

# Using of serious game for learning languages in context of Irish language\*

Anna Pylypenko

Slovenská technická univerzita v Bratislave  
Fakulta informatiky a informačných technológií  
xpylypenko@stuba.sk

20. september 2022

## Abstrakt

The idea of learning languages using not only textbooks and notebooks has long been with people. Digital game-based language learning (DGBLL) has become an increasingly popular topic in the field of digital educational games. DGBLL can provide learners with an enjoyable gaming experience as well as enhancing their language learning experience. The need for engaging approaches to the teaching and learning of minority or endangered languages has also led to greater interest in the application of DGBLL approaches. In this article I will be reviewing a game for learning Irish. As this language is an endangered one, the article aims to predict the effectiveness of this method of learning. The article will cover the topic of using games as the main method of language learning, creating a language environment through games, keeping students interested, advantages and disadvantages

Keywords: Second Language Acquisition, games and learning, language learning, serious games, Digital Educational Games

...

## sectionIntroduction

Irish is the official first language of the Irish state, however at present it is only spoken as a community language by 32012). It is a compulsory subject in Irish schools, with daily language classes for the vast majority of children between the ages of 5-18. Despite this significant investment of time and resources, almost one in three teenagers claimed to be unable to speak the language in the 2011 census, and research in the primary school has shown a sharp decline in standards of attainment since the 1980s (Harris, Forde, Archer, Nic Fhearaile, & O’Gorman, 2006).

For most primary-age children, their only contact with the Irish language is in the daily Irish lesson, a few classroom phrases in school and perhaps incidental Irish use outside of the school context, for example in place names and road signage. While Irish children and adults tend to be positively disposed towards

---

\*Semestrálny projekt v predmete Metódy inžinierskej práce, ak. rok 2022/23, vedenie: ==Anna Pylypenko

the language (McCoy, Smyth, & Fitzpatrick, 2012; MORI Ireland, 2005), motivation can be an issue for children who limited opportunity to use Irish outside of school in an authentic language community (Ó Laoire, 2005). A recent study by Devitt et al highlighted the problem of primary school children's excess disengagement with Irish when compared with school in general and with Maths and English, and suggested a link between this disengagement and a lack of exposure to Irish outside of school (Devitt, Condon, Dalton, O'Connell, & Ní Dhuinn, in press). Technology may hold the key to connecting Irish speakers together to form a virtual language community and to create an environment where Irish is used to communicate in meaningful and authentic ways. Uvedte explicitne štruktúru článku. Tu je nejaký príklad.

Základný problém, ktorý bol naznačený v úvode, je podrobnejšie vysvetlený v časti 1. Dôležité súvislosti sú uvedené v častiach 3 a 4. Záverečné poznámky prináša časť 6.

## 1 Nejaká časť

Z obr. 1 je všetko jasné.

Aj text môže byť prezentovaný ako obrázok. Stane sa z neho označný plávajúci objekt. Po vytvorení diagramu zrušte znak % pred príkazom `\includegraphics` označte tento riadok ako komentár (tiež pomocou znaku %).

Obr. 1: Rozhodujúci argument.

## 2 Iná časť

Základným problémom je teda... Najprv sa pozrieme na nejaké vysvetlenie (časť 2.1), a potom na ešte nejaké (časť 2.1).<sup>1</sup>

Môže sa zdať, že problém vlastne nejestvuje [1], ale bolo dokázané, že to tak nie je [2,3]. Napriek tomu, aj dnes na webe narazíme na všelijaké pochybné názory [4]. Dôležité veci možno *zdôrazniť kurzívou*.

### 2.1 Nejaké vysvetlenie

Niekedy treba uviesť zoznam:

- jedna vec
- druhá vec
  - x
  - y

Ten istý zoznam, len číslovaný:

---

<sup>1</sup>Niekedy môžete potrebovať aj poznámku pod čiarou.

1. jedna vec
2. druhá vec
  - (a) x
  - (b) y

## 2.2 Ešte nejaké vysvetlenie

**Veľmi dôležitá poznámka.** Niekedy je potrebné nadpisom označiť odsek. Text pokračuje hneď za nadpisom.

## 3 Dôležitá časť

### My introduction

Hello, my name is Ann/ I am from Ukraine.

### My hobbies

I love drawing, but also i love sport and reading. I don't like cabbage. I really enjoy having fun with friends and watching movies. However, I am too nervous all of the time. i am very afrayed of missing and making abig mistakes.

#### 3.1 My favorite food

mango avocado banana  
as you see i like fruits

## 4 Ešte dôležitejšia časť

## 5 Nový článok blablabla

### 5.1 ppprepfjv

## 6 Záver

## Literatúra

- [1] J. O. Coplien. *Multi-Paradigm Design for C++*. Addison-Wesley, 1999.
- [2] K. Czarnecki, S. Helsen, and U. Eisenecker. Staged configuration through specialization and multi-level configuration of feature models. *Software Process: Improvement and Practice*, 10:143–169, Apr./June 2005.
- [3] K. Czarnecki and C. H. P. Kim. Cardinality-based feature modeling and constraints: A progress report. In *International Workshop on Software Factories, OOPSLA 2005*, San Diego, USA, Oct. 2005.

- [4] C. M. U. Software Engineering Institute. A framework for software product line practice—version 5.0. [http://www.sei.cmu.edu/productlines/frame\\_report/](http://www.sei.cmu.edu/productlines/frame_report/).