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## **Vocabulary Acquisition Through Fortnite:**

**A study exploring language development in upper primary school students**

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# Abstract

This study explores the intersection of digital gaming and language acquisition, focusing on how playing Fortnite influences vocabulary development in upper primary school students. With the increasing integration of digital tools and platforms in education, understanding the potential of video games as pedagogical tools has become crucial. This research investigates the specific vocabulary items frequently encountered in Fortnite and examines their adoption and adaptation in the everyday speech of young Norwegian students. Utilizing semi-structured group interviews with 5th and 7th graders, the study identifies key gaming terminology and explores the process of Norwegianization, where English terms from Fortnite are integrated into the native language. The research aims to answer four key questions: identifying frequent vocabulary items in Fortnite, analyzing their key features, understanding their use in students' interlanguage, and assessing the pedagogical benefits of gaming.

The findings reveal that Fortnite serves as a rich source of English vocabulary, contributing to language development through immersive and interactive gameplay. The study underscores the significance of extramural English activities, such as gaming, in language learning and suggests that integrating such activities into educational strategies can enhance language proficiency in engaging and practical ways. This research contributes to the broader discourse on the educational benefits of digital gaming and provides insights into leveraging popular games like Fortnite for effective language acquisition.

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# 1 Introduction

The overarching theme of my study is vocabulary development and acquisition, with a focus on computer games, in particular Fortnite and how the game influence student's ability to learn English. It is becoming more and more important to integrate digital tools and platforms into today's education as a result of the rapid advancement of technology. Especially with the introduction of computer games, learning materials have never been more engaging to pupils (Utdanningsdirektoratet, 2022). These immersive and interactive experiences are difficult for traditional techniques to match. Owing to the massive global player base of games such as Fortnite, it is important to investigate their potential as a pedagogical tool, particularly in language acquisition. Digitization of teaching and development of professional digital competence among teachers is important and especially now that we are in a time where video games are known to almost all students and teachers (Utdanningsdirektoratet, 2022). Myself having grown up with a different variety of videogames, I have personally experienced the profound influence it can have on language learning, particularly in English. I would also like to mention that I've noticed that playing video games and being exposed to English-language text, dialogue and narration have improved my language abilities in numerous ways.

Through its "computer game strategy 2020-2022" project, the Norwegian government has also focused on computer games as teaching instruments. It draws attention to the potential that video games have as teaching aids in the classroom. According to the Ministry of Culture (2019, p. 40), games can enhance critical thinking, technical skills, language proficiency and a deeper topic knowledge.

Computer games involve an informal way of learning English outside of school, that you get English 'for free' (Kozlova, 2021). Video games immerse players in various contexts where they must interact with characters, read instructions and solve problems. This contextual learning can strengthen vocabulary, grammar, and language usage in a natural and engaging manner. Some games and Fortnite in particular include multiplayer modes that require the players to communicate with each other in real-time. Whether through voice chat, players engage in conversations, negotiations and teamwork, providing opportunities for language practice and social interaction. Further video games expose players to authentic English language use, including various accents, slang, expressions and colloquialisms. Through this exposure, learners develop listening skills and familiarity with real world language usage outside the classroom (Kozlova, 2021).

According to Christoffersen & Johannesen (2012, p. 18), every research project begins with a curiosity about something real that we want to understand better. This curiosity leads us to ask specific questions, which guide our research. In my case, I'm intrigued by the widespread popularity of Fortnite, an immensely popular online game, among upper primary school students. Given its widespread appeal, I'm eager to investigate whether playing Fortnite influences the development of English vocabulary in these students. As someone who already enjoys playing video games, this research topic feels like a natural fit for me. It's not just an academically intriguing, it also resonates with my personal interests. Delving into how gaming, particularly through Fortnite, impacts language learning presents an exciting opportunity to merge academic inquiry with my passion for gaming. Moreover, understanding how children learn English from games like Fortnite could provide valuable insights into leveraging interactive and enjoyable activities for educational purposes. Through this research endeavor, I aim to contribute to the ongoing discourse on the potential educational benefits of gaming and its implications for modern pedagogy.

How I can take interest in this and figure out more about the game and how it influences students in their everyday speaking.

This led to the following thesis statement:

*To what extent does terminology from the videogame Fortnite manifest itself in a group of upper primary school students' interlanguage?*

In order to examine this thesis statement, I will explore the following research questions:

**RQ1:** Which vocabulary items frequently appear in Fortnite's game menu?

**RQ2:** Are there any key features in the frequent vocabulary items from the game menu in *Fortnite*?

**RQ3:** How does primary school students use terminology from *Fortnite* in their native language everyday speech?

**RQ4:** Are there any pedagogical advantages of playing videogames?

In order to examine these research questions. I'm going to conduct a semi-structured group interview and gather the qualitative data from my group.

## **1.1 Background**

This chapter will provide the context and my motivation for the study. Growing up in the late 20th century, my generation has been immersed in a diverse set of video games, ranging from classic console titles to modern online multiplayer experiences. As a lifelong gamer myself, I have always been fascinated by the potential of video games as tools for learning and communication. My own experiences with video games, coupled with my observations of how children engage with and learn from these interactive digital environments, have served as the primary motivation for undertaking this study. Central to my interest is understanding the impact of video games on students' language learning processes. Specifically, I am intrigued by how video games can shape students' language use and proficiency, as well as their creativity in integrating new linguistic elements into their communication. For instance, I am curious to explore whether students incorporate English vocabulary and expressions learned from video games into their native language discourse, potentially resulting in a blend of languages and unique linguistic expressions. My interest in this topic was further fueled during my time as a teacher during practice periods at an upper primary school. I observed firsthand the significant interest and enthusiasm that students demonstrated towards video games, particularly the extremely popular one Fortnite. It was striking to witness how students not only engaged with the game itself but also how they seamlessly integrated English terms and phrases from the game into their everyday speech. This phenomenon sparked my curiosity and prompted me to delve deeper into understanding the role of video games in language learning and usage among students. By conducting this study, I aim to shed light on the interplay between video games, language learning, and communication among students. Through research and analysis, I hope to uncover valuable insights that can inform educational practices and curriculum development, particularly in leveraging the potential of video games as educational tools in language learning contexts. Ultimately, my goal is to get a deeper understanding of how Fortnite influences language acquisition and usage among young learners in today's technologically driven world.

## **1.2 Why Fortnite**

When you enter into any classroom across the country, it's almost guaranteed that the topic of Fortnite will come up. The game's immense popularity can be attributed to several factors, not least of which is its accessibility – Fortnite can be downloaded for free, making it available to anyone with an internet connection. Additionally, the game's social features allow players to



team up with friends and engage in collaborative gameplay. Beyond just entertainment, there is also some educational value to be obtained from playing Fortnite. As children engage in online matches, they are constantly communicating and strategizing with their teammates, sharpen their verbal and interpersonal skills in real-time scenarios. Moreover, the game involves various cognitive challenges, such as making quick calculations when building structures or managing resources, as well as interpreting in-game statistics and information. One notable aspect of Fortnite's educational potential lies in its incorporation of English terminology. From building materials and healing items to weapons and character names, the game introduces players to a diverse range of English vocabulary. Through repeated exposure to these terms in the context of gameplay, players naturally internalize and reinforce their understanding, demonstrating the power of repetition in language learning (Kaufman, 2021).

According to a 2020 survey on children and media consumption in Norway, Fortnite's popularity is undeniable, particularly among pre-adolescent demographics. The survey revealed that approximately half of all boys aged 9-12 engage with the game, along with nearly one in three girls aged 11-12. This widespread participation underscores the game's broad appeal and its significance as a cultural phenomenon shaping the digital landscape for young gamers.

<https://www.medietilsynet.no/globalassets/publikasjoner/barn-og-medier-undersokelser/2020/201015-barn-og-medier-2020-hovedrapport-med-engelsk-summary.pdf>

Overall, Fortnite serves as more than just a form of entertainment – it's a dynamic platform that offers valuable learning opportunities, from teamwork and problem-solving to language acquisition and cultural immersion (Simmons, 2024). As educators and parents navigate the evolving landscape of digital media, recognizing the educational potential of games like Fortnite can open new avenues for engaging and empowering young learners (Simmons, 2024).

## **2 Theory**

In this theory chapter, I will explore several key concepts essential to understanding second language acquisition (SLA). These include vocabulary acquisition and the mental lexicon, which deals with how words are stored and organized in the brain. I will discuss interlanguage, the evolving language system learners create as they progress in their language learning journey, and code-switching, the practice of alternating between languages. The chapter will also cover motivation in SLA, highlighting the factors that drive learners to acquire a second language. Extramural English (EE), which involves English usage outside formal educational settings, and the impact of video games on language learning will be examined to understand their roles in incidental language acquisition. Finally, I will provide broad strokes of the relevant terminology used in Fortnite.

### **2.1 Vocabulary**

Acquiring vocabulary is basic to the learning of a new language. If we do not know a certain amount of words, it can be hard to communicate or understand anything. Bjørke, (2020, p. 284), states that vocabulary can be defined as the number of words that a person knows in a given language, and which are stored in his or her own mental lexicon that we all carry around in our heads. Further Bjørke mentions that in the last decade, numerous English words have been directly incorporated into the vocabulary of other languages as a result of greater globalization and the use of English as a lingua franca. Videogames often use English words and children and teenagers who play English-language videogames frequently use these English words rather than their Norwegian equivalents (Bjørke, 2020, p. 284). Vocabulary is in a state of constant change, new words continually enter a language from technological innovations, such as videogames.

#### **2.1.1 Digital game-based vocabulary learning**

Vocabulary is an essential component of a language, which makes the learning of new words a crucial element of language pedagogy (Schmitt, 2008, p. 329). It can be difficult to learn the meaning and proper usage of a new term in a second or foreign language, though, as it necessitates knowledge of its pronunciation, part of speech, spelling, meaning, and usual collocations, among other things. Moreover, acquiring vocabulary is gradual in nature, with some parts being learnt before others rather than having all aspects of word knowledge gained instantly (Schmitt, 2008, p. 329-330). Meaning that with repeated exposure to a word,

knowledge of the term steadily grows over time. However, most language learners report that the process of learning vocabulary is tedious and necessitates conscious attention to the important nuances of meaning; however, the learning outcomes are frequently inadequate due to the decline in memory retention over time; as a result, many students feel frustrated learning new words and are eager for efficient vocabulary learning techniques (Nation, 2001). Considering the importance of word knowledge for learning a second language, language learners are constantly in need of efficient word-learning techniques. Game-based learning is becoming a field with a lot of potential thanks to the rapid development of educational technologies. Within this field, digital game-based vocabulary learning has received more and more attention from language learners, educators, and researchers (Zou, Huang, Xie, (2019, p. 751).

Effective language instruction facilitates both intentional and incidental vocabulary acquisition (Laufer, 2000, p. 50). The distinction between these two lies in the learner's awareness of their learning objectives. Incidental learning occurs without the explicit intention to acquire knowledge; instead, it happens as a byproduct of engaging in other tasks. For instance, when reading, encountering unfamiliar words that are subsequently retained without deliberate effort constitutes incidental learning. Similarly, if a learner remembers a newly encountered word while focusing on constructing a sentence, the learning is incidental (Laufer, 2000, p. 50). In contrast, intentional learning involves a conscious decision to commit information to memory, such as actively memorizing words encountered during reading or writing tasks. Intentional learning methods, including mnemonic devices, vocabulary lists, and translation exercises, have shown consistent efficacy among learners (Laufer, 2000, p. 50). This suggests that learners often employ techniques that align with their preferred learning styles, optimizing their vocabulary acquisition process.

### **2.1.2 Study on the connection between digital gaming outside school and vocabulary outcomes in L2 classes**

In their study, Sundqvist & Wikström (2015, p. 71-72) examined the correlation between digital gaming played outside of school and vocabulary outcomes in L2 English classes. They observed that frequent gamers, moderate gamers, and non-gamers demonstrated varying levels of success on the vocabulary exam, with a notable difference in mean scores between the groups. Notably, students who engaged in frequent video game play also exhibited higher proficiency in essay writing, employing more sophisticated terminology. Surprisingly, the impact of digital gaming on vocabulary test results appeared to surpass that of vocabulary

evaluated through essays. These findings align with previous research, reinforcing the positive relationship between digital gameplay and L2 English vocabulary acquisition (Sundqvist & Wikström, 2015, p. 74).

## **2.2 Representations of the mental lexicon**

The study of the mental lexicon is a dynamic area within bilingualism, marked by significant discoveries over the past three decades. These findings have challenged our previous assumptions about word organization and access in bilingual and multilingual contexts (Slabakova, 2016, p. 246). The experimental tasks described in this section provide valuable insights into how words and morphemes are related within the mental lexicon. For instance, primed lexical decision tasks involve presenting words after a brief exposure to related words or parts of words, known as "priming." Participants tend to respond faster to words when primed with semantically related terms, indicating the interconnectedness of lexical representations (Slabakova, 2016, p. 247).

In general, memory representation models aim to explain how word forms and meanings are stored in memory, as well as how words and their meanings relate to each other across two languages (Slabakova, 2016, p. 247). Regarding bilingual lexicon representation models, two main classes of models are discussed: hierarchical and interactive. Hierarchical models, such as the Revised Hierarchical Model, propose separate memory systems for each language's words while concepts are shared in a common memory system. Translation equivalents, or words with similar meanings across languages, play a crucial role in these models, mediating between the two language systems. On the other hand, interactive models like the Bilingual Interactive Activation Plus model (BIA), suggest a more interconnected organization of the mental lexicon across three levels (Slabakova, 2016, p. 247). At one level, there is conceptual representation (referred to as the lemma level), followed by a level containing the words themselves, and finally, the lowest level comprising orthographic, grammatical, and phonological word features. These models emphasize the dynamic interaction between languages during lexical processing, offering a nuanced understanding of bilingual word representation and access (Slabakova, 2016, p. 247-248).

### **2.2.1 The bilingual lexicon is integrated across languages**

After extensive research spanning several decades, there is widespread acknowledgment that the lexical items of different languages coexist and are stored together in the brain of multilingual individuals (Slabakova, 2016, p. 248). Contrary to previous assumptions, lexical

items from both the primary language (L1) and the second language (L2) are not segregated within distinct brain regions. This integration extends to orthographic, phonological, and semantic representations. The implication of this integrated mental lexicon is that lexical representations from different languages influence each other similarly to how representations within a single language interact. Representations are stored closer together based on their similarity, irrespective of language. This phenomenon holds true for both phonological and orthographic representations (Slabakova, 2016, p. 248). In cases where the proficiency level in the second language (L2) matches or exceeds that of the first language (L1), the same brain areas are activated during processing of both languages. However, at lower proficiency levels, individuals learning a second language (L2) tend to engage broader areas to compensate for less efficient processing. Additional factors influencing the location of activations include the age at which the second language was acquired and the extent of exposure to the language (Slabakova, 2016, p. 248-249).

### **2.2.2 Language exposure**

When words are frequently used in daily life, they become deeply ingrained in long-term memory, making them easier to retrieve when needed (Slabakova, 2016, p. 250-251). If bilingual individuals struggle with language selection while accessing words, they might anticipate widespread errors in their speech, characterized by frequent and random usage of lexical items from the other language. However, such errors are not commonly observed, suggesting that bilinguals possess a mechanism to mitigate this influence. Despite this, it's nearly impossible to completely deactivate the unused language. The simultaneous activation of both languages in a bilingual's mind is evident during reading, listening, and speech planning. Consequently, the primary challenge for bilinguals attempting to access the vocabulary of one language lies in suppressing the vocabulary of the other languages. This inhibition extends to naming things in the second language, where you need to hold back your first language, which comes more easily and quickly to mind. This affects future attempts at naming, even when you're trying to name something in your first language. (Slabakova, 2016, p. 251-252).

## **2.3 Interlanguage**

Interlanguage, a concept introduced by Selinker (1972), refers to the transitional linguistic system that learners of a second language develop as they progress towards proficiency. It represents a dynamic and evolving stage in the language acquisition process, characterized by

a combination of elements from both the native language and the target language. Interlanguage is shaped by learners' exposure to the target language input, their cognitive processing abilities, and the influence of their first language (L1). According to Selinker, (1972, p. 36) interlanguage exhibits systematicity and variability, with learners demonstrating consistent patterns of language use while also producing errors and deviations from the target language norms. These errors are seen not as random mistakes but as reflections of the learner's developing linguistic system. Interlanguage research has contributed significantly to our understanding of second language acquisition, highlighting the complexity of the learner's linguistic development and the nonlinear nature of the acquisition process. By analyzing interlanguage data, researchers gain insights into the strategy's learners employ to approximate the target language, the role of fossilization in language learning, and the importance of input and interaction in the acquisition process (Selinker, 1972, p. 36). Additionally, interlanguage studies inform language teaching methodologies by emphasizing the need for pedagogical approaches that accommodate learners' evolving linguistic systems and provide opportunities for meaningful interaction and communicative practice (Selinker, 1972, p. 36).

## **2.4 Code switching**

Code-switching refers to the many combinations of two or more language variations that can happen in diverse multilingual civilizations and communities (CS). When bilingual individuals speak or write in many languages or dialects, the term is used (Gardner-Chloros, 2009, p. 4). Almost everyone who interacts with more than one language or dialect is impacted with code-switching, either more or less. Further Gardner-Chloros, (2009, p. 4) goes on to say that in addition to CS, language contact may result in other linguistic consequences such as borrowing, convergence, language death, etc. The majority of them have been observed to occur with CS, but not always. Here, contact's numerous forms are categorized under the subject of linguistic interaction (Gardner-Chloros, 2009, p. 4). Understanding why and how people code-switch may teach us a lot about both speech and language in general. This is true for the organization of language and languages in general. On a practical level, bilinguals frequently switch varieties to convey ideas that go beyond the obvious connotations of their words (Gardner-Chloros, 2009, p. 4).

Previously, educators and others often viewed code-switching as a sign of language difficulty or perceived it as lazy speech (MacSwan, 2016, p. 183). There was a common assumption that bilinguals resorted to code-switching due to incomplete mastery of both languages.

However, recent research highlights code-switching as a reflection of bilingual identity, possessing its own grammatical structure akin to monolingual language (MacSwan, 2016, p. 183).

#### **2.4.1 Code switching in childhood**

Researchers make a clear distinction between code-switching and code-mixing. Code-switching involves the deliberate alternation between two languages or dialects within a discourse, following grammatical rules and patterns. On the other hand, code-mixing typically refers to the spontaneous blending of languages within words or sentences, without strict adherence to grammatical constraints (Yow, Patricia & Flynn, 2016, p. 81). The authors cite Meisel (1994), who suggests that the term "code-mixing" is often specifically applied to the speech of young learners during the initial phases of bilingual development. Research indicates that bilingual children begin mixing languages as early as age 2, yet they seem to grasp the more detailed language usage rules only at 5 years old or later. Consequently, it's proposed that young children engage in code-mixing rather than code-switching due to their developmental limitations compared to adults in managing language alternation (Yow, Patricia & Flynn, 2016, p. 81). Some researchers attempt to distinguish between code-switching and code-mixing based on factors like language proficiency and intentional usage, while others treat the terms interchangeably. Poplack (2001, p. 1) defines code-switching as the mixing of languages within discourse, with no change in topic of conversation partner.

#### **2.4.2 Code switching a sign of confusion**

Early research into code-switching among bilingual children viewed occurrences as indications of undifferentiated phonological, lexical, and syntactic systems. As a result, code-switching is often viewed with worry, hinting at possible problems in how bilingual children develop, like confusion or not being good at language. (Labov, 1972). Supporters of this viewpoint believe that young bilinguals mix words and parts from the languages they know in the same sentence because they can't tell the languages apart or fill in missing words, especially when they're just starting to learn language. (Yow, Patricia & Flynn, 2016, p. 82). For instance, proponents argue that bilingual children may borrow terms from their less proficient language when lacking a direct translation, integrating these lexical items into their dominant language, or restrict domain-specific vocabulary to one language exclusively. On the other hand, different studies suggest that when bilingual children switch between languages, they do it in a regular way and follow the rules of both languages. So, it shouldn't

be seen as them being confused about their languages. (Yow, Patricia & Flynn, 2016, p. 81-82).

Studies based on individual cases demonstrate that code-switching in bilingual children primarily arises from their performance-based language skills. However, it's noteworthy that these language alternations consistently adhere to the linguistic and pragmatic norms of both languages (Yow, Patricia & Flynn, 2016, p. 83). Consequently, such switches typically align with the grammatical principles and other linguistic constraints of each language involved. This reflects the bilingual children's competence and effectiveness in communicating in both languages (Yow, Patricia & Flynn, 2016, p. 83). In essence, bilingual children mix or switch words because they possess comparable competency in both languages, rather than due to confusion, incompetence, or random behavior (Yow, Patricia & Flynn, 2016, p. 83).

## **2.5 Motivation**

Motivation is essential for vocabulary learning since students may find it challenging to sustain conscious attention on explicit vocabulary learning for an extended period of time (Nation 2001). Numerous factors influence learning, and students who are more motivated typically have greater learning results than those who are less motivated (Gardner, 2007, p. 9). Research on vocabulary acquisition has increasingly focused on digital game-based vocabulary learning since students, teachers, and researchers frequently view games as excellent tools for enhancing interest and motivation.

Motivation involves the drive to engage in activities. Broadly, we categorize motivation into two types: intrinsic and extrinsic motivation. This distinction is crucial in examining the potential impact of video games on language acquisition and development among L2 English learners. Intrinsic motivation pertains to engaging in activities because they are inherently stimulating or enjoyable, while extrinsic motivation involves engaging in activities to attain a distinct outcome (Ryan & Deci, 2000, p. 55). Motivation play a crucial role in vocabulary learning, serving as a driving force that shapes learners 'engagement, persistence, and ultimately their success in acquiring and retaining new words. As emphasized Self-Determination Theory (Ryan & Deci, 2000, p. 68). learners who feel a sense of autonomy, competence, and relatedness in their language learning endeavors are more likely to be intrinsically motivated to engage in vocabulary learning activities. This intrinsic motivation stems from a genuine interest in the language and a desire to master new words for personal growth and fulfillment (Ryan & Deci, 2000, p. 68).



### **2.5.1 L2 Motivation research and mainstream SLA**

The study of motivation in second language acquisition (SLA) has thrived for over four decades, yet it has often remained on the edge of mainstream SLA research, despite being recognized as a crucial variable in language learning (Ushioda, 2010, p. 5). Unlike infants acquiring their mother tongue, where motivation is not a concern, it significantly impacts the willingness and success of individuals in learning other languages later in life (Ushioda, 2010, p. 5). Motivation research in the field of SLA has maintained a somewhat marginalized stance, standing apart from the dominant cognitive linguistic traditions. Despite being acknowledged as a crucial language learner variable, discussions on motivation within SLA literature are often confined to limited sections, separate from the broader discourse (Ushioda, 2010, p. 6).

## **2.6 Extramural English**

The term "extramural English" (EE), introduced by Sundqvist (2009, p. 1), encompasses English usage outside formal educational settings. EE aligns with the concept of incidental learning, described as "learning without an intent to learn," such as acquiring vocabulary while focusing on communication. In the context of EE, learners may recognize the potential language-learning advantages but prioritize other objectives, like entertainment or communication (Jensen, 2016, p. 2). Studies examining extramural exposure and its impact on L2 English proficiency indicate a favorable association. The results reveal that the common out-of-school activities include watching TV, computer usage (in activities like gaming and accessing online content such as YouTube) and listening to music (Jensen, 2016, p. 3).

L2 learning typically occurs within classroom settings, but for global languages like English, it extends significantly beyond school boundaries, particularly in countries such as Sweden, Finland, and Norway (Sylvén and Sundqvist, 2012, p. 303). Leisure activities are predominantly self-selected, leading to a high level of motivation among participants. It is widely acknowledged that motivation is crucial for effective learning, especially in the case of acquiring a second language. Additionally, many gaming platforms operate primarily in English, presenting a challenge for non-native English speakers. Understanding the linguistic input in these games is essential for gameplay, suggesting that individuals who frequently

engage in gaming activities may enhance their proficiency in English as a second language through gameplay (Sylvén and Sundqvist, 2012, p. 303-304).

### **2.6.1 Previous research on extramural English**

For numerous students, engaging in gaming serves as a significant form of extracurricular activity, underscoring the importance of understanding which games offer the greatest benefits. It's worth noting that preferences for gaming genres may vary between boys and girls (Sylvén and Sundqvist, 2012, p. 304). Further research by Sylvén and Sundqvist (2012) revealed that boys tend to engage in video games more frequently than girls, with differing preferences in game types. Specifically, boys often opt for first-person shooter or multiplayer games, whereas girls are inclined towards single-player simulation games. This discrepancy in gaming preferences is noteworthy due to the potential implications for language learning. According to Sylvén and Sundqvist (2012), multiplayer games hold particular promise for second language acquisition, as they facilitate immersive exposure to target language input and foster interactive communication among learners.

Further the article explores the intersection of digital gaming and second language (L2) learning, particularly focusing on the potential benefits of gaming as an extramural English activity for young learners. Drawing on empirical evidence from a study conducted among 86 L2 English learners in Sweden, aged 11-12, the authors reveal a positive correlation between L2 English proficiency and the frequency and types of digital games played (Sylvén and Sundqvist, 2012, p. 308-309). They find that frequent gamers outperformed moderate gamers, who in turn outperformed non-gamers in L2 proficiency tests, suggesting that gaming can play a significant role in L2 acquisition. The study also corroborates previous research showing gender-related differences in gaming preferences and proficiency levels. While boys tend to engage more in L2 gaming, the findings suggest that playing digital games at an early age can be important for L2 acquisition, irrespective of gender differences. The theoretical overview provided in the article underscores the importance of comprehensible input, scaffolded interaction, and motivation in L2 learning, all of which are inherent in digital gaming environments, especially in massively multiplayer online games. The authors argue that digital games offer fertile ground for L2 acquisition, providing authentic language contexts and high levels of motivation for learners to engage with the target language. Despite the limited research on young learners' gaming habits and L2 proficiency, the study presented in the article contributes to filling this gap by investigating the relationship between extramural English activities, gaming, and L2 proficiency among young learners, ultimately

shedding light on the potential benefits of gaming as a tool for L2 learning (Sylvén & Sundqvist, (2012), p. 315-317).

## **2.7 Video games and learning**

Good computer and video games incorporate a lot of educationally useful elements. Though this is doubtful given the present tendency towards skill-and-drill, scripted instruction, and standardized multiple-choice testing, these are all ideas that might and should be used to improve classroom learning in the future (Gee, (2005, p. 5-6). The guidelines are especially crucial for so-called "at risk" learners who haven't prepared for class, have fallen behind, or don't receive a lot of help for their school-based language and literacy abilities outside of the classroom (Gee, 2005, p 5-6).

Gee 2005 made a checklist to see how good games are for learning. The list is organized into three sections; 1. Empowered Learners, 2. Problem Solving, 3. Understanding. Under each of these categories Gee mentioned principles relevant to learning and discussed videogames regarding that principle (Gee, 2005, p. 6).

### **2.7.1 Empowered Learners**

#### **2.7.1.1 Co-design**

In video games, players control what happens. They don't simply just do what the "creator" (game originator) has put before them. Video games involve players, and games responds to the player's actions, encouraging them to act again (Gee, 2005, p. 6-7). When a game is good, players feel like they are co-creating the world and experiences they are in through their actions and decisions—not just the designers'. Every player's choices and actions determine how they progress through the game world, which is why what they do matters (Gee, 2005, p. 6-7).

#### **2.7.1.2 Customize**

For certain people, different learning methods suit different people better. Individuals can't be specialists of their own learning in the event that they can't come to conclusions about how their learning will work. They ought to also be permitted and encouraged to experiment with new styles (Gee, 2005, p. 7). This is what good games do in one or both of these ways. Players can adjust the gameplay of some games to suit their learning and playing styles. In

others, the game is intended to permit various styles of learning and playing to work (Gee, 2005, p. 7).

### **2.7.1.3 Identity**

Good games provide their players identities that encourage a strong sense of involvement on their behalf. This objective is accomplished in one of two ways. A character in some video games is so enticing that it makes players want to take on the role and easily project their own fantasies, desires, and pleasures onto the character (Gee, 2005, p. 7-8). In some games, the player controls a relatively undeveloped character whose characteristics must be chosen; however, these games are set up in such a way that the player is able to create a character's extensive and significant life story in the game world (Gee, 2005, p. 7-8).

## **2.7.2 Problem solving**

### **2.7.2.1 Well-Order Problems**

Given human inventiveness, students frequently come up with original theories about how to tackle or deal with early problems that are overly complicated, but these theories don't hold up for later problems (Gee, 2005, p. 9). Good games have well-organized problems. Early issues in particular are intended to help players make educated assumptions about how to go forward when they encounter bigger difficulties later in the game. In this way, the early stages of a successful game are constantly anticipating the later stages (Gee, 2005, p. 9).

### **2.7.2.2 Pleasantly Frustrating**

Learning is most effective when learners see new problems as being on the edge of their "regime of competence," but yet inside it. That is, these difficulties feel difficult yet solvable. The fact that students can see how and if they are progressing even when they fail gives them the impression that their work is paying off (Gee, 2005, p. 10). Good games adapt the difficulties and provide feedback such that various players see the game as difficult but manageable and believe their efforts are worthwhile. Players receive feedback that shows them if they are headed in the correct direction for victory later on and at the conclusion of the game (Gee, 2005, p. 10).

Even in the same classroom, school can be too easy for some kids and too hard for others. Humans are motivated by challenges that seem hard but can be done, as well as by receiving constant feedback about their progress (Gee, 2005, p. 10.) The level of difficulty should be

adjustable, and learners should be encouraged to maintain a level of competence that is neither too high nor too low. They ought to learn where this level is located and how it is evolving over time. There are no grade-level requirements for good games. They realize that what matters most is that the player learns to play the game and eventually becomes a Master of It—it doesn't matter when the player finishes or how well they did compare to others (Gee, 2005, p. 10).

### **2.7.2.3 Information “On Demand” and “Just in time”**

When presented with a lot of information that is out of context and before they can see how it applies to actual situations, humans are very poor at using verbal information - words (Gee, 2005, p. 11). When given "just in time," or when they can use it, and "on demand," they use verbal information most effectively. Good games provide verbal information "just in time" and "on demand," as opposed to the kinds of information that are frequently found in manuals. After playing for some time, the game has already made a lot of the verbal information in the manual concrete through the player's experiences in the game, so players do not need to read the manual to start. However, they can use the manual as a reference (Gee, 2005, p. 11).

## **2.7.3 Understanding**

### **2.7.3.1 System Thinking**

A good way for people to acquire new abilities, approaches, and concepts is to see how they fit into a bigger, overarching system that they give meaning to. Any experience is improved when we see how it contributes to a deeper, more meaningful whole. Players must learn to recognize each game (or rather, each genre of game) as a unique system providing and discouraging particular types of behaviors and interactions (Gee, 2005, p. 14). Good games enable players to see and comprehend how each component of the game fits into the game's broader structure and its genre (type). The "rules of the game"—that is, what functions and what does not, how things proceed or fail to proceed in this kind of world and become apparent to the players (Gee, 2005, p. 14).

### **2.7.3.2 Meaning as action image**

Typically, human beings do not consider broad definitions and logical concepts. Instead, they create imaginary reconstructions of past events in order to think (Gee, 2005, p. 14). Computer

and video games are at their core. Games, even the barely passable ones, clarify the meanings of words and concepts via the player's experiences and actions rather than through lectures or generalizations. Here, well-made video games may accomplish wonderful results, giving even abstract philosophical ideas a visual and physical manifestation (Gee, 2005, p. 14).

## **2.8 Broad strokes – Gaming terminology in Fortnite**

Below are some key gaming terminologies frequently used in Fortnite gameplay, offering insight into the language and vocabulary dynamics within the game environment.

Battle royale – This is the primary game mode in Fortnite where players compete against each other to be the last one standing. Players start with limited resources and must scavenge for weapons, items, and materials while avoiding the shrinking play area and eliminating opponents.

Survival – Survival is a core aspect of Fortnite's gameplay, as players must navigate the environment, manage resources, and outlast their opponents to emerge victorious in the Battle royale.

Building – Building is a unique feature of Fortnite that allows players to construct structures using harvested materials such as wood, stone and metal. These structures can be used for defensive purposes, creating vantage points or traversing the terrain.

Third person shooter - Fortnite is a third person shooter game, meaning that the players perspective is from behind and slightly above their character, allowing for a wider field of view compared to first-person shooters.

Cross-platform play – Fortnite supports cross-platform play, allowing players on different gaming platforms such as PC, playstation, xbox, mobile and so on can play together in the same matches.

Loot – Loot refers to the items, weapons and resources that players can find and collect throughout the game. Loot is scattered across the map and can vary in rarity and usefulness.

Storm – The storm is a gameplay mechanic in Fortnite Battle Royal that forces players into increasingly smaller safe zones as the match progresses. Players caught outside the safe zone take damage over time, encouraging movement and confrontation.

Emotes – Emotes are animated gestures and dances that players can use to express themselves or taunt opponents. Emotes are purely cosmetic and do not affect the gameplay.

Skins – Skins are cosmetic outfits that players can equip to customize the appearance of their characters. Skins are purely aesthetic and do not provide any gameplay advantages.

V-Bucks – V-Bucks are the in-game currency used in Fortnite to purchase cosmetic items such as skins, emotes, gliders. Players can earn V-bucks through gameplay or purchase them with real money.

These are only a handful of the terms that are used in Fortnite. As a well-known online multiplayer game, the game's broad vocabulary – which includes a variety of weapons, items, locations and gaming mechanics reflects its richness and complexity.

### **3 Methodology**

In this chapter, I will detail the methodology employed to address the research questions outlined in this study. I will present how the chosen methodology aligns with the fundamental principles of qualitative research and clarify the methods utilized for both data collection and analysis. By carefully aligning the methodology with the research questions, my aim is to gather data that directly addresses the core objectives of this study. Furthermore, this research aims to explore the impact of Fortnite gameplay on students' interlanguage development and to uncover potential benefits associated with engaging in the game. The primary objective is to assess whether playing the video game Fortnite enhances interlanguage proficiency. Specifically, this study seeks to answer the following research questions:

**RQ1:** Which vocabulary items frequently appear in Fortnite's game menu?

**RQ2:** Are there any key features in the frequent vocabulary items from the game menu in Fortnite?

**RQ3:** How do primary school students use terminology from Fortnite in their native language everyday speech?

**RQ4:** Are there any pedagogical advantages of playing videogames?

#### **3.1 Qualitative approach**

In my research, I conclude that employing a predominantly qualitative approach is the most suitable method for both data collection and analysis. However, I also incorporate a slight quantitative approach in addressing Research Questions 1 and 2. This involves counting numerous vocabulary items present in Fortnite gameplay. This decision is guided by the research questions, ensuring alignment with the study's objectives. For instance, RQ1 aims to identify the prevalent vocabulary items in Fortnite gameplay, which involved a somewhat quantitative approach. This entailed counting all the vocabulary terms found in the Fortnite lobby game menu. Similarly, RQ2 sought to uncover key features associated with frequent vocabulary items in Fortnite. RQ3 delved into how primary school students integrate Fortnite terminology into their everyday speech. By employing qualitative methods such as interviews and content analysis, I could delve deeper into the vocabulary used within the game environment, capturing a comprehensive understanding of the linguistic landscape. Through qualitative analysis, I could explore the contextual nuances and thematic relevance of these vocabulary items, shedding light on their significance within the game. Furthermore,



qualitative methods such as group interview, allowed for a thorough examination of how children engage with and apply gaming vocabulary in real-life contexts, providing insights into the socio-cultural dimensions of language learning.

Qualitative research presents a method of scholarly investigation, encompassing diverse perspectives on reality, methods of understanding and human interpretations of the social world. (Mackey & Gass, 2012, p. 181). As stated by (Mackey & Gass, 2012, p. 181-182) I the authors mention some relevant characteristics that make a study qualitative which also is related to my study. Qualitative research often involves an open inquiry, allowing the focus of my research to evolve throughout the process of data collection and analysis. I refrain from using pre-set coding schemes and instead develop categories directly from the data. In contrast to deductive approaches, my qualitative research is inductive, aiming to construct theories based on specific instances (Mackey & Gass, 2012, p. 181-182).

Lastly, RQ4 explored the pedagogical advantages of playing video games. While not directly addressed in the initial explanation, qualitative research provides a holistic understanding of participants' experiences and perspectives, allowing for the exploration of potential educational benefits associated with gaming. Overall, the qualitative approach was chosen to address the research questions effectively, enabling a nuanced exploration of language acquisition, usage, and the broader implications of gaming on learning and development. I adopt a participant observation approach, where I observe participants in a group interview conducted by me rather than manipulating variables. My research is descriptive and interpretive, aiming to provide rich descriptions and interpretations within the broader research scope. I follow a cyclical process, initiating analysis during data collection and allowing it to inform future research directions. Additionally, I emphasize the importance of context, recognizing that understanding a phenomenon requires careful attention to its surrounding context (Mackey & Gass, 2012, p. 181-182).

## **3.2 Method for gathering data**

### **3.2.1 Fortnite lobby menu**

This analysis of the Fortnite lobby menu effectively addresses both RQ1 and RQ2 by identifying common vocabulary items and highlighting their key features within the game environment. By examining the various elements present in the lobby menu, such as game modes, settings, inventory, challenges, shop, and communication features, we gain insight into the diverse vocabulary utilized in Fortnite gameplay. Each vocabulary item serves a

distinct function, contributing to the overall player experience and game mechanics. For instance, game modes offer players different gameplay options, while settings allow for customization to suit individual preferences. The inventory management system enables players to access and utilize weapons, healing items, and building materials essential for survival and combat. Challenges provide additional objectives and rewards, enhancing gameplay depth and longevity. The item shop offers cosmetic customization options, incentivizing player engagement and investment.

Overall, the vocabulary items in the Fortnite lobby menu are designed to enhance the player experience by providing access to essential features, customization options, and social interaction opportunities, with key features aimed at promoting accessibility, navigation, functionality, and engagement.

### **3.2.2 Group Interview**

RQ3 aims to see how primary school students use terminology in their native language everyday speech when talking about Fortnite. Conducting a group interview in Norwegian here was a perfect method to use because I could see how the students spoke about the game when we were having a dialogue in Norwegian, and how they would mix in English words and expressions from the game. The decision to utilize semi-structured group interviews as the primary method for this research was carefully considered, considering its effectiveness in addressing the research questions at hand. Specifically, the semi-structured format was well-suited for exploring the numerous examples of vocabulary acquisition and usage within the dynamic context of Fortnite gameplay, as outlined in RQ3. Through these group interviews, participants were encouraged to share their experiences and insights freely, leading to a high level of engagement and the generation of rich, detailed data. Participants actively contributed numerous examples of vocabulary items commonly encountered in Fortnite gameplay, providing valuable firsthand perspectives on the language dynamics within the game environment.

In accordance with Mackey & Gass (2012, p. 188), interviews are the most common method for data elicitation in qualitative research, offering flexibility in question formulation and data collection. Structured interviews employ a standardized set of questions, while unstructured interviews resemble organic conversations where topics are explored in-depth. Opting for a semi-structured format provided the best of both worlds: my questions were open-ended, allowing for organic discussion, yet I remained flexible to explore emergent topics as they arose during the interview. This approach facilitated a comprehensive exploration of

participants' experiences and perspectives, making it well-suited to the exploratory nature of my research.

Moreover, the interactive nature of the semi-structured interviews provides opportunity for a deeper exploration of different words and expressions from Fortnite, that the students mix in to their everyday speech. Participants were able to elaborate on their usage of these terms, providing insights into their contextual significance and thematic relevance within the game. This approach not only facilitated the collection of comprehensive data but also enriched our understanding of the nuanced ways in which players engage with and integrate gaming vocabulary into their everyday speech. Overall, the decision to employ semi-structured interviews was driven by its alignment with the research questions, its ability to foster participant engagement, and its capacity to provide in-depth insights into the language dynamics of Fortnite gameplay. Through this methodological approach, the study aimed to uncover valuable insights into the role of gaming in vocabulary development and its implications for language learning among primary school students.

Before conducting the interviews, I shared an interview guide with the participants in advance. This decision stemmed from the fact that I had not previously met the informants, and I aimed to ensure their comfort and readiness for the interview. By providing the guide ahead of time, participants had the opportunity to familiarize themselves with the interview topics, thereby allowing them more time to prepare. This proactive approach not only facilitated a smoother interview process but also enabled participants to provide richer data for analysis.

### **3.3 Method for analyzing the data**

#### **3.3.1 Transcription**

I utilized transcription to convert audio recorded data into written documents, or transcripts. Transcription involves making various decisions about what to include in the transcript and how to represent elements of speech and non-verbal communication (Mackey & Gass, 2012, p. 190). In my case I decided to transcribe the speech using standard orthography rather than using nonstandard spelling. I also considered whether to include features of imperfect speech, such as hesitation markers, pauses, or fillers, which I eventually ended up not adding in the transcription. These decisions depended on the purpose of my research, as well as the traditions and philosophical stances guiding my approach, because they directly impacted the readability and interpretability of the transcribed data. However, for conversation analysis, I

aimed to include as many features of the talk as possible in the transcript, reflecting the belief that nothing in interaction can be dismissed as random or irrelevant. It's important to recognize that transcription is a subjective process, influenced by multiple decisions that can shape subsequent analysis. Therefore, as a transcriber, I was mindful of the decisions I made and the reasons behind them.

**3.3.2 Coding**

In my qualitative research, I embraced the art of coding to unlock the deeper meanings hidden within the raw data. One of the key tools in my analytical arsenal was content analysis, a method I found particularly valuable. It involved meticulously sifting through the data, line by line, to unearth recurring patterns and craft grounded interpretations Mackey & Gass, 2012, p. 191).

When initiating the coding process, I thoroughly examined the data from line to line to try to identify the predominant themes and patterns. I compared different data from my interview and categorized them into several key areas.

Category	Description
Fortnite Vocabulary Usage	Instances where participants discuss specific vocabulary terms or expressions used in Fortnite, including in-game actions, items, locations or strategies.
Language Proficiency	Segments where participants showcase their English proficiency by accurately using or explaining Fortnite-related vocabulary. Special attention is paid to the to the complexity and fluency of their language.
Attitudes Towards Vocabulary Learning	Statements where participants articulate their opinions or attitudes regarding vocabulary acquisition through playing Fortnite, including reflections on the effectiveness of gaming as a tool for language learning.

The key areas summarized in the table above provide a foundational understanding of the relationship between Fortnite gameplay and vocabulary development. In the results section, these themes will be further explored and analyzed to elucidate their implications for language learning in digital environments.

### **3.4 Conversations analysis (CA)**

In the pursuit of understanding the vocabulary development of students through discussions about Fortnite, my research employs Conversation Analysis (CA) as a methodological lens. CA, as clarified by Mackey & Gass (2012, p. 184-185), examines talk in interaction as a fundamental aspect of social organization. This approach resonates with the overarching research questions guiding my study. Specifically, by leveraging CA techniques, I aim to explore the dynamics of language use and interaction among students engaged in discussions about Fortnite. Through this, I seek to address key inquiries such as RQ3, which delves into how primary school students integrate Fortnite terminology into their everyday speech. By looking closely at how students talk and take turns during their conversations about Fortnite, Conversation Analysis (CA) helps understand how they use language, words, and ways to communicate while playing games. This helps to see the small details of how they talk and interact, which gives us a better idea of how gaming affects their language skills. This analysis not only contributes to the broader discourse on language acquisition but also offers insights into the pedagogical implications of digital gaming experiences. Through the lens of CA, my research aims to discover how vocabulary develops during Fortnite gameplay, helping us understand better how language learning works in video games.

### **3.5 Participants and sampling**

I wanted to find as much English words and expressions from Fortnite as possible, and for that to happen the participants needed to play Fortnite on a regular daily basis and could talk about Fortnite all day without getting bored. In the thorough process of participant selection for my interview study, a deliberate approach was adopted to ensure both relevance and depth of insight into the overarching research question. My participants needed to be “gamers” and have a huge interest in Fortnite because then I will have much more data and information to go through. They needed to be extroverted so that they could talk a lot without me having to start the conversations, which I didn’t need to because their interest in the game is so strong that they could talk for hours.

To kickstart this procedure, proactive efforts were made to establish contact with a local school, initiating preliminary discussions aimed at obtaining consent for conducting interviews centered around the intricate relationship between vocabulary development and the immensely popular video game, Fortnite.

Following this initial phase, I proceeded to organize two distinct groups, comprising students hailing from both the 7th and 5th grades, each group comprising five to six individuals. Furthermore, gender was consciously excluded as a determining factor in the selection process, with paramount importance placed on participants' consistent engagement with and enthusiasm for Fortnite gameplay, symbolizing a degree of familiarity and immersion deemed conducive to offering substantial insights into the research inquiry at hand.

By bringing together different groups of people, the main goal was to gather a wide range of perspectives and experiences. This would help me better understand how vocabulary development connects with the lively gaming culture related to Fortnite.

Qualitative research typically utilizes either a purposive sample, where participants are selected based on specific criteria, or a convenience sample, where they are chosen due to their easy accessibility to the researcher (Mackey & Gass, 2012, p. 186). In my study, I employed a combination of purposeful and convenience sampling methods. While I purposefully selected participants based on their interest in the video game Fortnite and their self-identification as "gamers," I also considered convenience in reaching out to them. This approach ensured that the participants had relevant experiences with Fortnite while also being readily accessible for the study.

### **3.6 Ethical considerations**

In conducting this research, ethical considerations played a paramount role in ensuring the well-being and rights of all participants involved, particularly given the age of the participants, who are in 5th and 7th grade. Prior to commencing the study, ethical approval was obtained from the Norwegian Center for Research Data (NSD), underscoring our commitment to upholding ethical standards in research. Additionally, to ensure transparency and informed consent, an information letter was provided to all parents of the participants. This letter comprehensively outlined the purpose of the study, the voluntary nature of participation, and the measures taken to safeguard participants' privacy and personal data. Specifically, it addressed how participants' information would be stored, used, and handled after the conclusion of the research project. Furthermore, the information letter elucidated the rights of participants and their parents, empowering them to make informed decisions regarding their involvement in the study. A declaration of consent was included in the letter, which parents were required to sign to indicate their understanding and agreement to the terms outlined. These ethical considerations were integral to maintaining the integrity and

trustworthiness of the research process, ensuring that the rights and well-being of participants were upheld at all times.

## 4 Results

This section presents comprehensive findings obtained from a semi-structured group interview conducted with primary school students (7<sup>th</sup>. Grade) and (5<sup>th</sup>. grade) regarding their use of vocabulary within the context of Fortnite gameplay. The analysis addresses the research questions outlined in the study, aiming to provide a detailed understanding of the vocabulary acquisition and usage patterns among young gamers.

The results will first be presented regarding Research Questions 1 and 2, focusing on identifying frequently occurring vocabulary items in the game Fortnite and elucidating key features of this vocabulary. Subsequently, the findings from the semi-structured group interview will be presented in response to Research Question 3, examining how students acquire words and expressions from Fortnite.

### **RQ1: Which vocabulary items frequently appear in Fortnite's game menu?**

Based on the Fortnite lobby menu, many different vocabulary terms are presented. Down below I will present all different ones that can be found in the Fortnite menu.

#### 1. Game Modes:

**Battle Royale:** This is the most popular game mode in Fortnite, where players compete against each other to be the last one standing on a shrinking island.

**Creative:** In this mode, players have the freedom to build and design their own worlds, mini-games, and experiences using Fortnite's building mechanics and assets.

**Save the World:** This cooperative mode involves players teaming up to defend against waves of enemies while completing objectives and missions to save the world.

#### 2. Map Locations:

Players can select drop locations on the map where they want to begin their game. These locations vary in terms of terrain, loot availability, and strategic importance.

#### 3. Settings:

**Graphics:** Options to adjust the visual quality and performance of the game, including resolution, texture quality, and rendering settings.

**Audio:** Settings for adjusting volume levels, sound effects, and voice chat preferences.

**Controls:** Customization options for keybindings, mouse sensitivity, and controller settings to optimize gameplay experience.

#### 4. Locker:



The locker is where players can customize their in-game character, back bling (cosmetic items worn on the back), glider (parachute-like device used to descend from the Battle Bus) and emotes (expressive animations).

#### 5. Shop:

The in-game shop offers a rotating selection of cosmetic items such as skins (character outfits), emotes, harvesting tools (pickaxes), and wraps (cosmetic skins for weapons and vehicles). Players can purchase these items using V-Bucks, the in-game currency.

#### 6. Battle Pass:

The Battle Pass is a seasonal progression system that offers rewards for completing challenges and leveling up. It consists of multiple tiers, each containing unlockable cosmetics such as skins, emotes, V-Bucks, and experience boosts.

#### 7. Challenges:

Challenges are tasks and objectives that players can complete to earn rewards and experience points. These challenges vary from week to week and range from simple objectives like dealing damage with specific weapons to more complex tasks like visiting certain locations on the map.

#### 8. News:

The news section provides updates and announcements from the Fortnite team, including patch notes, new features, events, and community highlights.

#### 9. Friends List:

Players can view and interact with their friends who are online, send invitations to join their party, and communicate through text or voice chat.

#### 10. Party:

The party system allows players to form a group with friends for squad play, where they can coordinate strategies, share resources, and compete together in matches.

#### 11. Leaderboards:

Leaderboards display rankings of player performance and stats, including wins, kills, and other metrics, allowing players to compare their achievements with others.

#### 12. Career:

The career section tracks in-game achievements and milestones, such as the number of wins, matches played, and experience earned over time.

#### 13. Feedback:

This section allows players to provide input or report issues to the Fortnite team, helping to improve the game and address player concerns.

These vocabulary items are essential for navigating the Fortnite lobby menu interface and understanding the various features, options, and mechanics available to players.

**RQ2: Are there any key features in the frequent vocabulary items from the game menu in Fortnite?**

For the key features in the frequent vocabulary items in the Fortnite lobby menu, I will showcase the results in a table down below:

Frequent Vocabulary items:	Key Features:
Map Locations	<p>Terrain Variety: Map locations offer a diverse terrain features such as urban areas, forests, mountains and water, each providing unique gameplay opportunities.</p> <p>Loot distribution: Different locations offer varying levels of loot, including weapons, resources and items, influencing player strategies and decision-making during matches.</p> <p>Strategic importance: Certain locations are strategically positioned on the map, offer advantages such as high ground, cover, or access to key resources, making them popular landing spots for players aiming to gain a competitive edge.</p>
Locker	<p>Cosmetic Customization: The locker allows player to customize their in-game characters appearance with a wide range of cosmetic items, including skins, back bling, gliders, and emotes, enabling self-expression and identity within the game.</p> <p>Collectible Items: Players can collect and showcase rare or exclusive cosmetic items obtained through gameplay, events, or the in-game shop, adding personalization and prestige to their locker room.</p>
Challenges	<p>Objective-Based Gameplay: Challenges provide players with specific objectives to complete, encouraging exploration and skill development.</p> <p>Reward System: Completing challenges rewards players with in-game currency, experience points, and cosmetic items, motivating engagement, progression and achievement within Fortnite.</p>

	<p>Seasonal Variation: Challenges are often tied to seasonal events or updates, introducing new objectives and content to keep the gameplay fresh and exciting.</p>
Friends list	<p>Social connectivity: The friends list enables players to connect and interact with their friends who are online, facilitating communication, coordination, and cooperative gameplay experience with Fortnite.</p> <p>Party Formation: Players can form parties with friends to play together in squads, trios, duos fostering teamwork.</p> <p>Activity Tracking: The friends list provides information about friends in-game status, activities, and achievements, allowing players to stay informed and engaged with their social circle within Fortnite.</p>
Party	<p>Cooperative gameplay: Parties allow players to team up with friends and play together in coordinated matches, promoting teamwork, communication and collaboration to achieve shared objectives and victories.</p> <p>Voice Chat: Party members can communicate in real-time using voice chat, enhancing coordination, strategy and social interaction during gameplay sessions.</p> <p>Matchmaking: The party system facilitates matchmaking with compatible players based on skill level, playstyle, and preferences, ensuring balanced and enjoyable gameplay experiences for all party members.</p>
Leaderboards	<p>Performance Tracking: Leaderboards track player performance metrics such as wins, kill, and overall stats, providing a benchmark for measuring progress, skill improvement, and achievement within Fortnite.</p> <p>Competitive Motivation: Players can compare their standings on the leaderboards with others, fueling competition, motivation, and the drive to climb the ranks to improve their gameplay.</p>

**RQ3: How does primary school students use terminology from Fortnite in their native language everyday speech:**

These examples demonstrate how the participants seamlessly integrate English terms into their Norwegian descriptions of Fortnite, reflecting the influence of gaming culture on their language use. Regarding the semi structured group interview and the findings, I would like to extract two different main themes – “Active use of English words when discussing the game” and “Norwegianization”.

Active use of English words when discussing Fortnite	Norwegianization
Battlebus, Legendary, V-Bucks, Item Shop, Wraps, Creative, Custom maps, Private match, Voice chat, Gamechat, Partychat, Shield, Big shield, Mini shield, Slurp juice, Chug jug, Med kit, Pick axe, Glider, Editing, Chest, Spawn, Storm damage, Skins, Map, Building, Brick, Wood, Metal, Character, Gift, Assault rifle, Battle royale, Duos, Trios, Squad, Shotgun, Highground, Position, Teammates, Loot drop, Backpack, Knocked, Ammo, Reload, XP, Experience, Random, Emotes, Closing, Rewards.	Battlebussen Mappet Builde Reloade Spawne Gifte Edite Item Shoppen Heale Closer Knocka Ammo

Based on the findings from the interviews, it is evident that participants actively engage in using English words and phrases when discussing various aspects of Fortnite gameplay. This active use of English vocabulary reflects the integration of gaming-related terminology into their language repertoire. Additionally, the process of Norwegianization, where English terms are adapted or used within a Norwegian context, is observed.

Down below I will mention the examples where the participants from the interview used “Norwegianization” when explaining words and terms from Fortnite.

Term	Example	Description
Battlebussen	Speaker 1: “Det går ut på liksom, først liksom går du i Battlebussen også venter du på at det skal komme 100 folk inn»	In this excerpt, Speaker 1 is explaining the initial phase of a Fortnite match, describing how players start by boarding the Battle Bus and then wait for other players to join before the match begins.
Mappet	Speaker 1: “Så starte man I Battlebussen også skal du lande et eller annet sted på mappet.	Speaker 1 is explaining how players start in the Battle Bus and then choose

		a location to land on the map in Fortnite.
Builde	Speaker 3: “Ja, du kan også builde i Fortnite»	In this excerpt, speaker 3 mentions the term «builde» when discussing the ability to build structures in Fortnite using materials like brick, wood and metal for defense during battles.
Reloade	Speaker 4: “Ammo bruker vi også når vi reloade våpenet vårt»	In this excerpt, speaker 4 discusses the term «reloade» in the context of reloading weapons in Fortnite.
Spawne	Speaker 1: “Våpen finner man enten på bakken eller I ulike chests som spawner rundt hele mappet”.	In this excerpt, speaker 1 mentions that weapons can be found either on the ground or in various chests that spawn around the entire map in Fortnite.
Gifte	Speaker 1: “Å ja, det er også noes om heter å gifte. Jeg kan gifte noen et skin».	In this excerpt, speaker 1 refers to the act of gifting items in Fortnite, mentioning the term «gifte» as part of the gameplay discussion.
Edite	Speaker 1: “Edite er sånn at man kan endre formene på vegger, tak eller trappene. Hvis man for eksempel lager en vegg, kan man edited et slik at det blir et vindu I veggen, eller en dør på veggen».	In this excerpt, speaker 1 explains the concept of editing in Fortnite, emphasizing how players can modify structures such as walls, roofs or stairs to create openings like windows or doors.
Item shoppen	Speaker 4: “Det er noes om heter V-bucks også, det er penger inne på Fortnite som du kan bruke på itemshoppen for å kjøpe nye skins til din karakter eller skins til våpenet».	In this excerpt, speaker 4 discusses the concept of V-bucks and how they can be used in the item shop to purchase new skins for characters or wraps for weapons in Fortnite.
Heale	Speaker 1: “Disse brukes for å heale deg selv hvis man blir skutt eller mister HP”.	In this excerpt, speaker 1 talks about using items like shields, slurp juice,

		chug jug to heal oneself when shot or when losing HP (health points).
Closer	Speaker 3: «Hver gang stormen closer tar den 2 liv av deg, slik at den må man unngå når man spiller».	In this excerpt, speaker 3 explains that every time the storm closes in, it reduces the players health by 2 points, emphasizing the need to avoid it during gameplay in Fortnite.
Knocka	Speaker 4: "Knocka, du har knocka noen. Jeg vet ikke hva det er på norsk, han er knocka liksom".	In this excerpt, speaker 4 uses the term “knocka” to describe a situation where a player has been knocked down or eliminated in the game. They express uncertainty about the Norwegian equivalent of the term, indicating their familiarity with the English gaming terminology.
Ammo	Speaker 4: "Ammo bruker vi også, når vi reloader våpenet vårt."	In this excerpt, speaker 4 discusses the use of «ammo» in the context of reloading weapons in Fortnite.

This demonstrates how English terms are assimilated and adapted to suit the linguistic preferences and practices of Norwegian-speaking players.

I will now showcase the table I used when I initiated the coding process and explain it a little further with examples from the semi structured group interviews. This table is summarized with key areas to provide a foundational understanding of the relationship between Fortnite gameplay and vocabulary development.

Category	Description
Fortnite Vocabulary Usage	Instances where participants discuss specific vocabulary terms or expressions used in Fortnite, including in-game actions, items, locations or strategies.
Language Proficiency	Segments where participants showcase their English proficiency by accurately using or explaining Fortnite-related vocabulary. Special

	attention is paid to the to the complexity and fluency of their language.
Attitudes Towards Vocabulary Learning	Statements where participants articulate their opinions or attitudes regarding vocabulary acquisition through playing Fortnite, including reflections on the effectiveness of gaming as a tool for language learning.

**Instances of discussing specific vocabulary terms or expressions used in Fortnite:**

Participants in the interviews engage in discussions about various aspects of Fortnite gameplay, including terminology related to in-game actions, items, and strategies. They mention the "Battle Bus" from which players descend onto the map, the acquisition of "weapons" from "chests" or scattered across the "map", and the importance of "building" structures using materials like "brick", "wood", and "metal" for defense during battles. Terms like "V-Bucks," "wraps" for "weapon" "skins", and "creative" mode for custom map creation are also discussed, showcasing the diverse vocabulary associated with the game. More examples down below.

Drop: Speakers discuss loot drops and supply drops as in-game mechanics for obtaining items and resources.

Health/Shield: Various types of health and shield items are mentioned, such as mini shield, big shield, and slurp juice, emphasizing the importance of survival in the game.

Pickaxe: Participants mention the pickaxe as a tool used for harvesting resources in the game.

Storm: Speaker 3 describes the storm, a game mechanic that forces players to move closer together on the map, adding urgency to gameplay.

Emotes: Speaker 4 refers to emotes, which are animated gestures used by players to communicate or express themselves in-game.

During the interviews, participants frequently used abbreviations to simplify discussions and demonstrate their familiarity with gaming terminology. For instance, Speaker 3 emphasized the term 'HP,' an abbreviation for 'health points' or 'hit points,' commonly used in gaming to

represent a player's remaining health: “Vi har også HP! Vi har også HP.” Additionally, the 'pump shotgun' was mentioned, with Speaker 3 explaining that they typically use the shortened form 'pump' when referring to this weapon in the game: “Det finnes også pump shotgun, jeg pleier egentlig kun å si pump”. Moreover, Speaker 1 introduced the term 'mats' as a shortened form of 'materials,' commonly used in Fortnite to refer to the resource's players collect to build structures: “Ja masse, for eksempel mats som er materialer.” These instances highlight the seamless integration of abbreviations into discussions about Fortnite vocabulary, reflecting participants' fluency in gaming terminology.

### **Segments showcasing English proficiency:**

Throughout the interviews, participants exhibit a high level of English proficiency as they accurately explain and use Fortnite-related vocabulary. They fluently discuss terms like "legendary" weapons found in chests, various types of "shield" items for protection, and the strategic advantage of holding the "highground" during fights. Additionally, they demonstrate their understanding of terms like "editing" for modifying in-game structures and "knocked" to describe defeated opponents, highlighting their complexity and fluency in using English vocabulary related to the game. More examples down below:

Scar: Speaker 1 accurately identifies "Scar" as an assault rifle in the game, demonstrating familiarity with Fortnite-specific weapon terminology.

XP (Experience Points): Speaker 4 mentions XP as a reward in the game, indicating knowledge of gaming terminology beyond basic gameplay mechanics.

Voicechat: Speaker 1 discusses the functionality of voice chat, game chat and party chat in Fortnite, showcasing fluency in describing in-game communication features.

Glider: A participant accurately identifies the glider as an item used for aerial mobility in the game, showcasing familiarity with specific gameplay mechanics.

Bandage cannon: Speaker 1 mentions the bandage cannon as a healing item, demonstrating knowledge of unique in-game items beyond common terminology.



Duos, trios, squad: Speaker 3 explains the different team sizes in the game, displaying comprehension of gaming terminology related to team composition.

Rewards: Speaker 4 mentions rewards and experience points (XP) earned in the game, indicating understanding of gaming progression systems.

### **Statements articulating opinions on vocabulary acquisition through Fortnite:**

Participants express positive attitudes towards vocabulary acquisition through playing Fortnite, acknowledging its role in language learning. They note that gameplay exposes them to English terms, contributing to vocabulary retention and expansion. Additionally, they discuss code-switching between English and Norwegian while playing and reflect on the effectiveness of gaming as a tool for language acquisition. Overall, their reflections underscore the beneficial impact of Fortnite as both an engaging game and a valuable resource for language learning.

Language learning through gameplay becomes evident as Speaker 1 reflects on the constant exposure to English words during Fortnite sessions, highlighting its role in facilitating language acquisition within an immersive context. Moreover, participants seamlessly engage in code-switching between English and Norwegian terms while discussing various Fortnite gameplay elements, showcasing their bilingual proficiency and adaptability. This fluid linguistic transition underscores their ability to navigate between languages effortlessly. Additionally, speakers emphasize the significance of daily practice, noting that regular engagement with Fortnite has significantly expanded their English vocabulary. They attribute this linguistic growth to the practical benefits of immersive language exposure within the gaming environment. Furthermore, participants discuss the social dimension of language learning through gaming, emphasizing the crucial role of in-game communication and collaboration in vocabulary acquisition. This collaborative engagement fosters a dynamic learning environment where language skills are actively reinforced and refined. Overall, the contextual learning experience within Fortnite proves to be effective, as speakers reflect on how exposure to English terms in a gaming context enhances their understanding and retention, underscoring the multifaceted benefits of incorporating gaming into language learning strategies.

## **5 Discussion**

In this section, I delve into the implications and significance of the findings presented in the results section regarding the relationship between Fortnite gameplay and vocabulary acquisition among primary school students. Through this discussion, I aim to provide my interpretation of my findings.

Given that my study focuses on the relationship between Fortnite gameplay and vocabulary acquisition among primary school students, Vygotsky's Sociocultural Theory is particularly relevant here. This theory emphasizes the importance of social interaction and cultural context in cognitive development. Since Fortnite is a multiplayer game that often involves communication and collaboration among players, I want to explore how the social aspects of gaming contribute to language learning and socialization, aligning well with Vygotsky's framework.

To wrap up this discussion, I'll examine the pedagogical implications of the findings and address the final research question RQ4: Are there any pedagogical advantages of playing videogames? By understanding the role of Fortnite gameplay in vocabulary acquisition among primary school students, educators can explore innovative approaches to leverage digital platforms for language instruction.

### **5.1 Interpretation of Findings**

#### **5.1.1 Vocabulary Acquisition Through Gameplay:**

Participants in the study frequently mentioned how playing Fortnite exposed them to English words and phrases, contributing to their vocabulary acquisition. For instance, they described encountering terms like "Battlebus," "Legendary," and "V-Bucks" during gameplay, which they then incorporated into their explanation of the game in the semi structured group interview. This indicates that the immersive nature of gaming environments provides rich opportunities for language learning, as players engage with vocabulary in context.

Moreover, participants demonstrated a refined understanding of gaming-related English proficiency as they accurately explained terms like "Scar" for assault rifles, "pumpshotgun", "XP" for experience points and in-game items ("Med kit, "slurp juice", "Shield potions", highlighting their depth of knowledge beyond basic gameplay terminology. Their ability to accurately use and explain these terms highlights the depth of their vocabulary acquisition through gameplay.

Additionally, participants mentioned how they learned vocabulary related to character customization while playing Fortnite. Terms like "skins," "back bling," and "emotes" were commonly used during discussions about personalizing their in-game avatars. For instance, one participant described how they acquired a new "skin" for their character by earning V-Bucks through gameplay achievements, showcasing their understanding of in-game currency and customization options. The excitement surrounding different skins was evident, with participants asking each other, "Hva slags skin har du?" (What kind of skin do you have?), indicating a use of code-switching mixing in English words in their Norwegian speaking.

This phenomenon aligns with Schmitt's (2008) sayings, that vocabulary learning is a crucial part of language pedagogy and that acquiring vocabulary is a gradual process. The repeated exposure to specific gaming terms within Fortnite helps players steadily grow their word knowledge over time. Furthermore, this finding resonates with Nation's (2001) observation that traditional vocabulary learning can often be boring and frustrating for learners, who crave more engaging and effective methods.

In this context, digital game-based learning emerges as a promising approach. According to Laufer (2000, p. 50), effective language instruction involves both intentional and incidental vocabulary acquisition. In Fortnite, much of the vocabulary learning appears to be incidental, occurring naturally as a byproduct of gameplay rather than through explicit memorization. This incidental learning, where players remember new terms while focusing on gameplay, demonstrates how immersive environments can facilitate language acquisition in a more engaging and less conscious manner.

Overall, the study's findings highlight how gaming can serve as a dynamic platform for language learning, where students not only acquire new vocabulary but also practice using it in context, thereby enhancing their overall language proficiency.

### **5.1.2 Norwegianization**

During the interviews, I observed a particularly interesting phenomenon called "Norwegianization" when participants, the young language learners, talked about Fortnite. This involves mixing English words from the game with Norwegian words. For example, instead of saying "Battle Bus," they'd say "Battlebussen." They did the same with other words, like "Mappet" for "map" and "Bulde" for "build." It's like they created a hybrid of English and Norwegian when talking about the game. This shows how players adapt language

to fit their own style, and it helps everyone understand each other better when playing. "Norwegianization" isn't just about making things easier to say; it also makes players feel like they're part of the game's community.

In the interviews, I saw more examples of "Norwegianization." Participants talked about "Reloade" for "reload" and "Spawne" for "spawn." They even used it for game strategies, like saying "Closer" instead of "closing in" for the game's storm. This mixing of languages is a form of code-switching, where they use words from the game and adapt them to fit better into everyday Norwegian speech. It's like they're creating their own language for playing Fortnite together. This shows how language can change and evolve in different contexts, like gaming, where players make it their own.

The example from the interview where players talked about "editing" in Fortnite but couldn't find the Norwegian word for it shows something interesting about learning languages while gaming. It tells me that sometimes, it is tricky to find the right Norwegian words for the English terms used in games. This happened because some ideas or words didn't have direct translations. It shows me that how learning languages in games is like a puzzle, where you have to figure out how to express things that might be new or different from what learners are used to. This example also reminded me that learning languages is not just about words, but also about understanding the culture and context where those words are used. In gaming, you often mix languages and share meanings based on what makes sense in the game world. This shows how gaming can be a rich and dynamic way to learn languages, where learners are always exploring and adapting to new ideas and words.

Additionally, participants sometimes expressed uncertainty about the Norwegian equivalents of certain English gaming terms, indicating their familiarity with the English terminology. For example, one participant mentioned being unsure about the Norwegian translation of "Knocka," a term used to describe when a player is knocked down in the game. This uncertainty highlights the dominance of English gaming vocabulary in their discussions and suggests that "Norwegianization" serves as a bridge between their gaming experiences and their native language.

This phenomenon of language mixing aligns with Gardner-Chloros's (2009) concept of code-switching that I mentioned in the theory, which refers to the combinations of two or more language variations that occur in multilingual communities. Code-switching is common among bilingual individuals and can lead to other linguistic outcomes such as borrowing and

convergence (Gardner-Chloros, 2009, p. 4). In this case, "Norwegianization" is a specific form of code-switching where English gaming terms are adapted into Norwegian, demonstrating how language contact in the gaming environment influences vocabulary and communication strategies.

## **5.2 Theoretical Implications**

### **5.2.1 Vygotsky's Sociocultural Theory**

Sociocultural theory (SCT) originates from the pioneering work of Vygotsky (1978), a Russian psychologist, who proposed that an individual's mental faculties are inseparable from their social environment. Vygotsky posited that cognitive development occurs through social interactions with others, suggesting that human actions are deeply influenced by cultural and linguistic factors. In essence, SCT emphasizes the crucial role of social interactions in shaping an individual's cognitive abilities, highlighting the profound impact of the social environment on mental development (Alkhudiry, 2022, p. 2117).

Sociocultural theory, as formulated by Vygotsky, underscores the link between an individual's cognitive development and their social environment. According to Vygotsky, human communication is equipped to convey generalized meanings, facilitating social interaction across various contexts. Vygotsky also highlighted the importance of social interaction in shaping an individual's understanding of language and meaning. Social communication serves as a platform for language learning and knowledge construction, with language viewed as a socially constructed tool for mediating interactions and shaping cognitive development (Alkhudiry, 2022, p. 2118).

### **5.2.2 Connection between SCT and my study**

In the context of my study on Fortnite gameplay and vocabulary acquisition among primary school students, sociocultural theory (SCT) offers valuable insights into the mechanisms underlying language learning. Vygotsky believed that learning happens when people interact socially, especially through language, within their cultural surroundings. Applying SCT to my findings, I can interpret the rich vocabulary acquisition observed among students as a product of their social interactions within the gaming environment. Through collaborative gameplay and communication with peers via gamechat, voicechat and partychat, students are exposed to a diverse range of English terms and expressions, actively engaging in language learning within a socially mediated context. Furthermore, SCT underscores the significance of the

social environment in shaping cognitive abilities, suggesting that the deeply engaging quality of Fortnite gameplay provides a conducive setting for vocabulary development. By recognizing the role of social interactions in language learning, educators can leverage digital gaming experiences like Fortnite to create dynamic learning environments that promote linguistic growth and cognitive development. Thus, my study not only contributes to my understanding of vocabulary acquisition in gaming contexts but also underscores the pedagogical potential of incorporating digital games into educational practices, aligning with the principles of sociocultural theory.

### **5.2.3 Theoretical Implications linked to Extramural English and Interlanguage**

In exploring the integration of gaming terminology into everyday communication, it's crucial to consider the concept of extramural English (EE). EE, as defined by Sundqvist (2009, p. 1), encompasses English usage outside formal educational settings, aligning with the notion of incidental learning. This form of learning occurs without a deliberate intent, often during activities like gaming where language acquisition takes place alongside other objectives such as entertainment or communication (Jensen, 2016, p. 2-3). Participants showed a great ability to integrate Fortnite terminology seamlessly into their everyday conversations, blurring the boundaries between virtual gaming environments and real-life interactions. This phenomenon can be understood through the lens of interlanguage, a concept introduced by Selinker (1972) in the field of second language acquisition. Interlanguage refers to the transitional linguistic system that learners develop as they progress towards proficiency in a second language. In this case, as participants engage with English gaming terminology, they are essentially constructing an interlanguage, blending elements of their native language with the target language (English). For example, when discussing concepts like 'shield,' 'item shop,' and 'Creative,' participants are using English gaming words, which might follow some patterns but sometimes they make mistakes or use the words differently from how they're normally used in English. This mirrors the characteristics of interlanguage described by Selinker, where learners demonstrate both consistency and variability in their language production. Additionally, the observation that participants were unaware of the Norwegian translation for gaming terms like 'editing' walls in Fortnite underscores the phenomenon of acquiring gaming terminology in a second language without corresponding knowledge in the native language. This aligns with the interlanguage development, where learners' linguistic systems evolve in response to their exposure to the target language input. The widespread use of gaming words in daily conversations shows how much video games affect how young people learn and use

language. This emphasizes the importance for teachers to recognize and use students' love for video games in school.

### **5.3 Pedagogical implications**

The interviews shed light on how primary school students learn and use vocabulary while playing Fortnite. Their clear explanations of gaming terms show how deeply they engage with digital media, impacting their language skills. Using gaming words in everyday conversations shows how games like Fortnite aren't just for fun but can also teach new words. The wide range of words used in the interviews suggests that playing Fortnite helps with remembering words, recognizing patterns, and solving problems, all of which are important for learning. This highlights the potential of bringing gaming into education. We can think about making learning more like games to help students learn better. Also, playing Fortnite isn't just about words—it can also teach teamwork, communication, and dealing with challenges. Looking ahead, more research is needed to understand how gaming can help us learn better. We could study how playing Fortnite affects how well students speak and do in school and explore how gaming fits into how we learn and grow as people.

Participants in the study revealed how playing Fortnite contributed significantly to their vocabulary acquisition by exposing them to English words and phrases. Encountering terms like "Battlebus," "Legendary," and "V-Bucks" during gameplay became commonplace, seamlessly integrating into their everyday speech. This linguistic assimilation was further underscored by their adeptness at code-switching between English and Norwegian terms, highlighting their bilingual proficiency and adaptability. Through daily practice with the game, participants expanded their vocabulary, familiarizing themselves with gaming-related terms such as "Item Shop," "Med Kit," and "Assault Rifle." The social aspect of language learning within the gaming community was evident as participants engaged in real-time communication using features like voice chat, game chat, and party chat, facilitating collaborative learning experiences. Immersed in Fortnite's contextual environment, participants enhanced their understanding and retention of English vocabulary, encountering terms like "Gliders," "Chests," and "Backpacks" while navigating the game world. These pedagogical advantages align with Vygotsky's sociocultural theory, wherein cultural surroundings shape cognitive development. Participants' negotiated activity in the game facilitated the acquisition of gaming-related vocabulary, fostering social interaction and reflective practice, which are integral to language learning and cognitive development.

Playing Fortnite isn't just about having fun—it's also a valuable learning experience for young language learners. Beyond simply acquiring new words, Fortnite teaches essential skills like teamwork, communication, and problem-solving. When children play together, they learn how to collaborate effectively, devise strategies, and communicate with each other to achieve their goals. This collaborative aspect of the game helps them develop crucial social skills that are important both in school and in future careers. Moreover, Fortnite challenges players to adapt to changing circumstances, devise strategies to outmaneuver opponents, and think critically to overcome obstacles. These experiences help kids become tougher and more determined, giving them the courage to face tough situations. Also, Fortnite isn't just about fun; it's a chance for kids to learn. For example, they can learn about shapes and how things move in the game. So, Fortnite is more than just a game—it's a way for kids to grow and learn in many different ways.

Down below I will illustrate in a table how Fortnite serves as a multifaceted learning platform, providing children with opportunities to develop essential skills while engaging in immersive gameplay. And lastly to answer my final research question RQ4: Are there any pedagogical advantages of playing videogames?

Teamwork and communication	In Fortnite, players often team up in groups called "Duos," "Trios," or "Squads" to compete against other teams. This requires effective communication and coordination to strategize and achieve objectives together. For instance, players might use voice chat to communicate their positions, share resources, and plan their next moves. This collaborative gameplay not only enhances their gaming experience but also fosters teamwork and communication skills essential for real-life situations.
Problem-Solving	Fortnite presents players with various challenges, such as navigating the game map, building structures for defense, and outmaneuvering opponents during battles. To overcome these challenges, players must



	<p>think critically, devise strategies, and adapt to changing circumstances. For example, when faced with limited resources, players might strategize on how to efficiently gather materials for building or decide when to engage in combat and when to retreat to safety.</p>
<p>Adaptability and Resilience</p>	<p>The dynamic nature of Fortnite requires players to adapt quickly to unexpected situations and persevere in the face of adversity. For instance, when caught in the storm—a hazardous environmental hazard in the game—players must make swift decisions to navigate to safety while managing their health and resources. This teaches them resilience and the ability to remain calm and focused under pressure, valuable skills applicable beyond the gaming context.</p>
<p>Educational Exploration</p>	<p>Beyond its gameplay mechanics, Fortnite offers opportunities for educational exploration. For instance, building structures in the game involves principles of geometry and physics, as players must consider angles, trajectories, and structural stability. Additionally, exploring the game world can spark curiosity about geography, landmarks, and cultural references depicted within the game environment, prompting further research and learning outside of the game.</p>

## **6 Conclusion**

This thesis has highlighted the close relationship between digital gaming and vocabulary acquisition in young learners, particularly within the context of Fortnite gameplay. The findings from the semi-structured group interviews with primary school students reveal that frequent engagement with Fortnite significantly enhances vocabulary acquisition and usage. The research highlights the presence of specialized gaming vocabulary, the integration of English terms into everyday speech, and the phenomenon of Norwegianization, where English gaming terms are adapted into Norwegian language use. These insights underscore the potential of digital gaming as a valuable tool for language learning, providing an immersive and interactive environment that fosters both linguistic proficiency and engagement. Moreover, the study emphasizes the importance of considering extramural English activities in educational strategies, as they offer practical and enjoyable ways for language acquisition. Overall, this research contributes to the broader understanding of second language acquisition, showcasing the dynamic interplay between motivation, gaming, and vocabulary development, and paving the way for innovative approaches in language education.

### **6.1 Suggestions for further research**

For future research, it would be beneficial to expand the focus of this study to include a larger and more diverse sample of participants from various age groups and educational backgrounds. Additionally, long-term studies could provide deeper insights into the long-term effects of digital gaming on vocabulary acquisition and overall language proficiency. Exploring the impact of different types of games, beyond Fortnite, on language learning could also reveal whether specific game genres or mechanics are more effective in promoting language skills. Furthermore, incorporating a comparative analysis between traditional classroom-based language learning and game-based learning could offer valuable perspectives on the efficacy of these methods. Finally, investigating the social and cognitive aspects of language acquisition through gaming, such as collaboration and problem-solving, would enhance our understanding of the multifaceted benefits of integrating digital games into educational practices.



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# List of Appendices

## Semi-strukturert gruppeintervju

### **Appendix 1: Interview guide**

1. Kan dere fortelle meg hva Fortnite går ut på?
2. Hvor ofte spiller dere Fortnite?
3. Når dere spiller Fortnite, hvordan kommuniserer dere?
4. Har dere merket noen forskjell på Engelsk-kunnskapene deres når dere spiller?
5. Lærer dere noen nye Engelske ord ved å spille Fortnite?
6. Snakker dere noe Engelsk når dere spiller Fortnite?
7. Hvordan fungerer bygge mekanismen i Fortnite?
8. Hvilken konsoll spiller dere på?

## **Appendix 2: Parental Information Letter**

“Temaet for undersøkelsen er vokabularutvikling og videospill – Fortnite. Formålet med intervjuet er å se om elever som spiller Fortnite, bruker engelske ord og uttrykk i forklaringen sin av spillet. Gruppeintervjuet går ut på at elevene skal snakke om spillet Fortnite. Jeg er den eneste voksne som er med på intervjuet og skal bare sitte og høre på hva elevene har å si. De skal snakke så mye som mulig om spillet, noe som vil gi meg mere data og informasjon. Gruppeintervjuet blir tatt opp via taleopptak, slik at all informasjon samles som jeg skal bruke til min masteroppgave om vokabularutvikling og videospill.”



