Game On, Learn On: Video Games as Homework in General English Classes

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ABSTRACT

While often dismissed as mere entertainment, video games have not only surged in global popularity but also present untapped educational potential, especially in the realm of language learning. This paper explores their integration into homework assignments within private language classes, through a detailed case study involving four participants. The findings reveal that video games significantly enhance vocabulary acquisition and speaking skills, simultaneously motivating students toward homework completion. However, it also uncovers challenges such as the risk of potential overuse, the need for adaptability across various proficiency levels, and the diversity in learner engagement. The research stresses the importance of meticulously selecting video games that align with learners' ages, proficiency levels, and interests. Furthermore, it advocates for a balanced educational approach that combines traditional methods with game-based assignments to maximize learning outcomes. This study highlights the subtle potential of video games in language education, suggesting that strategic utilization can effectively leverage their benefits, thus offering a fresh perspective on their role in educational settings.

1. Introduction

The pervasive influence of technology has undeniably revolutionized various aspects of daily life, with its impact profoundly felt in the educational sector. In English language classrooms, the integration of audio and visual media is no longer an exception but a norm, enriching the learning experience and engaging students in unprecedented ways (Tursunovich, 2023). Among the diverse digital media tools available, video games emerge as a distinctive medium that captures the interest of English learners, integrating seamlessly into their daily routines (Winaldo & Oktaviani, 2022).

Video games, offering a spectrum of solitary and social experiences, resonate strongly with the new generation of learners—individuals who are not only tech-savvy but also adept at weaving technology into their everyday lives. In the realm of online gaming, this demographic thrives, connecting with peers globally and fostering communication and collaboration beyond geographical confines (Aulia et al., 2024). Conversely, offline gaming demands a different skill set, compelling players to navigate through English dialogues and narratives, thereby honing their language comprehension and problem-solving abilities (Suci, 2022).

This engaging and immersive approach to language learning, particularly in enhancing speaking, listening, and vocabulary skills, presents educators with an unparalleled opportunity to leverage video games as a pedagogical tool (Nash & Brady, 2022). Recognizing the general disinterest students show towards conventional homework assignments, the introduction of video games into educational tasks proposes a novel method to invigorate students' engagement with the English language, transforming learning into a pleasurable endeavor (Aydın & Çakır, 2022).

This study aims to fill a big gap in current research by looking at how using video games for homework assignments can change the way students learn English in Iran. It focuses on seeing if this new way of teaching can help students learn new words and get better at speaking English. By exploring this, the study adds to the conversation about how fun and interactive methods, like video games, can be used in education. It also dives into the bigger picture of how technology can help in learning languages. This investigation will provide a closer look at how video games might make learning English more exciting and effective, mixing

the fun of playing games with serious academic learning. This approach hopes to offer new insights into how video games can be a powerful tool in education, especially for improving language skills.

In this qualitative case study, the investigation is centered around three key research questions with the overarching aim of providing comprehensive insights into the impact of incorporating video games into the educational process:

1. How do learners perceive and approach the integration of video games as a component of their homework, and what are their attitudes toward this innovative method?
2. To what degree does the incorporation of video games as homework enhance learners' speaking skills?
3. What is the extent of the influence of using video games as student assignments on learners' vocabulary skills?

By addressing these questions, the study aims to shed light on the multifaceted relationship between video games and language learning, exploring not only the educational outcomes but also the learners' perspectives and attitudes towards this unconventional approach.

2. A brief note of previous works

2.1 Enhancing English Proficiency through Video Games: A New Horizon in Language Learning

The educational landscape has been dramatically transformed by the introduction of video games, a dynamic medium that merges the allure of entertainment with significant learning opportunities. Originating from the rudimentary consoles of yesteryears, today's video games have evolved into sophisticated platforms, such as PlayStation and Xbox, offering rich, immersive experiences that transcend traditional notions of gameplay (Vandewalle et al., 2023). Notably, online gaming emerges as a vibrant arena for individual and collaborative play, enabling players from across the globe to connect, forge international friendships, and engage in English communication, thus positioning itself as an invaluable tool for language learning (Torres-Toukoumidis et al., 2023).

In parallel, offline games invite players into intricate worlds filled with English dialogues and storylines, demanding a deep engagement with the language that is pivotal for advancing through the games. This immersive interaction fosters critical language comprehension skills, a benefit that remains largely underappreciated. Despite their growing appeal among the younger demographic, particularly teenagers, video games frequently encounter skepticism from parents and educators. This skepticism stems from a conventional preference for established learning methods,

overshadowing the potential of video games as a legitimate and effective educational resource (Halbrook et al., 2019).

This evolving digital landscape presents a unique opportunity to redefine educational paradigms. By embracing the potential of video games as educational tools, we can unlock new pathways for engagement and learning, particularly in the realm of language education. As video games continue to break new ground, their role in fostering not just language skills but also cultural understanding and global connectivity cannot be understood. In harnessing the power of video games, educators have the chance to enrich the learning experience, making it more relevant, engaging, and effective for learners in an increasingly digital world.

However, it is important to acknowledge the potential drawbacks of video games, such as the risk of high distraction, excessive time spent playing, and other negative impacts. These concerns extend beyond the immediate effects on time management and can include potential issues with social isolation, diminished physical activity, and the reinforcement of unhealthy habits. Recognizing these challenges is crucial for developing a balanced and mindful approach to incorporating video games into educational settings and daily life (Alghamdi, 2023).

2.2 Revolutionizing English Homework: From Monotony to Engagement
The traditional perspective on homework as a tedious necessity is being challenged by innovative teaching strategies that seek to make learning a more captivating experience. English educators, in particular, are at the forefront of this shift, experimenting with integrating video games into homework assignments to spark student interest and motivation (Feng, 2023).

This literature review examines the dual facets of video games in language education: their benefits for enhancing engagement and skill development, and the challenges that may arise from their incorporation.

Benefits of Video Games in Language Learning:
1. Enhanced Engagement and Motivation: The immersive nature of video games captivates students, drawing them into virtual worlds where language learning becomes an integral part of the gameplay. This approach significantly increases students' willingness to complete assignments, thereby improving their language skills (Huseinović, 2024).
2. Diverse Skill Development: Beyond language acquisition, video games promote critical thinking, problem-solving, and strategic planning. Embedding language tasks within games allows learners

to simultaneously develop cognitive and linguistic skills (Kazu & Kuvvetli, 2023).

3. Contextual and Practical Learning: Video games provide a dynamic context for applying language in real-life scenarios, enhancing vocabulary and grammar comprehension through interactive gameplay (Peterson, 2023).
4. Promotion of Autonomous Learning: The need for initiative and exploration in video games encourages learners to independently seek solutions, fostering a sense of autonomy in their language learning journey (Huseinović, 2024).
5. Immediate Feedback Mechanisms: Many educational video games are designed to offer instant feedback, helping learners quickly recognize and correct mistakes, thus facilitating a more efficient learning process (Yu & Tsuei, 2023).

Challenges and Considerations:
1. Accessibility and Equity: Ensuring that all students have equal access to the necessary gaming technology remains a significant hurdle, potentially affecting the uniformity of the learning experience.
2. Content Appropriateness: The selection of video games for educational purposes requires careful consideration to ensure they align with learning objectives and curriculum standards (Nur et al., 2020).
3. Managing Screen Time: Balancing video game-based learning with other educational activities is crucial to mitigate the potential negative impacts of excessive screen time on students' health and well-being (Gabriela Carmen, 2022; Habeb Al-Obaydi et al., 2023).

Integrating video games into English language homework presents a promising avenue for enhancing student engagement and proficiency. While this approach offers numerous benefits, it also necessitates careful planning and consideration to overcome associated challenges. As educators continue to explore this innovative teaching method, the potential for video games to revolutionize language learning remains significant.

3. Research methodology

3.1 Design

This research methodology aims to provide a comprehensive understanding of how video games can serve as effective tools for English language acquisition in an online learning environment. The case study approach allows for an in-depth analysis of the experiences and outcomes of these four students, shedding light on the potential pedagogical implications of incorporating video games into language learning programs (Heale & Twycross, 2018).

This research employs a qualitative approach, specifically adopting a case study design to facilitate an in-depth exploration of a novel phenomenon. The study focuses on four English language learners who engaged in online private English language classes over one month. During this period, their assignments were exclusively focused on the video game Uncharted 4, which is playable on both PlayStation 4 and PC.

During the one-month study period, each participating student was expected to immerse themselves in Uncharted 4. A distinctive assignment was crafted for the game, customized to address its specific challenges and learning opportunities. Following this, students were evaluated and scored based on the completion and quality of these assignments, aligning with the game's thematic content and objectives.

3.2 Participants

The research study engaged a carefully selected sample of four participants, ensuring a balanced representation of genders and age groups, as well as a diversity in language proficiency levels. This cohort comprised an equal gender distribution, with two females and two males participating. The age range among the participants was thoughtfully considered to include both adult learners and younger learners, with the adults being 26 and 28 years old, and the younger counterparts aged 15 and 17, respectively. This selection strategy aimed to explore the impact of video games on English language learning across different life stages.

In terms of language proficiency, the study was designed to capture a broad spectrum of learning stages. A placement test was administered, resulting in the inclusion of participants across varying levels of language proficiency. It included two participants at an advanced level, capable of engaging in complex language use and comprehension, and two participants at a pre-intermediate level, who were still solidifying their foundational language skills. This variance in proficiency levels was

intended to provide insights into how video games might serve as effective educational tools across different stages of language acquisition.

Participant recruitment was conducted through convenience sampling, a method chosen for its practicality and efficiency. Individuals were invited to partake in the study voluntarily, ensuring that those who participated were genuinely interested and motivated to contribute to the research findings. This approach facilitated the gathering of engaged participants, whose experiences and feedback could offer valuable perspectives on the use of video games in language learning.

Table 1. The details of each participant

Name	Gender	Age	Proficiency level
Aryan	Male	15 (teenager)	Pre-intermediate
Melissa	Female	17 (teenager)	Advanced
Ali	Male	26 (adult)	Pre-intermediate
Fatemeh	Female	28 (adult)	Advanced

In this research design, participants were provided with the video game "Uncharted 4" and were instructed to choose between downloading it on a personal computer (PC) or a PlayStation console. Subsequently, they were tasked with engaging in gameplay sessions centered around the chosen video game and were required to complete assignments related to the content of the video game. This approach was employed to investigate the potential influence of video game engagement on participants' task performance or behavior, thus forming the basis of the research inquiry.

3.3 Data collection

During a one-month observational study, four learners were subjected to an analysis of their participation in online classes. These online classes were tailored to align with their respective video game. Over the month, each learner participated in two sessions per week, totaling eight sessions in a month. During each session, they engaged in gaming activities for one hour, with a structured set of tasks and discussions encompassing the following elements:

1. Game Summary Presentation: At the commencement of each session, the learners were tasked with delivering a succinct summary of their in-game experiences. This presentation typically spanned a duration of 5 to 10 minutes and included details about their in-game activities, significant events within the game's storyline, as well as an evaluation of the game's strengths and weaknesses. Additionally, learners were

encouraged to articulate predictions about the unfolding of the game's narrative in subsequent gameplay sessions.

2. Vocabulary Acquisition: In every session, learners were required to compile a list of five newly acquired words from their gaming experiences. These lists included word definitions and illustrative examples for each term. This vocabulary acquisition process had a practical application, as learners were tested on these newly acquired words through weekly exams.

3. Game-Based Questions: Every week, learners were presented with a set of questions tailored to their respective game. These questions facilitated critical thinking and encouraged learners to engage deeply with the content and themes of the game.

All assignments, presentations, and assessments conducted during this study were meticulously documented. Moreover, throughout the one-month duration, the learners participated in a series of interviews. The initial interview occurred at the beginning of the course, adopting an unstructured format to explore their predictions concerning the use of video games in the classroom. The second interview conducted midway through the course, also took an unstructured approach, focusing on the learners' attitudes towards new assignment formats and their developmental experiences. The third and final interview, at the end of the course, maintained a semi-structured format to comprehensively assess various aspects—both positive and negative—of incorporating video games as assignments for learners. These interviews were designed to provide valuable insights into the perspectives and attitudes of the learners regarding assignments centered around video games. Additionally, portions of the sessions, particularly those of assignment presentations, were observed, and video recordings of the classes were meticulously maintained for further analysis.

To analyze the participants' improvement, their instructors were requested to evaluate their progress in speaking and vocabulary skills throughout the semester, assigning scores ranging from 0 to 10. These evaluations were based on observed enhancements in language usage and performance. The outcomes of these assessments are depicted in the chart, providing a quantifiable measure of each participant's advancement in key areas of language learning.

3.4 Data analysis

In our comprehensive investigation into the impact of video games on language learning, we employed a holistic approach, meticulously integrating both observational and participatory methods to amass a rich

and diverse dataset. Our analytical journey unfolded in several meticulously planned stages:

- **Observational Data:** We conducted detailed observations of online gaming sessions, meticulously recording interactions that provided insights into the learning dynamics facilitated by video games. These sessions, transcribed verbatim, served as a foundational pillar for our qualitative analysis.
- **Interview Data:** In-depth interviews with participants were conducted to gather personal insights and reflections on the use of video games for language learning. The verbatim transcription of these interviews ensured the preservation of participant narratives, enriching our data pool.

3.4.1   Manual Coding Process

- **Initial Coding:** The first step in our coding process involved a line-by-line analysis of the transcriptions, identifying preliminary codes that captured the essence of the data. This stage was instrumental in developing an initial understanding of the themes emerging from the data.
- **Focused Coding:** Building on the initial codes, we applied focused coding to consolidate and refine these into broader categories. This step facilitated the identification of dominant themes and patterns within the data.
- **Theme Development:** Themes and subthemes were developed through an iterative process of comparing and contrasting codes across the dataset. This involved a recursive examination of the data to ensure that the themes accurately represented the underlying narratives and insights.
- **Thematic Analysis:** Utilizing the themes and subthemes identified, we synthesized the coded data to extract significant insights. This thematic analysis allowed us to weave a coherent narrative around the educational potential of video games in language learning, paying special attention to the interconnectedness between observational data and participant insights.

We complemented our qualitative findings with an analysis of the scores provided by participants' instructors, reflecting improvements in speaking and vocabulary skills. A comparative bar chart was prepared to visually represent the participants' linguistic development over the semester.

Our commitment to analytical rigor was underscored by employing a member-checking procedure. This iterative engagement with participants not only validated our findings but also enriched our study with deeper participant perspectives.

This revised approach aims to address the need for transparency and replicability in our coding process, ensuring that our analysis stands robust against scrutiny and contributes meaningfully to the discourse on the educational potential of video games in language learning.

4. Result

4.1 Participant 1: Aryan

In the pre-project interview, Aryan, a self-identified professional gamer, expressed skepticism about improving language proficiency through gaming despite his extensive experience. He mentioned parental disapproval, stating, "My parents constantly prevent me from learning, and they think it's a complete waste of time. Learning by playing games is not possible. If it is, I will be glad to find a strategy to learn something while I'm playing."

During the project, Aryan actively participated, consistently completing all assigned activities. Notably, he showed increased enthusiasm for homework, a departure from his previous reluctance. In the mid-project interview, Aryan expressed satisfaction, stating, "I learned many new vocabularies while playing my favorite game. I did my best to use them in my speaking about the gameplay presentation, and I remembered the new words better because I memorized them through different scenes of the game."

In the post-project interview, Aryan experienced a complete mindset shift, fully embracing video games as a valuable learning tool. Acknowledging his transformation, he stated, "I'm a professional gamer. I was always told this was a waste of time, but now I found out how I can use games to learn. However, I need a guide to help me. Using games as assignments is a perfect idea, and I want to continue doing my homework like this with another game."

Aryan's journey reflects a significant shift in perception, highlighting the potential for video games to contribute positively to language learning when guided effectively. His newfound enthusiasm underscores the importance of tailored strategies to maximize the educational benefits of gaming in language classes.

4.2 Participant 2: Melissa

In the pre-interview, Melissa revealed limited gaming experience, occasionally playing with her brother and cousins. She expressed a preference for adventure and mysterious games, emphasizing her proactive approach to understanding in-game content. Melissa explained, "All games I had played had large subtitles, and the sound of the games' characters was really clear. While playing, I did my best to understand them to continue the game. I used my online dictionary to help my cousins understand the words and solve the games' puzzles."

During the project, Melissa consistently demonstrated activity and a notable improvement in both her speaking skills and vocabulary range. Active engagement in assignments led to visible progress. In the mid-project interview, she shared a transformative perspective: "I don't see games as games; they are my school assignments, and I need to focus on them more carefully to improve my English. Sometimes I prefer to have my paper and pencil assignments; they were easier, but games are more interesting and useful."

In the post-project interview, Melissa acknowledged the success of game-based assignments but emphasized a preference for a balanced approach. While recognizing the effectiveness of games, she raised a practical concern: "I believe having this type of assignment was fruitful, but I prefer a mix of both games and paper-pencil assignments because I can't have a kind of record of my assignments when they are based on games. The traditional form of assignments is easy to be collected and reviewed."

Melissa's experience exemplifies the transformative potential of video game-based learning, showing how it enhanced her English skills. Her preference for a balanced approach emphasizes the importance of considering practical aspects when incorporating innovative teaching methods into traditional education settings.

4.3 Participant 3: Ali

In the pre-interview, Ali expressed surprise at the idea of using video games as assignments during a semester. While acknowledging the utility of playing games, he had never considered them as potential homework. Reflecting on his son's gaming habits, Ali noted, "My son is always behind his laptop playing computer games, but in online games, he talks in English with his online friends. However, I have never thought that we can use video games as homework." As a busy employee, Ali was concerned about time constraints and the feasibility of completing all his assignments.

Throughout the project, Ali faced challenges in completing the game and missed some speaking and vocabulary sessions. However, his speaking skills improved progressively, and he actively learned new vocabulary, making efforts to incorporate them into class discussions. Despite developing a greater interest in homework, he expressed a concern that video games didn't significantly contribute to improving grammar, a subject he actively sought more exercises. In the mid-term project interview, he commented, "Using video games as assignments is a brilliant idea, but it has some problems that need to be solved. Concentrating on both gaming and learning is a little difficult, but all in all, I believe I can memorize and use vocabulary learned from games better than traditional strategies."

In the post-project interview, Ali identified his main challenge with the new homework approach as a lack of time. Despite this, he acknowledged the overall effectiveness and perfection of the new method. He made a conscious effort to play games with his son more frequently and take notes to enhance his vocabulary. However, he emphasized that games, in his opinion, did not significantly contribute to grammar improvement. He stated, "The only thing you can't improve by games is grammar; they can't help us in grammar at all. I needed more exercises to improve my grammatical knowledge."

Ali's experience underscores the potential benefits and challenges associated with integrating video games into language learning. His emphasis on the limitations of games in addressing grammar highlights the need for a balanced approach, combining innovative methods with traditional exercises to ensure comprehensive language development.

4.4 Participant 4: Fatemeh

Fatemeh stood out as the only participant with no prior knowledge of online games, having only observed her sons playing games. Initially skeptical, she deemed the assignment useless, stating, "Games are for children; we can't be that free to play games and prepare things for our class." Despite her preference for traditional homework, she embraced the chance to explore new English learning strategies.

Despite finding the game boring, Fatemeh approached the assignments with meticulous care and discipline. In a mid-project interview, she candidly admitted to not liking games and finding this one difficult. She confessed to searching for solutions on YouTube and occasionally resorting to cheating. However, she acknowledged learning valuable words, noting significant improvement in her language skills during discussions about the game.

In the post-project interview, Fatemeh acknowledged the positive aspects but expressed reluctance to continue. Recognizing the effective learning strategy, she preferred applying it to alternatives like movies or series, finding games too complicated and boring. She stated, "This experience taught me a good strategy for learning English, but I want to apply it to other alternatives like movies or series."

Fatemeh's journey highlights the diversity of preferences among participants and the importance of offering varied learning alternatives to accommodate individual preferences and engagement levels. Her willingness to experiment with a new approach and her subsequent insights contribute valuable perspectives to the overall study.

4.5 Score analysis

The scores assigned by the teachers to each student, evaluating their speaking and vocabulary skills, are illustrated in the comparative bar chart below. These evaluations, on a scale from 0 to 10, provide a formal measure of each student's progress in these critical language areas throughout the semester. The chart facilitates a straightforward yet formal comparison of the improvements in speaking and vocabulary abilities, as observed and recorded by their instructors.
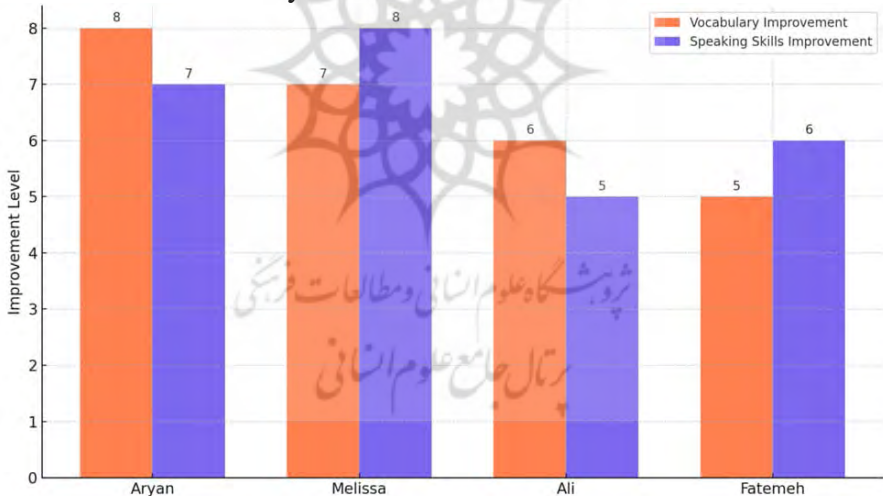

Figure 1. Improvement in language skills through video games

5. Discussion

The exploration of video games as educational tools unveils a complex landscape marked by significant benefits and notable challenges. This discussion synthesizes insights from various studies, juxtaposing the potential of video games to revitalize learning processes with the intricacies of their practical application in educational settings. The

context scrutinized in the present study relates to the experiences of four participants who took part in this research.

5.1 The Catalyst of Motivation and Engagement

Consistent with the findings of Huseinović (2024), our study corroborates the assertion that video games serve as a dynamic catalyst for student motivation. By integrating video games into homework assignments, the traditional perceptions of homework as monotonous and cumbersome are subverted, fostering not only immediate engagement but also cultivating a sustained enthusiasm for learning. This observation aligns with Feng's (2023) critique of conventional homework and underscores the transformative potential of video games in making learning a more interactive and enjoyable experience.

5.2 Vocabulary Enhancement through Interactive Learning

The positive impact of video games on vocabulary acquisition, as highlighted by Nash & Brady (2022), is further validated by our findings. Participants in our study, akin to those in Nash & Brady's research, demonstrated a deeper engagement with new vocabulary, facilitated by the immersive and context-rich environments of video games. This engagement not only enhanced their vocabulary skills but also contributed to a more nuanced and enduring understanding of the language, reflecting the multifaceted benefits of game-based learning.

5.3 Speaking Skills and Oral Proficiency

Our findings resonate with Torres-Toukoumidis et al.'s (2023) study on the enhancement of speaking skills through video games. Participants reported notable improvements in their oral proficiency, attributed to the reflective and articulate discussion of gameplay experiences. This aspect of video games, facilitating interactive and expressive language use, exemplifies the medium's capacity to contribute to comprehensive language development.

5.4 Addressing the Challenges
5.4.1 A Balanced Integration

However, the integration of video games into educational frameworks is not devoid of challenges. Echoing Gabriela Carmen's (2022) cautionary notes, our study acknowledges that video games, in isolation, may not suffice as comprehensive educational tools. The absence of structured grammar practice and feedback within most gaming contexts underscores the necessity for a balanced integration of video games with traditional

learning assignments. This approach ensures that the educational value of video games is maximized while mitigating their limitations.

5.4.2 Parental Skepticism

Addressing parental skepticism emerges as a significant concern, as illustrated by a participant's initial reservations shaped by parental opinions regarding the educational value of video games. This situation brings to light the broader challenge of transforming conventional attitudes toward learning methods (Halbrook et al., 2019). It underscores the necessity of bridging the gap between traditional educational beliefs and the innovative potential of video games as legitimate learning tools. By effectively communicating the educational benefits and demonstrating the positive outcomes of video game-based learning, educators can play a pivotal role in altering perceptions.

5.4.3 Time Management

Our research aligns with Merino-Campos et al. (2023), drawing attention to a significant challenge: the lack of time. This arises particularly because video games are highly immersive and can consume more time than anticipated, potentially interfering with students' ability to meet other academic obligations or personal commitments. This issue underscores the importance of developing effective time management strategies to ensure that the inclusion of video games in education does not inadvertently compromise students' broader educational and personal priorities.

5.4.4 Considerations for Diverse Learner Profiles

The divergent acceptance of video games across different age groups, as noted by Jensen (2017), and the variable benefits observed across proficiency levels, highlighted by Suci (2022), necessitate a nuanced approach to game selection and integration. Tailoring video game-based assignments to align with learners' interests, proficiency levels, and technological fluency emerges as a critical factor in optimizing the educational outcomes of such interventions.

In conclusion, while video games manifest as potent tools for enhancing English language learning, particularly in vocabulary acquisition and speaking skills, their integration into educational settings demands careful consideration. The effectiveness of video games as educational tools hinges on a strategic balance that aligns with learners' needs, preferences, and contexts. Future research should further explore the conditions under which video games can most effectively contribute to

language learning, considering the rapidly evolving landscape of digital education tools.

6. Conclusion

As we stand at the crossroads of education and digital innovation, our study underscores the transformative potential of video games in the realm of English language education. This investigation reveals that video games are not merely tools of entertainment but powerful educational allies that can significantly enhance motivation, vocabulary acquisition, and oral and listening skills among learners. By leveraging the intrinsic engagement of video games, educators can cultivate a learning environment that is both dynamic and effective, resonating deeply with the digital-native generation.

Our findings illuminate the dual nature of video games as both motivators and educators, capable of bridging the gap between leisure and learning. The enthusiasm and participation observed in learners when video games are introduced into their curriculum underscore the need for an educational paradigm shift. In a world where traditional methods often fall short in capturing students' attention, video games emerge as beacons of innovation, offering a compelling narrative for language acquisition.

However, the path to integrating video games into educational settings is nuanced, requiring a thoughtful approach to overcome potential challenges. Factors such as technological accessibility, alignment with curricular goals, and the balance between gaming and traditional learning modalities must be meticulously navigated. As we advocate for the inclusion of video games in language learning, we must also remain vigilant of their limitations, particularly in fostering comprehensive grammatical proficiency.

While recognizing our study's limitations, such as its small size and specific educational focus, we encourage further exploration in this promising area. Future studies should aim to deepen our knowledge about how video games affect learning in different settings and among various groups of students. There is a lot more to explore, including the long-term effects of learning with games, how different types of games can be used in education, and finding the best games for different learning goals. This work could help us better understand and improve the way we use video games for education.

In conclusion, this study serves as a foundational step towards reimagining language education in the digital age. Video games, with their unique ability to engage and educate, offer a novel pathway for enhancing language proficiency. As we look to the future, it is clear that the judicious

integration of video games into educational frameworks holds the potential to not only enrich the language learning experience but also to revolutionize the pedagogical landscape. Let us embrace the opportunities presented by digital innovation, forging ahead with an open mind and a commitment to enhancing educational outcomes through the strategic use of video games.

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