

Exploring Students' Perceptions of the Effects of Video Games on English Communication Skills

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ABSTRACT

Video games have become a prominent form of entertainment and engagement, particularly among students. While they offer immersive and interactive experiences, their impact on communication skills remains debatable, especially within English language learning contexts. Grounded in Bandura's social learning theory, this study explores students' perceptions of the effects of video games on English communication skills, particularly in relation to verbal and written communication. The study employed a quantitative research approach using a cross-sectional survey distributed to 151 university students. The findings indicate that students generally perceive video games as having a moderate positive impact on their communication skills, with an overall mean score of 3.38. The highest mean scores were recorded for self-expression (3.73), effective communication (3.60), and confidence in communication (3.54). These findings suggest that video games may contribute positively to students' English communication development by providing interactive opportunities for communication and social engagement. Nevertheless, concerns regarding the use of informal language and reduced emphasis on formal communication remain relevant. The study highlights the importance of balanced gaming practices to maximise communicative benefits while minimising potential drawbacks. Future research may employ mixed-method or qualitative approaches to examine how different video game genres influence communication patterns and long-term language development.

Keywords: Video games; Communication skills; University students; English language

INTRODUCTION

Video games are widely recognised as a popular form of entertainment that provides players with immersive and interactive experiences. For many individuals, gaming serves as a recreational activity that offers relaxation, enjoyment, and temporary relief from daily stress. Ryan et al. (2006) argued that video games satisfy psychological needs related to competence, autonomy, and social relatedness, contributing to player engagement and enjoyment. Through structured tasks that require problem-solving, strategy, and persistence, gaming environments may foster creativity, engagement, and personal satisfaction. In multiplayer settings, video games also encourage social interaction and collaboration among players, allowing individuals to communicate and work together towards shared objectives.

Despite these potential benefits, increasing engagement with video games has raised concerns regarding students' English communication skills. Mahmud et al. (2023) reported that excessive gaming engagement among university students may affect academic and social activities due to prolonged gaming duration. Although video games may expose players to English through in-game dialogues and online interactions, excessive gaming may reduce participation in activities that traditionally support language development, such as reading, writing, and face-to-face communication. Academic communication, in particular, requires structured language use and formal discussion, which may not always be emphasised within gaming

environments. Online multiplayer games frequently rely on informal communication through voice chats, abbreviations, slang, and text-based messaging. Expressions such as “GG” (good game), “brb” (be right back), and “u” (you) may become habitual among players and potentially influence formal language practices in academic or professional contexts.

In addition, excessive gaming may reinforce informal communication patterns and expose students to inappropriate language commonly used within online gaming communities. Previous studies have suggested that repeated exposure to toxic communication in online gaming environments may influence players’ interactional behaviour and communication patterns (Kowert & Oldmeadow, 2015; Zsila, 2022). Prolonged gaming may also reduce opportunities for direct interpersonal interaction, which plays an important role in developing verbal fluency, pronunciation, confidence, and active listening skills. Consequently, students who spend excessive time gaming may experience difficulties in classroom discussions, presentations, and formal communication settings that require clear and professional language use.

In recent years, digital environments have increasingly influenced the ways students interact, socialise, and acquire language beyond traditional classroom settings. The growing accessibility of online multiplayer games has transformed gaming from a purely recreational activity into a highly interactive communicative space where users engage in collaboration, negotiation, and social participation. Unlike conventional language learning environments that often emphasise structured instruction, gaming environments expose learners to spontaneous and contextualised language use through authentic interaction with other players. This is particularly relevant in English as a Second Language (ESL) contexts, where opportunities for authentic communication outside the classroom may be limited.

Furthermore, the increasing integration of technology into students’ daily routines has led researchers to reconsider the educational potential of digital gaming environments. Rather than viewing gaming solely as a source of distraction or entertainment, contemporary studies have begun exploring how gaming may support informal learning, vocabulary acquisition, communicative competence, and digital literacy. As students spend considerable time interacting within online gaming communities, it becomes important to examine how these experiences shape their communication practices, particularly in English-mediated interactions. Therefore, understanding the communicative implications of gaming may provide valuable insights into contemporary language learning behaviours among university students.

Nevertheless, video games may also function as informal platforms for language learning when used appropriately. Many games contain complex narratives, dialogues, and interactive tasks that require players to read, interpret, and respond to English language content, potentially supporting vocabulary development and reading comprehension. Furthermore, role playing games (RPGs) and massively multiplayer online (MMO) games often involve teamwork and collaborative interaction, which may contribute to communication skill development in authentic digital environments. Therefore, it is important to examine students’ perceptions of the effects of video games on English communication skills.

LITERATURE REVIEW

Theoretical Framework

This study is grounded in Albert Bandura’s Social Learning Theory (1977), which emphasises learning through observation, imitation, and interaction within social environments. According to the theory, individuals acquire knowledge, behaviours, attitudes, and communication patterns by observing others and interpreting the consequences of those behaviours. In the context of video gaming, Social Learning Theory provides a useful framework for understanding how students may develop English communication skills through repeated exposure to interactive digital environments.

One of the central principles of Social Learning Theory is observational learning, whereby individuals learn by observing the actions and language used by others. In multiplayer and narrative-driven video games, players are frequently exposed to spoken and written English through voice chats, text-based interactions, instructions, and character dialogues. Calafato and Clausen (2024) noted that participation in English-mediated gaming

environments may support vocabulary learning and communicative competence through repeated interaction. Multiplayer gaming environments also encourage collaboration and real-time interaction, requiring players to interpret messages, respond appropriately, and communicate effectively with teammates during gameplay.

In addition to in-game interaction, gaming related digital content such as live streams, tutorials, and gameplay videos on platforms including YouTube and Twitch may further contribute to language exposure and comprehension. Exposure to spoken explanations, subtitles, and authentic conversational exchanges may strengthen listening and comprehension skills while familiarising players with commonly used expressions in English communication. These interactions may also influence informal language use, particularly through repeated exposure to gaming jargon, abbreviations, and colloquial expressions.

Another important component of Social Learning Theory is the role of cognitive processes in learning. Video games often require players to process information quickly, make decisions, solve problems, and respond strategically during communication with others. Such interaction may encourage students to actively use English in meaningful contexts while simultaneously developing confidence and communicative adaptability. Therefore, Social Learning Theory provides an appropriate theoretical foundation for examining how video gaming environments may shape students' English communication skills through observation, interaction, and repeated communicative practice.

Positive Effects of Video Games Towards Students' English Communication Skills

Video games may contribute positively to the development of students' English communication skills, particularly through interactive and collaborative gaming environments. Multiplayer games provide opportunities for students to communicate with peers from different linguistic and cultural backgrounds, allowing them to practice English in authentic and meaningful contexts. Gonçalves et al. (2023) highlighted that social gaming environments frequently encourage collaboration, interaction, and participatory communication among players. Such engagement may contribute to the development of fluency, confidence, and communicative adaptability among players.

In addition, multiplayer gaming environments may foster teamwork, cooperation, and social interaction. Players are frequently required to collaborate to achieve shared objectives, which may strengthen interpersonal communication skills and encourage the exchange of ideas and perspectives. These experiences may also enhance students' confidence in expressing themselves during interactions with others. Through repeated participation in communicative gameplay, students may become more comfortable engaging in discussions and responding spontaneously in English-mediated environments.

Previous studies have also highlighted the potential of game-based environments in supporting communication strategies among ESL learners. Mohd Fadhli Shah and Mafarhanatul Akmal (2023) demonstrated that digital survival-based games may encourage learners to utilise basic communication strategies in English while engaging in collaborative problem-solving and interaction. Such findings further support the role of gaming environments as informal spaces for communicative language practice.

The communicative experiences gained through gaming may also extend beyond virtual environments into real-world social interaction. Barr (2017) suggested that collaborative gaming activities may contribute to the development of social relationships and interpersonal communication skills. Students who regularly engage in teamwork and strategic discussion during gameplay may apply similar communicative practices in offline situations, including group discussions, problem-solving activities, and everyday social interaction. Therefore, although video games are often associated with entertainment, previous studies suggest that gaming environments may also provide meaningful opportunities for the development of communication and social skills relevant to both academic and personal contexts.

Video Gaming and Communication Skills Development

Video games may contribute to the development of students' communication skills through frequent interaction and collaboration with other players. Multiplayer games, in particular, often require teamwork, strategic

discussion, and real-time communication, which may enhance students' fluency, confidence, and ability to express ideas clearly. Previous studies suggest that English-mediated gaming environments may support vocabulary development and communicative interaction among learners (Calafato & Clausen, 2024; Kurniawan & Rahmawati, 2025). Similarly, Barr (2017) highlighted that collaborative gaming environments encourage players to communicate strategically, coordinate tasks, and respond quickly during gameplay, reflecting interactional practices that may also benefit real-world communication skills.

The type of games played may also influence communication experiences. Multiplayer games often encourage cooperative communication and teamwork, while narrative-driven games may support storytelling and comprehension skills. Narrative-driven and multiplayer games may encourage problem-solving, collaboration, and interaction among players. Therefore, video games may provide meaningful opportunities for students to engage in authentic communication practices within digital environments.

In addition to improving communicative interaction, gaming environments may also contribute to the development of digital literacy and communicative adaptability among students. Online multiplayer games frequently require players to interpret multimodal forms of communication, including written instructions, audio interaction, visual cues, and symbolic representations during gameplay. Such exposure may strengthen students' ability to process information quickly and respond appropriately in dynamic communicative situations. Esteban (2024) argued that digital game-based language learning environments provide learners with opportunities to engage actively with language through contextualised interaction and problem-solving activities.

Moreover, gaming environments often encourage incidental language learning, whereby students acquire vocabulary and communication patterns naturally through repeated exposure rather than formal instruction. Calafato and Clausen (2024) noted that students participating in English-mediated gaming environments may develop broader vocabulary knowledge through interaction with online communities and in-game content. This suggests that gaming environments may function as supplementary spaces for language exposure, particularly for ESL learners who may have limited opportunities to use English outside academic settings.

The communicative flexibility developed through gaming may also influence students' confidence in interacting across diverse social contexts. Online games frequently involve interaction with individuals from different countries, cultures, and linguistic backgrounds, requiring players to adapt their communication styles based on audience and context. Such experiences may strengthen intercultural communicative competence and encourage students to become more comfortable participating in English-mediated interaction. Consequently, gaming environments may support not only language exposure but also the development of confidence, adaptability, and digital communication skills relevant to contemporary communication practices.

Negative Effects of Video Games Towards Students' English Communication Skills

Despite the potential benefits of video games, excessive gaming may negatively affect students' English communication skills, particularly by reducing opportunities for face-to-face interaction. As students spend increasing amounts of time in virtual gaming environments, they may engage less frequently in direct interpersonal communication, which plays an important role in the development of verbal fluency, confidence, and active listening skills. Excessive gaming engagement may reduce opportunities for direct interpersonal interaction and social participation.

In addition, the immersive nature of video games may encourage some students to prioritise online interaction over in person social engagement. Heng et al. (2021) reported that prolonged gaming may reduce the time available for offline communication and social activities, potentially limiting opportunities to develop interpersonal and collaborative communication skills in real-world settings. Excessive gaming may also contribute to social isolation and reduced exposure to diverse social situations that are important for the development of adaptability and effective communication (Byeon, 2025). As communication skills remain essential in academic, professional, and personal contexts, limited face-to-face interaction may affect students' confidence and effectiveness in real-world communication settings (Okoro et al., 2017).

Moreover, prolonged engagement with video games may also reduce opportunities for students to develop expressive language skills. Communication within gaming environments is often brief, task oriented, and reactive, relying heavily on short responses, commands, abbreviations, and gaming jargon. While such interaction may support rapid communication during gameplay, it may provide fewer opportunities for students to engage in extended discussion, elaborate explanation, or formal language use. Consequently, excessive gaming may limit the development of more sophisticated communication skills required in academic and professional settings.

Furthermore, students who spend substantial time in gaming environments may have fewer opportunities to participate in spontaneous face-to-face interactions that support vocabulary development, contextual understanding, and adaptive communication. Kiraly et al. (2023) highlighted that limited unstructured social interaction may affect the development of effective communication skills. Similarly, recent studies suggest that excessive reliance on virtual interaction may affect students' adaptability and effectiveness in face-to-face communication across different real-world situations (Moisei, 2024).

In addition, excessive gaming may reduce participation in activities that traditionally strengthen communication competencies, including classroom discussions, extracurricular activities, and meaningful interaction with family and peers. Recent studies suggest that excessive gaming engagement may reduce opportunities for direct social interaction and meaningful face-to-face communication experiences necessary for interpersonal and language development (Nurul Hanani & Nathasya, 2025). Similarly, Kowert and Oldmeadow (2015) argued that excessive engagement in online gaming environments may reduce opportunities for direct social interaction, potentially affecting the development of interpersonal communication skills.

METHODOLOGY

This section describes the research design, participants, data collection procedures, and methods of analysis employed in the study to examine students' perceptions of the effects of video games on English communication skills.

Table 1 Demographic Information

Demographic Variable	Category	Frequency (n=151)	Percentage (%)
Age	19–21	38	25.2
	22–24	90	59.6
	25–27	23	15.2
Gender	Male	66	43.7
	Female	85	56.3
Field of Study	LG240	68	45.0
	LG241	44	29.1
	LG242	18	11.9
	LG243	21	13.9
Current Semester	Sem 1	16	10.6
	Sem 2	12	7.9
	Sem 3	11	7.3

	Sem 4	13	8.6
	Sem 5	26	17.2
	Sem 6	73	48.3
English Proficiency	Beginner	13	8.6
	Intermediate	72	47.7
	Advanced	55	36.4
	Proficient	11	7.3

This study employed a quantitative research design using a cross-sectional survey approach to examine students' perceptions of the effects of video games on English communication skills. The study was conducted at Universiti Teknologi MARA (UiTM) Shah Alam involving students from the Academy of Language Studies. A total of 151 students from four programmes, namely LG240, LG241, LG242, and LG243, participated in the study. Participants were selected using stratified random sampling to ensure representation across different language programmes.

Data were collected through a structured online questionnaire distributed via Google Forms through email and WhatsApp Messenger. The questionnaire consisted of three sections, namely demographic information, gaming behaviours, and perceptions of the effects of video games on English communication skills. The questionnaire items were adapted and modified from previous studies to align with the objectives of the research, and responses were measured using a Likert scale format. Respondents were informed about the confidentiality and anonymity of their participation prior to completing the survey.

The collected data were analysed using SPSS Version 29. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyse respondents' demographic information and perceptions regarding the effects of video games on communication skills.

Table 2 Reliability Statistics for the Communication Skills Scale

Cronbach's Alpha	N of Items
.722	17

To ensure the reliability and validity of the instrument, the questionnaire was adapted from previous studies and refined according to the objectives of the present research. Reliability analysis using Cronbach's alpha yielded a value of .722 for the 17-item scale, indicating acceptable internal consistency and exceeding the commonly accepted threshold of .70 (Khairul Zahreen et al., 2018; Nurhafizah et al., 2024).

FINDINGS AND DISCUSSION

This section presents the findings from the quantitative data gathered, addressing the research questions on the effects of video games on students' English communication skills.

Table 3 Perceptions of Video Games on English Communication Skills

Statement	Mean	Std. Deviation
14. I feel that video games have shaped my ability to understand and express myself, both positively and negatively.	3.73	0.799

12. I believe that video games have had a positive impact on my ability to communicate effectively.	3.60	0.809
8. I find it easier to initiate conversations with others due to my gaming experiences.	3.54	0.790
9. My gaming activities have improved my confidence in communicating with others.	3.52	0.765
6. Playing video games has positively influenced my verbal communication skills during face-to-face interactions.	3.48	0.958
7. Playing video games has enhanced my written communication skills, such as writing messages or giving feedback.	3.48	0.839
13. Playing video games has sometimes affected my ability to communicate negatively, such as reducing my focus on formal communication.	2.93	1.056
10. My gaming activities have occasionally hindered my communication skills outside the gaming environment.	2.72	1.134
Overall	3.38	0.89

The findings indicate that video games are generally perceived to have a positive influence on students' English communication skills, with an overall mean score of 3.38 (SD = 0.89). The highest mean score was recorded for the statement regarding the role of video games in shaping students' ability to understand and express themselves ($M = 3.73$, $SD = 0.799$). This suggests that gaming environments may contribute to the development of adaptive communication skills, particularly in contexts requiring real-time interaction, collaboration, and self-expression. The findings support the argument that interactive digital environments can function as informal communicative spaces where students actively engage with English language input through gameplay, discussion, and social interaction.

Similarly, respondents agreed that video games positively affect their ability to communicate effectively ($M = 3.60$, $SD = 0.809$). Multiplayer games often require players to communicate strategically with teammates to accomplish shared objectives, particularly in competitive or collaborative gameplay. Such interaction may encourage students to respond quickly, negotiate strategies, provide instructions, and participate actively in group communication. These findings are consistent with Gonçalves et al. (2023), who argued that multiplayer gaming environments foster communicative interaction, teamwork, and social collaboration among players. The findings also align with Calafato and Clausen (2024), who highlighted that exposure to English-mediated gaming environments may support vocabulary learning and communicative competence through repeated interaction.

In addition, respondents perceived gaming experiences as contributing positively to conversation initiation ($M = 3.54$, $SD = 0.790$) and confidence in communication ($M = 3.52$, $SD = 0.765$). This suggests that gaming environments may provide students with low-pressure opportunities to interact using English, particularly in online settings where communication occurs naturally during gameplay. Students who regularly participate in multiplayer gaming may become more comfortable expressing opinions, responding to others, and engaging in collaborative discussion. Such findings also reflect the principles of Social Learning Theory, which emphasises learning through observation and interaction within social environments. Through repeated exposure to communicative exchanges in gaming contexts, students may gradually develop confidence and communicative adaptability.

The findings may also reflect the increasing role of digital communication in shaping contemporary language learning experiences among university students. Unlike traditional classroom interaction, online gaming environments expose students to spontaneous communication that requires immediate response, collaboration,

and adaptability. Such interaction may encourage learners to become more active participants in communication rather than passive recipients of language input. Through repeated exposure to conversational exchanges during gameplay, students may gradually develop greater familiarity with informal English usage, conversational pacing, and communicative responsiveness.

In addition, multiplayer gaming environments often create low anxiety communicative settings where students may feel less pressured when interacting in English. This may be particularly beneficial for ESL learners who experience communication apprehension in formal academic settings. The interactive and goal-oriented nature of games may shift students' focus from grammatical accuracy towards successful communication, thereby encouraging greater participation and confidence in language use. Such findings are consistent with previous research suggesting that digital gaming environments may reduce communication anxiety by providing engaging and less restrictive interactional spaces for learners.

The findings also suggest that communication development through gaming is closely associated with social participation and collaborative interaction. Modern multiplayer games frequently require players to coordinate strategies, provide feedback, negotiate decisions, and respond collectively to challenges during gameplay. These communicative practices resemble authentic social interaction and may contribute to the development of interpersonal communication skills transferable beyond gaming contexts. Consequently, gaming environments may function not only as entertainment platforms but also as informal communicative ecosystems that expose students to meaningful interaction in English. At the same time, the findings highlight the need for balanced engagement with gaming activities. Although respondents generally perceived gaming positively, excessive dependence on gaming communication may contribute to the habitual use of informal expressions, abbreviations, and gaming jargon in inappropriate contexts. This demonstrates that the communicative impact of gaming is multifaceted and dependent on students' ability to distinguish between informal digital communication and formal academic language practices. Therefore, moderation and communicative awareness remain important in ensuring that gaming contributes positively to students' language development without undermining formal communication competence.

The findings further demonstrate that respondents perceived improvements in both verbal and written communication skills ($M = 3.48$). Communication through voice chat, in-game messaging, and multiplayer interaction may expose students to authentic language use, encouraging them to practice pronunciation, sentence construction, and spontaneous communication. This supports previous studies suggesting that gaming environments may contribute to informal language learning and authentic language exposure (Esteban, 2024; Kurniawan & Rahmawati, 2025). In particular, online games often expose students to conversational English and interactive communication that differ from traditional classroom learning environments. Consequently, gaming may function as an informal supplement to language learning by providing meaningful communicative experiences beyond formal educational settings.

Despite these positive perceptions, respondents also acknowledged several potential negative effects associated with gaming. The statement regarding the negative influence of gaming on formal communication skills recorded a lower mean score ($M = 2.93$, $SD = 1.056$), indicating that some students recognised the possible influence of gaming slang, abbreviations, and informal expressions on academic or professional language use. Online gaming communities frequently rely on shorthand communication such as abbreviations and gaming jargon, which may affect students' awareness of formal language structures when excessively used. Nevertheless, the relatively moderate score suggests that respondents did not strongly perceive this issue as significantly harmful to their communication abilities.

Similarly, the lowest mean score was recorded for the statement that gaming hinders communication outside the gaming environment ($M = 2.72$, $SD = 1.134$). This suggests that most respondents did not perceive gaming as negatively affecting their face-to-face interaction or real-world communication. While previous studies have highlighted concerns regarding reduced social interaction among excessive gamers (Kowert & Oldmeadow, 2015), the present findings indicate that respondents generally viewed gaming as more beneficial than detrimental to their communication development. This may be influenced by the social and collaborative nature of modern multiplayer games, which encourage interaction rather than isolation.

The demographic findings on English proficiency further contextualise these results. The majority of respondents identified themselves as having intermediate (47.7%) and advanced (36.4%) English proficiency levels, indicating that most participants possessed moderate to high command of English. Students with stronger English proficiency may be more likely to participate actively in English-mediated gaming interactions, allowing them to benefit more from communicative exposure during gameplay. This may explain the generally positive perceptions towards the role of video games in supporting communication development. However, because the present study relied primarily on descriptive statistics without respondent level paired data, inferential statistical analyses examining relationships between English proficiency and communication outcomes could not be conducted.

Overall, the findings suggest that video games may contribute positively to students' English communication development when engaged with in moderation. Interactive gaming environments appear to provide opportunities for communication practice, collaboration, confidence building, and authentic language exposure. At the same time, the findings also highlight the importance of maintaining balance, as excessive reliance on gaming communication may contribute to informal language habits and reduced engagement in formal communicative contexts. Therefore, while gaming environments may serve as valuable informal language learning spaces, students should remain mindful of balancing digital interaction with real-world communication practices.

CONCLUSION

This study examined students' perceptions of the effects of video games on English communication skills, particularly in relation to verbal fluency, written communication, confidence, and social interaction. The findings suggest that video games may contribute positively to communication development by providing students with interactive and collaborative environments that encourage authentic language use. Respondents generally perceived gaming experiences as helping them communicate more effectively, initiate conversations more confidently, and express themselves more comfortably in English-mediated settings.

The findings also indicate that multiplayer gaming environments may support the development of communication skills through teamwork, strategic discussion, and real-time interaction. Through voice chats, text-based communication, and collaborative gameplay, students are exposed to opportunities for meaningful language practice that may strengthen both verbal and written communication abilities. In addition, the majority of respondents reported intermediate and advanced English proficiency levels, suggesting that students with stronger language backgrounds may benefit more actively from communicative exposure within gaming environments.

Despite these positive perceptions, the study also acknowledges several concerns associated with excessive gaming. Some respondents recognised that frequent exposure to gaming jargon, abbreviations, and informal expressions may influence formal communication practices. Although most participants did not perceive gaming as negatively affecting face-to-face interaction, prolonged engagement in virtual environments may still reduce opportunities for direct interpersonal communication and structured academic interaction. These findings suggest that the effects of video games on communication skills are not entirely positive or negative but instead depend on how gaming is engaged with and balanced alongside real-world communication practices.

The study further highlights the growing relevance of digital environments in contemporary language learning. As online interaction becomes increasingly integrated into students' daily lives, gaming platforms may function as informal spaces for communication practice, language exposure, and social interaction. For English language learners, particularly those learning English as a second language, video games may provide accessible opportunities to engage with authentic language use outside traditional classroom settings.

Overall, the study suggests that video games can function as a supplementary platform for communication and language development when used in moderation. Gaming environments may encourage confidence, adaptability, and interaction in English while simultaneously exposing students to collaborative and communicative experiences. Nevertheless, maintaining balance between digital and real-world communication

remains important to ensure the continued development of formal and interpersonal communication skills. The findings of this study may also carry implications for educators and language practitioners in understanding the role of digital environments in contemporary communication development. As students increasingly engage with English through online interaction and gaming communities, educators may need to acknowledge that language learning now extends beyond conventional classroom spaces. While video games should not replace formal instruction, they may complement language learning by providing authentic opportunities for interaction, collaboration, and exposure to conversational English. Recognising the communicative potential of gaming environments may therefore help educators better understand students' digital language practices and learning experiences. Future research may employ mixed methods or qualitative approaches to explore how different video game genres influence communication patterns, language learning experiences, and long-term communication development across various educational contexts.

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