, teacher C is of the opinion that his vocabulary knowledge even surpasses the language typically found in games, attributing it not only to gaming but also to movies and other sources.

According to her, another student – Sub-zero, appears to play the most. However, she explains that often she learns about students' gaming habits thanks to asking them about their hobbies, rather than through their academic performance. Many students mention spending their leisure time playing the game League of Legends. Furthermore, she elaborates on the topic of video games' influence on English language acquisition by sharing her experience with her son, implying that his basic vocabulary language comes from games. Nonetheless, she admits she is not familiar with the specific expressions and vocabulary typical for games; making it challenging to provide any specific examples of them or to identify them in her students' language.

Additionally, she states that she perceives a major benefit of gaming especially in terms of speaking skills (when the students interact with other players online) and listening, leading to better comprehension of spoken language. As teacher B stated as well, teacher C also allows the students to use mobile phones during the lessons while using various online exercises or even playing some educational games with the students. Concerning this matter, she further remarks that the games she employs were, in fact, often introduced to her by her students. These games are focused on diverse language skills (such as grammar or vocabulary); hence, she deems them suitable to be used in English lessons, whereas she admits she could not imagine implementing commercial games (such as LOL) into her lessons. Also, even though she is open to the usage of serious games into education, she does not want to overuse them at the expense of traditional teaching methods.

Moreover, she believes that video games can be particularly beneficial to younger learners, although it depends on the content and type of game which should be considered (as she later mentioned, some games may involve even vulgarisms). Overall, she views gaming as helpful for basic language acquisition, albeit with certain limitations. Later she clarifies she thinks that if the students play the same game repeatedly, it cannot enrich their vocabulary with new expressions consistently. She concludes that the language acquisition of her students is influenced by multiple factors and cannot be attributed only to gaming, but also to using a variety of language learning apps, watching YouTube videos, movies, and Netflix in English, together with reading English literature.

Conclusion

In today's world, video games engage millions of people in gaming every day, influencing them in diverse aspects of their lives, including even language learning. Video games expose language learners to target language, resulting in a considerable language proficiency enhancement.

The theoretical part of this thesis dealt with the topic of how video games impact language learning. In accordance with multiple authors and their studies that have been introduced in this part, video games yield an unprecedented influence on language learners. More specifically, they provide an active, multisensory engagement of the learners in the process, enabling them to interact with other players, NPCs, or basically the game itself. The language used in games differs in relation to the type of game (from the usage of common vocabulary in e.g. sports and simulation games to lengthy, elaborate narratives rich in the language in MMORPGs, RPGs, etc.); however, many games share a common feature of the language being repetitive and put into a broader context. This way, games enable the players to acquire diverse vocabulary easily, in which the games appear to be the most beneficial. Games also allow the players not only to customize the game to a relative extent but more importantly, control both the process of gameplay and language learning.

The empirical part was focused on the students' and teachers' opinions on the influence of playing video games on language acquisition and academic performance. The questionnaire aimed to find out whether and in which aspects gaming influenced respondents' language skills. They stated that the most significant effect was shown in their vocabulary acquisition together with the improvement of aural comprehension and listening skills. Interestingly, the students' answers differed considerably in terms of the impact of gaming on their academic performance. Respondents were also asked to mention specific examples of vocabulary acquired through video games, most of it can be considered advanced vocabulary. When given a space to express their opinions on this topic freely, all the respondents (including non-gamers) acknowledged that video games have the potential to improve language proficiency. Finally, many students are aware of the possible negative impacts of gaming (such as addiction), stressing the importance of being vigilant about them.

In the separate interviews, teachers were asked questions regarding their students' English proficiency. Presumably, in the cases of many students, their language skills do not show the effect of playing in their English knowledge explicitly. According to all the teachers, video games provide certain benefits to language learners. One of the teachers highlights especially the fact that games immerse players in language. Teachers together also believe that gaming enhances speaking skills if they communicate with other players online. Another teacher also mentioned she observed an enhancement in listening and aural comprehension due to gaming. In addition to that, there is conviction that vocabulary acquisition is affected the most. Nonetheless, all the teachers remarked that the students' English language proficiency ought not to be attributed only to video games, but also to other factors affecting language acquisition, such as reading books, watching videos, movies, and series, etc. Surprisingly, all teachers emphasized the benefits of playing games for younger students in terms of vocabulary learning, while those students exhibit knowledge of words gained from games that are not usually known by their peers. Lastly, the teachers discussed in their interviews the potential problems of gaming as a language learning tool, stressing the risk of addiction, the acquired vocabulary being limited, and the importance of the type of game chosen.

It is important to take into account that this research was conducted on a limited number of students and teachers; therefore, the results apply only to the small sample used and cannot be broadly generalized. To enhance future research, a larger number of respondents may be incorporated. Additionally, further research may focus on younger pupils, as all the teachers expressed they noticed that gaming has the most significant impact on them and it is the most noticeable in their cases.

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List of abbreviations

PC – personal computer

RPG – role-playing game

MMORPG – massively multiplayer online role-playing game

PVP – player versus player

PVE – player versus environment

RTS – real-time strategy

TBS – turn-based strategy

MOBA – multiplayer online battle arena

FPS – first-person shooter

TPS – third-person shooter

PUBG – PlayerUnknown's Battlegrounds

NPC – non-playable character

COTS games – commercial off-the-shelf games

GBL – game-based learning

ESL – English as a second language

XP – experience point

DLC – downloadable content

Lol – laughing out loud

LOL – League of Legends

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Appendix A

ROZHOVOR

1. Jak je tento žák v předmětu Anglický jazyk v závěrečném vysvědčení obvykle hodnocen (tzn. Je jedničkář, dvojkař…)?
2. Jak byste celkově zhodnotil/a úroveň anglického jazyka tohoto žáka (jeho písemný, ústní projev, slovní zásobu, znalost gramatiky, porozumění textu)?
3. Je na výkonech tohoto žáka v předmětu Anglický jazyk znatelné, že hraje videohry v anglickém jazyce? V jakých ohledech?
4. Zastáváte názor, že hraní videoher ovlivňuje znalost anglického jazyka?

Appendix B

DOTAZNÍKOVÉ ŠETŘENÍ

1. Zde uveďte svoji přezdívku: … (dotazníkové šetření je anonymní a přezdívka bude sloužit k dalšímu zpracování vámi uvedených údajů)

2. Jste:
   • Muž
   • Žena
   • Jiné

3. Kolik vám je let?:
   • 15
   • 16
   • 17
   • 18
   • 19
   • 20
   • Jiné (prosím uveďte):

4. Uveďte, kterou třídu navštěvujete:
   • septima
   • oktáva

5. Hrajete videohry?
   • Ano
   • Ne

Pozn.: pokud jste v této otázce odpověděli "ne", přesuňte se rovnou k otázce č.: 25

6. Odhadem kolik let již hrajete videohry (uveďte číslicí): …

7. Jaký žánr videoher hrajete? (více možností)
   - Akční
   - Adventury
   - Strategie
   - RPG
   - Simulátory
   - Bojové
   - Plošinovky
   - Logické
   - Sportovní
   - Závodní
   - Střílečky
   - Jiné (prosím uveďte): …

8. Jak často hrajete videohry?
   - Denně
   - Alespoň 1x týdně
   - Alespoň 1x měsíčně
   - Alespoň 1x za půl roku
   - Alespoň 1x za rok

9. V jakém jazyce obvykle hrajete videohry? (více možností)
   - V českém jazyce
   - V anglickém jazyce

*Pozn.: v případě, že videohry hrajete POUZE A VŽDY v českém jazyce, přesuňte se k otázce č. 25

10. Preferujete hraní videoher v českém nebo v anglickém jazyce?
   - V českém jazyce
   - V anglickém jazyce

11. Uveďte, proč preferujete hraní videoher v daném jazyce (otevřená otázka): …
   - Kvůli lepšímu porozumění
   - za účelem zlepšení se v daném jazyce
   - kvůli lepšímu dabingu
   - jiné (uveďte):

12. Komunikujete během hraní videoher s ostatními hráči?
   - Vždy nebo často
   - Občas
   - Nikdy

13. Jakým způsobem komunikujete během hraní videoher s ostatními hráči? (více možností)
   - Pomocí mikrofonu
   - Přes chat
   - Jiné (uveďte): ….
   - S ostatními hráči nekomunikuji

14.	V jakých ohledech vám hraní videoher pomohlo se zlepšit v anglickém jazyce? (více možností)
- V ústním projevu
- Ve slovní zásobě
- V porozumění textu
- V porozumění mluveného slova a poslechových dovednostech
- Jiné: ….
- Hraní videoher mi nezlepšilo úroveň anglického jazyka.

Vyjádřete míru souhlasu (1 = zcela nesouhlasím, 2 = spíše nesouhlasím, 3 = nevím 4 = spíše souhlasím, 5 = zcela souhlasím):

15.	Hraní videoher mi pomohlo zlepšit se v anglickém jazyce.
	-2 – -1 – 0 – 1 – 2
16.	Některá anglická slovíčka, se kterými jsem se setkal/a ve výuce, znám z videoher.
	-2 – -1 – 0 – 1 – 2
17.	Díky hraní videoher se mi obecně zlepšila slovní zásoba.
	-2 – -1 – 0 – 1 – 2
18.	Díky hraní videoher se mi zlepšilo porozumění textu.
	-2 – -1 – 0 – 1 – 2
19.	Díky hraní videoher se mi zlepšilo vyjadřování v ústním projevu.
	-2 – -1 – 0 – 1 – 2
20.	Díky hraní videoher se mi zlepšilo vyjadřování v psaném projevu.
	-2 – -1 – 0 – 1 – 2
21.	Díky hraní videoher lépe rozumím mluvenému slovu a zlepšily se mi mé poslechové dovednosti.
	-2 – -1 – 0 – 1 – 2
22.	Díky hraní videoher se mi zlepšil průměr v předmětu Anglický jazyk.
	-2 – -1 – 0 – 1 – 2

23.	Pokud jste v předchozí otázce odpověděli, že vám hraní videoher jakýmkoliv způsobem pomohlo zlepšit vaši úroveň anglického jazyka (v opačném případě otázku přeskočte), napadají vás konkrétní slovíčka, které jste se díky videohrám naučili? (prosím uveďte tato konkrétní slovíčka) (otevřená otázka): ….

24.	Z jakého důvodu hrajete videohry? (otevřená otázka): …

25.	Zastáváte názor, že hraní videoher ovlivňuje znalost anglického jazyka? (otevřená otázka): …

26.	Měly by podle vás být videohry zařazovány do výuky cizích jazyků?
- Ano
- Ne
- Nevím

27.	Napadá vás ještě něco, co byste chtěl/a k tomuto tématu dodat?