University of Pardubice

Faculty of Arts and Philosophy

The potential of developing receptive and productive language skills in English language by playing English computer games.

Bakalářská práce

2025 Petra Martinová

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2023/2024

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

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Osobní číslo:	**H22043**
Studijní program:	**B0231A090018 Anglický jazyk**
Specializace:	**Anglický jazyk pro vzdělávání**
Téma práce:	**Využití počítačových her v rozvoji řečových dovedností**
Téma práce anglicky:	**The use of computer games in English language development**
Zadávající katedra:	**Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Tato bakalářská práce je zaměřena na využívání počítačových her pro rozvoj řečových dovedností v anglickém jazyce. V teoretické části práce zasadí studentka problematiku do širšího kontextu neformálního vzdělávání. V další kapitole vydefinuje jednotlivé řečové dovednosti a možnosti jejich rozvoje. Poté představí a popíše druhy a typy počítačových her a jejich možný potenciál pro rozvoj řečových dovedností v aj. V praktické části bude studentka na základě teoretických východisek prostřednictvím vhodně vybraných výzkumných nástrojů zjišťovat zkušenosti hráčů s rozvojem řečových dovedností prostřednictvím počítačových her.

Rozsah pracovní zprávy:
Rozsah grafických prací:
Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

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Datum zadání bakalářské práce: **22. května 2024**
Termín odevzdání bakalářské práce: **22. května 2025**

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V Pardubicích dne 28. 3. 2025

Petra Martinová v. r.

AKNOWLEDGEMENT

Firstly, I would like to thank my supervisor, Mgr. Helena Zitková Ph. D., for her advice and guidance. Secondly, I would like to thank the interviewed players for sharing their experience and opinions with me. Lastly, a big thank you to my friends and family, who stood beside me during the difficult times, thank you for the support.

ANNOTATION:

This bachelor thesis focuses on the potential of developing receptive and productive language skills in English language by playing English computer games. The theoretical part of the thesis introduces features of informal learning as well as computer games. Aspects of computer games are presented together with two types of games, multiplayer games and single player games. Furthermore, language skills and strategies for their acquisition are examined in the first part of the thesis. The practical part revolves around three interviews and their analysis. The interviews were carried out to find out the players' experience with promoting English language skills thorough playing computer games.

KEY WORDS:

informal education, computer games, singleplayer games, multiplayer games, language skills.

NÁZEV:

Potenciál hraní anglických počítačových her pro rozvoj receptivních a produktivních řečových dovedností v anglickém jazyce.

ANOTACE:

Tato bakalářská práce se zabývá potenciálem hraní anglických počítačových her pro rozvoj receptivních a produktivních řečových dovedností v anglickém jazyce. V teoretické části bakalářské práce jsou představeny rysy neformálního vzdělávání a počítačových her. Vlastnosti počítačových her jsou prezentovány společně se dvěma typy her, a to: her pro více hráčů a her pro jednoho hráče. Dále jsou v první části bakalářské práce zkoumány jazykové dovednosti a strategie jejich osvojování. Praktická část obsahuje tři rozhovory s hráči a jejich analýzu. Rozhovory byly provedeny s cílem zjistit zkušenosti hráčů s podporou angličtiny při hraní počítačových her.

KLÍČOVÁ SLOVA:

neformální vzdělávání, počítačové hry, hry pro jednoho hráče, hry pro více hráčů, řečové dovednosti

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INTRODUCTION

In contemporary society, there is a pervasive fear surrounding the rapid advancement of technology and its potential to displace various roles. This apprehension extends to concerns about children, who increasingly spend their leisure time on computers. However, rather than succumbing to this fear, people should use the potential of technology to their advantage. Humans can utilize computers and computer games as innovative tools for learning the English language in free time. By integrating educational content into these platforms, we can transform a source of anxiety into a powerful educational resource, thereby enhancing language acquisition in an engaging and interactive manner. That is the reason why the thesis focuses on the matter of language skills development as well as the usage of computer games for the purpose of informal learning. The main goal of the bachelor thesis is to explore the potential of computer games on the promotion of productive and receptive English language skills.

The context of the thesis was thoroughly investigated in the theoretical part. The first chapter focuses on the definition and importance of informal learning. Additionally, methods and materials that can be used for the purpose of informal learning are observed as well as advantages and disadvantages between formal learning at school and informal learning in leisure time.

The second chapter explores computer games in detail. In this part, single player and multiplayer games are presented as the two basic types of games. The features of both genres are inspected. For example, the game environment and motivational features are examined by sources. Furthermore, the theme of experiencing failure in games is delved into by the authors.

The third, last chapter of the theoretical part offers the definition of language and its importance. The four subchapters describing English language skills are included in the third chapter. Each skill is individually characterized and in addition, multiple strategies people can use to develop their language skills are presented as well.

The fourth chapter introduces the practical part of the thesis. In the end, three computer game players who agreed to participate in the research were questioned. All three interviews were individual and carried out for the purpose of the research. In the fourth chapter, the preparations for the interviews were described as well as the process of data preserving and transcription. Next the process of coding was implemented. During the process, information provided by the

respondents was classified into two groups also known as codes. Subsequently, the method of analysis was used for the comparison of the players' experience and the assumptions made by several sources in the theoretical part of the thesis. The research outcomes were presented in the analysis as well as in the conclusion of the thesis.

THEORETHICAL PART

1. Informal Education

The definition of informal education is frequently discussed in the field of pedagogy. According to Bekerman, Burbules and Silberman-Keller, the concepts of formality and informality within the realm of education are examined. These concepts are analyzed in the context of the expanding diversity of locations where learning takes place. Such locations include, but are not limited to, domestic environments, libraries, museums, elements of popular culture and public spaces (2006,1). Eshach concurs that informal learning is associated with circumstances that arise spontaneously (2007, 173). Conversely, Dierking posits that the difference between formal and informal learning is not of a huge importance because the physical environment is merely a one aspect among several determinants that influence the process of learning (1991, 4-6). Adding to Eschach's belief, a lot of experts agree that language learning can occur anytime and anywhere (Al-Zhoubi 2018, 152). Eshach is one of the researchers who share opinion with Al-Zhoubi by saying that informal learning happens all the time (2007, 175). Similarly, Callanan, Cervantes and Loomis think that accidental learning happens all the time in everyday life (2011, 646). Moreover, exposure to learning beyond the school environment is regarded as an ideal method to positively influence children's perception of language (Al-Zhoubi 2018, 155). Exploring the matter further, McGonigal declares that informal learning occurring in new environments helps individuals to creatively solve problems and prepare for real life challenges (89, 2011). Istiyani mentions the importance of the environment and its influence on learning progress as well (2014, 109-110). After considering all the opinions, Al-Zhoubi believes that language should be practiced both inside and outside of the classroom (2018, 152). In conclusion, informal learning, as a concept, can be interpreted in diverse ways. Numerous scholars are divided into smaller groups with different perspectives on the matter. Some argue that learning during free time can encompass activities such as language practice with an instructor at a language school or computer games playing. Conversely, other authors assert that learning in such conditions does not constitute true self-education during free time. But overall, most of the sources agree, saying that informal learning happens outside of the school, in the children's and adults' free time.

Leisure activities are further characterized by Hamlen, who comments on the fact that people decide to do the activities they like and enjoy in their leisure time, including the activity of playing computer games, because these activities capture the individual's attention (2011, 532-533). Similar matter is brought up by Callanan, Cervantes and Loomis who say that informal learning relates to interests (2011, 647). Apart from interest, Eshach mentions the increase of positive attitude towards subjects people acquire when they learn outside of the school environment (2007, 179). Sources characterize informal learning as enjoyable because it occurs in individuals' free time.

1.1 Traditional methods versus technology and computer games

Not all people are pleased by technological advancements and therefore they prefer not to use technological advancements. Having a different opinion, Jun Sun mentions that computerized methods are more beneficial than traditional methods (2011, 391). In addition, Crowley, Silk and Crowley, speak about the fact that games are underused and underestimated in the field of education (2021, 1230). Conversely, it is inevitable that resistance may occur towards the usage of computerized methods from individuals who are familiar and satisfied with traditional methods (Joshi 2005; quoted in Jun-Sun 2011). Different convictions about the usage of technology were introduced by the sources. It is mentioned by the authors that, if individuals do not know how to use and work with technological advancements, they tend to feel anxiety and insecurity. For those, it may be easier to use the old rules and methods.

Exploring the subject further, there are people who think that computers are unworthy of time and too addictive to be praised and used in everyday life (Ma, Oikonomou and Lakhmi 2011, 13). Similarly, McGonigal states that both teachers and parents are concerned with the amount of time young people spend playing video games (2011, 15). Addressing the mentioned issue, Hamlen believes that due to technology's immersive features, players are not aware of how rapidly time passes while they play video games (2011, 533). A lot of individuals perceive technological devices as something unnecessary, addictive and complicated. For example, the game's addictive nature is being heavily discussed in today's world.

Another pressing issue is the school environment that is becoming less interesting for the young students (Khajloo 2013, 57). It can happen that pupils become emotionally disintegrated in the school environment and that is one of the reasons why adults should let children learn

outside the school environment (Hamlen 2011, 532). Another author, Khajloo describes classroom lessons as boring (2013, 57). Delving further into the topic, Istiyani believes that a learner's attitude towards the language is highly important because it can influence the learner's progress (2014, 101). Talking about the same subject, Crowley, Silk and Crowley explore the idea that games can positively influence players' opinion on the language in focus (2021, 1238). Similarly, Al-Zhoubi declares motivation and interest as main factors for productive learning (2018, 153). Moreover, many students suffer at schools with traditional methods, feeling bored and forced to cooperate (McGonigal 2011, 85). Hamlen is in agreement with McGonigal while saying that sometimes, pupils feel disinterested in schoolwork, generally disliking the fact they do not have freedom to choose activities they want to do (2011, 532). Khajloo agrees that students lose interest in school as well as teacher's explanations (2013, 56). Additionally, Banditvilai and Cullen conclude that the disinterest in learning starts with the lack of opportunities of language usage in real life (2018, 292). Expressing another matter, Khajloo mentions repetitiveness as one of the main problems while negatively describing the absence of real-life variations of opportunities as well as Banditvilai and Cullen (2013, 57). Agreeing, Hamlen voices that repetition increases student's frustration in the classroom (2011, 538). Talking about the same topic, Al-Zhoubi believes that creating authentic situations for learning purposes is challenging but needed (2018, 152). Sharing this opinion, Powers states that language should be practiced in various environments and contexts (2010, 8). A lot of sources believe the school does not provide an ideal learning environment. The majority of authors mention the absence of real life like situations and the disappearing enthusiasm of the learners as well as the issue of deficiency in variety of activities.

Teachers are also a big part of the process of learning at school. Al-Zhoubi seems to be interested in the fact that teachers have too much responsibility when creating lesson plans (2018, 154). Similarly, Akram and Malik believe teachers should prepare diverse activities for learners (2010, 237). Sharing an opinion, Sadiku mentions that teachers have the opportunity to use different pre-made materials, strategies and methods when creating lessons (2015, 29). Furthermore, Al-Zhoubi asserts that the teacher is the main planner of the lesson, therefore influences the learning process according to his capabilities and wishes (218, 154). Akram and Malik add that teachers must create valuable materials for students (2010, 237). Eshach has a strong opinion on the subject, viewing some teachers as absent of necessary knowledge and unable to construct beneficial lessons, more importantly, he suggests that school is a waste of time and finances (2007, 175). Focusing on a similar matter, Riley and Reedy observe, it is

impossible for teachers to successfully converse with all their students (2003, 70). Bringing up a different issue, Claudia says that the problem of over usage of the native language can occur during classes. On the other hand, transcription or explanations in the native language may positively influence the learning experience of the students (2014, 90-91). Concentrating on teachers, a few authors agree that teachers have too much power and don't know how to use it. In addition, some suggest that teachers teaching in these classes are unable to think of as well as create valuable lesson plans together with situations which resemble real life encounters crucial for language acquisition. On the contrary, some sources believe that teachers can create a lot of interesting materials.

A different matter is portrayed by another author. Khajloo believes that students do not reach desirable level of English in the classroom, despite having a lot of lessons (2013, 56). Additionally, McGonigal indicates that real life is not designed to motivate humankind and if someone requires a lot of participation and challenge from other humans, real life experience can be highly demotivational (McGonigal 2011, 4-20). Furthermore, Istiyani sees learning in classrooms as unnatural (2014,100). On the contrary, many would claim that online platforms are unnatural, but Crowley, Silk and Crowley, are convinced that most online platforms are founded with real-world ecosystems in mind, therefore, they resemble them and provide familiar and ideal settings for learning (2021, 1231). A few sources are of the opinion that schools provide unnatural environments for learning.

2. Computer Games

Computer games refer to the category of games that are operated on a computer system. Camilleri, Busuttil and Montebello assert that defining a game is complex and while some individuals describe it as an engaging activity, this description is viewed as vague and inaccurate (2011, 482). McGonigal, labels games as a dominant, positively influential and inspirational instrument (2011, 12). Hamlen decided for a completely different approach, describing games as human created environments (2011, 534). Camilleri, Busuttil and Montebello concur with Hamlen, marking games as mesmerizing, artificial platforms (2011, 486). As indicated by the authors, there are divergent approaches used to describe computer games, therefore, the sources do not present one universal definition to describe video games.

There are multiple reasons why people should accept games as informal educational tools. Ma, Oikonomou and Lakhmi believe humans can learn a lot through playing video games while emphasizing the acquisition of knowledge and skills (2011, 3). Delving into the topic, Banditvilai and Cullen address the importance of regular practice and opportunities that games provide (2018, 291). Furthermore, Ma, Oikonomou and Lakhmi give credit to learning through games because they are entertaining and appealing to all generations (2011, 3). Similarly, Hamlen asserts that games are encouraging because they include people's interests (2011, 537). Agreeing, Banditvilai and Cullen depict games as highly motivational (2018, 293). Crowley, Silk and Crowley discuss the game's enjoyable features which capture players' attention, prolonging the learning activity (2021, 1230). Simultaneously, Banditvilai and Cullen comment that self-motivation and one's increased activity is supported by the usage of technology (Banditvilai and Cullen 2018, 290). Most sources agree that games are great instruments for learning because they provide multiple advantages for the learners such as frequent training or the games enjoyable features.

Elaborating on the subject of games, Hamlen comments that games depict real-life like environments which facilitate good base for learning (2011, 534). Developing that idea, Istiyani insists that people who learn through experience learn naturally (2014,100). On the same note, Khajloo inspects the need for realistic therefore valuable experience (2013, 58). In like manner, Callanan, Cervantes and Loomis provide their opinion about experience, promoting it's positive impact on studying (2011, 646). Additionally, Akram and Malik believe that audio-visual aids like computer games are good for learning (2010, 235). Sadiku agrees with Akram and Malik, saying that audio-visual materials and the employment of technology is an important part of

learning process both inside and outside of the school (2015, 29). As indicated by the authors, learning while playing computer games is useful because of regular practice of skills that games support and simulations of real-life environments which represent essential conditions for learning.

When talking about video games it is suitable to mention avatars. Avatars are characters that players play through in computer games. Camilleri, Busuttil and Montebello state that the player's avatar can be as realistic or as far from reality as the player wants (2011, 491). Similarly, another author comments that video game characters are customizable while adding that gamers can see self-improvement through the character's progression in the game (McGonigal, 2011, 37-50). Marsh et al. mention the importance of the likeability and believability of the avatar (2011, 278). In numerous games, players are presented with the chance to create and modify their character according to their liking. A few authors mention it is preferable if the characters have nice and realistic features. These characters, also known as avatars, can be customized to resemble the player or represent an idealized version of themselves. Sometimes, a connection can form between the creator and creation, therefore, some players believe they self-improve through their character's progression in the game.

2.1 Educational Games

Educational games were created for braver teachers, who were not afraid to use new technologies. Camilleri, Busuttil and Montebello comment that educational games are so boring that individuals would rather do without them (2011, 485). McGonigal views educational games as a temporal solution because the games' vague features cannot compare to modern engaging trends (2011, 86). Similarly, Crowley, Silk and Crowley introduce the problem of low budget that may influence the games' fewer appealing features and inability to reach a broader audience, if compared with games developed for entertainment (2021, 1230). Educational games are not viewed positively by the sources because of their simplicity and boring features which cannot compete with modern games.

2.2 Single player Games

One of the two most basic game categories is called the single player game. This type of game is described as predominantly oriented towards individual learning (Hansen et. al. 2020, 24). Moreover, Hansen et. al. characterize singleplayer games as linear progressive games because

they focus on the direct transfer of knowledge as well as on individual learning (2020, 24). Investigating the topic of knowledge acquisition, Ma, Oikonomou and Lakhmi portray games as an acceptable environment for learning both skills and knowledge (2011, 3). In a similar manner, Aponte, Levieux and Natkin concur that for successful gameplay, the players need to gain and practice their abilities as well as knowledge (2011, 209-210). In addition, Hamlen declares competence, freedom from restrictions and autonomy to be the most desirable features which video games provide (2011, 533-537). Single player games primarily concentrate on amplifying player's ability to acquire specific knowledge and skills. Moreover, the explored type of game is typically designed with linear progression, limiting the player's influence on the ultimate outcomes.

Solo games can be highly engaging due to obstacles and tasks they provide because the challenges are tailored to the player's achieved level of skills (Camilleri, Busuttil and Montebello 2011, 488). Obstacles are also mentioned by Aponte, Levieux and Natkin, who claim that singleplayer games focus on challenges that are often customized for each player (2011, 206-208). Exploring the subject further, Hamlen concludes that people want to be challenged by games since they particularly enjoy difficult gameplays while adding that games usually consist of problem-solving obstacles (2011, 534-538). In summary, the mentioned authors agree that players enjoy playing games even though they are demanding, and in some cases, the high challenge is the reason why some people enjoy the gameplay.

2.3 Multiplayer Games

After introducing single player games, the focus will move on to the remaining fundamental type of a game, the multiplayer game. Camilleri, Busuttil and Montebello describe multiplayer games as riveting online environments (2011, 486). Identically, McGonigal uses the word immersive to describe an online platform while adding that it is designed to make the gamer's abilities better (2011, 16). Another author chose a slightly different approach, introducing multiplayer games as an environment created by a mix of fiction and the real world (Hamlen 2011, 534). Crowley, Silk and Crowley marked games as immersive, open world setting games (2021, 1232). Investigating the subject more extensively, McGonigal focuses on how players voluntarily participate and intentionally share one platform as well as collaborate on missions during the gameplay while emphasizing the individual's need for contribution within the group (2011, 21-180). Camilleri, Busuttil and Montebello share these beliefs, commenting on the

player's desire to share responsibilities and guidance within their team in a specific context (2011, 500). Agreeing, Eshach is of the same opinion as Camilleri, Busuttil and Montebello, talking about shared beliefs and motives which enable people to successfully collaborate with each other (2007, 183). In conclusion, multiplayer games are characterized as platforms designed to host multiple players. Furter investigation by the authors suggests that the online platform is designed to resemble reality as well as to create the right environment for cooperation. Additionally, it is indicated that multiplayer games require the participation of multiple players.

Furthermore, the sources decided to explore the matter of connecting the topic of learning with multiplayer games in more depth. While online games can be played solo, they typically require a high degree of teamwork with other players for the successful completion of more complex tasks (Thorne, Black and Sykes 2009, 810). Along with previously mentioned authors, Reeves and Read assert that the inherent necessity of collaboration with other players invariably results in the establishment of informal dyadic alliances (2009, 84). McGonigal makes a clear point about this topic, saying that community typically arises when a group of people with a common interest start to interact to delve further into the interest (2011, 116). Camilleri, Busuttil and Montebello have pointed out the importance of learning within the group as well by saying that multiplayer games foster a community that generates a dynamic learning cycle as members continuously learn from one another, with new players gaining knowledge through the guidance of more skilled players (2011, 484). The significance of teamwork and learning within a particular group has been discussed and thoroughly researched. Various authors interested in this topic agree that group learning activities are highly beneficial, and that online computer games provide an excellent foundation for learning in groups.

Multiplayer Games are also known as non-linear progression games. The main feature of non-linear progression games is that the player's behavior influences the game's progress and outcome as it does not focus on defined rules (Hansen et. al. 2020, 24). Correspondingly, McGonigal mentions that the ending and progress of the mentioned type of video games can be influenced by the players and their choices (2011, 46). Focusing on the same subject, Crowley, Silk and Crowley imply it is possible to not only influence the plot and outcome of the game but to choose between different roles players want to play as well as to select the tasks they want to engage in (2021, 1232). One of the reasons why multiplayer games are classified as non-linear games is because their story is not fixed as it varies according to the player's

decisions. All sources agree that the players have the opportunity to influence the games story according to their own wishes, therefore each gamer can experience a different gameplay depending on their choices.

2.4 Games and Learning:

Games usually provide place designed for social interactions and dialogues within specific context that can enhance both language acquisition and communication skills (Serçea et. al. 2011, 491). Sharing the same opinion, Ma, Oikonomou and Lakhmi assume it is possible to gain both knowledge and skills through computer game playing (2011, 3). Delving into the topic of games, Akram and Malik believe that video games can be classified as audio-visual aids, ideal for learning purposes (2010, 235). Focusing on context, Hamlen comments that the setting and scenarios depicted in games mirror real-life experiences and environments while providing learners with practical and relevant applications of their knowledge (2011, 534). This immersive and interactive approach makes not only learning more engaging, but it also fosters a deeper understanding of the context (Akram and Malik 2010, 235). "Games provide an emphasis upon social interactive learning based upon dialogue and social interactions rather than tutor-based and individual study" (Ma, Oikonomou and Lakhmi 2011, 9). In addition, Hamlen asserts that people wish to learn something new while playing computer games (2011, 539). Learning through playing computer games usually offers numerous advantages, one of them being an interesting learning environment consisting of life like interactions and enjoyable experience.

Discussing different advantages of video games, McGonigal believes that fear of failure can be destroyed by games (2011, 46). Addressing the same matter, Hamlen portraits games as challenging while declaring they allow players to develop competence to overcome problems or to not give up hope in difficult situations (2011, 538). Elaborating on the subject, McGonigal compares the experience of failure in real life and games, saying that real life failures are demotivational and, on the contrary, failures in games are encouraging (2011, 45). Agreeing with McGonigal, Banditvilai and Cullen are of the opinion that video games can increase motivation by enabling people to conquer obstacles in multiple situations (2018, 293). According to most sources, failure and impossible obstacles make games more entertaining. In contrast, within a traditional classroom setting, failure is often perceived as embarrassing and demotivational by the individuals experiencing it.

3. Language Skills

Language has been used for many centuries for the purpose of sharing opinions (Sreena and Ilankumaran 2018, 669). Furthermore, language is perceived as important because it allows people to communicate with each other (Istiyani 2014, 100). In the same mind, Al-Zhoubi mentions that language is a communicational instrument enabling people to create conversations (2018, 151). Sreena and Ilankumaran label communication as a crucial part of the world while describing it as an exchange of ideas and information (2018, 669). Moreover, Callanan, Cervantes and Loomis are of the opinion that learning language comes from the aspiration to converse with other human beings (2011, 649). Akram and Malik are convinced as well that being able to talk to other people is a big motivation for learning a new language (2010, 234). Exploring the topic in more detail, Riley and Reedy state that language is crucial for overall human development (2003, 61). Akram and Malik believe that language ensures progress of society because it enables conversations to occur (2010, 236-237). A remarkable characterization of English language is promoted by Richards who introduces English language as the most internationally used means of communication between people from divergent countries (2008, 1). Similarly, Riley and Richards assert that language helps humans to form connections (2003, 61). Being in agreement with the previously mentioned authors, Istiyani, shares the idea that people are motivated to learn second language to talk with foreigners (2014, 104). Commenting on the matter, Akram and Malik believe that all language skills are used during multinational interactions (2010, 234). When talking about foreigners, Serçea et. al. mention the advantage of technologies which enable society to communicate with people from different countries and cultures (2011, 491). A great number of authors believe that language is paramount for society, furthermore, they promote the idea that the ability to converse with other people is the main reason why humans decide to learn a language. In addition, sources assert that English is a language that is used internationally, and therefore, the language in focus enables foreigners to form connections.

Since English language was perceived as crucial for life by the authors, it is important to discuss various approaches one can implement to learn the language. Concentrating on this issue, Richards implies it is ideal to learn language by incorporating it in one's daily life (2008, 15). Being in concord with Richards, Al-Zhoubi views dialogues as efficient and natural learning situations (2018, 154). Summarizing the ideas of the previous authors, Akram and Malik concur that the most valuable exposure to language happens in conditions identical to real life (2010, 232). Delving further into the subject, Al-Zhoubi proclaims that expressing

oneself within the targeted language is the best way of practicing and learning (2018, 154). Agreeing, Eshach believes that to learn and use language effectively one must be able to convey one's own ideas and understand the meaning of spoken language (2007, 183). In the same manner, Sreena and Ilankumaran comment that language gives people the ability to show their nature (2018, 696). Furthermore, Callanan, Cervantes and Loomis are convinced that learning happens within a community (2011, 651). Additionally, Sreena and Ilankumaran say that the act of exchanging ideas is crucial for both individuals and for society (2018, 669). All the authors mentioned are in concord, supporting the fact that the most valuable language acquisition happens in real-life situations where people can convey information to each other.

When exploring language in more detail, one can focus on the examination of language skills. According to Šebestová, there are four language skills, reading comprehension, listening comprehension, writing skills and speaking skills (2011, 29). Aydin lists the same language skills and marks them as basic while highlighting their importance for the activity of learning English language (2014, 245). In contrast, Walsh organizes the language skills differently, marking listening and speaking skills with the term oracy and writing and reading skills with the term literacy (1985, 8). Powers introduces language domains as another name for language skills, adding that both speaking and writing skills are classified as productive skills and listening comprehension and reading comprehension as receptive skills (2010, 6-7). Correspondingly, Cameron divides language skills in the same manner (2001, 40). Gower, Phillips and Walters agree with the division made by other sources while adding that productive skills are referred to as such because writing produces texts and speaking conversations, meanwhile, receptive skills, listening comprehension and reading comprehension process given information (1995, 5). On the contrary, Sreena and Ilankumaran classify language skills in different groups, naming productive skills as passive and receptive skills as active (2018, 670). All the sources assert there are only four language skills, speaking, listening comprehension, reading comprehension and writing, but their opinions differ when they classify these skills in more detail.

Investigating the subject closely, Claudia, believes that targeting the four skills is crucial step in learning a new language, especially English (2014, 88). In addition, Akram and Malik concur that language skills should not be learned in isolation but simultaneously (2010, 234). Expressing a different opinion, Burns and Siegel perceive an individual learning of a single skill as a beneficial method for thorough learning (2017, 3). Agreeing with Akram and Malik,

Sadiku emphasizes that situations which enable people to use all their language skills at the same time are the best for learning (2015, 29). Similarly, Powers believes that people use and practice more than one skill simultaneously while they communicate with each other (2010, 6). Akram and Malik share the same idea, commenting that more skills are used at the same time during a conversation (2010, 232). Joining other sources in beliefs, Gowers, Phillips and Walters conclude that language skills form one unit and consequently enable people to communicate efficiently (1995, 85). Contrastingly, Sreena and Ilankumaran convey that skills are usually used in pairs because writing is impossible without reading and speaking cannot be used without listening (2018, 670). Summarizing opinions of the previous sources, Sadiku concurs that language domains are both operating on their own while being interconnected (2015, 29). The majority of authors are convinced that skills are used simultaneously, and a few specify that skills occur at least in pairs during human interaction.

Delving further into the matter of learning, Claudia indicates that different approaches should be implemented to learn each language skill (2014, 89). Gower, Phillips and Walters acknowledge the same idea while mentioning there is a wide range of methods one can use to learn language skills (1995, 117). Similarly, Istiyani talks about different strategies which can be used to acquire language skills (2014, 109). According to Clarke, Truelove, Hulme and Snowling, recognizing or pronouncing words and understanding spoken language is crucial for learning all language skills (2013, 4). Discussing the same topic, Sreena and Ilankumaran point out that the progression of productive skills is positively influenced by the usage of receptive skills (2018, 696). Callanan, Cervantes and Loomis are convinced that language can be learned in speaking environments by targeting the language of focus (2011, 649). Riley and Reedy add that the best way to learn language is through experience rather than repetition (2003, 64). Simultaneously, Al-Zhoubi concurs that one can learn language skills by using the targeted language (2018, 160). Many divergent methods of language skills acquisition are discussed by various sources.

As it was previously mentioned, being in English speaking environments can significantly affect the improvement of English language level (Aydin 2014, 245). Talking about a specific type of environment, Serçea et. al. comment that online platforms provide a lot of communicational opportunities (2011, 490). According to Aydin, Online platforms support individual or group learning (2014, 254). Simultaneously, Serçea et. al. believe that online environments are ideal for group and individual learning while highlighting that conversations

between people from different time zones may occur on those platforms (2011, 491). Stating their opinion, Banditvilai and Cullen talk about the fact that technology-based learning methods can increase the interest of the learners in language acquisition (2018, 288).While talking about the increase of interest, Cameron mentions that it is important to discuss interests while learning English because it encourages people to talk about topics they are interested in (2001, 58). Correspondingly, Walsh observes that popular leisure activities should be used while learning (1985, 8). One of the most discussed and promoted features of online environments is their ability to provide a specific environment as well as increase interest in learning.

3.1 Reading comprehension

Focusing on reading skills, Sreena and Ilankumaran distinguish reading comprehension as active skills (2018, 670). In a different manner, Šebestová describes reading comprehension as a receptive skill (2011, 36). Similarly, Powers declares that reading comprehension is a receptive skill (2010, 6). Providing more general characterization, Claudia identifies reading comprehension as understanding of written words (2014, 89). In this paragraph, authors mention multiple definitions of reading comprehension.

Talking further about the characterization of reading from the point of importance, Sreena and Ilankumaran comment that the employment of reading skills is paramount for learning the writing skills (2018, 670). Developing this idea, Sadiku says that reading is important because it has positive effects on the acquisition of other aspects concerning language (2015, 30). Sreena and Ilankumaran have the opinion that reading enables people to attain a certain goal, for example, to understand written language (2018, 670). Coming to the same verdict, Sadiku says that reading comprehension is interrelated with writing skills (2015, 29). Agreeing with other sources, Riley and Reedy delve into the theory that reading skills are valuable for the practice of other skills, mainly for speaking skills because reading comprehension gives speakers the opportunity to talk about a common topic (2003, 68). In this paragraph, sources mention the value of reading skills and evaluate their relation to other skills.

Considering the importance of reading comprehension, the following paragraph focuses on the progress of reading skills. One of the suggestions for practicing reading skills is that reading diverse texts with various difficulty levels can enhance one’s reading comprehension (Sadiku 2015, 30). Furthermore, Riley and Reedy mention that texts used for the improvement of reading comprehension should be both demanding and engaging (2003, 81). Focusing on

reading comprehension, Walsh comments that individual reading in one's free time has a positive effect on the acquisition of reading skills (1985, 9). According to Al-Zhoubi reading English books and magazines can increase the reading comprehension level of the reader (2018, 160). Sreena and Ilankumaran assert that continuous reading of a text about the same topic can improve one's reading ability (2018, 670). In contrast, Burns and Siegel say that the activity of reading a text is not the most efficient method to increase reading comprehension but the usage of scamming or scanning, marked as reading strategies should be used for more beneficial improvement (2017, 7). Stating their opinion, Riley and Reedy label the knowledge of speaking skills as important factors for the acquisition of reading skills (2003, 78). The reading comprehension can be advanced by countless strategies, including techniques like scamming or by using different and interesting texts.

3.2 Listening comprehension

Listening comprehension is not only about the act of hearing but most importantly, it is about the comprehension of the information that is being received (Sadiku 2015, 31). Equivalently, Richards perceives listening as a tool used for discovering other people's thoughts and opinions (2008, 3). Sharing the previously mentioned authors' opinions, Cameron implies that listening enables humans to understand spoken discourse (2001, 40). Similarly, Sreena and Ilankumaran observe that listening allows people to gain information (2018, 670). Introducing listening skills from a different point of view, Powers describes listening comprehension as a receptive skill (2010, 6). Additionally, Sreena and Ilankumaran believe that listening can be classified as an active skill (2018, 670). In conclusion, listening can be described as a receptive or active skill, and it is used to obtain and understand information.

When talking about progression of listening skills, Šebestová concurs that having opportunities to listen to English language is crucial for increasing one's level of listening comprehension (2011, 33). Sharing the same opinion, Wallace, Stariha and Walberg imply there are a lot of listening occasions both at school and outside of school (2004, 13). Exploring the subject in more detail it is said that listening to English recordings especially songs is recommended for the progression of the mentioned skill by Istiyani (2014, 108). Gowers, Philips and Walters add that listening comprehension should be challenged by various recordings, including dialogues or monologues happening in situations which differ in context (1995, 87-93). Mentioning recordings as well, Richards explains there is a big difference

between recorded conversation and a spontaneous discussion happening in real life (2008, 3-4). In addition, Gower, Phillips and Walters are persuaded that interesting recordings on a specific topic chosen by individuals can efficiently motivate one to improve listening skills (1995, 87-93). Al-Zhoubi is of the same opinion, saying that by listening to English songs, movies or radios one can increase their listening comprehension (2018, 160). All sources believe that listening skills can progress by listening to the language of focus, meanwhile, a few authors question the effectiveness of some aids used for development.

After discussing strategies for learning listening comprehension, the sources focus on the importance of the discussed skill. Burns and Siegel think that listening comprehension should be perceived as a fundamental part of human life because it supports progression (2017, 14). Additionally, Sadiku mentions that listening comprehension is important for overall learning as it enables listeners to obtain new information (2015, 31). Wallace, Stariha and Walberg explore the same matter, implying that listening skills empower people to attain new knowledge (2004, 13). Sreena and Ilankumaran believe that listening comprehension is crucial for the employment of speaking skills (2018, 670). Agreeing with Sreena and Ilankumaran, Sadiku asserts that listening skill is usually connected with speaking skill (2015, 29). In conclusion, sources assert that listening comprehension has an important role in the world. Moreover, listening skills is usually connected with speaking skills by the authors.

3.3 Speaking

Speaking is the next examined skill. Powers, considers speaking to be a productive skill (2010, 6). Differently, Sreena and Ilankumaran use the word passive skill to clarify speaking (2018, 670). Characterizing speaking skills from different perspective, Richards observes that speaking skill is usually spontaneous since most conversations are impulsive (2008, 3). Mentioning the importance of speaking, Cameron concurs that conveying one's idea is the main purpose of speaking skills (2001, 40). Similarly, Riley and Reedy believe that the main purpose of speech is to convey knowledge (2003, 67). Additionally, Sreena and Ilankumaran assert that speaking is usually interactive because it provides the opportunity to communicate with other people (2018, 670). Richards explores the same matter, saying that speaking skills ensure one can express themselves as well as obtain information from other people (2008, 22). According to sources, speaking skills are crucial as they promote communication between people.

Analyzing the topic of speaking skills acquisition, Walsh explores the strategy for learning the speaking skill while saying that talking about one's own experience is a common practice for individuals who practice speaking skills (1985, 10). Sharing Walsh's opinion, Richards conveys that speaking skills used to be learned mostly through memorizing and repetition, but this approach was found to be ineffective as it didn't bring desired results, the ability to communicate effectively (2008, 2). According to Burns and Siegel, focusing on training speaking in different environments is good for the skill's development (2017, 6). Questioning the negative aspects of speaking, Richards argues that speaking with other people in English can be intimidating and therefore it is important to train speaking skills frequently (2008, 24). Moreover, Riley and Reedy mention that speaking is associated with listening (2003, 67). Similarly, Sreena and Ilankumaran believe that listening skills are used simultaneously with speaking skills while expressing the idea that it is not possible to use speaking skills without listening skills (2018, 670). Being in concord with other sources, Sadiku concludes that speaking and listening are complementary (2015, 29). In an equal manner, Riley and Reedy comment that by listening to more experienced speakers one's level of speaking skills might progress (2003, 61). In addition, Sreena and Ilankumaran concur that problems with speaking skill can be solved with the help of listening assignments (2018, 669). Addressing the importance of speaking skills, Riley and Reedy view the acquisition of speaking skills as essential for learning both reading and writing skills (2003, 75). Taking everything into consideration, Šebestová asserts that a big focus is on the enhancement of speaking (2011, 34). Expressing similar thoughts, sources focus on the methods to enhance speaking skills. The importance of the targeted language domain is mentioned as well by the authors.

Speaking further about speaking skills, Riley and Reedy assert that language evolves through experience (2003, 61). Expanding this idea, Al-Zhoubi is convinced that people should speak in English outside the classroom, to grow their confidence and be able to use speaking skills comfortably (2018, 153). According to Akram and Malik training speaking in groups or pairs is the best method to learn this language skill (2010, 235). Delving into this topic, Walsh mentions the importance of talking to other people while emphasizing that mutual correction can occur withing a pair or a group conversation (1985, 10). Similarly, Riley and Reedy assert that feedback represents an important part of learning (2003, 64). Burns and Siegel highlight the significance of speech evaluations as well (217, 7). Commenting on feedback, Richards says there is always evaluation in face-to-face interaction while naming facial expressions as an

example of feedback (2008, 23). Authors observe that participation in conversations is ideal for learning speaking skills while highlighting the importance of feedback.

3.4 Writing

Concentrating on writing skills, Powers classifies writing as productive skill (2010, 6). In contrast to Powers, Sreena and Ilankumaran opinion is that writing can be recognized as a passive skill (2018, 670). In addition, Sadiku mentions that learning writing is difficult because it consists of a lot of parts including grammar, punctuation or capitalization (2015, 31). Talking about similar topic, Burns and Siegel assert that there are multiple circumstances influencing writing (2017, 8). In complementation to previous authors, Walsh mentions that writing is a complex skill as well (1985, 9). According to the sources, writing can be characterized as productive or passive skill. Furthermore, the skill is perceived as complex and therefore not easy to learn.

Further exploring the characterization of the mentioned language skill, Šebestová declares that writing is the last language skill to be learned as it is not needed for learning other skills, only for improving or transcribing them (2011, 37-38). Agreeing with this statement, Sreena and Ilankumaran mention that writing usually functions as an addition to other language skills (2018, 670). Sadiku is of the opinion that writing is bound to reading comprehension (2015, 29). In like manner, Sreena and Ilankumaran mention that people cannot use writing ability without learning how to read first (2018, 670). Along with other sources Walsh observes that reading comprehension is firmly connected with listening comprehension while pointing out that produced writings are supposed to be read subsequently (1985, 9). Akram and Malik believe that combining language skills ensures production of more valuable writings (2010, 235). According to Sreena and Ilankumaran listening activities can enhance the writing abilities of individuals (2018, 669). Additionally, Claudia observes that drills are important when learning writing (2014, 90). Developing this idea, Wallace, Stariha and Walberg comment that practicing writing by various methods is helpful while mentioning that training on computers is good but only if one learns how to write with a keyboard first (2004, 15). Similarly, Sadiku comments that repetition is very important for the development of writing skills (2015, 31). Identically, Sreena and Ilankumaran mention that practice is crucial for learning the mentioned language skill (2018, 670). Developing this idea, Walsh states that individual training of writing skills is beneficial (1985, 9). Elaborating on this opinion, Sreena and Ilankumaran say that

writings depict and preserve one's achievements (2018, 670). The observation that writing skill is the least important of language skills is implied by several authors, who in addition, investigate the significance of the skill's relation to other language skills.

PRACTICAL PART

4. The context of the research

The overall aim of the thesis was to find out if the activity of playing computer games has the potential to promote productive and receptive language skills. The theoretical part of the thesis introduced and explained the term informal education as well as computer games. Additionally, the impact of computer games on overall learning was investigated in the first part of the thesis. The practical part is focusing on whether language skills can progress through video games playing. It was decided that qualitative research will be implemented during the research. The data for the research will be collected from three players who will be interviewed about their own experience with learning language skills while playing computer games. The second aim of the research is to answer the research questions; How does playing English computer games promote reading skills? How does playing English computer games promote writing skills? How does playing computer games promote speaking skills? How does playing computer games promote listening skills? The answers to the questions will be preserved and subsequently sorted out into units by coding. Lastly, the outcomes of the research will be presented after analysis.

4.1 The planning phase

The objectives of the planning phase are to find suitable participants for the interviews, create open-ended questions based on the theoretical part of the thesis, perform the interviews, collect valuable data, and finally, analyze information collected during the interviews.

Firstly, it is essential to determine the appropriate type of research to collect specific information for the main objective. Fontana and Frey declare interview to be the best tool for collecting information (2005, 646). Similarly, DiCicco-Bloom and Crabtree mention that interviews are commonly used strategies for gathering information (2006, 314). Moreover, it is indicated that the most used technique during interviews is called individual, also known as face-to-face conversation (Fontana and Frey 2005, 645). DiCicco-Bloom and Crabtree add that because of interviews it is possible to learn about the experiences of individuals (2006, 314). Agreeing, Fontana and Frey claim that interview is the most suitable way to understand people (2005, 645). According to the sources, using conversations known as interviews, especially individual face-to-face interviews, is the most effective method to achieve the aim of this thesis.

Mainly, because interviews enable researchers to assemble the personal experience of the respondents.

Semi-structured interviews are widely used during solo interviews. A semi-structured interview can be described as a planned meeting consisting of a conversation between the interviewer and interviewee, this process includes open-ended and unplanned questions (DiCicco-Bloom and Crabtree 2006, 315). Agreeing with DiCicco-Bloom and Crabtree, Adeoye-Olatunde and Olenik describe semi structure interviews as natural conversations. Apart from questions, another important part of the individual interview is called topic, introduced as the base of the conversation by Stuckey (2013, 57). Similarly, DiCicco-Bloom and Crabtree believe that interview depends on a specific topic (316) In summary, the authors concur that semi-structured interviews resemble natural conversations based on a specific topic. Therefore, individual semi-structured interviews will be used as the main tool of data collecting.

The interview consists of open-ended questions, which must be prepared before the interview. Stuckey mentions that open-ended questions are used in semi-structured interviews, adding that they are derived from the most important and structured part of the conversation, the topic (2013, 57). In addition, Adeoye-Olatunde and Olenik comment that the questions should be constructed with a specific aim in mind, and they should have foundation in theory (2021, 1362). DiCicco-Bloom and Crabtree specify that the questions must be open-ended as they give the respondent an opportunity to answer according to their own experience while providing the most information (206, 316). According to the authors, semi-structured interviews include open-ended questions which expand the range of information provided by the respondents. Moreover, the questions should be established with an objective in mind and their foundation should emerge from theoretical study. The main research questions:

1. How does playing English computer games promote speaking skills?
2. How does playing English computer games promote reading skills?
3. How does playing English computer games promote listening skills?
4. How does playing English computer games promote writing skills?

Even though interviews are among the most frequently used techniques for data collection, they are not the easiest to construct. Sapsford and Jupp comment that identical questions should be used for each interview, noting that a diversity of inquiries can still happen by providing

more detailed explanations of the questions (1996, 100). Fontana and Frey agree that there is always space for ambiguity in interviews (2005, 645). Another argument presented by Beitin addresses the issue regarding reliability and freedom of expression in front of the researcher (2012, 244). Therefore, according to DiCicco-Bloom and Crabtree, an inviting environment is important during the dialogue because the respondents should feel safe and respected (2006, 316). According to Beitin, this can be ensured by interviewee's acquaintance with the topic of focus (2012, 244). Furthermore, DiCicco-Bloom and Crabtree state that the main point of the interview is to encourage respondents to share their authentic experiences and feelings (2006, 316-317). To prepare an interview, the interviewer must prepare questions suitable for the topic and create a pleasant environment for the respondents.

The importance of obtaining participant's consent in research is emphasized by Wedler and Grady (2008, 203). Another primary consideration previously stated by Beitin, is that the participants should possess knowledge of the subject of the research (2012, 244). In the same manner, Manohar, MacMillan, Steiner and Arora advise the investigator to recruit participants who closely align with the characteristics of the target population (2018, 2). In addition, Wendler and Grady write about the importance of information disclosure, mentioning it is important to include candidates in some aspects of the information while withholding specific details (2008, 206-207). On the contrary, MacMillan, Steiner and Arora insist that research participants should be provided with detailed information about the research regarding the nature of their consent (2018, 4). In conclusion, careful consideration of participant selection, informed consent, and information disclosure is essential to ensure the ethical standards of the research process.

Preserving the respondents' answers is paramount, therefore, there are many approaches researchers can use for successful data collection. Adeoye-Olatunde and Olenik say that the best method of collecting data during interview is audio-recording (2021, 1363). Sapsford and Jupp have the same opinion, commenting that conversations are usually recorded, since taking notes during the dialogue would take too much time and concentration (1996, 94). DiCicco-Bloom and Crabtree agree that recording is a good way of capturing the information while mentioning that the quality of the recording device is crucial (2006, 318). For Rosenthal it is important to use an audio-recorder to be able to transcript the interviews later (2016, 512). According to the sources, the easiest and most efficient way to collect information is by

recording the interviews. As a result, all information presented during the interviews will be assembled by audio-recorder.

The next step of collecting and preserving data is transcribing the recordings. Transcription is an activity during which the spoken text is converted into a written text (Widodo 2014, 101-102). Examining the topic in more detail, Rosenthal writes about the necessity of a transcription, deciding that accuracy is essential for further research (2016, 512-513). Moreover, Widodo mentions it is vital to transcript the recording carefully as well as to organize the information (2014, 102-107). Simultaneously, DiCicco-Bloom and Crabtree comment that the meaning of one sentence can change because of transcription (2006, 318). Additionally, Hendl asserts that computers are one of the tools used for transcription (2012, 220). Taking everything into consideration, transcription is not easy to execute. The researcher must rewrite the recording carefully to avoid any ambiguity or inaccuracy. During the research, all interviews assembled by audio-recorder will be converted into a written language.

After transcription, the next part of the research is called coding. In the coding part of the thesis, the researcher introduces and summarizes the respondents' opinions (Švaříček and Šeďová 2007, 252). Speaking about coding, Hendl proclaims that the obtained data is divided into small units known as codes which consist of similar themes (2012, 228. In equal manner, Auerbach describes coding as comparing the interviews transcriptions and looking for similarities and differences within them, he names the similarities as patterns (2003, 31). The process of identifying corresponding themes from different participants' answers is another description for coding used by Williams and Moser (2019, 48). On the other hand, Gibbs depicts coding as finding the main ideas that arise from the interviews (2007, 2). From a different perspective, coding could be viewed as an act of arranging important facts from a broad amount of information (Auerbach 2003, 31-32). Likewise, Gibbs indicates the immense amount of information collected from all the participants and the difficulty of processing it (2007, 48). Sources use different ways of describing coding, mostly agreeing it is an act of sorting information while classifying similar or contrasting themes from different interviews into relevant classes, for further research.

The following part of the research is called analysis, and it is described as the final and most important part of the thesis (Švaříček and Šeďová 2007, 253). Hendl characterizes analysis as

a division of units in smaller groups which are contrasted (2012, 33). Similarly, Švaříček and Šeďová proclaim that analysis is the activity of comparing collected information from the practical research with data provided by literary sources which were assembled in the theoretical part of the thesis (2007, 253). In the final part of the research, the collected information from the interviews will be analyzed and compared with the help of the theoretical part of the thesis where various statements and proclaims about the development of English language skills through computer games were made, by several authors.

Overall, the strategy chosen for the study matches one type of research, the qualitative research. Qualitative research is described as a method that is built around the aim and questions of the research (Hendl, 2008, 48). Similarly, Švaříček and Šeďová comment that the qualitative research focuses on one aim (2007, 24). Delving further into the matter, Hendl concurs that during this type of research strategy, the researcher analyzes all information that is presented to them by individuals participating in the interviews (2008, 48). Agreeing, Švaříček and Šeďová believe that by using this strategy the researcher obtains subjective answers to the research questions (2007, 15). Additionally, Hendl says that during the mentioned type of research, the researcher uses citations provided by the respondents during the interview (2008, 49). Focusing on the features of qualitative research, Švaříček and Šeďová introduce multiple features of the method, for example, the small number of individuals participating in the research, the usage of words instead of numbers or the most distinctive feature, the strategy of interview that is used for data collection (2007, 13-15). In conclusion, qualitative research was chosen as the main strategy for the research because of its features.

4.2 The interviews

For the research purposes, three players playing computer games were interviewed. They were chosen because they play computer games in English. They were contacted through social media, Messenger, WhatsApp and Discord, to join an interview for research. Two interviews happened in person and the last one occurred via an online platform called Discord. The topic of the research was shared with the participants as well as the means which would be used during the interview. Selected individuals knew the conversation would be recorded for transcription and analysis purposes. All participants were assured of their anonymity and the researcher's confidentiality.

The interviews were performed in the first two weeks of February 2025. Each participant decided the date and time of their individual interview as well as the language of the interview. Czech language was selected by two players. The third player didn't know Czech and chose English. Each discussion varied in length, but most were from thirty minutes to forty-five minutes long. Every interview was recorded. The two face-to-face conversations were preserved by recorder, an application on a mobile phone. The remaining interview occurred on Discord, an online environment that enables communication, and it was recorded by Audacity, an application specifically developed for audio recording. Since recording is perceived as the best method for data collection, it was implemented during the research (Adeoye-Olatunde and Olenik 2021, 1363). Additionally, the mentioned method was used because it is considered crucial for further research (Rosenthal 2016, 512-513). In other words, the recordings are transcribed for a better understanding of the assembled information. The interview is transcribed into a word document and stored on a computer. Furthermore, the saved data will be used in the following part of the research for further analysis.

4.3 Coding

The strategy used during the research for data classification is called coding. Gibbs describes coding as the interpretation of the collected information (2007, 48). The information can be collected by various means, but transcription of the recorded conversations is recommended by multiple sources (Rosenthal 2016, 512-513). The reason why this part of the research is essential is because the transcriptions enable the researcher to compare the experience of different players (Hendl 2012, 221). Overall, the authors describe coding in various ways while agreeing that this part of the research is important.

During the process of coding, the transcribed interviews are compared while the procedure of finding similar perceptions and contrasting ideas is highlighted by Williams and Moser (2019, 48). In this process, the interviewer's task is to sort crucial information into themes and subsequently organized found themes into groups (Auerbach 2003, 31-32). Exploring the importance of the researcher's data perception, the sources assert organization of the preserved information is paramount, therefore it should be carried out with utmost care (Widodo 2014, 102-107). Similarly, Gibbs elaborates on the same subject, mentioning that a large amount of data must be carefully processed during the mentioned procedure (2007, 48). Coding is characterized as an activity of organizing information provided by the interview participants.

The next part of the research is called analysis. Švaříček and Šeďová believe that analysis is the final and most important part of the thesis (2007, 253). Delving deeper into the topic, Hendl identifies analysis as an activity that enables the researcher to categorize information into groups and compare the information (2012, 33). Similarly, Švaříček and Šeďová perceive analysis as a tool that promotes the categorization of data as well while adding that information obtained during the interviews is compared with data collected in the theoretical part of the thesis (2007, 253). The sources assemble that analysis is about comparing and categorizing both theoretical and practical data.

4.4 Data and their interpretation

The preserved information about players' own experience of learning English language by playing computer games revealed some similarities and differences. The players' answers differ in the way they perceive the process of informal learning as well as the contributions computer games have to language learning. All the data collected were classified into two groups: Understanding and Applying.

The first group named "understanding" focuses on respondents' opinions on several matters. Firstly, the individuals' perception of informal learning is explored together with the disadvantages and advantages of both formal and informal learning. Subsequently, the subject of failure in different environments like at school or in games was examined. Another subject discussed during the interviews was whether games provide ideal environments for learning. The last subject mentioned in the understanding code is motivation. During the final question, the players express their opinion on whether games motivate people to learn English.

Secondly, the code called "applying" provides insight into the players' own experience. All questions connected with this theme are revolving around the topic of learning language skills by playing computer games. Providing their experience, individuals chosen for the research talk about the video games they play in their leisure time. Firstly, the dialogues focus on multiplayer games and how they promote English language skills. Subsequently, single player games and their effect on the promotion of language skills are assessed. Another subject explored in the "Applying" code is how the promoted games affect the chosen player's motivation to enhance English language skills.

The next chapter will introduce the two groups in more detail by analysis, consisting of the respondents' authentic quotes. The players' quotes should be included in the whole process of data analysis to ensure more reliable interpretation of the information (Hendl 2012, 223). The players' statements will be compared with the information provided by the sources in the theoretical part of the thesis.

As mentioned earlier, the participants were informed their identities will be kept confidential. To ensure that these conditions are met, the players will be recognized by following abbreviations, P1, P2 and P3. These contracted forms represent Player 1, Player 2 and Player 3. Since two of the interviews were carried out in the Czech language, the participants' quotes were translated into English by the researcher.

A. Understanding

Participants were first asked how they perceive informal education. All three agreed that informal learning is important and, in some aspects, beneficial. P2 believes that informal learning is "generally good" because "it is a voluntary activity, connected to individual's interests." Similarly, P1 concurs that "people both relax end educate themselves while they engage in various, leisure activities." According to P2, the mentioned activities "make people happier" since they occur in the free time. P3 complements other respondents by viewing informal education as "an addition to formal learning that should be perceived positively." Exploring the matter further, P1 characterizes informal education as an "easiest activity to do nowadays" because "people spend a lot of time on the internet, mainly to search information on platforms like Google, YouTube and ChatGPT." P2 mentions "YouTube" as an informal, educational tool as well. In contrast to other players, P3 warns "there is the possibility of incorrect facts being spread on the online platforms."

Subsequently the players were asked about their opinion on the advantages and disadvantages of informal learning. Focusing on advantages, P3 asserts that people can benefit from the "variety of activities they may use for informal learning." P1 implies that the "independence to choose activities" is important as well as the setting of informal education while observing that "learning in comfortable environments like at home" is another positive feature of informal learning. P2 also shared their opinion, commenting on the fact that this type

of learning is “entertaining” and therefore it can lead to “faster acquisition of knowledge.” Examining the disadvantages, P1 mentions that “people do not socialize as much during the informal learning” as they socialize at school. P2 posits that during this type of learning, “individuals delve into a certain topic only on the surface level” and “if they want to explore the theme further, they need to read a lot of literature.” Investigating the same matter, P3 agrees that reading books about themes people are interested in is paramount for further learning, adding that finding an ideal book is often challenging.

Another question used in the research was what players see as the advantages and disadvantages of traditional school learning. Starting with advantages, P1 depicts “socialization” as one of the positive features of formal learning. P3 shares an opinion with P3, describing the “opportunity of conversation between peers as paramount.” Talking about knowledge, P3 includes teachers as a positive part of formal education, sharing the belief that “teachers learn the information before they pass it on to the students.” P2 shares the opinion of Player 3 while adding that the teacher’s involvement in the learning process “enables individuals to learn the topics in more detail.” Both P3 and P2 mention the significance of “structure.” P3 is of the opinion that “structure should be used in formal as well as informal education.” P2 characterizes school learning plan as crucial because it “gives individuals opportunity to explore multiple subjects.” On the other hand, P2 classifies structure as a disadvantage by claiming that “the structure is the same for every student and therefore there is no opportunity for diversity.” Moreover, the teachers have duties they need to fulfill as well, and as a consequence, “the teachers do not have enough time to give individual attention to each student” which is something both P3 and P1 agree on. The necessity of an individual approach is introduced by P1 who explains that “each student needs a different condition for learning.” P2 and P3 are in concord with P1, claiming that “individuality is necessary but often unintentionally neglected.” In addition, P2 elaborated that sometimes “students can’t imagine how they will use the theoretical knowledge they learn at school in the real life.”

Accordingly, experiencing failure in video games and at school was compared, since all players concluded that computer games can be classified as informal learning tools in some aspects. Both P1 and P3 conclude that failures in games are easier to overcome since there are so called “checkpoints” which enable players to save and reopen “their progress in games.” P1 mentions that failures in games are not fundamental, because “in games people can try again to succeed in the failed task.” Agreeing P3 asserts that “mistakes in games can be faced later, after

a month, two months or a year." On the other hand, failures at school should be dealt with immediately." P2 expands this idea by saying that "failure in games can be motivational" because some people welcome the challenge "as they prefer to maximize their difficulty settings." On the contrary, P1 believes that failure can be "demotivational" if someone plays "multiplayer games" in team and "ruins the task for the whole group." In addition, P3 mentions that there are a lot of factors affecting failure like the individual's conditions at the specific moment. Overall, P2 and P3 agree that failure at school is more serious than failure in games. P2 describes failures at school as "consequential and final." P3 focuses on the things that people learn at school like "writing or reading comprehension" while assuming there are a lot of negative "consequences" if one fails to acquire these basic skills.

Next, the players were presented with the theory that suggests that games are ideal learning environments. P3 and P1 are not completely sure if games represent "an ideal learning domain." Even though P1 is not fully convinced about this theory, they believe it is "not completely bad to learn while playing games" because "playing computer games is a common activity in today's world." P3 focuses on the "features and types of the games," saying that "not all video games are realistic" enough to be considered as good educational tools. Differently P2 does not investigate the type of games but says that certain "aspects" make games good educational tools. For example, "realistic conversations" and the individual's participation in them is perceived as a paramount aspect affecting the game setting's value by P2. Similarly, P1 mentions "socializing" of gamers withing the games as a crucial feature of real-life like environment which is important for learning. P3 posits "simulator" games as the type of a games that usually try to be as identical to real life as possible.

The question whether games motivate game players to promote their English language is the last discussion of the understanding chapter in the practical part of the thesis. All players are in agreement while saying that computer games motivate them to learn English language. P2 mentions that sometimes, the games are "not in the player's native language," therefore, the individual "has to play the games in English." Discussing the same subject, P1 declares that a lot of games are in English because the game creators want the games to be "successful in the world marked." Furthermore, P1 presents the game "Gray Zone Warfare" as an example because the game is of "Czech origin," but Czech language is not represented in the game at all. Understanding the conversations between the characters is also a crucial part of the gameplay and P2 concludes that "people are motivated to learn the language of the game to

understand characters' conversations." P3 did not have as detailed answer about this matter as the other two respondents. P3 only mentioned that games do motivate people who enjoy playing games because "everyone has different hobbies." P2 has a strong opinion about this subject, adding that "playing the game in English can ensure a better experience. Overall, just for the immersion it is better to play games in English as the scenario feels more real and therefore is more engaging."

B. Applying

Firstly, this subchapter starts with a question about informal learning. The players are asked about the materials and aids they use for informal learning. All the sources use "books" during the process of informal learning. P1 and P2 do not mention only physical books, but also "audiobooks" that are available on the internet. P1 likes to "read books during the evenings or listen to audiobooks or podcasts at work." Differently, P2 enjoyed "listening to audiobooks" in the previous years." P2 also admit that they "read less and wish to return to reading" like in previous years. Even though P3 mentions "internet" and its aspects as an informal learning tool the individual focuses on more traditional methods. For example, "playing board games or solving crosswords" are the activities P3 enjoys and uses for informal learning. Concentrating on technology-based strategies, P1 perceives "listening to music" as one of the methods used for learning in the leisure time. P2 follows P1 and concentrates on "videos" especially "documentaries," preserved on the online platform called "YouTube." Briefly speaking about "educational videos" as well, P3 categorizes them as instruments used for informal learning. Delving further into the subject of "documentaries," P2 clarifies that each "channel on YouTube" focuses on different topic while naming the themes of "politics and economics" as their favorite. Moreover, both P1 and P2 perceive video games as an educational tool they use during free time. Being more hesitant about the subject, P3 does see a "few advantages of learning by playing computer games" while remaining very strict with the "genre of games" that are suitable for learning. Exploring the matter in more detail, P2 asserts there are some valuable "educational aspects within video games."

Another question was centered around multiplayer games, and the participants were asked what type of multiplayer games they play. Followed by a question about how the specific games promote the individual's English language skills. The players are of the same opinion that games for more players do promote English Language in some aspects. For instance, P1 introduces games like "Hell Let Loose, a realistic game set in the time of the Second World War, and Arma

Reforger." Going into detail, P1 observes that "listening skills and speaking skills are the most promoted language skills" in these types of games because "they occur on foreign servers where everyone needs to speak English to be able to work as a team." Similarly, P3 mentions the game Arma Reforger as well, explaining that "the game is about a war conflict between multiple warring parties." P3 agrees with P1 by saying that "communication is crucial for the gameplay, therefore the speaking and listening skills are the most promoted skills in this particular computer game." Exploring both speaking and listening skills, P2 introduces a different game named "CSGO which is a tactical team shooting game that enables teammates to communicate through a voice chat." In games like CSGO the players are forced to communicate and according to P2 "that is the most effective way to learn English language." Writing skills were also brought up during the interviews. The three participants admitted that all previously mentioned games share one feature a chatting window. In this window, the players can text each other. P1 and P3 share the thought that most "people who text in the chat are people who don't have a microphone, are scared to speak in English or think they have a bad pronunciation." Investigating the subject of pronunciation further, P1 admits their "pronunciation is not the best, but that fact had never stopped them to communicate with others in games" since it is essential for the gameplay. Likewise, P3 comments that "some players are too shy to speak in the game, but the chat is not an effective way of communication during the fights," therefore "the chat should be used only at the right time and for the right purposes." Overall, P1 believes that "important information" might be shared in the chat widow between the teammates and that by using the function, the individuals practice their reading comprehension. P2 has a completely different experience with the chatting window in CSGO, depicting it as "a little bit helpful but mostly ineffective for the progression of reading comprehension." Additionally, P2 suggests that the chat in CSGO consists of "short messages full of grammatical mistakes along with occasional insults." Focusing on reading comprehension, P3 is of the conviction that the "ability to read enables players to explore the world and game mechanics." P1 explores the promotion of the reading skills with the help of different game called "Grey Zone" because "all the instructions in this game are in the form of English text."

Along with multiplayer games, the chosen individuals were questioned about single player games during the interview. Additionally, the potential of single player games on language skills promotion was explored during the discussion. P3 focuses on games like "Frostbite, Cyberpunk or Baldur's game". P2 lists "Cyberpunk 2077 and Witcher III" as the games they play in their leisure time. Both games are characterized by P2 as an "open world games with a lot of

characters that indulge in various dialogues" while adding that the "character's expressions" are usually acquired by the players. Identically, P3 mentions that they "make laws" in one of the mentioned single players games and the "citizens of the specific town can express their opinion about each law". P3 views this factor as important for "speaking acquisition." Delving into the topic of singleplayer games, P1 described "Red Dead Redemption II" as a game full of "diverse conversations between the characters." P1 talked about "conversations and instructions" provided to the main character by other people depicted in the game, while saying that "communication" occurring in the game can enhance one's speaking skills. Furthermore, P2 along with P1, observe that the players who play these games need to be familiar with English to understand the conversations and therefore the whole context of the games. When talking about dialogues, P2 believes that individuals playing the mentioned games practice their listening comprehension when they "hear the characters speak." P1 asserts there is an "audio accompanying" the dialogues in "Red Dead Redemption II" as well. Despite mentioning conversations, P3 comments that "there are not many listening opportunities" in the game they are describing while indicating that only "informal or slang English" is presented in the game. In the end, P3 advises other players to "use different games to enhance" their "listening comprehension." According to P1, there is no focus on developing writing skills in single player games. Delving further into the matter, P3 posits that "texts" in games "can enhance" writing skills or provide the individuals with "inspiration" for their own texts, since the structure of the sentences is important.

The question of whether the previously mentioned games provide real-life-like environments ideal for learning was presented to the research participants. P1 concurs that all games they previously described are based on "real life environments or historical events" and have some "realistic features" important for learning. Equivalently, P2 supports the thought that games consist of certain "realistic features" that can enhance language skills. P3 comprehends that "simulators" like the "mechanic simulator game" they played are the most realistic games.

4.5 Analysis

The previous chapter concentrated on the data collected during the interviews. Similarly, this part of the thesis will use the same data, the quotes from the interviewed individuals while adding the information from the theoretical part of the thesis. In the theoretical part, multiple

conclusions were made by numerous sources and the authors' opinions will be compared with the players' experience.

In the beginning of the theoretical part of the thesis, the topic of informal learning was investigated by the sources. In chapter one the authors believe that informal learning is beneficial for learning English languages (Al-Zhoubi, 2018, 155). All the players included in the research agree with this statement, saying that informal learning is paramount. Additionally, P1 concurs that informal learning is useful because it happens during one's leisure time and therefore it is a voluntary activity. Equally, Callanan, Cervantes and Loomis perceive informal learning as connected with interests (2011, 647). The subject of advantages and disadvantages in both formal and informal learning is severally discussed by the authors. Sources view the school environment and especially teachers in a more negative way while saying that school is not engaging (Hamlen 2011, 532). Delving into the same matter, P2 mentions that entertainment ensures quicker acquisition of knowledge. Another discussed topic is that teachers are not prepared to construct valuable lessons (Eshach 2007, 175). Disagreeing, P2 and P3 are of the opinion that teachers are diligent in preparations which results in easier acquisition of knowledge of the learners. Furthermore, Riley and Reedy conclude that it is not in the teacher's ability to provide each student with individual attention (2003, 70). P1 is in concord with this statement, highlighting that teachers do not have enough time to focus on each student individually due to all their duties and strict schedules.

The next chapter focuses on computer games. Ma, Oikonomou and Lakhmi declare that computer games should be classified as means used for informal learning (2011, 3). Similarly, all three players questioned during the interviews categorize playing video games as a strategy used for informal learning. The question whether games motivate players to learn English was introduced, P3, P2 and P1 agree that games can motivate individuals to learn English language to understand the game and its characters. In contrast, the sources explore this matter from a different angle centering their attention on multiple beneficial features games consist of, motivation being one of them (Banditvilai and Cullen 2018, 293).

The subject of the computer games environment was also portrayed in the practical part of the thesis. Hamlen believes that games provide a real-life-like environment ideal for learning (2011, 534). P2 and P3 concur that realistic conversations may appear in video games. Implying the same idea, Khajloo posits that real-life like environments are crucial for learning a language

(2013, 58). Differently, P3 elaborates on their experience further by saying that not all games are ideal for learning as they do not incorporate real-life environments.

Failure is also portrayed as an important part of learning by both sources and players. McGonigal proclaims that failure in real life is demotivational and failures in games are encouraging (2011, 45). P1 disagrees with this statement because when they play multiplayer games with friends, and they fail a mission for the whole team, it can be demotivational. P2 and P3 are in agreement that failure at school is more consequential than failing at games therefore it can be perceived as less demotivational. Additionally, P2 believes that failure in games can be motivational because people want to be challenged by games. In the last subchapter of the second chapter, Hamlen states that some individuals want to be challenged by games because they enjoy difficult gameplays (2011, 538).

The last chapter of the theoretical part of the thesis is about language skills. The skills will be introduced together with the topic of two types of games, single player and multiplayer games. The types of games were introduced in the second chapter, specifically in the second and third subchapters. The theoretical information concerning these topics was compared with the experience of promoting English language skills through playing video games. All players conclude that Language skills can be promoted with the help of computer games. Similarly, Ma, Oikonomou and Lakhmi, assert that both knowledge and skills can be acquired during video game playing (2011, 3).

Multiplayer games and single player games represent the two basic types of games. Both types were introduced in the theoretical part of the thesis. The main distinction between these two games is that single player games can be played individually, on the other hand, multiplayer games were designed to accommodate multiple players in one, shared environment (McGonigal 2011, 21-180). Firstly, multiplayer games were observed and described as online platforms that enable people to cooperate in the specific environment (Camilleri, Busuttil and Montebello 2011, 486). Delving further into the topic, Serçea et all add that games give players a lot of opportunities to communicate (2011, 490). Drawing on personal experience, P1 introduces multiplayer games that are located on foreign servers and in order to play the games efficiently, they need to speak English. Similarly, Callanan, Cervantes and Loomis say that individuals need to be exposed to language they wish to acquire because using the language is the best strategy to learn it (2011, 649). Furthermore, conversations are perceived as ideal learning

activities by Al-Zhoubi (2018, 154). P2 shares this opinion saying that one learns language best if they use it.

P1 prefers multiplayer games which require the participation of various people. Addressing this matter, Black and Sykes mention that a lot of multiplayers games can be played solo but to complete harder tasks, individuals need to cooperate (2009, 810). P3 mentions playing with their friends as well while Reeves and Read highlight the importance of cooperation between teammates because it ensures the establishment of informal learning (2009, 84). According to P1 listening and speaking skills are the most trained language skills while playing multiplayer games. Uniting listening and speaking skills, a lot of sources believe that speaking and listening skills are complementary (Sadiku, 2003, 61). P2 concurs that both listening and speaking skills are promoted by communication between the players.

Exploring the subject of speaking from different perspective, Richards posits that speaking in English is sometimes intimidating (2008, 24). Commenting on the same topic, P1 and P3 observe that a lot of players do not want to speak in English because of various reasons like being shy, so they communicate by the chatting window.

P1 and P3 believe that some multiplayer games may enhance both reading comprehension and writing skills, but they need to have a certain features, for example, a lot of text. Mentioning texts, Sadiku marks texts as the main and the most efficient materials for learning reading comprehension (2015, 30). P2 concludes that the multiplayer games they play do not enhance reading or writing skills.

Focusing on single player games, all three interview participants agree that single player games promote speaking skills because the story of the games revolves around multiple conversations. In the subchapter focusing on speaking, Riley and Reedy indicate that one's speaking skills can develop by the activity of listening to a better speaker (2003, 61). Explaining single player game features P1 comprehends that the game makes use of audio as well as subtitles in English during characters' conversations. Correspondingly, Sadiku mentions that using various audio-visual materials both in formal and informal learning is beneficial for learning (2015, 29). Similarly, Gower, Philips and Walter assert that recordings about individual's interests are positively influencing the acquisition of listening skills. Talking about how audio recordings influence writing skills, Sreena and Ilankumaran state that listening

activities can enhance the writing abilities of individuals (2018, 669). Moreover, having the opportunity to listen to English in the free time is important for the development of listening skills (Wallace, Stariha and Walberg 2004, 13). In similar manner, P2 implies the ability to hear the characters talks enables the player to enhance their listening skills.

Additionally, Walsh focuses on the strong connection between writing and reading skills in the writing subchapter (1985, 9). Observing the connection, P3 believes that some texts in specific games can promote writing skills because they may provide inspiration for creating one's own text. Moreover, all three players believe that reading skills can be promoted by texts provided by the game. Riley and Reedy are of the same opinion while declaring that multiple engaging texts should be used for the promotion of reading skills (2003, 81).

4.6 The summary and outcome of the research

The conclusion of the research is that the respondents describe informal learning as essential because it both entertains and educates people at the same time. Therefore, the informal learning activities should be perceived as complementary to the process of formal learning. Moreover, the question whether computer games promote English language skills or not was answered. According to the players, computer games possess the right features to enhance English language skills. Exploring the matter thoroughly, respondents assert that both single player games and multiplayer games promote English language skills to some degree. Additionally, multiplayer games were characterized as important for the practice of speaking and listening skills. On the other hand, single player games were perceived as less useful for training the speaking skills. Furthermore, writing skills were declared to be the least promoted skills by the activity of computer game playing. Both listening skills and speaking skills were highlighted as the most practiced skills by the act of game playing. Players commented that real-life-like conversations provided by the games have a crucial impact on the promotion of the two language skills. While seeing the positive aspects of practicing English language by playing video games, the interview participants declare that not all games can enhance English language skills or provide an ideal learning environment for the individuals. Furthermore, the respondents listed multiple advantages games provide. For example, motivation or entertainment were mentioned. Similarly, the perception of failure in

games was proclaimed to be less consequential than failure at school. In addition, P2 concurs that some players seek challenges while playing video games.

CONCLUSION

The overall aim of the thesis was to find out if the activity of playing computer games has a potential to promote English Language skills.

In the theoretical part of the thesis, the sources agreed that games provide an ideal environment for learning both skills and knowledge. The importance of real-life-like environments and situations was highlighted by the authors. There were also different claims made about the two basic types of games, single player games and multiplayer games. Single player games were characterized as games that focus on individual growth whereas multiplayer games were introduced as platforms which provide gamers with the opportunity to meet and learn within groups. The cooperation that must occur between teammates during the gameplay is viewed as essential for English language skills development. In conclusion, the sources mark computer games as good tools for informal learning.

The outcome of the practical part comes to a similar assumption as all three players participating in the research conclude that computer games are ideal as materials used for informal learning. Additionally, the opinion that informal learning should serve the purpose of complementary studying to formal learning is highlighted by the individuals.

Different aspects of the named games were also explored by the gamers. The importance of motivation or environment was mentioned as well as the influence of games on failure. The gamers agree that video games motivate players to learn English because a lot of games are developed and played in the language. Therefore, to understand the context and mechanics of the games, individuals need to practice and use English language. Similarly, the conversations between characters or real players occur in English and so it is paramount to use the language in order to play the game efficiently. Concentrating on environment, respondents mark some game environments and situations as identical to real life and for that reason good for English language practice. Lastly the prospect of failing both in games and at school was compared. Gamers are mostly in concord, saying that failure in real life is worse than failure experienced in games because it is more consequential. Exploring the matter in detail, respondents mention that failure in games is motivational for some individuals because they accept the challenge it provides.

In conclusion, both players and sources agree that games have features required for the promotion of English language skills. But there is also the belief that not all games have these features. Therefore, it is safe to assert that games that possess the essential aspects have positive affect on the promotion of English language skills.

RESUMÉ

Tato bakalářská práce se zabývá zkušenostmi počítačových hráčů s rozvojem anglického jazyka za pomoci hraní počítačových her v anglickém jazyce. Dlouhý čas strávený u technologie je jedním z nejdiskutovanějších témat dnešní doby. Na toto téma existuje mnoho názorů, některé nepodporují čas strávený u počítače a jiné jej doporučují, protože vidí možnost, jak jej efektivně využít. Z tohoto důvodu byl cíl této práce zjistit potenciál hraní anglických počítačových her pro rozvoj receptivních a produktivních řečových dovedností v anglickém jazyce.

První kapitola bakalářské práce je zaměřená na neformální vzdělávání. Jako první je termín neformální vzdělávání definován jako učení probíhající mimo vzdělávací instituci, ve volném čase. Zmíněné neformální vzdělávání je charakterizováno jako zábavné, protože je spjato se zájmy jedinců, kteří se dobrovolně vzdělávají ve svém volném čase, i když si to někdy přímo neuvědomují. Podle zdrojů, neformální vzdělávání probíhá neustále. Muzea, knihovny nebo populární aktivity jsou uvedené jako naučné prostory a činnosti ve volném čase. Dále jsou zmíněné počítačové hry, které jsou popsány jako oblíbené a celosvětově rozšířené ve společnosti. Všechny zmíněné volnočasové aktivity jsou charakterizovány jako zajímavé činnosti, které lidé dělají ve svém volném čase dobrovolně, protože je baví.

Podkapitola v první kapitole porovnává využití technologie pro učení s učením ve školním prostředí. Přijímání technologie ve škole bylo zdroji také rozebráno. Autoři jsou toho názoru, že ne každý dokáže změnit styl svého učení nebo začít využívat nové, technologické pomůcky. Zároveň byl ale představen názor, že někteří se aktivně snaží o začlenění technologie do výuky. Následně, výrazné rozdíly v prostředí ve škole a ve hrách byly prozkoumány. Někteří popisují prostředí ve třídě jako nedostačující, ne velmi motivující. Na druhu stranu, prostředí ve hře je označeno za velmi příjemné a podobné skutečnému prostředí. Dalším, velmi častým názorem je, že dnešní společnost tráví až moc času u obrazovek, u dětí ve škole tomu není rozdílem a někteří učitelé a rodiče se o své děti bojí. Poslední paragraf této podkapitoly je věnován učitelům. Učitelé jsou popsáni jako hlavní plánovači hodin. Podle zdrojů jsou dobří učitelé schopni vymýšlet zajímavé a podnětné hodiny a materiály užitečné pro výuku. Opačným názorem je, že ne všichni učitelé mají správné předpoklady potřebné k přípravě kvalitních hodin.

Druhá kapitola je věnována počítačovým hrám. Nejprve jsou hry definovány jako virtuální prostředí, která se mohou podobat reálnému světu. Jejich pozitivní vlastnosti jako poskytování

zábavy pro všechny věkové skupiny, vytvoření vlastní postavy nebo reálně vypadající prostředí, které poskytuje věrohodné životní situace, jsou jedním z hlavních rysů, které podle zdrojů označují hry jako adekvátní prostředky pro neformální vzdělávání.

První podkapitola druhé kapitoly se zabývá hrami specificky vytvořenými k učení. Zmíněné hry nejsou velmi populární, jsou velmi repetitivní a nedokážou se vyrovnat moderním hrám, které jsou dostupné široké společnosti.

První ze dvou základních typů her je definována ve druhé podkapitole. Hra pro jednoho hráče je popsána jako hra, která se soustředí na rozvíjení schopností a znalostí jedince. Hráč je vystavován úkolům, které jsou specificky nastavené tak, aby odpovídaly a občas vyzívaly úroveň a naučené dovednosti jedince. Zmíněná je i vlastnost tohoto typu her, která jedinci neumožňuje svévolně ovlivňovat průběh hry, jak se mu chce. Hrající osoba má na výběr jen pár drobných možností, které jsou předem naprogramované a žádné odchylky od přesně předurčeného děje nejsou možné.

Hra pro více hráčů je druhý základní typ počítačových her, který je popsán ve třetí podkapitole druhé kapitoly. Autoři charakterizují hru pro více hráčů jako uměle vytvořené prostředí, kde se lidé mohou dobrovolně scházet. Tento typ hry má mnoho vlastností, jednou z nich je, že ji hráč může hrát sám, ale některé úkoly jsou velmi těžké, a proto je žádoucí hrát v týmu s dalšími hráči. Tato skutečnost umožňuje hráčům vytvořit komunity se společným zájmem. Tyto skupiny se často skládají ze zkušenějších i méně zkušených hráčů. Tato skutečnost podporuje interakci mezi lidmi, kde již zkušení hráči pomáhají méně znalým spoluhráčům. Tato spolupráce a vzájemné učení je zdroji velmi vychvalované. Následně je možnost rozhodovat o průběhu děje jedním z diskutovaných rysů her pro více hráčů. V tomto typu her mají hrající osoby větší autonomii vybírat si, jakých aktivit se zúčastní a jakým způsobem budou hru hrát. Lidé tedy mohou zažít různé herní zážitky podle svého uvážení a jejich příběhy nejsou stejné, ale individuální a osobité.

Třetí kapitola se zaobírá řečovými dovednostmi. V první řade se autoři zaměřují na důležitost řeči jako celku. Vyobrazují ji jako podstatnou pro život, protože umožňuje vzájemnou komunikaci mezi jednotlivci i komunitami. Zmíněna je i zásadní potřeba jedinců dorozumět se s ostatními lidmi, neboť člověk je tvor společenský. Tato potřeba představuje, podle zdrojů, motivaci pro učení nových jazyků. Při osvojování nového jazyka, jak autoři poznamenávají, jsou rozhovory nejpřirozenějším a nejefektivnějším způsobem, jak se naučit nový jazyk spolu s používáním řeči v běžném životě. Také jsou zde představeny čtyři řečové dovednosti: čtení,

poslechu, řeči, čtení a psaní. Tyto čtyři aspekty jsou označeny jako důležité pro osvojení jazyka. Ve třetí kapitole jsou tři podkapitoly, které se soustředí na řečové dovednosti.

První podkapitola ve třetí kapitole se zabývá čtením, které je nejprve definováno příslušnými zdroji. Čtení je klasifikováno jako aktivní, receptivní dovednost. Dále autoři rozebírají, proč je tato řečová dovednost důležitá, všichni se shodují, že je podstatná pro naučení ostatních řečových dovedností. Zmíněny jsou i způsoby, jakými se může čtení zlepšit. Využití různých textů nebo způsobů čtení je považováno za přínosné.

Stejně jako čtení je v další podkapitole představen poslech, který je klasifikován jako receptivní, aktivní dovednost. Poslech je považován za přínosný, protože přináší informace. Tato řečová dovednost s pomocí řeči umožňuje přenos informací mezi lidmi. Podle zdrojů je důležité trénovat aktivitu pomocí různých materiálů jako jsou nahrávky nebo písně. Autoři také uvádí, že poslech je důležitý pro celkový proces učení.

Ve třetí podkapitole je jako další řečová dovednost představena řeč, která je definována jako produktivní a zároveň pasivní dovednost. Řeč je autory vnímána jako životně důležitá, protože umožňuje komunikaci mezi lidmi. Používání řečí je podle zdrojů nejefektivnější metodou jak řeč procvičovat. Důraz je také kladen na prostředí, podle autorů je důležité používat řeč v různém prostředí a kontextu. Také je zmíněno, že časté trénování této dovednosti je důležité, protože používání nového jazyka může být zastrašující. Souvislost mezi řečovou dovedností a poslechovou dovedností je pro autory zřejmá. Během rozhovorů se totiž používají tyto dovednosti naráz. Zdroji je nadále poznamenáno, že poslech může mít pozitivní vliv na zlepšování řečových dovedností. Řečová dovednost je také označená jako důležitá pro naučení se čtení a psaní. Jak už bylo dříve zmíněno, nejlepší osvojení řeči probíhá při konverzacích, kde konverzace s ostatními lidmi může poskytnou zpětnou vazbu jedinci, který ji potřebuje.

Psaní je řečová dovednost, která je popsána v této bakalářské práci jako poslední. Autoři ji klasifikují jako produktivní a zároveň pasivní dovednost. Podle zdrojů je psaní dovednost, která by se měla učit jako poslední, protože slouží spíše jako doplněk pro ostatní dovednosti. Spojení mezi psaním a čtením je také důkladně prozkoumáno. Autoři uvádějí, že bez čtení není možno psát. Dále je také uvedeno, že texty byly napsané proto, aby byly následně přečteny.

V praktické části je nejprve určeno, jakým způsobem bude výzkum probíhat. S pomocí zdrojů byl vybrán individuální a polostrukturovaný rozhovor jako hlavní výzkumný prostředek. Mimo typu výzkumu je v této části práce popsán popis přípravy na rozhovor, výběr správných kandidátů pro rozhovor, vytvoření příjemného prostředí pro kandidáty nebo výběr výzkumných

otázek. Dalším postupem popsaným v této části je sběr dat. Pro sběr dat byl vybrán záznam rozhovoru, který umožňuje následné přepsání zjištěných informací.

Celkem tři hráči počítačových her se zúčastnili rozhovorů v prvních dvou týdnech února 2025. Jeden z rozhovorů probíhal online formou přes platformu Discord a zbylé dva se odehrávaly tváří v tvář. Všichni účastníci rozhovorů byli seznámeni se skutečností, že budou nahrávání za účelem přepisu sdílených informací a také byli ujištěni o zachování jejich anonymity.

Nahrané rozhovory byly následně ručně přepsány do počítače, přesněji do programu Word. Následně byly vytištěny a použity při kódování, které bylo definováno jako rozčlenění a porovnání informací mezi respondenty. Tyto skupiny jsou dále zařazeny pod kódy.

Prvním kódem byl takzvaný „pochopení," které porovnává názory hráčů na různá témata. Neformální vzdělávání bylo jedno z témat, které bylo prozkoumáno stejně jako vliv her a školního prostředí na neúspěch. Herní prostředí a jeho vliv na potenciál pro rozvoj anglického jazyka byl také zmíněn. Druhý kód „aplikace se zaměřuje na to, jaký potenciál mají specifické hry, které byly hráči představeny pro rozvoj receptivních a produktivních řečových dovedností v anglickém jazyce.

Závěrem výzkumu je, že všichni tři hráči jsou přesvědčeni, že je vhodné využívat hraní her při neformálním vzdělávání k procvičování anglického jazyka. Tuto skutečnost odůvodňují tím, že tyto specifické hry – konkrétně zmíněné v našem výzkumu - mají funkce a rysy, které podporují rozvíjení řečových dovedností. Zároveň je ale nutné při výběru her mít na paměti skutečnost, že ne všechny hry tyto rysy mají a mohou řečové dovednosti rozvíjet.

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APPENDIX – Interview transcripts

Appendix 1 – Interview with player 1

Int.: Jako první bych se Vás chtěla zeptat, co si myslíte o neformálním vzdělávání? Neformálním vzděláváním myslím vzdělávání, které probíhá mimo školu. Může to být spousta různých aktivit.

P1: Tak neformální vzdělávání je podle mého názoru asi jedna z nejjednodušších věcí, co může dnešní mládež dělat, protože nejvíce času tráví doma než kdekoliv jinde, a hlavně tráví čas na sociálních sítích. Lidé dnes vyhledávají všechno na Googlu, na YouTube nebo na ChatGPT.

Int.: Aha, dobře. Takže byste považoval třeba poslech hudby, čtení knih a hraní her jako neformální vzdělávání?

P1: Rozhodně, protože to jsou věci, u kterých člověk relaxuje a zároveň se u nich vzdělává.

Int.: Moje další otázka je, jestli využíváte nějaké metody neformálního vzdělávání?

P1: Ano, v práci poslouchám hudbu nebo podcasty, odpoledne si zahraji hry a po večerech čtu knížky.

Int.: Super, moje další otázka byla, které metody využíváte. Tak se tedy posuneme dál. Jaké si myslíte, že jsou výhody a nevýhody neformálního vzdělávání?

P1: Tak výhody vidím v tom, že tyto činnosti může člověk dělat v klidu doma sám a víceméně k tomu nikoho nepotřebuje a nevýhoda je, že se lidé tolik nesocializují.

Int.: A kdybyste měl naopak vyjmenovat výhody a nevýhody učení ve škole?

P1: Výhody, děti se ve škole navzájem sdružují, mohou si popovídat. Co zažily předchozí dny, když se neviděly. Žádné nevýhody mě nenapadají.

Int.: Kdybyste se měl zaměřit na to, že ve škole učí děti učitelé, byly by zde k nalezení nějaké výhody nebo nevýhody?

P1: Ve škole je to složitější, protože učitelé nemají moc času na všechny žáky. Někteří žáci se učí pomaleji a potřebovali by látku více vysvětlit, potřebují více pozornosti, ale učitelé jim ji nemohou dát, protože mají nastavené osnovy a ty se snaží plnit.

Int.: Děkuji za Vaši odpověď. Teď se zaměříme na další téma, selhání. Vnímáte nějaký rozdíl mezi selháním ve škole a selháním při hraní her?

P1: Když selžeme ve hře, nic se neděje. Ve hrách u jednoho hráče se hra ukládá, a proto není problém se vrátit a selhání napravit. U her pro více hráčů se postavy automaticky znovuzrodí, ale když člověk selže v reálném životě tak je to problém.

Int.: Myslíte si, že tato selhání mohou nějak ovlivnit motivaci?

P1: Teď budu mluvit z vlastní zkušenosti. Když jsem selhal ve škole tak mě to demotivovalo. U her pro více hráčů může být selhání také demotivují, hlavně, když člověk hraje s kamarády a omylem něco pokazí. Na druhou stranu, když se člověku daří, tak chce v hraní her pokračovat.

Int.: Když se zaměříme na zmíněné hry, hrajete nějaké hry v anglickém jazyce? A jestli ano tak které?

P1: Všechny hry hraji v anglickém jazyce. Za prvé mi to rozvíjí angličtinu a za druhé, moc her v českém jazyce není.

Int.: A co přesně si myslíte, že Vám hraní her v angličtině přináší?

P1: Mně osobně to přináší to, že se zlepšuji v anglickém jazyce a rozvíjím svou slovní zásobu.

Int.: A rozvíjíte i něco dalšího, kromě slovní zásoby?

P1: Hraním rozvíjím i prostorové vnímání, periferní vidění a motoriku.

Int.: A kdybychom se měli zaměřit na rozvíjení řeči, poslechu, čtení a psaní?

P1: Psaní moc ne, spíš čtení, řeč a poslech.

Int.: A jakým způsobem je ve hře rozvíjíte?

P1: Mluvení se rozvíjí hlavně při hraní různých her pro více hráčů, čtení a poslech převážně při hraní příběhových her, protože celá příběhová hra je založena na poslechu a čtení. Když si člověk texty ve hře nepřečte, tak neví, co má dál dělat anebo by odpověděl, když nemá a tím změnil celý příběh hry.

Int.: Takže v tomto typu her jsou texty, instrukce?

P1: Ano.

Int.: A kromě instrukcí, jsou ve hře i rozhovory, nějaké interakce?

P1: Ano, v některých jsou i rozhovory a interakce.

Int.: Dobře, děkuji. Posuneme se na další otázku. Myslíte si, že hry nabízí ideální prostředí pro učení? Jestli ano tak jakým způsobem?

P1: Hraní her není úplně nejlepší místo na učení, ale u toho hraní děti stráví hromadu času, takže si nemyslím, že by to bylo úplně špatné.

Int.: Dokázal byste popsat v čem není toto prostředí špatné?

P1: Ve hrách se děti sdružují s dalšími lidmi a mohou se dál rozvíjet co se týče myšlení a dalších věcí.

Int.: Když se bavíme o hrách, pojďme se zaměřit na hry pro více hráčů. Které hry pro více hráčů hrajete a proč?

P1: S kamarády hrajeme Hell Let Loose, protože je to realistická hra z druhé světové války, potom z moderních her hrajeme Gray Zone, to je česká hra, ale kompletně v angličtině. V této hře není česky nic, protože se ji schválně čeští vývojáři snažili udělat pro světový trh. Hlavní je tam angličtina a potom také němčina, španělština, francouzština a další jazyky. Český jazyk tam bohužel není. Hraji i Red Dead Redeption 2, ale tam se moc nemluví. Také bych mohl

zmínit Arma Reforger, to je z období studené války, ale když si člověk koupí módy, tak může hrát i v dnešní době. A to je asi vše.

Int.: Kdybyste si měl vybrat jednu ze zmíněných her, dokázal byste mi říct, co u Vás tato hra rozvíjí? Když se znovu zaměříme na anglický jazyk, specificky na řečové dovednosti.

P1: V Hell Let Loose se určitě rozvíjí komunikace, to samé i v Arma Reforger, protože se tam hraje převážně na serverech, kde je nutné mluvit anglicky. Bez toho by nefungovala žádná spolupráce. Každý by si dělal, co chce a nikdo by pak nevěděl kde jsou nepřátelé a co se děje. Komunikace a poslech se u těchto her rozvíjí nejvíce.

Int.: A poslech se rozvíjí čím?

P1: Poslech se rozvíjí, předáváním informací, když komunikujeme.

Int.: A je možné se v těchto hrách dorozumívat pomocí psaní?

P1: Psát se také dá. Několik lidí tam jen píše, protože se stydí za svůj hlas, nefunguje jim mikrofon nebo tvrdí, že mají špatnou výslovnost. Ale to mám já taky a nevadí mi to, vždycky mi každý rozuměl. A pokud ne, tak mě požádal, abych zopakoval, co říkám a vždycky jsme se nakonec pochopili. Na druhou stranu, když na mě někdo mluví anglicky a já to nestíhám, tak se ho zeptám, jestli může pomalu zopakovat co říkál. A pak už nemám problém.

Int.: Nachází se v těchto hrách, o kterých se bavíme nějaká forma textu? Třeba předtím zmíněné instrukce?

P1: Zrovna v těchto dvou hrách ne, ale ve hře Gray Zone jsou úkoly popsané čistě pomocí textu.

Int.: Takže ve hře Gray Zone, člověk musí instrukce v anglickém jazyce přečíst, protože jinak nezjistí, co má dělat?

P1: Ano, přesně, jiná možnost není.

Int.: Takže to byly hry pro více hráčů. Teď se přesuneme ke hrám pro jednoho hráče. Které hry pro jednoho hráče hrajete v anglickém jazyce a proč?

P1: Hraji Red Dead Redemption 2, tam je příběh úžasný, vtáhne hráče do období divokého západu. To se mi na tom velmi líbí, ta příroda a celá ta doba mě fascinuje, jak nikdo nikam nespěchal. Všechno má své pro a proti, ale kdybych mohl cestovat v čase, chtěl bych se tam podívat.

Int.: Takže to, co jste u předešlých her říkal, že vyobrazují realistické prostředí nebo dobu platí i u této hry?

P1: Ano, všechny hry, které jsem zatím zmiňoval jsou velmi podobné realitě nebo v sobě nesou realistické aspekty.

Int.: A jak Vám tato hra, Red Dead Redeption 2, pomáhá s rozvojem anglického jazyka?

P1: Ve hře pro jednoho hráče (příběhová hra) jsou dialogy, které musí člověk číst, aby rozuměl příběhu a instrukcím. Tyto texty jsou samozřejmě v angličtině. V této hře si člověk rozvíjí spíš slovní zásobu než komunikaci. Čtení a poslech se také rozvíjí a jsou zde rozhovory, které jsou slyšet a jsou u nich anglické titulky. Možnost psaní zde není.

Int.: Mám na Vás poslední otázku. Myslíte si, že Vás hry motivují ke zlepšení Vaší angličtiny? Jestli ano, tak proč?

P1: Ano, protože mě zajímá, o čem se ve hře baví postavy, o čem jsou mise a dokumenty, které nacházím. Myslím si, že bez použití anglického jazyka by člověk přišel o polovinu prožitků ze hry.

Int.: Děkuji Vám za vaše odpovědi.

Appendix 2 – Interview with player 2

In.: Firstly, I would like to thank you for doing the interview.

P2: Of course. I am gladly answering all your questions.

Int.: My first questions is, what do you think about informal education?

P2: Do you mean learning in your free time? Like passive learning kind of?

Int.: Yes, you can interpret it like that.

P2: I think it is a good thing because at school, learning is often direct from teacher, so it is not interactive, and you are kind of forced to learn what they give you to learn. And if you can design studying in a way people would do it voluntarily as their hobby, I think that is generally a good thing because you learn faster if you want to learn it, the results are better, and the people are happier. I mean the best thing that can happen is that you are learning something that you actually like and are interested in so that is a good thing.

Int.: My next question is, do you use any informal educational methods?

P2: Yes, I think so. I used to listen to a lot of audiobooks but in the past few months it had gotten less. Mainly because of work, I used to listen to them on my way to and from school. I still do it from time to time. Additionally, I still like to watch educational content on YouTube or documentaries in general. I don't know, should I name examples?

Int.: You can, if you want.

P2: I enjoy watching documentaries from Kurzgesagt, Simplicissmus, ZDF or watching videos from Arte, although some of them are often entertainment focused because of their animation. And I also watch more YouTube channels, focusing on economics or politics, I enjoy that. I also like to read from time to time. But not as much as I would like to. And I play video games which most of the time, has some educational aspects.

Int.: Okay, thank you. Let's delve more into the subject of informal learning. What do you think are the advantages and disadvantages of non-formal education?

P2: Well, and advantage is that it can make learning entertaining, it keeps you more engaged and it is able to spark an interest in a topic that maybe a classic, direct teacher to student education is not always able to. You can have a better benefits, like how quick you learn and you have the ability to choose what you will learn. Maybe one disadvantage could be that it is more surface level and less of a deep dive into a topic. Like if you learn something theoretically

at university you get way deeper into the topic but if you learn trough games or videos, most of the time they only scratch the surface. You don't go really deep into the topic. To go deeper into the topic, you usually need to read a lot of literature and things like that to really get into it.

Int.: You talked a little bit about this, but could you elaborate on advantages and disadvantages of learning at school?

P2: I will start with advantages. One is structure. You must plan what are you supposed to learn and when you are supposed to learn it. Additionally, you go to the school, and you have sit in the classroom and listen to the teacher who will sometimes teach you an essential things for life. Moreover, you have to learn things that not everyone likes. For example, math or I don't know, some people are more into arts or natural sciences, but still I think getting a surface level knowledge or being forced to dive into these kinds of topics can be beneficial. Also, sometimes you find out your passion through this because it is hard to find a passion without having a structure it is hard to find out what you actually want to learn. School is usually able to delve deeper into the topics.

Int.: And do you see any disadvantages?

P2: Yes, a disadvantage would be less interaction. It is usually very theoretical so it is sometimes hard to think about the scenarios where you could use what you learn at school in the real life. And connected to one of the advantages I talked about, often you can't really choose what you learn at school especially at university. From a certain age, when you find your interest, you would maybe want to learn more about one subject and less about another one, but you are forced to do all the subjects. And sometimes when you are bad in a subject it can also be quite discouraging because you are still forced to learn about it at school, write tests about it and most of the time, the structure is the same for each student, but some people can be faster learners in some areas and some slower in some other areas. I would also classify this as one of the disadvantages, because school is usually not that good at adapting to the speed of each student.

Int.: What an interesting answer. Okay, let's move on to the next question. Do you see any difference between failing in school and failing in computer games?

P2: Differences? Well, in games it is not as consequential as in school because in school you don't get a second chance at task. All your failures are kind of final. Sometimes, you can't retake the test and at my university you have to wait half a year to retake a test, and you have a limited amount of tries. These failures at school are way more consequential. And in games you are usually able to try again and do the same thing over and over again until you are good enough to win. That is definitely a difference, and it can be motivational. For example, there are people who play the games at maximal difficulty just for the challenge.

Int.: Thank you for the comparison. So previously you talked about some informal educational methods you use for informal learning, so my question is, what specific methods do you use to improve English?

P2: When I started learning English, I used only materials that my school provided and I wasn't really that good at English, I wasn't bad, but I wasn't excelling either and I wasn't really able to speak fluently. I started watching YouTube videos in English as well as movies and series and listening to more English music. By doing this I learned many sentences as well as structure. I think that through this I improved my English a lot because before that I was focused too

much on the grammar and structure, like you learn it at school, and sometimes, because of that I started overthinking what I was saying. I started with relying on media after my brother recommended it because I was really struggling with the grammar, and his advice was to not care about the grammar and just go by the feeling and use media as orientation. So, I think this helped me a lot to improve my English.

Int.: Thank you for your answer. Another question I would like to ask you is what games do you play in English?

P2: When I first started playing games I didn't play in English because I played on PlayStation and not on computer. Every game I bought for the PlayStation was in German. When I got my PC, I was able to play games in English and I started with games like Overwatch which is a multiplayer team shooting game with heroes that have different abilities, similar to League of Legends, CSGO or Call of Duty but I stopped that. From then I started to play only singleplayer games in English like Cyberpunk 2077 or Dishonoured. But I started with multiplayer games and Rocket League, also a multiplayer game I started playing in English.

Int.: Would you think that playing computer games can promote your language skills? And by language skills I mean speaking, reading, writing and listening.

P2: It depends on the game. Many games have a lot of language in them. In some games there is more reading as there are games which have no voiceover at all, they consist of only text and on the other hand there are some which are all about speaking. Few games have nothing at all. For example, in overwatch they use English, they speak but there is no story. Usually, the heroes say only their slogans so there is not much happening. As I mentioned, it all depends on the type of game people are playing. Singleplayer games are able to improve your English more directly whereas multiplayer games may not be able to give you the reading skills or listening to a dialog but if you play them and decide to play with other people then you are forced to speak with them in English and that can really improve your English, not everyone does that, but if they do, it can really help more than playing singleplayer games. Because the best way to learn English, in my opinion, is when you are forced to use it.

Int.: Okay, so what multiplayer games do you play?

P2: Since I came here, I didn't really play a lot of games, but CSGO and Rocket League would be the most recent ones.

Int.: Can you choose one of them and tell me how do you think that specific game promotes your English language?

P2: I don't think that in Rocket League, English can't be really enhanced. The language is used only for the buttons because the game is about futuristic cars playing football and the cars can't speak so there is only a minimal chat with other people. On the other hand, CSGO is a tactical team shooting game. In this game it is more common for players to interact by the voice chat in the game, even if they are strangers and that can improve English and there is way more information given to the players by the game.

Int.: And is there a chat where the players can chat with each other?

P2: There is also a chat yes.

Int.: Do you think that the chat can promote writing and reading comprehension?

P2: I guess it can help a little bit, but I have this experience with CSGO that the chat consists of super short messages, and most are not grammatically correct. Sometimes there are lots of insults. So, I don't know if it is really helpful but if you are coordinating with your team, it can definitely help.

Int.: And could you give me an example of a singleplayer game you play and how it can enhance language skills?

P2: The most recent would be Cyberpunk 2077 or Witcher III. Both are open world games which provide a lot of dialogue. You hear a lot of people speak, characters speak differently, and they use various expressions the player may never heard before. So, the game can teach people these expressions that are not usually learnt in school.

Int.: Well, you started talking about it a little bit so, I am curious about your opinion. Some authors comment that games provide ideal, real-life like environments. Do you think it is true? If yes, how would you describe the environment?

P2: Yeah, I guess so, in certain aspects. For example, multiplayer games provide real conversations. On the other hand, role-playing games have dialogues with characters and the gamer has options to influence the dialogue. The player can choose good or bad answer, and the story can go very differently, depending on what the player decides to choose. This can really help with reading comprehension, understanding what people say and what you want to say, and you can interact with a different characters which is quite realistic.

Int.: My last question is, do you think games motivate you to improve your English? If so, how and why?

P2: Yeah, in certain way. I think that either the game is not in the players' language, so they are forced to use English, maybe with a subtitles or they want to learn English because they want to have a better experience. They want to know what the people in game are talking about, is what mostly motivates people to play games in English. In German, games are not always good so sometimes you want to have a better experience, and you play games in English, for example, games like Assassin Creed Syndicate, which is also a singleplayer, open world game. This game is set in Victorian London, and it feels weird to play it with German dabbing because they speak like a high German or a standard German, so there is not a really big accent. Overall, just for the immersion it is better to play in English. The scenario feels more real therefore it is more engaging.

Int.: That is all, thank you.

Appendix 3 – Interview with player 3

Int.: Moje první otázka je, co si myslíte o neformálním vzdělávání?

P3: Neformální vzdělávání by nemělo být zakazováno spíš podporováno i v rámci formálního vzdělávání, což je škola a jiné vzdělávací instituce. Mělo by se to v jistém okruhu porovnávat s formální vzděláváním, protože každému vyhovuje něco jiného a mělo by se to zmínit a jistým způsobem doplňovat a podporovat.

Int.: Moje další otázka je, jestli využíváte nějaké metody neformálního vzdělávání?

P3: Tak jsou to v dnešní době… Když vezmeme v potaz technologii, internet, který pomohl hodně, co se týče informací, ale mohou tam být i nepřesné údaje. Dále potom vnímám jako neformální matriály knížky nebo také křížovky, osmisměrky, stolní hry a různá procvičování.

Int.: A myslíte si, že se mohou hry stát prostředkem pro neformální vzdělávání?

P3: Mohou být, do jisté míry. Ale je potřeba se na to dívat z pohledu celé té hry, jaký je to žánr, o čem tato hra je, fantazy nebo podle reálných událostí. Takže to může podpořit učení, ale neměla by to být jediná metoda.

Int.: A jaké si myslíte, že mohou být výhody a nevýhody neformálního vzdělávání?

P3: Formálního a neformálního?

Int.: Neformálního, nejdřív se můžeme zaměřit na neformální vzdělávání.

P3: Nevýhoda je asi to, že člověk si musí najít zdroj nebo knížku k tématu, které ho zajímá. Když to porovnám s formálním vzděláváním, ve škole se učitel naučí látku, o které bude žákům povídat, a to je podle mě dobrý začátek. Dále se mohou vzdělávat klidně neformálně. V neformálním učení mohou lidé využít knížky nebo vzdělávací videa, popřípadě bych uvedl, když si vezmeme druhou světovou válku, že pamětníci žijí, nežijí, ale toto je i druh poznání té historie. Lidé, kteří něco zažili jsou zdrojem informací. A výhoda neformálního vzdělávání je, že můžou lidé používat různé materiály.

Int.: Mohl byste se teď zaměřit na výhody a nevýhody učení ve škole?

P3: Do školy se musí chodit.

Int.: A to je výhoda nebo nevýhoda?

P3: No, to je takové dvojsečné. Je to nějaký řád, který se musí dodržovat a ten by měl být i v neformálním vzdělávání. Dát si chvíli pauzu, potom se na něco zaměřit. Výhoda je také, že se člověk socializuje, spolužáci si mohou povídat o různých tématech, vyměňovat si názory. Školy jsou na naši krajinu rozšířené, takže nevidím moc nevýhod, nikdo nemusí dojíždět nikam daleko, do školy. Buďme rádi, že tu školy máme, protože ne všude ve světe jsou rozšířené.

Int.: To je pravda, tak se posuneme dál. Vnímáte nějaký rozdíl mezi selháním ve škole a selháním ve hrách?

P3: To je nejtěžší otázka, na kterou jsem měl zatím odpovědět. Když selžeme ve škole a nenaučíme se psát nebo číst tak to má větší důsledek než selhání ve hře. Je potřeba si z toho vzít ponaučení a zlepšovat se. Člověk nemusí znát všechno, to je nemožné, ale měl by mít nějaké základní znalosti a schopnosti, aby se mohl rozvíjet. Co se týče selhání ve hře, tam je to specifické od hry, například ve hře pro jednu hru jsou checkpointy, když se nám něco nepovede tak se můžeme vrátit. Každá hra je jedinečná. Ještě bych chtěl dodat, že selhání ve hře rozlišuje více faktorů ať už to je technické selhání hry nebo internetové připojení, co se týče her pro více hráčů. Aktuální stav člověka, jak se cítí a jak ke hře přistupuje to taky ovlivňuje tu danou činnost. Ještě bych také uvedl rozdíl, že když něco pokazíme ve hře můžeme se k tomu vrátit později ať už je to za měsíc za dva, za rok. Ale ve škole by se měl ten neúspěch vyřešit aktuálně, s přestávkami, ale v ten daný moment.

Int.: Moje další otázka je zaměřená na hry. Jaké hry hrajete v anglickém jazyce?

P3: Když mám čas a náladu tak hraji počítačové hry. Preferuji hry pro více hráčů jako Arma Reforger, Warno nebo Forst Punk.

Int.: Když se zaměříme na tyto hry, pro více hráčů, myslíte si, že mohou rozvíjet řečové dovednosti? Tím myslím řeč, poslech, čtení a psaní.

P3: Určitě, v jistém způsobu ano. Ale musíme rozlišovat angličtinu z Británie a v Americké angličtině. Jsou zde rozdíly, ale to se asi učí spíš na škole. Určitě, to podpoří slovní zásobu, poslech, když je dobrý přízvuk. Když si vzpomenu na svá školní léta, učitelky používaly kazetový přehrávač a zvuk nebyl velmi kvalitní, ještě když ti lidé mluvili rychle. Ale to je problém v každém jazyce, třeba ve francouzštině, španělštině nebo pro mě momentálně v maďarštině.

Int.: Když se zaměříte na jednu z těchto her, dokázal byste mi říct, jak ta specifická hra dokáže rozvíjet řeč?

P3: Tak v Arma Reforger jde o válečný konflikt, kde je více válečných stran. Jde zde o komunikaci, informace. Pokud se nekomunikuje, tak je to neprospěšné. Někteří nemají mikrofon nebo se stydí mluvit, ale aspoň by byla snaha od těch lidí, aby se domluvili a někam se ta hra pohnula.

Int.: A pro lidi, kteří nemluví, je tu nějaká možnost, že by do té hry mohli psát? Do nějakého chatu?

P3: Ano, je tu možnost psát do okýnka, ale než člověk něco napíše uběhne pár minut. Je to nepraktické, psaní i mluvení má výhody i nevýhody. V textu mohou být i důležité informace a je na lidech, aby to používali ve správnou dobu, ve správném využití.

Int.: Dobře tak se posuneme dál. Je tam možnost si procvičit čtení? Třeba pomocí toho chatovacího okénka nebo nějak jinak?

P3: Mohou tam být vozidla s anglickými názvy, stejné jako v realitě. Člověk si to může napsat a vyhledat si to slovíčko. Beru to tak že s pomocí čtení může člověk objevovat herní svět. Jsou tam různé pomůcky na mapě jako pravítko nebo kompas nebo nápovědy, jak fungují tlačítka.

Int.: Teď se zaměříme na poslech. Je nějaká možnost poslechu ve hře?

P3: Ano, když někdo mluví do rádia, při komunikace. Když se hra vyskytuje v anglické zemi tak i rozhlasy ve hře. Dále i rozhovory postav ve hře.

Int.: Teď se zaměříme na hry pro jednoho hráče. Jaké hry pro jednoho hráče hrajete?

P3: Hraji Cyberpunk, Frostbite nebo Baldur’s gate.

Int.: A rozvíjí tyto hry čtení v anglickém jazyce?

P3: Tak ve hře Frostbite, člověk zde sbírá energetické zdroje a jsou zde různé komunity. Také různé události, když člověk najde vrak lodi tak mu to hra oznámí a také technologické stroje jsou v této hře představeny.

Int.: Tak to zní, že tato hra má spoustu možností ke čtení. Vyskytuje se ve hře něco spojené s poslechem?

P3: Lidé tam čas od času něco říkají, další případ může být, že když hráč vytvoří zákon, postavy se k němu vyjadřují. Poslechu v této hře moc není, ale dá se zde něco najít.

Int.: A rozvíjí tato hra řeč?

P3: Určitě se tam rozvíjí neformální angličtina, slangová až nespisovná. Na poslech bych doporučil možnost jiné hry.

Int.: A rozvíjí se řeč v této hře?

P3: Ano, určitě, když lidé říkají svůj názor tak se dá rozvíjet řeč. Kdybych řekl, že ne tak bych lhal. Určitě se tam dá něco najít.

Int.: A jak se dá rozvíjet psaní v této hře?

P3: Psaní? To je docela složité. Teď asi nevím.

Int.: Podle zdrojů může čtení textů pomáhat rozvíjet dovednost psaní, protože lidé vidí strukturu věty a fráze, které mohou použít. Co si o tom myslíte?

P3: Může to pomoct, dává to inspiraci, ale musíme si dát pozor na to, jestli jsou texty gramaticky správné. Ale určitě se dá takto inspirovat, textem.

Int.: Myslíte si, že hry představují ideální prostředí pro učení? Myslím tím, jestli dávají hráčům věrohodné momenty a interakce.

P3: Do jisté míry ano. Zase to musí být konkrétní příklad her, které mohou být věrohodné realitě. Nemohou být moc vymyšlené. Třeba hra Play Mechanics Simulator je o tom, že člověk opravuje letadla na Britských ostrovech. A v této hře jsou různé technické pojmy, které se dají využít v reálném životě.

Int.: Jak si myslíte, že hraní her ovlivňuje vaši angličtinu?

P3: Ovlivňuje v tom smyslu, že se člověk dozví nová slovíčka. Je to jedna z metod, která podpoří mluvení. Hry mohou, do jisté míry podpořit učení. Myslím, že mi hry pomohli lehce se vším, co jsme probírali. Vždy bylo ve hrách něco, co jsem si odnesl.

Int.: Moje poslední otázka je, jestli si myslíte, že Vás hry motivují ke zlepšení angličtiny a jestli ano tak proč?

P3: Motivují, do jisté míry. Každý jsme jedinečný a na každého platí něco jiného. Mně hry přirostly k srdci, snažím se k nim vracet, abych trénoval angličtinu. Ale mohou to být i filmy, s titulky. Každý člověk má rád různé žánry a musí v nich vyhledat co zlepšit a rozvíjet dál.

Int.: Děkuji za vaše odpovědi, to je vše.