Out-of-school digital gameplay and in-school L2 English vocabulary outcomes

# Details

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## Authors

Sundqvist P.;Wikström P.

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## Topics

## Sample

"Participants were part of Sundqvist (2009), a study investigating the impact of EE on Swedish 9th-grade L2 English learners’ oral proficiency and vocabulary (age 15-16; N=80; 36 boys, 44 girls)." (Authors, 68)

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

* School innovation
* Professional development
* Other

## Implications For Stakeholders About

Industry

# Abstract

The aim of the present study is to examine the relation between out-of-school digital gameplay and in-school L2 English vocabulary measures and grading outcomes. Data were originally collected from a sample of 80 teenage Swedish L2 English learners and comprise a questionnaire, language diaries, vocabulary tests, assessed essays, and grades. Using an observational post-hoc design, three Digital Game Groups (DGGs) were created based on frequency of gameplay: (1) non-gamers (0 h/week), (2) moderate gamers (