# Bekir Mugayitoglu

# Annotated Bibliography – 8

LeDoux, A. (2007*).* Investigating the implementation of whole language: Strengths and weaknesses. San Rafael*:* Dominican University of California, School of Education. Retrieved from, <http://files.eric.ed.gov/fulltext/ED496339.pdf>

The Whole Language/Phonics debate has been raging in California since the 1980s. However, there has been no real determination about which method is best for teaching reading to our students. Yet the Whole Language method has lost the recognition and respect of the educational community because the program was not implemented by all teachers the way it was intended. The purpose of this study is identify the strengths and weaknesses of the Whole Language, and to determine if it is an effective method of teaching early literacy to first grade students. From the literature it appears that while Whole Language does have benefits, it cannot stand alone in the teaching of early literacy.Five professionals in teaching early literacy skills were interviewed in person or by email. They were asked if they teach the Whole Language approach. They were asked to give an opinion on what they felt were the strengths and weaknesses of the approach. Responses indicate that professionals felt that the approach was strong with regard to the use of high quality literature and the way in which children were motivated to read. They all felt that the approach did not include sufficient explicit phonics instruction.

This paper presents how significant to apply one of approaches high prior knowledge students make them have low scores with wrong method while using same approach for low prior knowledge students make them have high scores. The aim of the paper indicates the significance of deciding what approach is the most effective and efficient either whole language in which reader constructs a personal meaning for a text based on using their prior knowledge to interpret the meaning of what they are reading or phonics in which focus their efforts on emphasizing the students able to read words depend on how they are spelled, it should be decided by teachers to apply which one is convenient.

Knutzen, B. & Kennedy, D. (2012). The Global Classroom Project: Learning a Second Language in a Virtual Environment. Electronic Journal of e-Learning, 10(1), 90-106. Retrieved from http://files.eric.ed.gov/fulltext/EJ969448.pdf

This paper reports the progress of a pilot project exploring the integration of a shared virtual environment for learning (Second Life) with the instruction of English courses at Lingnan University in Hong Kong. An educational partnership was developed with two TESOL teacher-training courses at Texas A&M University in the US. The project enrolled over 200 participants, with about half from each participating university. Coordination of online activities was done using the Moodle learning management system. A large non-traditional language learning facility was developed in the Second Life virtual environment in the style of a 1950's American diner on a private island, complete with Cadillac booths, traditional diner booths and tables, and outdoor campfire settings to facilitate conversational groupings. Both IM typed chat and VOIP voice interactions were explored inside the virtual environment. Student behavior observed during the study indicates the conditions which result in the most productive interactions, and also highlights several key problem areas which must be addressed before successful interactions can be achieved. This paper presents a process which has been developed and trialed, and the plans at Lingnan University to adopt it on a wider scale to support the development of language skills.

This paper presents the experiment with three-dimensional virtual reality social environment, which is Second life. It is very useful for me to know this research shows that chat provides an extremely useful form of interaction for new users. In particular, chatting helps learners to compose their responses and there is a tolerance to response the other speaker. One of the weaknesses is that the experiment had a time zone difference between Hong Kong and Texas in the US which is 13 hours proved not be achieved well on synchronous interactivity between the two group of players.

# Annotated Bibliography – 7

Lee, Y.Y., Cheon, J. & Key, S. (2008). Learners’ Perceptions of Video Games for Second/Foreign Language Learning. Proceedings of Society for Information Technology & Teacher Education International Conference. Chesapeake, VA. Retrieved from

http://www.lsl.nie.edu.sg/icce2012/wp-content/uploads/2012/12/C6.pdf

This paper presents a study of a group of 60 Taiwanese EFL learners’ perceptions of a commercial adventure video game for second/foreign language learning. The study results reveal that learners held a positive attitude toward the use of the adventure game for English learning and considered the game particularly beneficial to their listening ability, reading ability, and vocabulary knowledge. Learners also reported their enjoyment of using the game for language learning and stated enhanced motivation in English learning. Nevertheless, learners reported several language barriers encountered while gaming (e.g., fast dialogue, fleeting subtitles) and identified some weaknesses regarding the game designs. The research results of this paper identified both strengths and weaknesses of adventure games for EFL/ESL based on learners’ perceptions, and should encourage more studies on the investigation of using adventure games in language learning.

The aim of this paper is that learners have fun while playing commercial adventure video games and the paper demonstrated these kinds of video games are so beneficial tools to leads foreign language learning. I would like to investigate this further in my own research since paper also demonstrated that video games are motivating, learner-centered, and sensory rich learning tools for second language learners. One of the strengths is that me to figure out how commercial video games such as massively multi-player online role-playing games and simulation games are leading foreign language acquisition effectively and efficiently.

Huang, B. G., & Yang, J. C. (2012). A Multiplayer Online Role-Playing Game for Incidental Vocabulary Learning. *Proceedings of the 20th International Conference on Computers in Education*. Singapore. Retrieved from

http://www.lsl.nie.edu.sg/icce2012/wp-content/uploads/2012/12/C6-f-194.pdf

Incidental vocabulary learning is regarded as one of the main sources of learner-centered vocabulary acquisition in authentic situations. In the past decades, extensive reading has been the main focus in incidental learning research. Recent studies have examined how information technology media can assist learners in acquiring vocabulary incidentally. More specifically, the affordances of MORPGs, such as vivid 3D simulation scenarios and players' interactions and communications, may be applied to construct an incidental language learning environment. This study is based on Krashen’s Input Hypothesis to implement task-based learning in an MORPG that was suited for learners' background. An experiment was conducted for 26 sixth-grade students. Twelve target words were selected from the content text of the game to assess learners’ vocabulary learning. The results from this study demonstrate that learners, especially the low academic achievers and less game experienced students, acquired the target vocabulary incidentally after being exposed to the MORPG language learning environment.

This paper presents how significance of difference between pre-test and post-test for second language learners vocabulary skills, which reveals that learners vocabulary abilities have increased after they used the Massively multiplayer online role playing game language learning environment. It is very useful for me to understand how second language learners were not just immersed in high-quality 3D virtual reality scenes and also have fun interesting game tasks, but also learned vocabulary abilities. One of the weaknesses is that the paper doesn’t mention about what could be the role of teachers in Massively multiplayer online playing game language is.

# Annotated Bibliography – 6

# Rama, P. S., Black, R. W., van Es, E. & Warshauer, M.(2012). Second language learning in World of Warcraft. *European Association for Computer Assisted Language Learning ReCALL* 24(3): 322–338. Retrieved from http://www.gse.uci.edu/person/warschauer\_m/docs/affordances.pdf

What are the affordances of online gaming environments for second language learning and socialization? To answer this question, this qualitative study examines two college-age Spanish learners’ experiences participating in the Spanish language version of the massively multi- player online game World of War craft. Using data culled from participant observation, interviews, logs of in-game chat, and student journal entries, we describe how the design of the game, cultural norms for its use, and participants’ own abilities interact to afford distinct opportunities for language learning for these two students. Discussion focuses on how online games might be used for language teaching and learning in ways that take full advantage of the medium’s affordances for both experienced and inexperienced players.

This paper presents a sociocultural based view of proclivities instead of language ability massively multiplayer online game World of War craft. The aim of the paper indicates how teaching and learning offer using with massively multiplayer online game World of Craft as a computer assisted language learning. One of the strengths is that me to figure out before future research to sociocultural theory will be the part of video game. This paper helps me to look at the picture to analyze with qualitative side instead of most articles I read quantitative side and it is so helpful for my research to understand World of Craft is one of the mainstreams learning game in the classroom.

Rankin, Y., Gold, R., & Gooch, B. (2006). Evaluating interactive gaming as a language learning tool. *In Conference precedings of SIGGRAPH*, Boston, MA. Retrieved from http://webhome.cs.uvic.ca/~bgooch/Publications/PDFs/a44-rankin.pdf

We propose a methodology for evaluating second language acquisition in the context of massive multiplayer online role-playing games (MMORPG). Careful examination of learning opportunities present in gaming requires us to direct our attention to the characteristics of MMORPGs and how these characteristics support learning. MMORPGs accommodate active learners who assume the role of characters they have selected, create immersive environments that promote the development of conceptual knowledge and engage players in social interaction among a community of players. Since MMORPGs support social interaction between players, MMORPGs serve as the catalyst for fostering students language proficiency as students interact in a foreign language while playing the game. For these reasons, we believe that MMORPGs embody an interesting and underutilized learning environment for second language acquisition. Based upon this premise, we introduce a game-language learning model and explore Sony Online Entertainments 3D game Ever Quest II as a pedagogical tool for students learning English as a second language.

The paper represents the methodology of Ever Quest II’s to evaluate in the MMORPG’s for second language learners. Also, the paper analyzing to come up with the solution of age-old problems and how to motivate second language learners to learn the second language while playing the video game. This paper also indicates that interactive 3D video games for language learning could be leading positive correlation output in order to learn second language for foreign language students.

# Annotated Bibliography – 5

Conlan, O., Hampson, C., Peirce, N., & Kickmeier-Rust, M. D. (2009). Realtime*.* Knowledge Space Skill Assessment for Personalized Digital Educational Games*.* *Proceedings of the ICALT Ninth IEEE International Conference.* Riga, Latvia.

Retrieved from

http://celstec.org/system/files/file/conference\_proceedings/icalt2009/data/3711a538.pdf

Digital environments through which learners can enjoy motivational and compelling educational experiences. Applying personalization techniques within these games can further enhance the educational potential, but the often realtime and narrative-driven focus of games presents many challenges to traditional adaptation approaches. This paper describes an approach to the realtime assessment of learner skills for personalization that was implemented and evaluated as part of the ELEKTRA European Commission funded project.

The aim of paper is the how much potential for productively assessing learners’ aptitude and knowledge while there is a real time consideration, and also how responsible the real time evaluation of the learner’s aptitude and knowledge among the interpreting evidence from a Game Engine. It will be so beneficial for my research since this paper indicates one of the major issues some time has been learners have poor intrinsic motivation and video games help them to change it to great motivation. This is great evidence to explaining here to how motivation affects second language learning while playing video games.

M. Amoia, C. Gardent, and L. Perez-Beltrachini. A serious game for second language acquisition. *In Proceedings of the 3rd International Conference on Computer Supported Education*. Florence, France.

Retrieved from

http://conference.pixel-online.net/ICT4LL2011/common/download/Paper\_pdf/IBL53-369-FP-Gardent-ICT4LL2011.pdf

In this paper, we present an experiment designed to evaluate I-Fleg, a serious game prototype for second language acquisition we implemented in our laboratory. Specifically, our experiment focuses on teaching and training French elementary vocabulary to German primary school children.

This paper presents the experiment with three-dimensional video games, which is designed by I-Fleg in interactive learning application with characters to teach and children learn by written and audio provides French as a second language in German school. It is very useful for me to understand how learners get experience without to concentrate on reading and spelling words and they learn and have fun. One of the weaknesses is that the experiment had limited in scope and carry out a larger scale to be reliable.

# Annotated Bibliography – 4

Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly, 40*, 235-257.

 Retrieved from http://www.scu.edu.tw/english/2008/people/wei\_da/1229the\_sociocultural\_turn\_and\_its\_challenges\_for\_2nd\_lg\_teacher\_ed.pdf

Although the overall mission of second language (L2) teacher education has remained relatively constant, that is, to prepare L2 teachers to do the work of this profession, the field’s understanding of that work— of who teaches English, who learns English and why, of the sociopolitical and socioeconomic contexts in which English is taught, and of the varieties of English that are being taught and used around the world— has changed dramatically over the past 40 years. This article examines the epistemological underpinnings of a more general sociocultural turn in the human sciences and the impact that this turn has had on the field’s understanding of how L2 teachers learn to do their work. Four interrelated challenges that have come to the forefront as a result of this turn are discussed: (a) theory/practice versus praxis, (b) the legitimacy of teachers’ ways of knowing, (c) redrawing the boundaries of professional development, and (d) “located” L2 teacher education. In addressing these challenges, the intellectual tools of inquiry are positioned as critical if L2 teacher education is to sustain a teaching force of transformative intellectuals who can navigate their professional worlds in ways that enable them to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the students they teach.

This paper presents me to water down how human learning and higher cognitive development occur. It is especially relevant for me to start thinking sociocultural turn and social activities which individual engages in and know how they appear as mental activities in the individual. I also found this paper very helpful for me to understand that captures complexity teachers, what they believe in and how they learn to teach, and how they carry out their work in diverse contexts throughout their careers.On the negative side, I wish I could have seen more game referenced in this paper, The strength of this approach is that in an subject that students often find challenging, like history, video games create intrinsic motivation through control and challenge.

Annetta, L. A. (2008). Video Games in Education: Why They Should Be Used and How They Are Being Used. *Theory Into Practice*, 47(3), 229-239. doi:10.1080/00405840802153940

Today’s K–20 students have been called, among other names, the net generation. As they matriculate through the education system, they are often exposed to materials and manipulatives used for the past 40 years, and not to the digital media to which they are accustomed. As student scores continue to regress from Grade 3 to Grade 12 and technical jobs once housed in the United States continue to be outsourced, it is critical to expose and challenge the Net Generation in environments that engage them and motivate them to explore, experiment, and construct their own knowledge. The commercial popularity of video games is beginning to transpose to the classroom; but is the classroom ready? Are teachers and administrators ready? This article provides a practical rationale for and experiences with inte- grating video games into the K–20 (kindergarten through graduate school) curriculum.

This article gives a great overview of examples how videogames would be used for education and how methods are implementing. Even though Video games have positive effect on a broad range of learning outcomes It is interesting, this article represents that video games in the classroom are not a replacement for good teaching and not a perfect learning activity for students to engage with the real world since the video games are informal, but real world in an environment is not comfortable for learners with learning video game. I was especially intrigued how the paper shows that Games today are not just played and also chatting, reading learns them, fantasizing and become model of everyday life.

# Annotated Bibliography – 3

Peppler, K. and Kafai, Y.B. (2007). What video game making can teach us about literacy and learning: Alternative pathways into the participatory culture. *Proceedings of the Third International Conference of the Digital Games Research Association (DIGRA),* Tokyo.

Retrieved from http://download.scratch.mit.edu/DiGRA07\_games\_kafai.pdf

In this paper we articulate an alternative approach to look at video games and learning to become a creator and contributor in the digital culture. Previous discussions have focused mostly on playing games and learning. Here, we discuss game making approaches and their benefits for illuminating game preferences and learning both software design and other academic content. We report on an ongoing ethnographic study that documents youth producing video games in a community design studio. We illustrate how video game making can provide a context for addressing issues of participation, transparency and ethics.

The aim of paper is learning principles of playing video games and also explaining how to get community in the video game environment. I feel that this will greatly benefit for my research. It was especially relevant for me to helps me to understand how players, learners in game communities get involved in fun and how games would be used in school environment to examine and present effectively and efficiently. One of the strength of this paper is that me to understand to lead the learner environment of making games with participatory culture.

Tallon, M. (2009) ‘Foreign Language Anxiety and Heritage Students of Spanish: A Quantitative Study’, *Foreign Language Annals* 42(1), pp. 112-137.

Retrieved from http://leighcherry.wikispaces.com/file/view/FL+Anxiety+-+Heritage+speakers+--+Tallon....pdf

The purpose of this study was to investigate if heritage students of Spanish experience foreign language anxiety and, if so, what levels of anxiety they experience. The data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS). A total of 413 students (209 heritage students and 204 nonheritage students) participated in this study. In general, the mean anxiety scores for the heritage students were lower than the mean anxiety scores for the nonheritage students, although there were a few instances when the heritage students actually had higher anxiety scores. In addition, the heritage students in this study reported lower anxiety scores than other college-level students from previous studies reported in the literature that also used the FLCAS.

This paper investigates how heritage students of Spanish experience foreign language anxiety. The research investigates relationship between the mean anxiety scores for the heritage students were lower than the mean anxiety scores for the nonheritage students. One of the strength of this paper is that this study has both theoretical and pedagogical significance. It is relevant with my future research to work on video games and consider anxiety part of second language acquisition to help learners, players to pick up vocabulary while reducing their anxiety.

# Annotated Bibliography – 2

Becker, K. (2005). How are games educational? Learning theories embodied in games.

 *Proceedings of the 2005 International DIGRA Conference,* Vancouver, British Columbia, Canada.

 Retrieved from

http://pdf.aminer.org/000/155/985/how\_are\_games\_educational\_learning\_theories\_embodied\_in\_games.pdf

Through the combined efforts of many dedicated researchers across the globe, the “message” of the value of games for learning is starting to be heard in formal education, but there remains considerable resistance. One way to help overcome this resistance and influence the acceptance and integration of games as educational technology is through the connection of existing game design with scholarly and widely accepted pedagogy. This paper outlines the theories of Robert Gagné, and Howard Gardner to demonstrate how good games, even purely commercial ones, already embody the fundamental elements of these learning and instructional theories. In this way, it can be shown that good games constitute sound educational pedagogy.

This article gives a great overview of prominent learning theories of Robert Gagne and Howard Gardner how to create good video games. Howard Gardner’s Multiple Intelligences focuses on classification based on social interactions and culture, while Robert’s Gagne’s theory supports cognitive constructs. This paper is relevant to my future research because I am planning to use Gagne’s theory because of simulating recall of prior learning is one of Nine events of Instruction. The most relevant strength of this paper is linguistics, Gardner’s of seven intelligences, games include written and spoken element, and also cultural differences play a key role and also kinesthetic that linguistic simulation, logical thinking, strategizing.

Polat, N., & Schallert, D. L. (2013). Kurdish Adolescents Acquiring Turkish: Their Self-Determined Motivation and Identification with L1 and L2 Communities as Predictors of L2 Accent Attainment. Modern Language Journal, 93, 745-763.

Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2013.12033.x/full

In this study, we address the particularly charged question of why young adolescent Kurds living and attending school in Turkey, where their education is conducted entirely in Turkish, acquire the accent of the regional Turkish spoken at school and in society to different degrees of native-likeness. We have chosen to study accent because previous sociolinguistic research and social views of L2 attainment have suggested accent to be the strongest marker of L2 learners’ sociocultural identification (Baugh, 1999; Bongaerts, 1999; Labov, 1972; Moyer, 2004; Scovel, 1988). Moreover, we study accent because it is a salient source of linguistic profiling (Baugh, 1999), an important factor that can influence such extrinsic social rewards as access to jobs, entry into a country, housing, or membership in a group, particularly in communities that are imbued with violent conflicts. In our study, we called upon the constructs of identification with speakers of a person’s first and second languages (Duff, 2002; Norton–Peirce, 1995; Spolsky, 1989) and of self-determined motivational patterns (Do ̈rnyei, 2005; Pintrich, 2003; Ryan & Deci, 2000) to help elucidate the differing degrees of success in attaining a native-like Turkish accent exhibited by Kurdish youth in a Turkish-speaking society.

The aim of paper is the how Second Language acquisition theory, sociocultural conditions that apply to L2 learners may help in the instructional design, planning, and implementation of L2 education, and also aimed how Empirical study of interrelationships among motivation, identity, the L2 self, and L2 acquisition affects. The strength of paper is to how motivation, identity, L2 attainment and native-like accent attainment is a big affects of second language acquisition. It was especially relevant for me to helps me to understand the L2 acquisiton and identity primarily relied on application of Vygotsky’s socioconstructivist theory of learning and also identity and L2 acquisiton, they have benefited from sociocultural theory. Study has a relationship between motivational variables and success in second language acquisition dating back to Gardner and Lambert’s original distinction between instrumental and integrative motivation.

# Annotated Bibliography - 1

Sorensen, B.H., & Meyer, B. ( 2007). Serious games in language learning and teaching: A theoretical perspective. *In Proceedings of the 2007 Digital Games Research Association Conference (pp. 559-566).* Tokyo. Digital Games Research Association.

Retrieved from http://www.digra.org/wp-content/uploads/digital-library/07312.23426.pdf

The paper focuses on a part of a new project Serious Games on a Global Market which focuses on language learning and teaching. Serious Games are digital games and equipment with an agenda of educational design. The paper makes a theoretical argument for a Serious Games product based on theories of educational design and learning in relation to games. Furthermore technology based perspectives on language teaching and learning are described and in addition to this, the paper draws on data from two recent research projects that have studied the role of game based activity in children’s digitally based practices in off school contexts. This theoretical construction will be employed in the developing of the prototype of the digitally based educational platform ”Mingoville”.

This paper presents how game related materials for language learning and teaching would be conceptualized and created by theory of video games. School children and adolescents are learners and they interact with formal and informal learning in practices in off school contexts. The approach was evaluated in an empirical study. The development, improving of game based prototypes help language teaching not complex, but more exciting. This article gives a great overview of examples how video games help school children and adolescents to learn while having fun. Controlling improves learning skills while playing the fame instead of watching. The paper builds on methodological and theoretical section. Mingoville is the material based on game for language learners. I feel that this will greatly benefit for my research.

 Polat, N., & Mahalingappa, L. (2010 ). Gender Differences in Identity and Acculturation Patterns and L2 Accent Attainment. Journal of Language, Identity, and Education, 9, 17-35.

 Retrieved from http://www.tandfonline.com/doi/abs/10.1080/15348450903476832#.UiU9uLyE6vN

Addressing the influence of sociocultural theory, current views of second language acquisition situate language learning in a much broader context than the isolated box of the classroom. There is need to consider second language (L2) acquisition practices more broadly. This study addresses differences between girls and boys of Kurdish ethnic background as they acquired Turkish, the language of the dominant society. Data were collected from 56 girls and 65 boys at middle and high schools with variables including identification with the first and second language communities, acculturation and integration patterns via an investigation of social networks, and the attainment of a native-like Turkish accent. Quantitative analyses were conducted using multiple chi-square statistics, ANOVA, and MANOVA. Findings suggest that girls obtain much higher accent ratings than boys and that girls and boys are significantly different regarding their identification with the L2 community and their family and nonfamily acculturation and integration patterns.

This paper presents a culture-based view of gender construction and associated with native-like Turkish accent based preferences. The aim of the paper indicates the significance of content and personality factors for the explanation of gender differences in language learning in a sociocultural process. Kurdish girls and boys use different skills to learn second language. Even though women have restricted access to the second language learning context and stronger native ethnic solidarity and identification than men, girls have actually have more Turkish networks than boys, show less strong Kurdish identification patterns and stronger Turkish identification. Even though men have more freedoms; social, education, economic than women, restricted to the private sphere and can only have women friends they there is a restriction Kurdish girls have to perceive second language learning not important and not useful, interestingly, Girls obtain much higher accent ratings than boys. This study found negative correlations between restriction and Turkish native like accent. This paper helps me to understand network theory, a method of modeling behaviors from sociological, poststructuralist and sociocultural theories. One of the strengths is that me to figure out before future research to sociocultural theory will be the part of video game.

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Burgess, Stephen R.; Stermer, Steven Paul; Burgess, Melinda C. R.(2012)

 Video game playing and academic performance in college students.

 *Computers & Education.College Student Journal*, 1260-1266.

 Retrieved from http://myweb.fsu.edu/vshute/pdf/games\_styles.pdf

The relations between media consumption, especially TV viewing, and school performance have been extensively examined. However, even though video game playing may have replaced TV viewing as the most frequent form of media usage, relatively little research has examined its relations to school performance, especially in older students. We surveyed 671 college students concerning their history of video game usage and school performance. In general, video game players had lower GPAs, but this finding varied by gender. Video game players also reported a greater likelihood of playing video games to avoid doing homework. There were consistent negative associations between liking to play violent video games and school performance.

The aim of this paper demonstrates the relationships between video game play and school performance and also how video game playing has been associated with increases in aggressive behavior and decreases in social behavior of player school life. This study found negative correlations between spent playing video games and school performance. I would like to investigate this further in my own research.

Hartmann, T., & Klimmt, C. (2006). Gender and computer games: Exploring females' dislikes. Journal of Computer-Mediated Communication,910-93.

 Retrieved from <http://jcmc.indiana.edu/vol11/issue4/hartmann.html>

On average, girls and women are less involved with video games than are boys and men, and when they do play, they often prefer different games. This article reports two studies that investigated the dislikes of German females with regard to video games. Study 1 applied conjoint analysis to female respondents' (N=317) ratings of fictional video games and demonstrated that lack of meaningful social interaction, followed by violent content and sexual gender role stereotyping of game characters, were the most important reasons why females disliked the games. Study 2, an online survey (N=795), revealed that female respondents were less attracted to competitive elements in video games, suggesting an explanation for gender-specific game preferences. These findings are discussed with respect to communication theory on interactive entertainment and their implications for applied video game design.

This paper presents a culture-based view of gender construction and associated video game preferences. The aim of the paper indicates the significance of content and personality factors for the explanation of gender differences in video games. It is very useful for me to understand how culture and genders demonstrates the reactions of games. One of the strengths is that me to figure out before future research of gender girls and young women display less interest in digital games, have less game-related knowledge, and play less frequently and for shorter durations than do boys and young men and also female subcultures adopting contemporary video games designed for males. One of the weaknesses is that the paper mentions about just two cultures, which are German and U.S.