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TECHNOLOGY, ISLAMABAD



Deciphering Gen Z's Gaming  
Vernacular: A Study on  
Communication Barriers across  
Generations

by

Kanwal Gulzar

A thesis submitted in partial fulfillment for the  
degree of Master of Science

in the

Faculty of Management & Social Sciences  
Department of English

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### Deciphering Gen Z's Gaming Vernacular: A Study on Communication Barriers across Generations

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**(Kanwal Gulzar)**

## *Abstract*

Language adaptation has accelerated tremendously due to rapid technological development and global connectivity. In this regard, "Digital Natives" Gen Z are considered agents of change in this fast-paced world. Over the last few decades, they have phenomenally transformed linguistic boundaries through digital avenues for knowledge sharing and entertainment purposes. Online games have emerged as a unique platform, playing a pivotal role in language formation. They have offered opportunities through online games to digital generations, particularly Gen Z from diverse parts of the world, to connect and build gaming communities. This study explores how Gen Z's dynamic language emerges from gaming environments and affects intergenerational communication. Using a mixed-method approach, screen recordings of gaming conversations from the popular game "Roblox" were analyzed. Data triangulation involved surveys among Gen Z gamers, their teachers, and parents. Findings revealed divided opinions between teachers and parents, with Gen Z gamers strongly supporting informal, rule-free gaming language despite communication barriers. Parents reported comprehension challenges but acknowledged boosted confidence and cultural awareness in their children. Teachers faced academic challenges and were opposed to its use in academic contexts. The study recommends a balanced strategy with guidance and creative solutions to overcome language obstacles and promotes inclusive digital language practices in diverse contexts.

# Contents

<b>Author’s Declaration</b>	<b>iii</b>
<b>Plagiarism Undertaking</b>	<b>iv</b>
<b>Acknowledgement</b>	<b>v</b>
<b>Abstract</b>	<b>vi</b>
<b>List of Figures</b>	<b>xiii</b>
<b>List of Tables</b>	<b>xiv</b>
<b>Abbreviations</b>	<b>xv</b>
<b>1 Introduction</b>	<b>1</b>
1.1 Background of the Study . . . . .	1
1.2 Statement of the Problem . . . . .	3
1.3 Research Questions . . . . .	4
1.4 Research Objectives . . . . .	5
1.5 Research Methodology . . . . .	5
1.6 Delimitation of the Study . . . . .	5
1.7 Rationale of the Study . . . . .	6
1.8 Significance of the Study . . . . .	6
<b>2 Literature Review</b>	<b>8</b>
2.1 21 <sup>st</sup> Century: An Era of Digital Revolution . . . . .	9
2.1.1 First Generation of Internet Technology: Web 1.0 . . . . .	10
2.1.2 Second Generation of Internet Technology: Web 2.0 . . . . .	10
2.2 A Step Forward to the Digitization of Language and Bridging Inter - Generational Communication Gaps . . . . .	12
2.3 The Ascendance of Digital Generations and Digital Discourse . . . . .	13
2.3.1 Digital Natives and Digital Immigrants: A Dichotomy of Internet Generations . . . . .	14
2.3.2 The Emergence of Innovative Communication Tools . . . . .	15
2.3.2.1 Social Media and Networking Platforms . . . . .	15

---

2.4	Gen Z: A Digital-Native Cohort Shaping the Internet Communication	17
2.5	Gaming Platforms: Historical Perspectives . . . . .	17
2.6	Transforming Knowledge Sharing into Engaging Entertainment in the Digital Sphere . . . . .	19
2.6.1	Entertainment-Focused Gaming Platforms . . . . .	19
2.6.2	Blurring the Boundaries Sociocultural Norms . . . . .	20
2.6.3	Bridging Digital Generations and Overcoming Communica- tion Barriers . . . . .	21
2.7	The Evolution of Gaming Culture: From Automated Engagement to Collaborative Play . . . . .	22
2.7.1	Technological Catalyst of Change . . . . .	22
2.7.2	Paradigm Shift in Game Design and Communication Styles .	23
2.7.3	Language Evolution and Embracing New Digital Norms . . .	23
2.7.4	Entertainment-Centric Gaming platforms in Informal Con- texts . . . . .	24
2.8	Evolving Disparities among Digital Generations and Barriers to Communication . . . . .	24
2.9	Gaming Vernacular: A Profound Delineation of the Communicative Divide between Generations . . . . .	25
2.9.1	Characteristic Features of Gaming Vernacular in the Digital Sphere . . . . .	26
2.10	Previous Studies . . . . .	27
<b>3</b>	<b>Research Methodology</b>	<b>32</b>
3.1	Theoretical and Conceptual Framework . . . . .	33
3.1.1	Computer-Mediated Discourse Analysis (CMDA) . . . . .	33
3.2	Sampling and Population . . . . .	36
3.3	Data Collection . . . . .	36
3.3.1	Validity and Reliability of the Tool . . . . .	37
3.3.2	Pilot Study . . . . .	37
3.4	Ethical Considerations . . . . .	37
3.5	Research Tools and Procedure . . . . .	38
<b>4</b>	<b>Data Analysis</b>	<b>39</b>
4.1	Data Analysis of the Roblox In-Game Chat . . . . .	39
4.1.1	Data Analysis of In-Game Chat at the Structural Level . . .	40
4.1.1.1	Message Length and Formatting . . . . .	40
4.1.1.2	Syntactic Patterns and Sentence Structure . . . . .	41
4.1.1.3	Punctuation . . . . .	41
4.1.1.4	Non-standard Spelling and Acronyms . . . . .	41
4.1.1.5	Use of Slang Words and New Words Formation . . . . .	42
4.1.2	Data Analysis of Gaming-Chat at Meaning Level . . . . .	42
4.1.2.1	Lexical Items . . . . .	43
4.1.2.2	Speech Acts . . . . .	44
4.1.3	Data Analysis of Gaming-Chat at the Interaction Level . . .	47

---

4.1.4	Data Analysis of Gaming-Chat at Social Behavior Level . . .	48
4.2	Analysis of the Questionnaires . . . . .	48
4.3	Data Analysis of the Questionnaires for Gen Z Gamers . . . . .	49
4.3.1	Analysis of Demographic Information of Gen Z Gamers . . . . .	49
4.3.2	Data Analysis of the Questionnaires of Gen Z Gamers at Structural Level of CMDA Model . . . . .	51
4.3.2.1	Thematic Analysis of the Items on Questionnaires . . . . .	52
4.3.2.2	Use of Acronyms, Short Sentences, Emojis and Emoticons and Abbreviated Language . . . . .	52
4.3.2.3	Use of Formal Language and a Sense of Low Confidence with Its Use . . . . .	53
4.3.2.4	Reliance on Quick Prompts and Gaming Slang over Standard Use of Language . . . . .	53
4.3.2.5	Sense of Connectedness with Use of Gaming Slang . . . . .	54
4.3.2.6	Use of Non-standard Spelling and Difficulty of Understanding with Lack of Punctuation Rules in Chat . . . . .	54
4.3.3	Data Analysis of the Questionnaires of Gen Z Gamers at Meaning Level of CMDA Model . . . . .	55
4.3.3.1	Thematic Analysis of Gen Z Gamers Questionnaires at Meaning Level . . . . .	56
4.3.3.2	The Diverse and Expressive Nature of the Gaming Vocabulary . . . . .	57
4.3.3.3	The Efficacy in Gaming Interaction by Using Gaming Slang beyond Grammar Rules . . . . .	57
4.3.3.4	Gamers' Conversational Control and Mutual Understanding . . . . .	58
4.3.3.5	Use of Emojis and Emoticons to Enhance Meanings . . . . .	58
4.3.4	Thematic Analysis of Items on Questionnaires at Social Interaction Level of CMDA Model . . . . .	58
4.3.4.1	Equality and Liberty in Taking Turns and Managing Topics in Online Gaming Chats . . . . .	59
4.3.4.2	Ease of Understanding . . . . .	60
4.3.4.3	Versatile Choice of Words and Communication Approaches in Various Online Situations . . . . .	60
4.3.4.4	Social Connectivity and Engagement in the Playful Structure of Gaming . . . . .	61
4.3.4.5	Preference for Gameplay Over Chatting . . . . .	61
4.3.5	Thematic Analysis of Items on Questionnaires at Social Behavior Level of CMDA Model . . . . .	62
4.3.5.1	Impact of Strong Linguistic Identity and Trendy Gaming Language . . . . .	63
4.3.5.2	Effects of Consistent Gamer Identity and Trendy Language on Team Formation across Online Platforms . . . . .	64
4.3.5.3	Creative Language Use and Playful Grammar Breaking in Online Forums . . . . .	65

---

4.3.5.4	Freedom to Speak Informally without the Fear of Misunderstanding . . . . .	65
4.3.5.5	Strategic Language Use for Gaming Confidence and Domination . . . . .	66
4.3.6	Analysis of Open-Ended Questions of Gen Z Gamers on Questionnaires . . . . .	66
4.4	Data Analysis of the Questionnaires of Gen Z's Teachers . . . . .	68
4.4.1	Analysis of Demographic Information of Gen Z's Teachers . . . . .	68
4.4.2	Thematic Analysis of Questionnaires at the Structure Level of the CMDA Model and Responses of Gen Z's Teachers on the Likert Scale . . . . .	69
4.4.3	Thematic Analysis of the Items on Questionnaires . . . . .	70
4.4.3.1	Potential Impact of Emojis, Abbreviations, and Gaming Jargon on Students' Persistent Use of Short Sentences and Non-Standard Language Forms . . . . .	71
4.4.3.2	Internet and Conventional Writing Integration: Expressive Benefits versus Formal Language Difficulties . . . . .	71
4.4.4	Thematic Analysis of the Questionnaires of Gen Z's Teachers at the Meaning Level of the CMDA Model . . . . .	72
4.4.4.1	Use of Emojis and Informal Internet Language as a Stimulus for Creativity in Younger Generations . . . . .	73
4.4.4.2	Gen Z Students' Use of Internet-Influenced Language: Priority to Speedy Messages, Not Grammatical Rules . . . . .	73
4.4.4.3	Social Interaction Level and Responses of Gamers on the Likert Scale . . . . .	74
4.4.5	Thematic Analysis of Items on Questionnaires at the Social Interaction Level of the CMDA Model . . . . .	74
4.4.5.1	Reflection of Speech Community Involvement through Students' Use of Slang, Gaming Terms, and Incomplete Sentences . . . . .	75
4.4.5.2	Students' Discomfort with Collaborative Tasks and Its Impact on Active Listening and Patience in Class Discussions . . . . .	75
4.4.5.3	Students' Frequent Deviation to Unrelated Subjects . . . . .	76
4.4.6	Thematic Analysis of Social Behavior Level and Responses of Gen Z's Teachers on Questionnaires . . . . .	76
4.4.6.1	Effects of Fast-Paced Language Use on Students' Decision-Making, Patience, and Reliance on Collaborative Problem-Solving (Items No. 1, 2, 3, 5) . . . . .	77
4.4.6.2	Students' Increased Tendency to Express Emotions with Emojis and Emoticons (Item No. 4) . . . . .	77
4.4.7	Analysis of Open-Ended Questions for Teachers . . . . .	78

---

4.4.7.1	Q1: What is your perspective on the students' application of Internet jargon within scholarly environments? What factors contribute to their choice to opt for this mode of communication? . . . . .	78
4.4.7.2	Theme 1: Habit, Convenience, and Digital Immersion . . . . .	78
4.4.7.3	Theme 2: Influence of Gaming and Social Media . . . . .	78
4.4.7.4	Theme 3: Identity, Coolness, Peer Culture . . . . .	79
4.4.7.5	Theme 4: Impact of Reading Decline . . . . .	79
4.4.7.6	Theme 5: Variation Across Groups . . . . .	79
4.4.7.7	Q2: Are Internet communicative styles a barrier to formal writing or a novel literacy skill? . . . . .	79
4.5	Data Analysis of the Questionnaires for Gen Z's Parents . . . . .	80
4.5.1	Analysis of Demographic Information of the Gen Z's Parents . . . . .	80
4.5.2	Thematic Analysis at the Structure Level of CMDA and Responses of Gen Z's Parents . . . . .	81
4.5.2.1	Children's Use of Emojis and Mixed Language in Family Communication: Redefining Creativity in Informal Digital Expression . . . . .	82
4.5.2.2	Children's Expressive Use of Slang and Gaming Language and the Challenges Adults Face in Understanding Digital Communication . . . . .	83
4.5.3	Thematic Analysis of the Questionnaires of Gen Z's Parents at the Meaning Level of the CMDA Model . . . . .	83
4.5.3.1	Shaping Language in the Digital Age: How the Internet Limits Linguistic Choices and Encourages Creative Meaning-Making among Youth . . . . .	84
4.5.3.2	Children's Use of Contextually Unconventional Words Perceived as Absurd by Elders . . . . .	85
4.5.4	Thematic Analysis of the Questionnaires of Gen Z's Parents at the Social Interaction Level of the CMDA Model . . . . .	85
4.5.4.1	Children's Use of Specialized Vocabulary, Slang, and Gaming Language Reflecting their Speech Community Practices . . . . .	86
4.5.4.2	Use of Slang and Gaming Language as Markers of Children's Speech Community and their Reduced Active Listening in Interactions . . . . .	87
4.5.5	Thematic Analysis of Items on Parents' Questionnaires at the Social Behavior of the CMDA Model . . . . .	87
4.5.5.1	Impact of Digital Communication Styles on Children's Teamwork, Problem-Solving, and Patience . . . . .	88
4.5.5.2	Children's Complete Immersion in Online Gaming and Its Link to Hyperactivity and Aggressive Behavior . . . . .	89
4.5.6	Analysis of Open-Ended Questions on Questionnaires of Gen Z's Parents . . . . .	89

---

4.5.6.1	Q1: Have you ever experienced any challenges in understanding when young children utilize gaming slang or specialized vocabulary? What did they say, and what led to the misunderstanding for you?	89
4.5.6.2	Q2: Should children be allowed to embrace gaming language as a mean to convey their thoughts in the most effective manner, or should this innovative linguistic practice be restricted?	90
4.6	Summary of the Discussions	90
<b>5</b>	<b>Discussion and Conclusion</b>	<b>92</b>
5.1	Findings	92
5.1.1	Findings from the Questionnaires of Gen Z Gamers	93
5.1.2	Findings from Teachers' Questionnaires	94
5.1.3	Findings from Parents' Questionnaires	96
5.1.4	Conclusion and Recommendations	97
5.1.5	Limitations of the Study	103
	<b>Bibliography</b>	<b>104</b>
	<b>Appendix A: Data Collection</b>	<b>111</b>
	<b>Appendix B: Gamer Questionnaire</b>	<b>112</b>
	<b>Appendix C: Teacher Questionnaire</b>	<b>131</b>
	<b>Appendix D: Parents Questionnaire</b>	<b>146</b>
	<b>Appendix E: Chats Link</b>	<b>159</b>
	<b>Appendix F: Data Analysis</b>	<b>160</b>

# List of Figures

4.1	Requests . . . . .	44
4.2	Commands . . . . .	45
4.3	(yipee: for joy, celebration) . . . . .	45
4.4	(gagi: playful and affectionate way to refer to a friend) . . . . .	46
4.5	(Gags: to make fun) . . . . .	46
4.6	(rip: to express sadness or disappointment) . . . . .	46
4.7	(bruh: a term used to show disbelief) . . . . .	46
4.8	(bruv: a casual term for a friend or brother), (fr: for real, used to emphasize that some one is serious or truthful about something) . . . . .	46
4.9	(gosh: for showing surprise or annoyance) . . . . .	46
4.10	Assertives . . . . .	47

# List of Tables

3.1	Five Domains of Language of CMDA Model . . . . .	35
4.1	Gaming Slang Terms and their Meanings in Gaming Context . . . . .	43
4.2	Demographic Profile of Participants (N = 87) . . . . .	50
4.3	Structure Level of CMDA and Responses of Gamers on Likert Scale . . . . .	51
4.4	Meaning Level and Responses of Gamers on Likert Scale . . . . .	56
4.5	Social Interaction Level and Responses of Gamers on Likert Scale . . . . .	59
4.6	Social Behavior Level of CMDA Model . . . . .	62
4.7	Demographic Profile of Teachers (N = 30) . . . . .	68
4.8	Structure Level of the CMDA Model and Responses of Gen Z's Teachers . . . . .	70
4.9	Meaning Level of the CMDA Model and Responses of Teachers on the Likert Scale . . . . .	72
4.10	N=30 Social Interaction Level of CMDA Model and Responses of Gen Z's Teachers . . . . .	74
4.11	N=30 Social Behavior Level and Responses of Gen Z's Teachers on the Likert Scale . . . . .	76
4.12	Demographic Information of the Gen Z's Parents . . . . .	81
4.13	Structure Level of the CMDA Model and Responses of Gen Z's Parents on the Likert Scale . . . . .	82
4.14	Meaning Level of the CMDA Model and Responses of Gen Z's Parents on the Likert Scale . . . . .	84
4.15	Social Interaction Level and Responses of Gen Z's Parents . . . . .	85
4.16	Social Behavior Level and Responses of Parents on the Likert Scale . . . . .	88

# Abbreviations

<b>AR</b>	Augmented Reality
<b>CMC</b>	Computer Mediated Communication
<b>CMDA</b>	Computer Mediated Discourse Analysis
<b>COTS</b>	Commercial Off-the-Shelf (games)
<b>DLDs</b>	Digital Language divides
<b>EE</b>	Extramural English
<b>MMOGs</b>	Massively Multiplayer Online Games
<b>SE</b>	Student Engagement
<b>SNGs</b>	Social Networking Games
<b>VL</b>	Virtual Learning
<b>VR</b>	Virtual Reality
<b>YELLs</b>	Young English Language Learners

# Chapter 1

## Introduction

### 1.1 Background of the Study

English, being the most adaptable and constantly evolving language, is considered unique and flexible. According to Baker ([Baker, 2016](#)), it is a Germanic language that is heavily influenced by Romance languages such as Latin and French. Due to the Norman Conquest in 1066, this blend of languages resulted in an incomparable vocabulary and grammatical structure. The history of English reveals a pattern of borrowing words from other languages, which helps to enrich its vocabulary. Factors such as flexible word order, diverse tones, richness of idiomatic expressions, constant evolution, and its widespread use all have contributed to its linguistic diversity, cultural significance, and status as the most adaptable and vibrant language.

[Ashirova \(2020\)](#) discusses the English language as a shape-shifter, adapting to the needs of its speakers and absorbing influences from around the world. From the Norman Conquest to the present day, the English language has proven itself to be the most resilient and ever-changing language. Although a language undertakes centuries to adapt to changes and showcase diversity, yet the advent of technology and globalization has accelerated this process at an incredible pace.

The emergence of online spaces has introduced digital generations that are innovative and creative in their approach to language. The ascendancy of social media platforms, including *Instagram*, *YouTube*, and *TikTok*, alongside various gaming environments, has sparked off to a novel wave of neologisms within the realm of linguistics. With the proliferation of social media, texting, and online communication, linguistic boundaries are being pushed.

Generation Z (Gen Z), the digital natives born between 1997 and 2012, have completely reshaped and redefined the linguistic boundaries. New words, abbreviations, and grammatical structures are being created and added to the language lexicon every other day. This digital generation has an innovative ability to make playful use of language, and the highly diverse nature of its vocabulary is a testament to this. The Internet has not only expanded the language but has also evolved it through new modes of communication ([Ridge, 2011](#)).

The digital aura of online communication, to a great extent, has influenced Gen Z. In this regard, online gaming sites have particularly served as a key contributor to the development and dissemination of their language. The digital language comprises phrases, memes, acronyms, abbreviations, and slang words that reflect the values, experiences, and identity of their generation. [Gee \(2003a\)](#) study examines gaming as a catalyst for linguistic innovation and adaptation. It advocates that online games are a vital source for developing specialized vocabulary where gamers need to understand specific jargon, syntax, and communication styles. It was further reinforced by [Rama et al. \(2020\)](#), who argue that gamers create new vocabulary for efficient community communication, which eventually affects the larger digital language. They modify language to fit their needs. Their study establishes the relationship between gaming and linguistic innovation. [Alotaibi \(2025\)](#) suggests that online games foster certain soft skills in younger generations, such as language skills, problem-solving, critical thinking, collaboration, and decision-making. Online games with these traits help gamers promote an environment where everyone, regardless of their diverse linguistic and sociocultural backgrounds, freely interacts in a language comprehensible to all gamers.

This indicates a phenomenon of new language formation emerging from game spaces. The gaming lingua has become a popular norm among Gen Z gamers, whereas it sounds quite alien to non-gamers or individuals from other generations.

[Furianto and Simanjuntak \(2023a\)](#) highlight in their work that Gen Z gamers use a highly dynamic and colloquial vocabulary greatly impacted by gaming culture and the Internet. The most common phenomena in gaming language, according to their study, are the rapid development of slang, the wide application of English words, and the integration of game jargon into everyday conversation. [Taylor \(2006\)](#) discusses that gamers often employ a variety of acronyms, abbreviations, and clipped words to accelerate communication in online multiplayer contexts and chats (such as Discord or Twitch). These terms are primarily derived from the English language and have since become popular throughout the world. GG (Good Game), AFK (Away from Keyboard), NPC (Non-Player Character), OP (Overpowered), Sus (Suspicious), W/L (Win/Loss), and FOMO (Fear of Missing Out) are a few examples. Authenticity, efficiency, and worldwide connectivity are preferred by Gen Z gamers, as evidenced by their language choices.

In worldwide gaming communities, English is the most frequently used language for both competitive gaming and global discourse. The majority of widely used gaming slang phrases are English-derived. Many Gen Zs respect localization in games and marketing because it reflects their local culture and preference to consume information in the native language wherever possible, especially in non-gaming contexts, although they use English for global interaction. This creates localized versions of the global digital English.

## 1.2 Statement of the Problem

Language is evolving faster due to the development of technology and universal access, particularly when fueled by social media sites like *Facebook*, *Instagram*, *TikTok*, and now gaming websites. Gen Z frequently uses terms from video games in everyday conversation. Gamers sometimes combine English gaming jargon

with their native tongues in multilingual communities. Additionally, text, voice chat, emoticons, Graphics Interchange Formats (GIFs), and memes are often used in worldwide communication to swiftly and efficiently communicate complicated ideas.

This opens the door for younger, tech-savvy generations to employ a wider variety of everyday words. Even in daily life, language structure, spelling, and punctuation rules are clearly affected by language change brought forth by the Internet and gaming sites.

Therefore, it may be assumed that younger generations, particularly Gen Z, are partially responsible for developing and encouraging linguistic change, which leads to greater misconceptions and knowledge gaps in older generations.

The present study is designed to explore the dynamic and vibrant nature of Gen Z language, emerging from the online gaming space. It intends to identify how it has come up as a unique and new digital vernacular that presents a different form of communication from other users of previous generations. It also highlights how the unique patterns and distinct features of online in-game communication create inter-generational knowledge gaps among non-Gen Zs.

### 1.3 Research Questions

- i. What are the key differences between Gen Z language usage in gaming and non-gaming contexts?
- ii. How does the use of gaming language (slang, memes, emojis, and GIFs) influence traditional English norms, such as word structure and linguistic conventions, in non-gaming contexts?
- iii. To what extent does Gen Z's gaming jargon create knowledge gaps, hinder meaning comprehension, and establish linguistic barriers for non-Gen Z individuals?

## 1.4 Research Objectives

This study aims to:

- i. Discover the key differences between Gen Z language usage in gaming and non-gaming contexts.
- ii. Analyze the influence of gaming language (slang, acronyms, emojis / emoticons, and orthography) on traditional English norms, including word structure and linguistic conventions.
- iii. Examine the extent to which gaming language creates knowledge gaps, misunderstandings, and linguistic barriers for non-Gen Z individuals.

## 1.5 Research Methodology

This study aimed to explore misconceptions across generations by analyzing Gen Z's gaming vocabulary. A mixed-methods approach was adopted to analyze the data. In the first phase of the study, the researcher collected screen recordings of in-game conversations as raw data, which were then qualitatively examined using Computer-Mediated Discourse Analysis (CMDA). Three samples of the target population were then selected and contacted from the corresponding categories using purposive sampling. Next, three questionnaires based on the Likert scale (both closed- and open-ended responses) were meticulously designed and distributed among ninety Gen Z gamers, thirty teachers, and thirty parents. After using the percentile method to analyze the data, conclusions were drawn and recommendations were suggested.

## 1.6 Delimitation of the Study

Due to time constraints and other factors, this study is delimited to only one online platform, i.e., 'gaming space', to collect data. This decision allowed the researcher

for a more focused analysis of the gamer's interactions and the behaviors specific to that environment. Features of Gen Z language (memes, slang, acronyms, phrases, GIFs, and emojis) in written discourse that make the gaming language of Gen Zs a linguistic barrier for other generations were the key concerns for studying this language.

## 1.7 Rationale of the Study

The rise of gaming sites has introduced a new phenomenon of language formation. The increasing use of gaming platforms for language learning has sparked interest in understanding gamers' language practices. However, there is limited research on how gamers use language in multilingual contexts. This study explores language use in gaming communities to inform language learning strategies and contribute to linguistic diversity.

Gen Z is noted for its proficiency in Internet languages, particularly through gaming vernacular, which may create communication barriers for older generations. To fill a significant knowledge and theoretical gap in literature, this study examines gaming sites as platforms for knowledge and cultural exchange that are influencing behaviors among younger generations. It also provides insights for future research on how these platforms contribute to the formation of language communities and the development of new language concepts.

## 1.8 Significance of the Study

This study serves to authenticate the existence of Gen Z language as an emerging lingua for online communication among digital natives. To elucidate the intricate structure, nuanced vocabulary, and distinctive functions of gaming vernacular that render it both unique and particularly ambiguous for non-Gen Z individuals to comprehend, this study has exclusively utilized verbal communication (written language) facilitated through in-game chat. It also highlights the unavoidable

impact of online communication and gaming language, signaling a need for understanding and balance. It is an invite to stakeholders (teachers, parents, researchers) to find guided approaches for integrating emerging digital languages in academics and daily life.

# Chapter 2

## Literature Review

The Digital Revolution, which commenced in the late 20<sup>th</sup> century and persists into the present, has profoundly altered the manner in which language is utilized, shaped, and disseminated. Its evolution can be comprehended through several pivotal stages. In the nascent phase (1980s–1990s), the advent of personal computers and email heralded the onset of written digital communication, transitioning language from formal correspondence to swifter, more succinct exchanges. As the Internet gained ubiquity in the mid to late 1990s, online forums and chat rooms catalyzed the emergence of novel linguistic conventions such as abbreviations (e.g., LOL, BRB), emoticons, and usernames, signaling the inception of what would ultimately be recognized as Internet English.

In the early 2000s, the proliferation of social media platforms such as *Facebook*, *Twitter*, and *YouTube* introduced multi-modal communication, amalgamating text with images, videos, emojis, and hyperlinks ([Antony and Trambo, 2023](#)). This phase witnessed the genesis of hashtags, memes, and viral slang, fostering rapid lexical innovation and global linguistic trends. During this era, the written word began to closely approximate spoken discourse, with informal grammar, fragmented sentences, and emoji-driven emotional expression becoming commonplace.

By the 2010s, mobile technology and messaging applications like *WhatsApp* and *Snapchat* further revolutionized interpersonal communication, underscoring speed,

brevity, and visual expression. Language underwent yet another transformation, with emergent forms such as voice notes, GIFs, and stickers becoming integral to communicative practices. Concurrently, online gaming environments began to exert influence over youth language, engendering and proliferating niche vocabulary and acronyms such as "GG," "noob," and "AFK," particularly among *Gen Z* gamers.

In the contemporary stage (2020s–present), artificial intelligence, voice assistants, and chatbots have begun to interact directly with human language, both influencing and assimilating from it. These technologies not only emulate human conversation but also sculpt language usage through algorithms and predictive text. Social media trends, meme culture, and AI-generated content continue to accelerate linguistic evolution, creating a dynamic, ever-evolving digital linguistic landscape where the boundaries between written, spoken, and visual forms are becoming increasingly indistinct. This revolution encompassed the mass production and pervasive adoption of digital logic circuits, including computers, mobile telephones, and facsimile machines. It engendered substantial technological, social, economic, and political ramifications, encompassing digital television, digital democracy, gaming, mobile communication, the World Wide Web, online social networking, virtual communities, music, and multimedia (Gulamovna, 2025).

## 2.1 21<sup>st</sup> Century: An Era of Digital Revolution

The journey through the development of technology highlights significant turning points that demonstrate how innovation transforms social interactions and communication. Every innovation has had a big influence, from the development of the Internet, which transformed information access, to the introduction of smartphones, which redefined personal connectivity. As a result of this growth, different digital generations have emerged, each with its own tools and platforms designed to improve productivity and workflow. An overview of the development of various digital generations and interaction tools from the beginning to the present is given in this section.

### **2.1.1 First Generation of Internet Technology: Web 1.0 (Read and View)**

Web 1.0, commonly referred to as the static web, refers to the early 1990s to early 2000s, when the Internet was still in its infancy (Saini, 2025). Static websites that served as information gateways and displayed content without any interaction dominated this era. Information could be viewed or read by users, but there was little chance for user participation or input. Simple HTML was used to create websites with restricted functionality and design that focused solely on information distribution. Web 1.0, the inaugural phase of the World Wide Web, was characterized by static, read-only pages adorned with minimal multimedia content. Navigation was primarily facilitated through text-based hyperlinks, while search engines operated in a rudimentary, directory-like manner. Despite its inherent limitations, Web 1.0 established the foundational framework for the contemporary Internet, ultimately paving the way for dynamic, user-centric experiences in Web 2.0 and beyond.

### **2.1.2 Second Generation of Internet Technology: Web 2.0**

The second generation of the World Wide Web, known as Web 2.0, is characterized by its focus on social networking, collaborative efforts, and interactive and user-generated content. With dynamic platforms like blogs, wikis, and social media, Web 2.0 empowers users to actively participate in the creation and distribution of material, in striking contrast to static nature of Web 1.0. This development underscores the significance of community-based cooperation, improved usability, and interoperability, making it a paradigm shift in how people use the Internet.

Web 2.0 is distinguished from its predecessors by a unique array of characteristics and features.

- i. **Interactivity:** One of the most notable features of Web 2.0 is to offer platforms to actively foster user participation and enable real time interaction.

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- ii. User-Generated Content: Web 2.0 allows users to take on the role of content creators through user-generated content, which makes it easier for users to create and share blogs, videos, reviews, and much more than Web 1.0's static sites. Social networking is encouraged by this paradigm change, as sites like *Facebook*, *LinkedIn*, and *Twitter* encourage community development and online social interaction.
  
  - iii. Collaboration: This defining hallmark of Web 2.0, is made possible by technologies such as Google Docs and wikis that enable seamless user collaboration regardless of location. Additionally, dynamic and responsive web interfaces that integrate multimedia material provide users with a rich user experience. By using tagging and folksonomy user-generated labels for content organization, information retrieval becomes more user-friendly and community-driven. Additionally, apps may now be hosted online and accessible from any location with an Internet connection thanks to the widespread availability of *cloud-based services*.
  
  - iv. User Engagement: Web 2.0's characteristics highlight its dynamic nature even more. Web-based programs like *YouTube* and *Gmail* run directly in browsers and easily connect with other services to improve functionality overall. In order to ensure interoperability across devices with different screen sizes, Web 2.0 platforms also come with built-in facilities for cross-platform interaction and content exchange. A more engaging and connected digital environment is facilitated by features like simple content subscriptions, automated updates, and a strong focus on community-driven development and sharing. Web 2.0 has revolutionized online interactions by encouraging social networking, user-generated content, and collaboration. It has promoted interactive learning, individualized purchasing experiences, and e-commerce. Web 2.0 tools are used by companies and academic institutions for remote collaboration, marketing, and customer interaction. Web 2.0's interactive and community-driven nature has redefined how people interact with the web, shaping modern digital culture and innovation ([Saini, 2025](#)).

## 2.2 A Step Forward to the Digitization of Language and Bridging Inter - Generational Communication Gaps

The study of generations is based on the work of [Strauss and Howe \(1991\)](#), who categorized generations and contended that each generation possesses distinct cultural traits. Generally speaking, five distinct generations are recognized in today's world:

- i. *The Greatest or Silent Generation*, which was born between 1928 and 1944 and adheres to authority and a top-down managerial style.
- ii. *The Baby Boomer Generation*: born between 1945 and 1964 and is known for being workaholics.
- iii. Born between 1965 and 1979, *Generation X* is a generation that is at ease with authority and values work-life balance.
- iv. Those born between 1980 and 1994, known as *Generation Y* or the *Millennial*, were typically raised in affluent households and are tech-savvy.
- v. *Gen Z*, born after 1995, tends to be "Digital Natives" fast decision makers, and highly connected to technology, social media and Internet ([Cilliers, 2017](#)).

*Gen Z* began to give way to the sixth generation, Generation Alpha, in the early 2010s. As a whole, they are the first generation born in the twenty-first century. The current age range of *Gen Z* is ten to thirty, depending on the definition. Other names for them are Zoomers, [Tapscott \(2008\)](#) called them "Net Generation" whereas [Rosen \(2010\)](#) referred them "i-Generation" and "Digital Natives" by [Prensky \(2001\)](#). *Gen Z*'s prime example was the first generation to be born into a world that is globally networked. They "live and breathe" technology ([Deák, 2023](#)). They have never known life without smartphones or the Internet. Higher

education students of *Gen Z* are more likely to ask questions online, rely on *PowerPoint* and videos instead of taking notes, detest waiting for a response, and demand immediate information and communication (Rothman, 2016).

Doimer (2022) in his study highlights Rothman's claim that the structural differences between *Gen Z*'s brains and those of earlier generations are not the result of genetic alterations but rather of how our brains respond to the outside world.

According to Small and Vorgan (2008), digital technology has significantly altered our thoughts and behaviors, impacting both our social and cognitive realms. In the fields of innovation that are vital to society, *Generation X* children are more capable, informed, and knowledgeable than their parents for the first time in history. Digital media is the vehicle to accomplish this. The online generation will keep developing, expanding and assimilating into the culture of the broader society. These children now learn, play games, interact, collaborate, and develop social ties in different ways as compared to their parents. They will be the ones driving the next social revolution (Tapscott, 2008).

*Gen Z* is inclined to interact with peers within their generation due to the pronounced generational divide that has emerged. This paradoxical situation has rendered it challenging for Gene Z to fully embrace widely accepted norms and values, encompassing language, learning modalities, recreational activities, entertainment, and various facets of their cultural identity.

## 2.3 The Ascendance of Digital Generations and Digital Discourse

Perry et al. (1995) investigated the role of experiences on brain development, focusing on the idea of *use-dependent* development. They contended that nature and sequence of events throughout crucial developmental phases, shape the structure and function of the brain. According to Perry et al. (1995), "developmental experiences determine the organizational and functional status of mature brain"

(p. 272) is supported by the fact that varied experiences can result in the development of distinct neuronal pathways and structures. From elementary school to university, today's youth are the first generation to have matured alongside digital technology. They remain engaged with video games for over 10,000 hours, enveloped by computers, video games, and an array of digital tools. This omnipresent environment has profoundly transformed their cognitive processes and information assimilation.

### 2.3.1 Digital Natives and Digital Immigrants: A Dichotomy of Internet Generations

[Prensky \(2001\)](#) groundbreaking book "Digital Natives" and the rise of this 21st-century generation which differs significantly from its forebears due to its heavy reliance on technology was examined by [Maqbool et al. \(2020\)](#).

Laptops, smartphones, MP3 gamers, video games, and podcasts, among other modern gadgets, they claimed have a significant impact on these students. "Digital Natives" is a new word for today's new learners. The N-[for Net]-gen and the D-[for digital]gen are some names for them (p, 2).

However, [Prensky \(2001\)](#) believes that the term "Digital Natives" is the most appropriate for them. These "new" learners are fluent "native speakers" of the digital vernacular encompassing the Internet, video games, and computers. While their upbringing may have induced physiological alterations in their brains, their cognitive frameworks have remained fundamentally unchanged.

In contrast, those who are not "Digital Natives" described as "Digital Immigrants", have learned to adapt to technology later in life. They often carry an outdated language (that of the pre-digital age) and struggle to teach a population that speaks an entirely new language. Their "digital immigrant accent" can be evidenced by their reliance on traditional methods, such as searching for information in books rather than online. This distinction is important because "Digital Immigrant" teachers struggle to connect with "Digital Native" students, who feel

like they are being taught by someone who speaks a different or superannuated language. This disconnect poses a significant challenge for education today. (p,3)

### 2.3.2 The Emergence of Innovative Communication Tools

Technology and language have been entwined for thousands of years. While some anthropologists, such as [Finnegean \(1989\)](#), contend that speech is a technology in itself, the innatists, like Pinker [Pinker \(1994\)](#), assert that human language is an instinct.

Writing is unquestionably a technology since it detached language from the bodies of speakers, gave it a visible form, and preserved it after it was spoken ([Alsaawi, 2019](#)).

Popular websites like *Wikipedia*, *Facebook*, *Instagram*, *YouTube*, *TikTok*, *Twitter*, and gaming sites are now dynamically created by literally billions of users, giving regular people the chance to be read or heard by hundreds, thousands, or even millions of people worldwide for the first time in history ([Kern, 2024](#)).

All of these technologies have transformed the way we use language, and this has been made possible by mutually beneficial and cooperative relationships with cultural practices, societal demands, and values ([Kern, 2015](#)).

#### 2.3.2.1 Social Media and Networking Platforms

*Facebook*, *Instagram*, *TikTok*, *Twitter*, gaming platforms are some of the most frequently used networking platforms used for both connecting with others and entertainment purposes. Scholars from a wide range of fields have been interested in the complex and quickly changing subject of social media's influence on contemporary communication. As social media platforms are changing how people and society interact, a large corpus of work has surfaced to examine and comprehend how technology and human interaction interact in a complex way. Tracing the history and development of social media is essential to understanding its influence

on contemporary communication. The development of social media from early networking platforms to its current importance demonstrates how both cultural changes and technological breakthroughs have made it a powerful force.

The history of social media can be divided into several phases, starting with the emergence of niche networking sites like *Six Degrees*, *Friendster*, and *Myspace* in the late 1990s and early 2000s. The launch of *Facebook* in 2004 marked a significant shift from virtual friendships to real-world connections, leading to its widespread adoption.

Other platforms like *Twitter*, *YouTube*, and *LinkedIn* revolutionized content creation and distribution, while mobile technology, particularly smartphones, accelerated the reach and impact of social media. Social media has transformed the dynamics of personal relationships, self-presentation, and identity formation.

Platforms like *Facebook* and *Instagram* play a significant role in relationship initiation and maintenance, enabling individuals to reconnect with old friends and acquaintances. Social media platforms also serve as stages for self-presentation, allowing users to construct and curate their online personas, which can impact self-esteem and self-worth.

The digital era presents both opportunities and challenges in interpersonal communication, with social media offering new avenues for connection and self-expression while also introducing complexities related to authenticity and the blurring of online and offline identities.

The digital game industry has become a key component of new media due to advances in computer and Internet technologies since the year 2000. In the Web 3.0 age, game developers market their games online and share characters and stories on social media, which helps them reach a larger audience (Dikmen, 2018).

Gaming platforms, or gamification, use game-like features in non-game situations to engage and motivate people. Its rise is linked to the growing popularity of video games, leading to significant research in this area.

## 2.4 Gen Z: A Digital-Native Cohort Shaping the Internet Communication

The discourse surrounding the interplay between cultural and technological transformation has been persistent. Accompanying a revolution in technology are novel communication styles and patterns. Consequently, a new generation of tech-natives arises, which is *Gen Z*. *Gen Z* is characterized by its inability to discern between the real world and the virtual world, and does not think of itself as existing outside the physical world. In the domains of strategy, analytics, consultancy, and experience design, it is common practice to describe the inseparable connections between the digital and physical worlds. Thus, digital and physical encounters are combined to create "phygital" experiences. This term was first used in 2007 by Chris Weil of Momentum Worldwide, a marketing and advertising company (Vergine et al., 2019).

*Gen Z* finds it difficult to embrace widely recognized standards and ideals as a result of the generational divide. Because of the stark divide brought up by this paradoxical circumstance, *Gen Z* would rather engage with their peers. Deák (2023) explored the effects of digital communication of *Gen Z* and claims that digital communication has brought people closer together, and coordination and activity management have become easier.

## 2.5 Gaming Platforms: Historical Perspectives

Gaming platforms were initially introduced in 1980 by Professor Richard Bartle of the University of Essex, a trailblazer in the realm of multiplayer online gaming, who asserts that the term was originally employed to denote "changing something not" according to Werbach and Hunter (Werbach and Hunter, 2012). In 2002, when Nick Pelling devised game-like interfaces for electronic devices, he adopted the term gaming platforms in its contemporary sense, referring to the integration of game elements into non-gaming contexts (Domínguez et al., 2013). Although

scholars such as [Gee \(2003b, 2013\)](#) began to explore the potential of video games in the ensuing years, the phrase experienced a decline in popularity. Nevertheless, the term gaming platforms surged into widespread use in 2010 and is now commonly employed. Since its beginning, gaming platforms have undergone significant development in the twenty-first century, mostly due to developments in digital technology. Game developers and researchers are concerned that the term gaming platforms trivializes the complexity of actual game design.

The challenge lies in the lack of widely recognized. However, there are multiple definitions for the term gaming platforms. The term gaming platforms, despite being referred to as "the new trend concept" ([King, 2019](#)) (p, 5), is frequently used in an unclear and misconstrued manner. It can be readily mistaken with ideas like serious games, gaming, game theory, and game-based learning. Gaming platforms, according to [Deterding et al. \(2011\)](#), is "an informal umbrella term for the use of video game elements in non-game systems to improve the individual's experience and involvement" (p. 2425).

[Zichermann and Cunningham \(2011\)](#) refer gaming platforms as the strategic implementation of game mechanics and cognitive principles to address challenges and foster engagement within non-gaming contexts, whereas [Knaving and Björk \(2013\)](#) believe that it is a technique used by individuals to enhance their participation in tasks that do not have inherent motivation

A major revolution in technology is taking place, especially in the fields of augmented reality (AR) and virtual reality (VR), which have grown at an exponential rate and significantly impacted a wide range of industries, including marketing, education, entertainment, and health. These revolutionary technologies were in use for a number of years before computers, smartphones, and other digital technology were invented. Over the years, gaming platforms has been a significant factor and has been adopted by people and organizations in a variety of settings. It has been used to create incentive programs and standardize features in businesses and organizations. Gaming platforms has an extensive and distinguished history that dates back to the early 1900s, and its lasting relevance is expected to continue for a very long time ([Huotari and Hamari, 2016](#)).

## 2.6 Transforming Knowledge Sharing into Engaging Entertainment in the Digital Sphere

Gaming platforms is the deliberate use of game-based mechanics, design, and cognitive principles to effectively engage people, motivate them, help them learn, and solve problems in non-gaming environments. [Seaborn and Fels \(2015\)](#), and [Roungas et al. \(2019\)](#) discussed gamified components such as badges, points, and incentive systems incorporated into non-gaming contexts to accomplish this. Furthermore, gaming platforms have evolved tremendously over the years from a mechanism for knowledge sharing to a form of entertainment within the digital landscape. It has transcended conventional mindsets surrounding entertainment and has fundamentally reshaped the culture of game design.

### 2.6.1 Entertainment-Focused Gaming Platforms

Nowadays, being active is seen as more than just being able to engage in physical activity or work. Participating in social, economic, cultural, spiritual, and civic activities is another aspect of being active (WHO, 2002). A healthy life expectancy and quality could be increased as people age through active ageing. According to this concept, social relationships and mental health are just as important as physical health status when it comes to policies and programs. Fun, interesting, and stimulating activities can be provided by technology ([Sixsmith, 2006](#)). Digital games can improve older individuals' social lives ([IJsselsteijn et al., 2007](#)) and positively impact their sense of well-being ([Goldstein et al., 1997](#)). Playing video games can lead to feelings of accomplishment and mastery, that's how it's fun ([Astell, 2013](#)). Additionally, games are linked to a sense of engagement that gives gamers a satisfying experience ([Csikszentmihalyi, 1997](#)).

[Sweetser and Wyeth \(2005\)](#), in their work, highlight gamers' enjoyment as the primary goal of computer games, for it directly influences whether gamers will engage with a game. Currently, there is no recognized model of player enjoyment in computer games, although player enjoyment is fundamental to these games. The

literature has numerous heuristics that are based on aspects including gameplay, mechanics, storyline, and gaming interface.

A key component of game design is enjoyment; without it, gamers would stop playing. The currently available material focuses more on usability issues than enjoyment.

To explain and examine media enjoyment, numerous models have been created, such as disposition theory, attitude, transportation theory, cognition, parasocial interaction, and flow (Oliver and Nabi, 2004).

The goal of each of these models and theories is to evaluate and comprehend enjoyment in terms of a single idea or feature. Nevertheless, each of these theories is somewhat limited and does not offer comprehensive models of enjoyment.

### **2.6.2 Blurring the Boundaries Sociocultural Norms**

Anuashok et al. (2024) conducted research on the significant impact of social media on modern communication dynamics. According to their study, social media is without a doubt a vital component of contemporary communication, profoundly influencing how people engage, connect, and share information.

Because of its pervasiveness, communication has changed fundamentally and immediate connectedness across geographic borders is now possible. It has become a source of spreading and using information, whereas social media platforms are effective means of spreading and consuming information. However, the ease and speed with which information circulates raises questions regarding the veracity and integrity of the content, underscoring the necessity of critical thinking abilities and media literacy.

It highlights that social dynamics and their relationships have a significant effect on how people interact with one another. Long-distance connections are easier to maintain, thanks to it, but there are drawbacks as well, such the possibility of miscommunication, cyberbullying, and the decline of in-person communication abilities.

### 2.6.3 Bridging Digital Generations and Overcoming Communication Barriers

The digital world has undergone substantial change over the past few decades, impacting the channels and techniques used by different generations for communication. Both convergent patterns, deviations in communication methods and preferences, result from different generations' experiences with the virtual world's ongoing growth and change.

The term "generational gap" describes how different generations' experiences, attitudes, and behaviors affect social interactions, professional partnerships, and family ties. With *Millennials* welcoming the emergence of the Internet and digital technologies and baby boomers growing up during economic expansion, it is impacted by sociocultural, technological, and economic factors. Different approaches, perspectives on social standards, and distinct expectations, all contribute to the differences in intergenerational communication.

The divide has grown even further as a result of the quick development of technology; younger generations now easily navigate the digital world, whereas older generations may find it difficult. Due to their physical and emotional limitations, older people often experience emotional isolation and limited access to digital technologies. This vulnerability loop restricts interaction with younger generations.

Due to their inexperience and emotional constraints, young people have a hard time using digital technology and social intelligence, affecting their relationships. As a result, real interaction and understanding are lacking (Marzo, 2024). Twenge (2023) claimed that individuals born in various eras are frequently similar in a number of ways while yet being systematically different from those born before and after. In his previous book, *iGen* (2017), he argues convincingly that social media heavily influenced *Gen Z* often to their physical and psychological detriment. Individuals from different cohorts have distinct personal traits, societal ideals, personal objectives, and degrees of empathy, interaction with the community, dependence on technology, and mental health and wellness.

## 2.7 The Evolution of Gaming Culture: From Automated Engagement to Collaborative Play

Video games have changed from being solitary pursuits to dynamic, networked environments where users can cooperate and engage in global competition. The evolution has had a profound impact on how people view and interact with games. Early video games were mostly single-player affairs, with games like "Pong" and "Pac-Man" made to be played alone. As local multiplayer gaming gained popularity in the 1980s and 1990s, titles like "Super Mario Kart" and "Golden Eye 007" promoted social connection. Playing online multiplayer games like "World of Warcraft" and "Counter-Strike" enabled gamers to interact with others all over the world, creating virtual communities and international rivalry. With cooperative games promoting cooperation and friendship and competitive games like "Fortnite" and "Among Us" demonstrating the competitive and social possibilities of videogames, modern video games provide a diverse range of social gameplay experiences. There are countless opportunities for social gaming in the future, as cross-platform play breaks down barriers and virtual and augmented reality create immersive experiences ([Journey, 2023](#)).

### 2.7.1 Technological Catalyst of Change

The late 1970s and early 1980s introduced home gaming consoles, with iconic systems like the Atari 2600 and the Nintendo Entertainment System (NES), bringing gaming into households. However, the industry faced a crash in the mid-1980s due to oversupply and poor-quality games. A revival began in the late 1980s and early 1990s with popular titles like "Super Mario Bros." The mid-1990s introduced 3D graphics with systems like the Sony PlayStation, leading to new storytelling methods. The late 1990s and early 2000s saw online gaming emerge with titles like "World of Warcraft." In the 2000s, smartphones catalyzed a transformation in gaming with mobile sensations such as "Angry Birds." Looking toward the future, innovations like VR and AR persist in reshaping the industry, while gaming has

ascended to a cultural phenomenon, exemplified by the rise of esports and the proliferation of conventions.

### **2.7.2 Paradigm Shift in Game Design and Communication Styles**

Whether we play indoor or outdoor sports, they improve our decision-making skills, boost our visual perceptions, improve brain activity, and give us the drive to succeed. The trend of incorporating elements of games into our everyday lives, even if the term "gaming platforms" didn't exist decades ago, has developed into the idea that we know today ([Sharma and Sharma, 2023](#)).

The introduction of video games into the arcade sector sparked the industry and led to the demise of pinball. The development of the home cartridge and console made the industry a home-based phenomenon, the entry of independent game publishers, which made the industry two-tiered, and the emergence of massively multiplayer online role-playing games (MMORPGs), which revolutionized game play, are some of the significant changes that have occurred in this rapidly expanding industry. The video game industry is fascinating to observe. Its rapid development, emphasis on technology, and appeal to young people and those with young hearts somewhat define our generation ([Zackariasson and Wilson, 2010](#)).

### **2.7.3 Language Evolution and Embracing New Digital Norms**

Digital games have become more widespread, diverse, and accessible during the past ten years, and they are currently played in the majority of the world's main languages, with millions of gamers worldwide. Once limited to a single computer, television, or arcade's physical bounds. Console games, such as casual social networking games (SNGs) and massively multiplayer online games (MMOGs), have become increasingly popular as broadband Internet has grown.

Together with an increasing range of platforms and player combinations, unique gaming genres and new story forms have arisen, combined, and re-emerged as new forms (Reinhardt and Sykes, 2012).

#### 2.7.4 Entertainment-Centric Gaming platforms in Informal Contexts

Based on a shared concept of games, a basic definition of video games might be used to characterize the format, or more precisely, the platform, of the game Erkkilä (2017) (pp. 13-15) searched four online dictionaries to determine video game, computer game, and game definitions. According to the Oxford English Dictionary, Collins, MacMillan, and Merriam-Webster, a game is "a leisure time activity with an entertaining, competitive and rule-governed nature" Erkkilä (2017) (p. 13). Whether or not the games are intended for educational objectives is a crucial distinction among those examined in studies on digital games and learning. Games that are created to promote learning fall under the first type. These games may be referred to as *learning games*, *educational games*, *entertainment games*, or *serious games* Mayer (2014) (p. 4), Cornillie et al. (2012) (p. 246). The second group is *entertainment games*, also known as *non-learning games*, *vernacular games* Reinhardt and Sykes (2012) (p. 32), *commercial off-the-shelf (COTS) games*, or *recreational games* Thorne et al. (2012). Whereas in the learning game area there may be specific connotations to specific terms, the terms for *non-learning games* have been used more generally and interchangeably.

### 2.8 Evolving Disparities among Digital Generations and Barriers to Communication

With their many functions, social media sites like *Facebook*, *Twitter*, and *TikTok* and gaming sites have changed the nature of communication. While older generations find it difficult to keep up with the quick interchange, younger generations

depend on these platforms for instantaneous communication, which may cause miscommunications and feelings of alienation. When the phrase "digital divide" first emerged, it emphasized the differences in access to digital technologies. The capacity to use these tools efficiently, as well as access to them, were added to this definition over time. The analysis of inter-generational dynamics makes this divergence starkly apparent (Marzo, 2024). The learning obstacles for older people are more severe because many of them were introduced to the digital world later in life. Problems are not limited to the technological side; the complex, unspoken guidelines and conventions of digital etiquette make things even more difficult (Friemel, 2014; Gibbs et al., 2010). Confusion may arise about things like the meaning of particular emojis, the proper way to "like" or "share" posts, or the subtleties of online privacy. To ensure inclusivity in the quickly digitizing world, it is imperative to address the digital divide in addition to promoting unified communication.

## 2.9 Gaming Vernacular: A Profound Delineation of the Communicative Divide between Generations

Since communication has the power to significantly advance many facets of life, it is crucial in the digital humanities. What makes gaming a digital culture shifted throughout time. In the past, people would play video games to kill time, but now they can utilize them to compete in tournaments or even earn money as platform streamers. Additionally, gaming affects language in ways like the introduction of new terms and their definitions. One way to describe the academic discipline of digital humanities is as one that focuses on knowledge transmission via communication networks (Furianto and Simanjuntak, 2023b).

Dayoub (2024) explored the gaming vernacular as a source of teaching 21st century skills to learners. She argued that although it is now more evident, the impact of technology is not new. In 2001, Prensky underlined how contact with interactive

digital technologies causes a significant shift in how generations think and process information. By using the phrase “Digital Natives”, he distinguished between students who were raised in an environment where technology was all about them and those who were “Digital Immigrants”, who were subsequently instructors and had to embrace and adjust to technology later on (pp.1-2).

As evidenced by recent studies [Gutierrez et al. \(2023\)](#) this attitude difference still exists more than 20 years after it should have decreased from generation to generation. Vernacular digital games, for instance, are still viewed as illegitimate or marginalized by some educators, even when used as supplemental texts (*ibid.*). In a nutshell, [Prensky \(2001\)](#) (p. 3) states that either teachers should adapt to the new or “Digital Natives” will be taught the old method. [Marzo \(2024\)](#), in his research, tried to reconcile the disparities inherent in inter-generational communication. He asserts that generational stereotypes, coupled with a lack of awareness regarding the evolving digital landscape, can precipitate misunderstandings across different age groups in the digital realm. While elderly people are typically labeled as technologically averse or incompetent, young people are frequently seen as digital prodigies. Communication failures and expectations not matching up might result from this. For communication to be effective, it is essential to recognize the uniqueness within each age. Understanding the nuances of online environments and operating devices are just two aspects of the diverse ability of digital literacy. Generational differences in how to comprehend and apply digital literacy can lead to misunderstandings and security flaws. Misunderstandings may also result from the quick development of emojis, slang, and online language. To make sure that all age groups are prepared to use the digital world responsibly, ongoing education is required.

### **2.9.1 Characteristic Features of Gaming Vernacular in the Digital Sphere**

[Lizore \(2017\)](#) discussed in her work Netspeak, an English dialect used in Internet gaming and massively multiplayer online role-playing games, developed into

Gamespeak. It is influenced by offline and console games, as well as tabletop role-playing games like Dungeons & Dragons. Shorter words, unconventional spellings, the repurposing of words from Standard English, and the creation of new phrases are characteristics of Gamespeak. Although not commonly used, this term is appropriate for this dialect because other dialects frequently follow the same naming scheme. During gameplay, it is a special language that is used to communicate with other characters or to talk about games and their worlds outside of the game.

There are also initialism and acronyms in Gamespeak, which are frequently mispronounced and mislabeled. Although, a great deal of Gamespeak is sometimes used in most console and Internet games, there are other game-specific languages that can make it much harder for new gamers and outsiders to grasp what is happening.

Though online games are one favorite activity today, it is still debatable the aims and usefulness of playing an online game. Some scholars discover that online games can successfully motivate learners to learn a new language. [Klimmt et al. \(2008\)](#) claimed that gamers will be proud of themselves and feel worthy when they can complete one mission in games. It eventually maintains the moral concern to feel confident for the learners. This phenomenon creates a new approach to learning to use an online game.

## 2.10 Previous Studies

The useful applications of connectivism principles in current pedagogy were examined by [Jeny \(2024\)](#) to assess how teachers can transform conventional classrooms into dynamic, networked learning environments is the main emphasis of the study. Issues including information management, educational adaptability, and technology access are also addressed in the study.

The effect of virtual learning (VL) on students' engagement in Saudi EFL context was investigated by [Khafaga and Al-Johani \(2024\)](#). Using the connectivism learning theory, it examined whether VL enhances student engagement (SE) in

eight learning variables such as class attendance, engagement, language acquisition, learning anxiety, motivation, self-efficacy, communication willingness, and autonomy. A mixed-methods approach was employed on 14 teachers and 256 EFL majors. The findings revealed improved engagement, higher attendance, less learning anxiety, and positive attitudes. SE's receptive and productive language abilities were likewise impacted by VL.

To enhance the students' satisfaction level for learning, a mobile application was studied by [Srisuphan et al. \(2024\)](#). The purpose of this study was to enhance grade 11 students' computing science skills by creating a mobile application based on connectivism theory. The findings of the study revealed the highly satisfied educational experience of the students. Furthermore, the mobile application was of excellent quality, and learning accomplishment ratings were considerably raised.

Using concordance analysis, [Altohami \(2020\)](#) study deciphers the discourse of text messages, emphasizing grammatical, lexical, and phonological dominants. It explores how the linguistic patterns and spatio-temporal restrictions of texters are influenced by technology. Text messages, according to the results, are cohesive, flexible, and engaging despite being visually decontextualized and space-bound. Because certain technological affordances prevent them from using verbal and para-verbal cues, texters develop orthographical substitutes to make up for this. By creating a community of people from different origins, the online gaming community has a big impact on *Gen Z*'s multicultural education. To investigate the factors influencing this influence were examined using a mixed technique in the [Tulung et al. \(2020\)](#) study. The development of a distinct social structure, the rise of multicultural tolerance, and the function of online games as a means of comprehending intercultural education were among the contributing factors. Additionally, online games offered a fresh educational and social narrative experience.

The impact of modern communication tools, such as social media and SMS, on language evolution was examined by [NS \(2024\)](#), who emphasized the quick changes in linguistic usage and standards. It investigated how online slang, emojis, acronyms, and abbreviations impact literacy, education, and interpersonal communication.

The final objective was to illustrate how digital communication has a substantial impact on language.

The usage of Extramural English (EE) by Danish young English language learners (YELs) and its connection to the acquisition of second language English vocabulary were the subjects of Jensen's 2017 study (Jensen, 2017). According to the survey, learners were more likely to engage in EE activities such as writing, gaming, listening to music, reading, conversing, and watching television.

Additionally, the study discovered that gaming in written and spoken English had a major effect on vocabulary results, especially for boys. Non-formal learning is now possible, thanks to the recent surge in digital content availability brought about by the quick development of technology and the possession of mobile devices. According to Dayoub (2024) creative planning and value-added education depend on the integration of formal and informal learning experiences. As an illustration of technology and a non-formal learning environment, it centers on vernacular digital games. With an emphasis on 21st-century skills learnt via digital gaming, his paper suggested including an educational component into informal digital gaming scenarios.

Literacy and life skills are two important 21st-century qualities that can be developed by utilizing key game design elements. Măduța (2023) examined how university students use multiplayer online games to learn languages. He made use of questionnaires, interviews, and in-game observations to learn how gaming platforms affects communication and language skills. His study added to the expanding body of knowledge on gamified language teaching by offering a sophisticated perspective on the successful incorporation of games into language learning curricula at undergraduate institutions.

Our lives are constantly becoming more and more reliant on new technologies, yet not everyone finds it easy to pick up new skills such as using computers, smartphones, and other personal digital devices. Bibo et al. (2009) investigated how game language affected popular culture, particularly in television, movies, and ads. In order to test this theory, the research team identified rifts and groups

with greater language proficiency. Based on factors like age, gender, income, and access to new technology, they established digital language divides, or DLDs. Participants in the study included both people from industrialized and developing nations. To assess the participants' understanding of game language, the study also included a quiz consisting of 35 acronyms and abbreviations. The findings were visually recognized and examined in order to determine the degree of the language's spread throughout society.

Activity Theory was employed in research by [Li et al. \(2022\)](#) to examine an after school project in which Chinese university students used a massively multiplayer online game to improve their English. Four inconsistencies were found and temporarily fixed. The development of the activity system was the result of attempts to resolve these conflicts. The study addressed pedagogical consequences, highlighted the use of digital gaming for informal language acquisition, and offered recommendations for further research.

[Sehar \(2025\)](#) studied how gamer-constructed languages evolve in virtual settings, paying particular attention to linguistic traits and technological factors. The usage of terminology like "GG" and "noob" as well as acronyms and abbreviations served to underline the study's emphasis on the dynamic interaction between linguistic culture and technology. It also emphasized the value of effectiveness and creativity in high-stakes game scenarios. The study concluded how human communication may be flexible in virtual settings and the possibility of further investigation on the cognitive aspects of language acquisition through gaming.

The study by [Antony and Trambo \(2023\)](#) explored the way social media, digital tools, and artificial intelligence affect people's perceptions of language around the world. Data from Indians who immigrated to Western nations demonstrated the dynamic interplay between language, culture, and Internet interactions, opening up new avenues for investigation.

To sum up, there is a wealth of previous studies on the use of connectivism theory available in the context of language development in the classroom. This paves the way for the usage of educational online games for developing language skills.

A dearth of sound research still exists to investigate the role of non-educational games for language development. This creates a significant study gap in literature. There has been relatively limited research conducted on non-educational gaming applications for language acquisition and the cross generational language barriers that manifest in gaming contexts.

# Chapter 3

## Research Methodology

This study aimed to adopt Susan Herring's (2004) model of Computer-Mediated Discourse Analysis (CMDA) as a conceptual framework. CMDA has served as a methodological framework for the study that was meticulously crafted to scrutinize linguistic practices within digital environments. It provided a systematic approach to investigate how individuals engaged through text across diverse online platforms, including forums, chat rooms, social media, and gaming sites. This research employed a mixed-method approach grounded in content and quantitative analysis of the data. The purpose of adopting a mixed-method design was threefold:

- i. Complementarity: to provide a holistic picture by combining numeric patterns from content analysis with rich contextual meanings from qualitative data.
- ii. Explanatory power: to gain deeper understanding of underlying causes, thus identifying what is happening and why.
- iii. Validation: to triangulate findings and enhance the credibility and trustworthiness of the data.

The rationale for implementing this methodology is to streamline the research process, given that the subject of inquiry represents an emerging trend with a notably limited body of existing scholarship.

### 3.1 Theoretical and Conceptual Framework

The following section contains fundamental concepts and ideas for the formulation of an appropriate conceptual framework for the research.

#### 3.1.1 Computer-Mediated Discourse Analysis (CMDA)

*CMDA* is an analytical framework focused on language use in computer-mediated communication, developed to understand discourse patterns in digital environments. This approach has evolved to address the complexities initiated by new media and converged platforms. CMDA was first introduced in 1994. Since then, it has been developed into a model with four analytical levels: *Structure*, *Meaning*, *Interaction Management*, and *Social Phenomena*. This framework adapts linguistic methods to analyze digital communication, mapping issues and phenomena onto a hierarchical structure.

CMDA is not a singular method but rather an adaptable toolkit grounded in linguistic discourse analysis, tailored for the digital age. It focuses on how language is used in Computer-Mediated Communication (CMC), considering both the technological affordances of digital platforms and the social contexts of interactions.

According to Vozgova and Afanasyeva (2018), the term CMC has historically been used to describe online forums, e-mail, instant messaging, social media, and other communication channels that provide language learners with a wealth of opportunities to practice their speaking, listening, and reading abilities in addition to picking up new vocabulary. A third of the world's population might be categorized as digital natives, as they all own cellphones and find that messaging and status updates are more natural than face-to-face interaction. We use *Facebook*

or *WhatsApp* to communicate with friends and family members when we wish to chat with them instead of visiting their homes (Mitsche & Strielkowski, 2016; Strielkowski, 2017).

In today's world, everyone is blogging, tweeting, and hashtagging, and playing online games to stay connected and engaged. In essence, *Facebook*, *Instagram*, *WhatsApp* and now gaming sites are the genuinely global and social networks that are making social media popular and are fostering the expansion of language shifts.

Thus, these service providers are not just the social glue in a world where emoticons and hashtags are used in every social encounter and are displayed via a front-facing camera, they are also changing linguistic norms.

The Internet has catalyzed a remarkable proliferation in the study of human behavior over the past fifteen years. In an effort to comprehend the intricacies of CMC and optimize its application in specific contexts, social scientists, marketers, and educators are eager to investigate how individuals conduct themselves in chat rooms, web forums, listservs, email, instant messaging environments, and analogous settings. Given that individuals typically leave a textual trace when engaging in socially significant activities online, such interactions are comparatively more amenable to examination than the transient nature of spoken communication. Furthermore, researchers can employ empirical, micro-level methodologies to illuminate macro-level phenomena (Herring, 2004). It is imperative to acknowledge the offline dimensions of numerous online connections, and as CMC evolves into more multi-modal forms, semiotic systems beyond text are becoming available for "doing things" online and conveying meaning (cf. Austin, 1962). Nevertheless, texting remains a prominent Internet activity that is poised to endure for the foreseeable future. Consequently, in addition to more conventional social science methodologies such as surveys, interviews, experiments, and ethnographic observation, researchers are exploring CMC and behavioral analysis techniques for scrutinizing speech. An innovative approach to scrutinizing online interactive behavior was urgently required to investigate the linguistic conduct of Internet users, encompassing both verbal and nonverbal communication.

In order to analyze CMC, CMDA emerged as a multidisciplinary approach that applies techniques borrowed from language-focused fields including linguistics, communication, and rhetoric (Herring, 2001). The analysis of verbal interaction logs (characters, words, utterances, messages, exchanges, threads, archives, etc.) is what defines CMDA at its core, though it may also be enhanced by surveys, interviews, ethnographic observation, and other techniques. CMDA, is any examination of online behavior based on factual, textual observations.

Although studies on CMDA date back to the mid-1980s, the field was officially launched in 1995. As CMC and the Internet grew in popularity, scholars started examining online discourse to learn more about its impacts. *Structure*, *Meaning*, *Interaction*, and *Social Behavior* are the four dimensions that are covered by CMDA.

Word forms, sentence structure, and typography are examples of *Structural phenomena*. Meaning encompasses broader functional components, words, and utterances. Turn-taking and subject creation are examples of *Interaction*. Linguistic manifestations of play, conflict, power, and group membership are all examples of *Social Behavior*, whereas the fifth domain of CMDA is *Participation Patterns* in prolonged discourse samples.

TABLE 3.1: Five Domains of Language of CMDA Model

	<b>Phenomena</b>	<b>Issues</b>	<b>Methods</b>
<b>Structure</b>	Typography, orthography, morphology, syntax, discourse schemata	Genre characteristics, orality, efficiency, expressivity, complexity	Structural/Descriptive linguistics, text analysis
<b>Meaning</b>	Meaning of words, utterances (speech acts), macrosegments	What the speaker intends, what is accomplished through language	Semantics, Pragmatics
<b>Interaction</b>	Turns, sequences, exchanges, threads	Interactivity, timing, coherence, interaction as co-constructed, topic development	Conversation analysis, ethnomethodology

Table 3.1 continued from previous page

	Phenomena	Issues	Methods
<b>Social Behaviour</b>	Linguistic expressions of status, conflict, negotiation, facemanagement, play; discourse styles, etc.	Social dynamics, power, influence, identity	Interactional sociolinguistics, Critical discourse analysis
<b>Participation</b>	Interest, number of messages and responses, message and thread length	Power, influence, engagement, and hierarchy	Descriptive statistics

## 3.2 Sampling and Population

This study involved a specific sample of Gen Z individuals who played online games, spent most of their time online, and engaged in conversations with their peers through gaming chat boxes.

To draw the sample from the target population, 87 Gen Z gamers (between 13-28 years) who played online games on Roblox were approached using a purposive sampling technique. Next, 30 teachers and 30 parents of Gen Z gamers were requested to be a part of this study.

## 3.3 Data Collection

The data collection for the study took place in two phases. Data triangulation was adopted through in-game chat samples and responses collected from three survey questionnaires to ensure robust results.

The first phase comprised the collection of samples of in-game chat obtained from screen recordings of Roblox, one of the most popular gaming platforms among

Gen Z. The second phase involved the collection of data from Gen Z gamers, their teachers, and parents through survey questionnaires.

### **3.3.1 Validity and Reliability of the Tool**

In order to assess the validity of the tool, face validity was adopted. Five subject matter experts were consulted, and their reviews were taken to ensure the validity of the tool. A few minor changes and revisions were made based on their feedback. For reliability, the test-retest method was adopted.

This was done by requesting five to ten respondents from each set of samples to fill in the questionnaires. Their responses were analyzed. After a week, the same questionnaire was shared with them again, and the results obtained were analyzed and compared. No significant differences were found.

### **3.3.2 Pilot Study**

Before distributing the questionnaires, a pilot study was conducted to ensure authenticity and comprehension and to avoid repetition of the same thought in designing items in the questionnaires. Yet, no major changes were identified. Furthermore, after minor revisions and refinements, the tool was shared with the target population later.

## **3.4 Ethical Considerations**

As raw data for this study were obtained from in-game chat of online gamers, it was not personal at all. However, screenshots were extracted from online games to decipher gaming language. No special protocols of data collection were observed. Before distributing the questionnaires, a research permit from the university along with a letter of consent was shared with participants to ensure anonymity and confidentiality of their data.

### 3.5 Research Tools and Procedure

A five-point Likert scale was used to design three questionnaires seeking the perceptions of the Gen Z gamers, their teachers and parents.

- i. Phase I: In this phase, a selection of unrefined data was meticulously gathered through screen recording, and subsequently extracted from screenshots based on the most trending games and the maximum feasible server capacity. The researcher assumed the role of an observer within the game. A small-sized corpus of in-game chat derived from various Roblox titles was established to facilitate further progress.

Given that the gaming chat was not of a personal nature, no specialized ethical protocols were deemed necessary. After that, the extracted data from the screen recording was subsequently converted into a PDF file for enhanced analytical purposes. The five-tiered language model developed by CMDA was employed for this observational study. Finally, content analysis was made to discern linguistic patterns inherent in gaming vernacular, with the aim of investigating the inter-generational knowledge gaps that are the outcomes of this new linguistic formation.

- ii. Phase II: The second phase of the study involved drawing samples from Gen Z gamers, along with their parents and educators, within the Pakistani context through a purposive sampling technique. Three questionnaires based on CMDA model each for gamers (ages 13-25), their teachers and parents were separately designed and administered via WhatsApp or their email addresses among three sets of the sample of the study. A pilot study was conducted on a small cohort of participants (3-5) to validate the authenticity and reliability of the instrument. To safeguard the confidentiality and anonymity of the subjects, a written consent form was provided to the target population to facilitate the smooth execution of the study. Later on, a thematic analysis was conducted and the collected responses were analyzed to address the research questions.

# Chapter 4

## Data Analysis

The study employed a mixed-method approach to examine the linguistic characteristics of Gen Z and the communicative barriers it engendered for other generations. In the first phase of the study, the data were obtained from an online gaming chat-box (Roblox), where a considerable number of Gen Z individuals spend their leisure time engaging with a variety of gamers belonging to differing linguistic and sociocultural backgrounds. Subsequent to this, in the second phase three questionnaires were conducted employing a five-point Likert scale to assess the perceptions and attitudes of the targeted groups, specifically Gen Z, alongside their parents and teachers. The purpose was to analyze feedback from Gen Z, their parents, and teachers to identify prevailing knowledge gaps and to examine the sources of the misunderstandings, in addition to exploring viable solutions for addressing them. The ensuing discussion thoroughly examines the data collected from Roblox, the largest online gaming platform, alongside the insights derived from the questionnaires with the target demography.

### 4.1 Data Analysis of the Roblox In-Game Chat

The phase-1 of the data analysis consists of an in-depth analysis of the data collected from online gaming interactions. To investigate the characteristics of Gen Z's language and the communication barriers it creates for non-Gen Z generations,

Susan Herring's model CMDA was used. It is an intricate and interdisciplinary approach that sheds light on how individuals engage in communication within digital settings using a range of linguistic patterns, norms, and frameworks, while also accommodating diversity in language use. A meticulous assessment of the online discourse collected from Roblox, a well-known online gaming site, is outlined in the subsequent section:

### 4.1.1 Data Analysis of In-Game Chat at the Structural Level

To explore the structure, significance, interactivity, and social behavior of gamers as they convey their intended messages through in-game chat, [Herring \(2004\)](#) model of CMDA was used for detailed examination. This section entails a *Structural Analysis* of the message in the chat. It discusses the structure, distinguishing characteristics, and impact of gaming language on conventional English norms.

It examines how messages in online communication are constructed, organized, and apply lexical and stylistic elements to effectively convey meanings. In order to understand the meanings of Gen Z gaming terminology, i.e., slang and other language structures, online Gen Z translator apps were used ([GooglePlayStore, 2026b,a](#)).

#### 4.1.1.1 Message Length and Formatting

To analyze the structural characteristics of in-game chat samples, ten distinct chat samples from various Roblox games were meticulously extracted. A thorough examination of the collected data unveiled a succinct and condensed linguistic style embraced by Gen Z gamers. The chat was predominantly consisted of declarative sentences, reflecting the rapid tempo of gaming interactions, where participants were actively engaged, and a preference for direct communication with simple and short messages was also evident. Furthermore, gamers utilized a succinct sentence structure to articulate their messages, employing a highly informal style. On

average, each sentence was comprised fewer than five words, further contributing to its brevity (see Appendix 1). The real-time and spontaneous typing of gamers was due to multitasking (typing and playing). This suggests that gamers like to write in a concise, fast-paced style that saves their time and allows them to express themselves without sacrificing gameplay.

#### 4.1.1.2 Syntactic Patterns and Sentence Structure

As indicated earlier, Gen Z gamers prefer adopting a communication style that conveys their messages compactly. From the screenshots of their chat, it is quite evident that they devised abbreviated expressions (see Appendix E Chat 6) and condensed sentence structures such as “*got ya, was thought him afk*”, to facilitate their gameplay as well as interactions with peers in online environments (see Appendix E Chat 4). This inclination further limits their ability to formulate proper sentences and leads to a deviation from traditional linguistic conventions, such as the use of subject pronouns, capitalization, and auxiliaries, e.g. “*bro u from poland*”, (see Appendix E Chat 2, 6, 7).

#### 4.1.1.3 Punctuation

Gen Z gamers quite often disregard punctuation, favoring a tone that conveys meaning within the gaming environment “*im gonna i show speed*” (see Appendix E, Chat 1). They have deviated from conventional question sentence structure in their chat, and opted for simple statements or short sentences with question marks (see Appendix E, Chats 6 and 7). They have also utilized contraction forms without the use of apostrophe or pause.

#### 4.1.1.4 Non-standard Spelling and Acronyms

The use of capitalization and elongated spellings: *aww, bruhhh, goooo, yaaaa, chill, HAHAAA, samee, woww, hiyy, yuuh, Cmon* by gamers in gaming chat denotes emphasis or emotional states (see Appendix E, Chat 2, 3, 7). Furthermore,

phonetic spellings, such as "wering blue," "knoe u," "playing dryng," "thx," and "waht im suppose to do?, wut, lil bro,lets stay togedher. and acronyms like yk, rn, nyo guys, rip, sus, Ggs, inf, diff, mod, idk, invis, chs, vu, ty, gk, WTH, sga, ofc" (see Appendix E, Chats 2, 3, 7), were also common in their chat, suggesting new language formation. Moreover, the data also reveal that omission of grammatical elements like subject pronouns, prepositions, and auxiliary verbs (*we doing a hard challenge*) is an ordinary practice in gaming contexts. The fast-paced nature of in-game chat ensures the use of non-standard spellings, sometimes typos or game-specific slang. This linguistic tendency emphasizes how flexible language is in digital contexts, where conciseness is given preference over conventional grammar rules. As a result, gamers develop a distinctive vernacular as they converse quickly, which promotes a feeling of belonging and mutual understanding.

#### 4.1.1.5 Use of Slang Words and New Words Formation

The data analyzed from screen recordings of Gen Z gamers suggest that gamers mostly use game-specific words that are commonly understood by all the gamers. These slang words are unique and can have multiple meanings in different contexts. Slang words like 'rigged, 'deimen, 'solo pig, 'noob, 'pablo chill, 'cya, 'GTG BRO, 'gagi galin, 'gng gagi, 'qomp womp, 'lol, 'I'm cooked, 'yipee, 'lame zayyy, 'yapping, 'beban, 'cap, 'sosite, and 'cringe are some of the unique words and expressions to share different emotions of gamers while playing.

#### 4.1.2 Data Analysis of Gaming-Chat at Meaning Level

This section of CMDA approach refers to the novel word formation and utterances to produce different meanings and perform functions in the gaming context. It addresses the meanings that gamers construct and comprehend within the context of gaming. It seeks answers to the question of how language is used to create different meanings in a game-specific, fast-paced, and competitive environment. This section is further divided into the following sub-sections:

#### 4.1.2.1 Lexical Items

The data analysis of in-game chat reveals that Gen Z gamers commonly employ emojis, emoticons, acronyms, abbreviation and slang in their in-game conversations. The slang terms have distinct meanings in the gaming context, and gamers are able to understand them. Some of the examples of slang terms conveying different meanings in the gaming context are as follows:

TABLE 4.1: Gaming Slang Terms and their Meanings in Gaming Context

S.No.	Game-specific slang words	Meaning in context
1	<i>Sosite</i>	So sad/so tired
2	<i>Lame zayy</i>	Boring/ uncool
3	<i>Yapping</i>	Talking rubbish
4	<i>Cringe</i>	Feeling awkward
5	<i>Cooked</i>	overwhelmed
6	<i>Rigged</i>	Something unfairly manipulated
7	<i>Pablo chill</i>	relax
8	<i>bombclat</i>	to show surprise or excitement
9	<i>cap</i>	To lie or exaggerate
10	<i>noob</i>	Inept/ inexperienced
11	<i>beban</i>	Feeling pressured by a burden
12	<i>yokhramm</i>	Playful way of say “you know what I mean”

A single slang term can occasionally take the place of the entire phrase. As gamers from different countries interact, it appears that slang terms are either borrowed from other languages (outside the gaming environment) or are generated by gamers from the game’s design. This leads to the formation of a gaming vernacular where gamers from diverse linguistic backgrounds make their gaming communities. It was also found that gamers employ chat features enriched with acronyms and new words to stay more focused on game progress. This leads to the formation of a gaming vernacular where gamers from diverse linguistic backgrounds make their gaming communities. It was also found that gamers employ chat features enriched with acronyms and new words to stay more focused on game progress. This tends to exploit a non-standard and informal language style that facilitates their interaction as well as involvement in the game. Moreover, this novel method

of language creation seems remarkably difficult for individuals who are not part of these communities.

#### 4.1.2.2 Speech Acts

The chat signals different kinds of speech acts to perform a variety of communicative functions. Each speech act performs a different function with a specific purpose. Some of the performatives with examples were extracted from the chat as follows:

- i. Directives: These speech acts include requests, commands, and suggestions, highlighting different moods or tones of the gamers. Furthermore, the use of politeness markers (plss, help) indicates certain norms of interaction in the gaming context.

##### Examples:

##### a. Requests

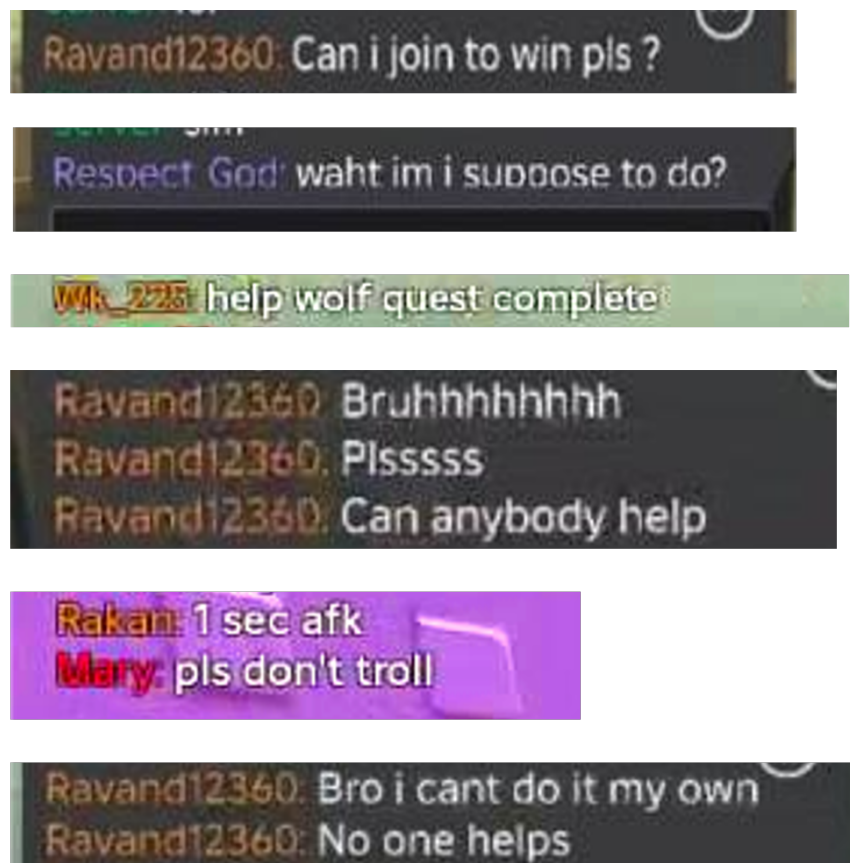


FIGURE 4.1: Requests

## b. Commands

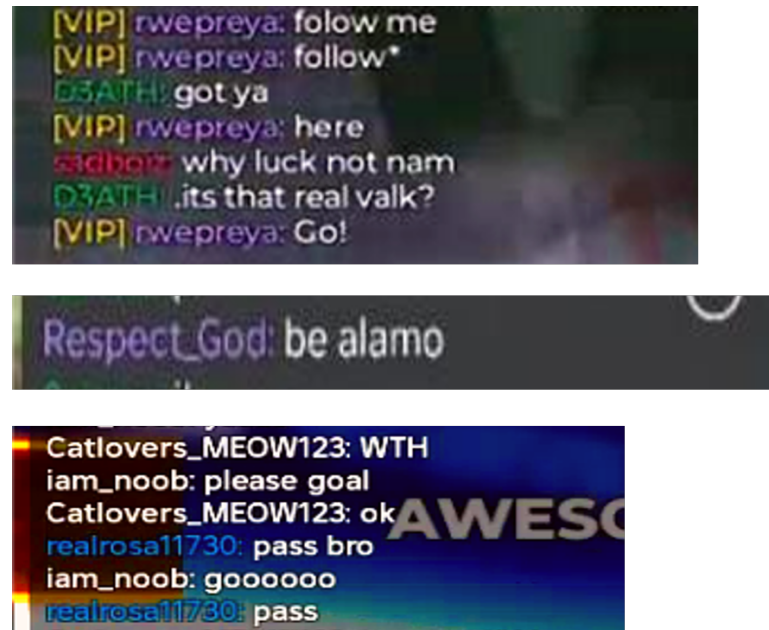


FIGURE 4.2: Commands

The above examples of directive sentences were extracted from online gaming chat of different gamers. Gamers perform communicative functions as a strategic planning to run and win the game. Examples in group A show requests whereas group B are commands as the gamers have to make teams and collaborate with each other in gameplay. This indicates the formation of a collaborative community where a gamer has to give commands as a team leader and send requests to seek help.

- ii. Expressives: This category of speech acts comprises the different states of mind, anger, joy, surprise, gratitude, and other emotions. To express different feelings, gamers tend to adopt slang or coin new words (mostly interjections). This created a room for making new words with different shades of meaning in a gaming context. The purpose of such performatives is to release frustration, encouragement or make social ties for team lead. The use of such expressions made the gaming language more expressive and unique. Some of the examples extracted from the chat are as follows:



FIGURE 4.3: (yipee: for joy, celebration)

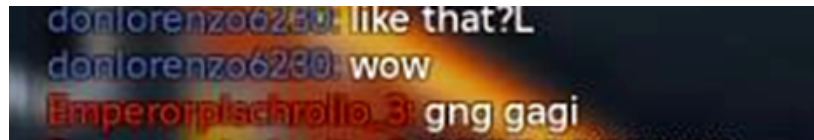


FIGURE 4.4: (gagi: playful and affectionate way to refer to a friend)



FIGURE 4.5: (Gags: to make fun)



FIGURE 4.6: (rip: to express sadness or disappointment)

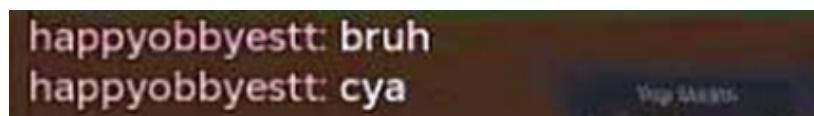


FIGURE 4.7: (bruh: a term used to show disbelief)

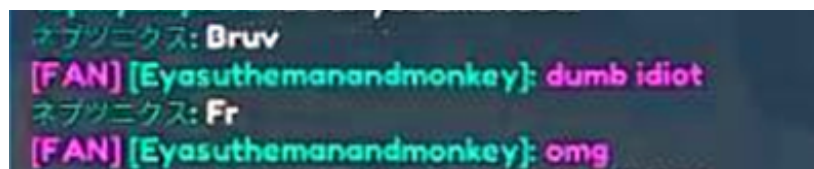


FIGURE 4.8: (bruv: a casual term for a friend or brother), (fr: for real, used to emphasize that some one is serious or truthful about something)

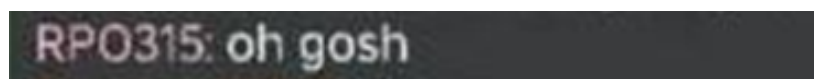


FIGURE 4.9: (gosh: for showing surprise or annoyance)

- iii. Assertives: This category of speech acts refers to sharing information or beliefs, or report events by gamers in the gaming contexts. Gamers have used assertive statements in their chat to share performance in the game or game-based knowledge with teammates. Some of the examples are as under:

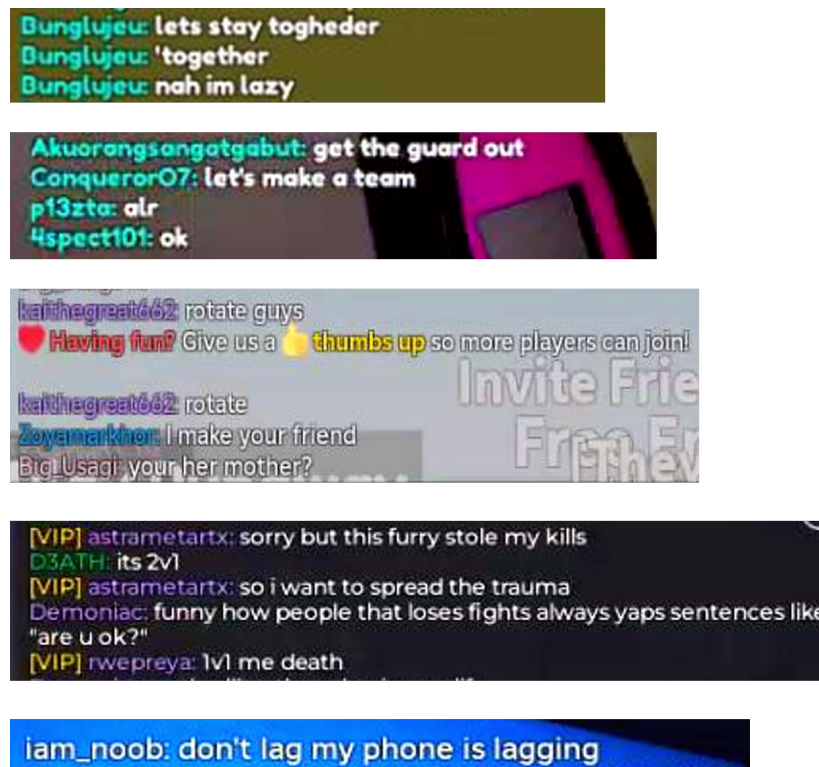


FIGURE 4.10: Assertives

The analysis of the data extracted from the screen recording show that at the meaning level, sometimes words (slang, abbreviations, or acronyms) convey different meanings in the context, whereas on the macro-level, certain expressions or the way they are used in the context performed different functions as a whole.

These functions are to show aggression, disappointment, sarcasm, celebrations, commanding, and different reactions. It also informs us that meanings in a gaming context are purely context dependent and only gamers can understand the intended meanings with novel word formation.

### 4.1.3 Data Analysis of Gaming-Chat at the Interaction Level

This section investigates the intricacies of communication enabled by language within the sphere of gaming vernacular. It discusses the social interactions and

connections that gamers form in order to create a gaming community. It also involves turn-taking, topic development, and other means of negotiating interactive exchanges. It is quite apparent from the gaming conversations that gamers are not bound by any specific conversational conventions, allowing anyone to direct the discourse and alter the subject matter at their own will. There is no obligation for individuals to wait for their turn, even though gamers appear to thrive in this game-specific communicative environment. This implies that all members of the gaming community can smoothly embrace different styles of communication, regardless of established spelling and grammatical norms. Their primary intention is simply to convey their messages effectively. This way the straightforward and playful essence of gaming language nurtures a sense of belonging and social cohesion among gamers.

#### **4.1.4 Data Analysis of Gaming-Chat at Social Behavior Level**

This section addresses the social behavior reflect from the gaming language of the gamers. It is observed from the gaming chat that gamers have intentionally adopt pseudonyms to convey a strong sense of identity within the gaming context. Their utilization of trendy slang and non-standard linguistic conventions demonstrates creativity and freedom of expression. The chat also highlights how language is exploited for team building and executing various tasks within a gaming context. Additionally, the fast pace of communication reflects the swift decision-making and problem-solving strategies that gamers have employed during gameplay.

## **4.2 Analysis of the Questionnaires**

This study used a mixed-method approach to investigate Gen Z's linguistic traits and the communication hurdles they frequently create for other generations. In the initial phase of the study, the data were collected from the online gaming chat box (Roblox), where a significant number of Gen Z individuals spend their leisure

time interacting with a diverse array of gamers from various language and socio-cultural backgrounds. Later on, it was qualitatively analyzed by the researcher to investigate the language use by the gamers in gaming context. Following this, three questionnaires were simultaneously administered among the targeted generations, namely Gen Z, their teachers, as well as parents. Applying purposive sampling in the second phase, a five-point Likert scale was utilized to evaluate the perspectives and attitudes of the three cohorts of respective generations. The objective of this section of the study was to assess the comments from Gen Z, their educators, and parents to identify existing knowledge gaps, the origins of these misconceptions, and explore feasible strategies for rectifying them.

### **4.3 Data Analysis of the Questionnaires for Gen Z Gamers**

This section involves collecting data from Gen Z gamers as part of the second phase of the study. A Google Forms-designed questionnaire covering the four CMDA model domains Structure, Meaning, Social Interaction, and Gamer's Social Behavior was sent to 150 Gen Z gamers using purposive sampling via *WhatsApp*. Each section had 10 closed-ended items. Data was collected online and converted to Excel sheets for quantitative analysis. The final section gathered qualitative information on gamers' attitudes and perceptions about gaming language, its influences, and misunderstandings

#### **4.3.1 Analysis of Demographic Information of Gen Z Gamers**

This section discusses the demographic data of Gen Z gamers. In order to collect the demographic data of the Gen Z gamers, 150 online questionnaires were distributed among Gen Z gamers. A consent form was shared before collecting the data along with a university-issued permission letter. Out of 150 gamers, only

90 participated in this study. Later on, three more participants with incomplete questionnaires were removed to maintain consistency in the study. The following table has been drawn to demonstrate the data obtained from various categories of demography of the respondents.

TABLE 4.2: Demographic Profile of Participants (N = 87)

S.No.	Demographic Variable	Categories	Frequency (n)	Percentage (%)
(A)	(B)	(C)	(D)	(D)
<b>A</b>	<b>Gender</b>	Male	58	66.70%
		Female	29	33.30%
<b>B</b>	<b>City/Region</b>	Pakistan	85	96.60%
		India	1	1.12%
		Saudi Arabia	1	1.12%
<b>C</b>	<b>Education Level</b>	School	16	18.30%
		College	4	4.59%
		University	67	77.00%
		Others	0	0%
<b>D</b>	<b>Age in Years</b>	13–18	25	28.70%
		18–23	59	67.80%
		23–28	3	3.40%
<b>E</b>	<b>First Language</b>	Urdu	70	80.40%
		Pashto	6	6.80%
		Punjabi	4	4.50%
		Arabic	1	1.10%
		Sindhi	1	1.10%
		Hindko	1	1.10%
		English	4	4.50%
<b>F</b>	<b>Proficiency in English</b>	Basic	20	23.00%
		Intermediate	56	64.40%
		Advanced	11	12.60%
<b>G</b>	<b>Time Spent on Playing Online Games</b>	Less than 1 hour	39	44.80%
		2–3 hours	21	24.10%
		3–4 hours	13	14.90%
		4–5 hours	8	9.10%
		More than 5 hours	6	6.80%

The data tabulation clearly shows that 96.6% male respondents were from Pakistan, whereas majority (77%) were university students between the ages of 18 and 23 years. The primary language of the most of the respondents was Urdu (80.4%), although their proficiency in English was of intermediate (64.4%) level. The data in the data table 1 also shows that maximum respondents (44.8%) spend less than an hour for playing online games.

### 4.3.2 Data Analysis of the Questionnaires of Gen Z Gamers at Structural Level of CMDA Model

This section deals with the analysis of the data applying [Herring \(2004\)](#) CMDA model based on four domains of language. The table 2 has been drawn for the representation of data analyzed under *Structure Level* of this model. It involves ten items as closed ended questions. Each question is mentioned in the table with five points of Likert scale. In order to get an extended representation of the data received, point 1 and 2 (SA and A) and point 4 and 5 (D and SD) have been merged for the sake of data analysis. The questions were designed under various categories like, *use of acronyms, emojis, short sentences, non-standard grammar* and *rules* and *informal language* style adopted by the gamers in their chat. The following table reveals responses of the gamers for each question.

TABLE 4.3: Structure Level of CMDA and Responses of Gamers on Likert Scale

S. No.	Structure Level Items on Questionnaire (A)	Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	Q1	23	29	21	9	5
	Use of Acronyms and short sentences	52 (60%)		24%	14 (16%)	
ii	Q2	29	33	15	5	5
	Use of Emojis and Emoticons	62(71%)		17%	10(11%)	
iii	Q3	8	39	27	16	6
	Use of formal Language	38(44%)		31%	22(25%)	
iv	Q4	18	31	25	11	2
	Reliance on quick replies	49(56%)		29%	13(15%)	
v	Q5	13	31	26	14	2

Table 4.3 continued from previous page

S. Structure Level		Agree		Neutral	Disagree	
No.	Items on Questionnaire (A)	SA	A		DA	SDA
	Use of Gaming Slang	45(52%)		30%	16(18%)	
vi	Q6	11	48	19	8	1
	Use of non-standard language	59(68%)		22%	9(10%)	
vii	Q7	27	17	31	7	5
	Sense of connectedness with use of gaming slang	44(51%)		36%	12(14%)	
viii	Q8	5	17	31	20	14
	Difficulty of understanding with lack of punctuation rules in chat	22(25%)		36%	34(39%)	
ix	Q9	23	35	23	4	2
	Familiarity with abbreviated language to gamers	58(67%)		26%	8(7%)	
x	Q10	7	19	26	25	10
	Sense of low confidence with formal language	26(30%)		30%	35(40%)	

#### 4.3.2.1 Thematic Analysis of the Items on Questionnaires

Every item featured in the questionnaires has been systematically organized into thematic categories to illuminate the responses to the posed questions. Items that share similar themes have been consolidated and addressed as follows:

#### 4.3.2.2 Use of Acronyms, Short Sentences, Emojis and Emoticons and Abbreviated Language

The findings received for items 1, 2, and 9 on the questionnaire shown in Table 2 indicate that a majority of gamers are in agreement with the use of acronyms, succinct sentences (60%), emojis and emoticons (71%), and abbreviated language (67%) in gaming chat.

This suggests that gamers favor a concise and rapid language use style over conventional grammatical construction in the gaming context.

#### **4.3.2.3 Use of Formal Language and a Sense of Low Confidence with Its Use**

Items 3 and 10 on the questionnaire were based on the use of formal language in gaming chat and its consequences as a lack of confidence in the expression of thought. The results obtained for the said notion indicate that the majority of the gamers (44%) utilize a formal language style whereas 31% gamers had a neutral response to it. Furthermore, gamers had diverse views on lack of confidence with formal language use.

The majority (40%) were of the view that they had never felt any difficulty expressing the ideas in a formal style of language, whereas an equal number (30%) of the gamers have opted to a neutral and positive response to this notion.

It indicates that gamers believe in sharing of mutual ideas and culture whatever style they adopt to express themselves in the gaming environment. Moreover, it also indicates inclusivity and collective efforts put in by gamers to achieve their goals.

Furthermore, fostering a supportive and conducive environment where everyone is allowed to freely express his ideas is also witnessed from the gameplay. This can help gamers choose to adopt a fusion of both formal and informal language styles that is one of the unique features of the gaming vernacular.

#### **4.3.2.4 Reliance on Quick Prompts and Gaming Slang over Standard Use of Language**

Online games offer a blended experience of creativity and innovation to gamers for language creation. The fast-paced and quick-prompt environment of games allow collaborated efforts, quick decisions making and prompt responses to gamers

over use of complete sentence making and standard language. In this regard, the findings obtained for items 4,5 and 6 identify that majority of the gamers (56%), (52%), and (68%), purposefully rely on quick and reduced sentence structures and gaming slang for their expression of thought.

It can also be predicted from the data in table 2, a preference for a condensed and non-standard language employment for gaming chat. It appears that the purpose of such language use is just to get the message across without considering any language rules.

#### **4.3.2.5 Sense of Connectedness with Use of Gaming Slang**

As for as the sense of connectedness within gaming environment is concerned, item no. 7 on questionnaire was exclusively designed to collect responses on this theme. Results obtained for this item reveal that majority of the gamers (51%) feel a sense of belonging to gaming community with use of trendy gaming slang whereas a close number to this value (36%) was a neutral response to this question.

It indicates that a gaming community is built on deeper and shared experiences not the surface-level language. Gamers share mutual goals, passion, experience, and form deeper connections through collective struggles to cope with different situations i.e. lose or win in gaming environment. Although familiarity with trendy gaming slang can strengthen their bonding within the community but mutual support and interest, love for gameplay, teamwork and collaboration are deemed strong and fundamental pillars of community making.

#### **4.3.2.6 Use of Non-standard Spelling and Difficulty of Understanding with Lack of Punctuation Rules in Chat**

As far as the use of non-standard spelling and un-punctuated sentences in gaming chat are concerned, two item (6 and 8) on questionnaire were designed to collect data. The findings obtained on item no.6 reflects that majority of the gamers (68%) prefer use of un-punctuated sentences without considering if it poses any

difficulty to others. On the other hand, for item no. 8 majority (39%) has consented that they face difficulty in understanding the message in the text as well as (36%) had a neutral response on it.

It shows that gamers sometimes perceive different meanings of the intended message if it is communicated through un-punctuated sentences. Their deviation from standard spellings and punctuations offers more cognitive effort on part of the gamer to identify the required meaning where he is already struggling in a pressure-built and high-paced environment of the game.

This can be reinforced by Cognitive Load theory (Sweller, 1988) that learning is suppressed if working memory is overloaded, or experiences a complex information without having a link between previous memory and working memory. More cognitive effort is required to infer meanings from such text. Therefore, un-punctuated sentence structures pose difficulty of understanding to gamers. It can also be predicted that more a gamer spend time in gaming environment, more he will have understanding of its language.

### **4.3.3 Data Analysis of the Questionnaires of Gen Z Gamers at Meaning Level of CMDA Model**

This section addresses the meanings that gamers construct and comprehend within the context of gaming. Table 3 has been created to illustrate the data analyzed at the meaning level of this model.

There are ten closed-ended questions, and each is being analyzed using five points Likert scale listed in the table below. For data analysis, points 1 and 2 (SA and A) and 4 and 5 (D and SDA) have been combined to provide a clear picture of the data obtained.

The questions were created using a variety of categories: diversity in gaming vocabulary, clarity of meaning, creative and playful nature of gaming slang, use of emojis to enhance meaning and gamers' control on their chat, and so on. The following table uncovers the responses of the gamers for each question:

TABLE 4.4: Meaning Level and Responses of Gamers on Likert Scale

S. Meaning Level		Agree		Neutral	Disagree	
No.	Items on Questionnaire (A)	SA	A		DA	SDA
i	Q1 Diversity in gaming vocabulary	12	27	22	19	7
		<b>39 (45%)</b>		25%	<b>26 (30%)</b>	
ii	Q2 Clarity of meaning in gaming slang	15	32	30	7	3
		<b>47 (54%)</b>		34%	<b>10 (11%)</b>	
iii	Q3 Creative and playful nature of online chat	16	42	20	7	2
		<b>58 (67%)</b>		23%	<b>9 (10%)</b>	
iv	Q4 More freedom of expression in online chat	12	27	22	19	7
		<b>39 (45%)</b>		25%	<b>26 (30%)</b>	
v	Q5 Common vocabulary of online games	12	28	29	15	3
		<b>40 (46%)</b>		33%	<b>18 (21%)</b>	
vi	Q6 Standard language offers less expressive vocabulary than online	13	30	28	14	2
		<b>43 (49%)</b>		32%	<b>16 (18%)</b>	
vii	Q7 Gamers' control on their chat	17	32	29	6	3
		<b>49 (56%)</b>		33%	<b>9 (10%)</b>	
viii	Q8 Clarity in gaming chat without standard grammar	20	38	18	8	3
		<b>58 (67%)</b>		21%	<b>11 (13%)</b>	
ix	Q9 Use of emojis to enhance meaning	34	34	14	4	1
		<b>68 (78%)</b>		16%	<b>5 (6%)</b>	
x	Q10 Common understanding of gamers of gaming language	15	44	22	5	1
		<b>59 (68%)</b>		25%	<b>6 (7%)</b>	

#### 4.3.3.1 Thematic Analysis of Gen Z Gamers Questionnaires at Meaning Level

This section unfolds the themes derived from the items designed for the meaning level of the questionnaire. Items with similar themes have been combined for the sake of data analysis. Their discussion is as follows:

#### **4.3.3.2 The Diverse and Expressive Nature of the Gaming Vocabulary**

The language utilized in the gaming setting has many diverse meanings, and it was noted from the in-game chat that the same vocabulary item has been employed in several contexts with varied meanings. At the meaning level, five of the questionnaire's items had a similar topic.

Common vocabulary (5) (46%), the informal language style of the gaming context (6) (49%), the greater expressiveness and freedom associated with (4) (45%), the varied nature of gaming vocabulary (1) (45%), and the creative and playful nature of gaming language (3) (67%) were the topics of the questions with positive responses. The majority of gamers believed that the varied nature of gaming lingo made it more inventive, expressive, and enjoyable to communicate with others.

The results show that gamers love using gaming jargon rather confidently and freely, regardless of the manner they choose to adopt to communicate their message. It is the gaming environment that offers full liberty to gamers to express themselves without any barrier or restriction.

#### **4.3.3.3 The Efficacy in Gaming Interaction by Using Gaming Slang beyond Grammar Rules**

Items 8 and 2 addressed the usage of language that deviates from standard grammar norms and gaming vernacular, respectively. It was noted from the data obtained on these questions, i.e., 2 (54%) and 8 (67%), that gamers mostly rely on typing without following standard structures or grammar requirements. The results show that the fast-paced nature of the gaming environment enables gamers to make use of language that does not adhere to any norms while still communicating meaningfulness with others. For gamers, the use of slang terms and unconventional structures is still comprehensive and has a clear meaning. Additionally, it indicates the emergence of a particular language community where people share a mutual understanding of the language patterns they employ.

#### **4.3.3.4 Gamers' Conversational Control and Mutual Understanding**

Items no. 6 and 10 were constructed to examine how gamers perceive conversational conventions and their control over their conversations. For items no. 6 (49%) and 10 (68%), the greatest number of gamers have given their assent. It suggests that, in contrast to a formal, rigid linguistic setting, the unrestricted atmosphere of games enables greater participation.

#### **4.3.3.5 Use of Emojis and Emoticons to Enhance Meanings**

In addition to linguistic standards, gamers enjoy employing emoticons and emojis to make communication easier. Compared to a standard text message, an emoji may express feelings and sentiments much more effectively and prevent misinterpretation. Additionally, it saves time and instantly adds a playful element to their engagement. For improved comprehension and message clarity, the majority of gamers (78%) have accepted the use of emoticons in their conversation. It is reasonable to think that gamers communicate using a variety of distinctive, universal language patterns that cut across linguistic boundaries. Additionally, it makes gamers feel more connected to one another.

### **4.3.4 Thematic Analysis of Items on Questionnaires at Social Interaction Level of CMDA Model**

This section examines the social interactions and connections that gamers establish to create a gaming community. Utilizing the CMDA model of communication (Herrings, 2004), ten items related to the level of social interaction have been developed for data collection.

The freedom to switch topics and take turns, the use of various typing styles, the ability to take the lead or defy social norms, the use of concise messages, and knowledge-sharing techniques were the core topics of the items. For the convenience of data analysis, items based on related themes have been incorporated. The table below displays the intended audience's replies:

TABLE 4.5: Social Interaction Level and Responses of Gamers on Likert Scale

S. Social Interaction Level		Agree		Neutral	Disagree	
No.	Items on Questionnaire	SA	A		DA	SDA
i	Q1 Freedom to change the topic of chat in games	20	29	21	9	5
		<b>62</b>	<b>71%</b>	23 %		%
ii	Q2 Liberty to take your turn without	20	30	28	7	2
		<b>50</b>	<b>57%</b>	33%	<b>9</b>	<b>10%</b>
iii	Q3 Ease of understanding without conversation norms	12	40	29	5	1
		<b>52</b>	<b>60%</b>	33%	<b>6</b>	<b>7%</b>
iv	Q4 Freedom to lead the conversation	23	34	25	4	1
		<b>57</b>	<b>65%</b>	29%	<b>5</b>	<b>6%</b>
v	Q5 Gaming environment a source of knowledge sharing	13	35	32	3	4
		<b>48</b>	<b>55%</b>	37%	<b>7</b>	<b>8%</b>
vi	Q6 Change of typing style	32	36	16	2	1
		<b>68</b>	<b>78%</b>	19%	<b>3</b>	<b>3%</b>
vii	Q7 Use of quick and brief message	15	39	27	4	2
		<b>54</b>	<b>62%</b>	31%	<b>6</b>	<b>7%</b>
viii	Q8 Use of Different languages	17	39	25	5	1
		<b>56</b>	<b>64%</b>	29%	<b>6</b>	<b>7%</b>
ix	Q9 Preference of game play to chat	19	32	22	10	4
		<b>51</b>	<b>59%</b>	25%	<b>14</b>	<b>16%</b>
x	Q10 Sense of belonging in gaming environment	13	37	28	7	2
		<b>50</b>	<b>57%</b>	33%	<b>9</b>	<b>10%</b>

#### 4.3.4.1 Equality and Liberty in Taking Turns and Managing Topics in Online Gaming Chats

The gaming environment not only offers gameplay features but also provides in-game chat options to connect gamers from diverse linguistic and cultural backgrounds. Through these chats, gamers direct their teammates, give commands, express emotions, and respond to various in-game situations. To assess how gamers

socially interact with their peers, items 1, 2, and 4 were designed to gather responses from gamers. These items focused on three aspects: the freedom to switch the topic of conversation (1), the ability to take turns without delay (2), and the freedom to lead the conversation (4). The majority (71%) of respondents for item 1 indicated that the gaming environment allows them to freely change the topic of discussion, and they rarely have to wait for their turn to chat (item 2.57%). Moreover, most respondents (65%) agreed that the gaming context grants every player complete liberty to lead conversations without any restrictions. Overall, the statistics suggest that the gaming environment is very favorable to social interaction and cultivates a socially dynamic culture that promotes community development among gamers.

#### **4.3.4.2 Ease of Understanding without Conversational Norms**

Gamers typically think they can still understand individual messages among a myriad of simultaneous exchanges, even in the frequently chaotic setting of online games where each participant has the right to change or control the topic of conversation. The purpose of item 3 was to figure out how gamers perceived this phenomenon. The results showed that most respondents (60%) said they had no trouble comprehending the intended messages and could carry on playing and chatting with ease. These findings imply that there are no major obstacles or misunderstandings among gamers due to the existence of several overlapping messages and the lack of fixed conversational norms. Rather, it seems that gamers have adjusted to this dynamic communication style, retaining coordination and intelligibility even in a fast-paced gaming environment.

#### **4.3.4.3 Versatile Choice of Words and Communication Approaches in Various Online Situations**

The gaming environment encourages gamers to use a variety of typing styles and produce concise and clear statements free of preconceived notions. The purpose of items 6, 7, and 8 was to find out respondents' perspective on this. Responses

to item 6, however, showed that majority of gamers (78%) concurred choosing a particular communication style depends on the other person. Mostly gamers (62%) unknowingly utilize brief messages to communicate with others, according to the results for item. Furthermore, a large number of gamers (64%) acknowledged in response to item 8. that their language style in the gaming environment is very different from the way they talk at home or at school, especially when engaging with peers or seniors. These outcomes demonstrate that the addressee of the chat has a significant influence on the conversational style. In the gaming context, gamers have more flexibility to use different linguistic constructions and means of interaction. It further indicates that gaming community does not strictly prohibit the use of different forms of engagement.

#### **4.3.4.4 Social Connectivity and Engagement in the Playful Structure of Gaming**

Connectivism Theory (Siemens, 2005) states that social platforms, especially gaming environments, are sources of knowledge sharing, where each person acts as a node in a network through which connections are made to share information. Two questionnaire items (5 and 10) were created to assess gamers' opinions on this idea. It is interesting to note that most of the respondents (55%) for item 5 believed that not all gamers could interact socially or share information in the gaming environment. Nonetheless, the majority of participants for item 10 (57%) concurred that neither new nor seasoned gamers feel alienated by the straightforward and light-hearted tone of gaming terminology. The results explicitly show that the gaming community's adaptability and dynamism continue to attract individuals, promoting inclusivity and sustained gamer engagement.

#### **4.3.4.5 Preference for Gameplay Over Chatting**

Item 9 of the questionnaire aimed to ascertain the preference of gamers between gaming and chatting. It is evident from the data that most of the gamers (59%) would rather play than chat.

This suggests that gameplay takes priority over conversations in fast-paced gaming contexts. As a result, even though the chat-box can hold hundreds of individuals at once, very few gamers actively engage in in-game conversations.

### 4.3.5 Thematic Analysis of Items on Questionnaires at Social Behavior Level of CMDA Model

This section addresses the social behavior reflected in the gaming language of gamers. The items designed for this section were mainly focused on identifying different kinds of behavior adopted by gamers while playing. Use of gaming vocabulary to sound more prominent and innovative, consistency in identity use, gaming slang for identity formation, and attracting other gamers for team making were the key concepts used to design the questions. The discussion below describes the responses for each question. Some items have been combined for the similarity of themes. Table No. 5 explicitly displays every item in this section and the responses generated for each.

TABLE 4.6: Social Behavior Level of CMDA Model

S. No.	Social Behavior Level Items on Questionnaire	Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	<b>Q1</b> Gaming Vocabulary as a Tool for Gamer's Identity	15	31	30	10	1
		<b>46</b>	<b>53%</b>	34%	<b>11</b>	<b>13%</b>
ii	<b>Q2</b> Respect with Use of Innovative and Trendy Gaming Language	9	26	33	15	4
		<b>35</b>	<b>40%</b>	38%	<b>19</b>	<b>22%</b>
iii	<b>Q3</b> Impact of Trendy Language and a Strong Identity on Team Formation	16	35	24	8	4
		<b>51</b>	<b>59%</b>	28%	<b>12</b>	<b>14%</b>
iv	<b>Q4</b> Consistency in Gamer's Identity Across Platforms	14	36	24	8	5
		<b>50</b>	<b>57%</b>	28%	<b>13</b>	<b>15%</b>
v	<b>Q5</b>	14	33	27	8	5

Table 4.6 continued from previous page

S. Social Behavior Level		Agree		Neutral	Disagree	
No.	Items on Questionnaire	SA	A		DA	SDA
	Significance of Trendy Slang over Spelling and Typing Style in Online Gaming	47	54%	31%	13	15%
vi	Q6 Strategic Use of Language to Express Confidence and	10	42	26	5	4
	Intentional Violation of Conventional Norms of Grammar in Gaming Chat	52	60%	30%	9	10%
vii	Q7	21	37	22	6	1
	Clarity of Informal Communication in Real-Life Interactions	58	67%	25%	7	8%
viii	Q8	15	27	33	12	0
	Online Forums as Venues for Autonomous and Creative Language Use	42	48%	38%	12	14%
ix	Q9	15	34	35	3	0
	Freedom to Adopt any Expressive Style Online	49	56%	40%	3	3%
x	Q10	17	30	31	5	4
		47	54%	36%	9	10%

#### 4.3.5.1 The Impact of Strong Linguistic Identity and Trendy Gaming Language on Team Building in Online Games

It is quite common practice for gamers in a gaming context to use trendy and innovative linguistic constructions to sound more unique and attractive. This can also help them attract more gamers and build a strong team. Item No. 1 on the questionnaire was designed to evaluate the importance of gaming vocabulary for gamers in constructing a strong identity for themselves. Items No. 2 and 3 focused on identifying the attitudes of other gamers toward those who use trendy and creative gaming slang. In response to item 1, the majority of the gamers (53%) admitted that they purposefully use unique gaming slang to appear more

trendy and develop a strong identity. For items 2 (40%) and 3 (59%), the maximum number of respondents believed that gamers who use trendy and innovative language structures are often seen as respect and attention seekers whereas for item 2. a neutral response was also observed by 38% of the gamers.

This implies opposing viewpoints. While some gamers think it makes no difference, others think it is necessary to be familiar with popular gaming terminology and other linguistic patterns that help one appear more knowledgeable and professional in order to create one's identity and gain a strong position in the gaming community. Additionally, more gamers want to join a gamer's team if they sound trendy. Therefore, the adoption of trendy slang phrases is strongly associated with a strong identity.

#### **4.3.5.2 Effects of Consistent Gamer Identity and Trendy Language on Team Formation across Online Platforms**

On the one hand, the gaming environment facilitates the use of unique and novel linguistic structures; on the other hand, it fosters certain social behaviors in gamers that support their continued participation in the gaming community. To efficiently create more relationships and social bonds, digital forums allow people to assume numerous identities in various contexts. Since item No. 5 was intended to evaluate the criteria used to evaluate a gamer's identity, item 4 in this part asked questions to see how gamers responded when they employed false or true identities across multiple platforms.

It was interesting to note that most of the gamers (57%) have never felt the need to change their identity across different platforms. Similarly, for item 5, it was observed that gamers' identity is judged by others based on the linguistic patterns they adhere to than on their spelling or typing style.

This suggests that gaming terminology serves a variety of practical purposes, including enhancing cultural diversity, group identity, emotional expressiveness, and even tactical advantages in game settings.

Beyond these practical requirements, gaming slang is also very important in determining the community's social dynamics. On the other hand, while typing or spelling style demonstrates inventiveness, it does not provide the same functional needs for in-game communication.

#### **4.3.5.3 Creative Language Use and Playful Grammar Breaking in Online Forums**

Every individual has an equal opportunity to interact and express their creativity through language use in the gaming environment, as well as to play in ways that foster inclusivity across linguistic and cultural barriers.

It is suggested that individuals with diverse linguistic origins sometimes encounter obstacles due to the formality of language patterns. Items No. 7 and 9 were created to inquire about the freedom to express novelty and the violation of traditional grammar standards.

The findings for item No. 7 revealed that the majority of gamers (67%) intentionally deviate from conventional grammar rules to maintain the flow of their chat.

The score for item No. 9 indicates that the majority of gamers (57%) enjoyed the freedom to express their creativity in online spaces. In contrast, a very close number to this value was a neutral response (40%).

This indicates that online spaces, particularly gaming contexts, provide fun-filled and meaningful opportunities for gamers to experiment with language.

#### **4.3.5.4 Freedom to Speak Informally without the Fear of Misunderstanding**

Items No. 8 and 10 were designed to collect gamers' responses regarding the independent choice of language style they wish to adopt across platforms. Gamers

believe that if their informal language style does not cause misunderstandings for others, they should have the freedom to use any style they are comfortable with.

The data collected for item No. 8 revealed that the majority of gamers (48%) do not consider their unique language style to be alien to individuals from other generations.

For item No. 10, gamers also expressed a desire to be allowed to use this informal style in their everyday communication (54%). A dichotomy of opinion was found when most responses were neutral for items No. 8 (38%) and 10 (36%).

This suggests that allowing free language use among gamers may increase the chances of misunderstandings and widen generational gaps. The neutral responses indicate that some gamers have no particular concern if they choose to use conventional language.

#### **4.3.5.5 Strategic Language Use for Gaming Confidence and Domination**

Gamers often employ gaming jargon deliberately to show strength and confidence within the gaming community. Item No. 6 of the questionnaire was created to explore the reactions to this idea. The results show that most of the gamers (60%) exhibit dominance and confidence during game using a variety of emotions, including tone, emoticons, and spelling.

This suggests that the terminology used in gaming has a variety of functions that are useful and significant to gamers during gameplay and conversation.

#### **4.3.6 Analysis of Open-Ended Questions of Gen Z Gamers on Questionnaires**

**Q1: What can be some of the fundamental causes of the misunderstandings or communication barriers that prevent you and others from sharing a common understanding of your message?**

The answers to the open-ended question show that a range of linguistic, cultural, emotional, and technical variables contribute to miscommunication in online gaming. Language difficulties, including the use of slang, Gen Z vocabulary, jargon, spelling errors, multilingual typing, and Roblox auto-censoring all of which distort intended meaning were cited by a sizeable portion of gamers (31.0%) as the most common factor.

However, a significant number of gamers (11.5%) emphasized cultural and contextual distinctions, pointing out that gamers from different backgrounds interpret language, humor, and expressions differently, particularly in situations that move quickly.

Nonetheless, 9.2% of gamers cited ambiguous language, imprecise phrases, grammatical problems, and presumptions that cause messages to be confusing or susceptible to different interpretations. Additionally, 8% Gen Z gamers reported that misunderstandings happen because online chat lacks *tone, facial expressions, and emotional cues*, leading to misinterpretation of intent in text only communication. Emotional and psychological factors such as *impatience, anger, or immaturity* contributed to misunderstandings reported by 5.7% of respondents, while another set of gamers (5.7%) mentioned technical and environmental disturbances, including *noise, distractions, multiple people talking at once, and delayed replies*.

A smaller group (4.6%) noted that emojis and symbols sometimes change or confuse the emotional meaning of a message, and 3.4% linked misunderstandings to *generational differences* between younger and older gamers, who interpret messages differently due to varying online habits and vocabulary familiarity. Around 2.3% of gamers noted a *knowledge gap* between beginners and those with experience, indicating that beginners had difficulty comprehending game jargon and tactics. Additionally, 10.3% of gamers reported no misunderstandings, suggesting that though problems are common, they are not universal.

Overall, the results demonstrate that, particularly in fast-paced, dynamic, and linguistically diverse gaming contexts, misunderstandings primarily arise when text alone is unable to fully express the intended meaning.

## 4.4 Data Analysis of the Questionnaires of Gen Z's Teachers

The study's objective was to investigate how Generation Z's use of gaming language confuses earlier generations. Purposive sampling was used in three surveys that were based on Susan Herring's CMDA model.

Screen shots of in-game chats and questionnaires on the four CMDA domains: structure, meaning, social interaction, and gamer's behavior were used to gather data from 30 Gen Z's teachers via *WhatsApp*.

Five closed-ended questions plus a qualitative section about teachers' opinions on gaming terminology and related misconceptions were included in each questionnaire.

### 4.4.1 Analysis of Demographic Information of Gen Z's Teachers

The demographic information of Gen Z's teachers is examined in this section. Fifty online questionnaires were given to Gen Z's instructors in order to gather their demographic information.

Prior to data collection, a consent form and a letter of authorization from the institution were distributed. Only 30 of the 50 teachers took part in the study. The data gathered from the respondents' various demographic categories is shown in the following table.

TABLE 4.7: Demographic Profile of Teachers (N = 30)

S. No.	Demographic Variable	Category	Frequency	Percentage
	(A)	(B)	(C)	(D)
1	Gender	Male	5	16.60%
		Female	25	83.30%
2	Country / Region	Pakistan	29	97%
		U.A.E	1	3%

Table 4.7 continued from previous page

S. No.	Demographic Variable	Category	Frequency	Percentage
3	Level of Teaching	Elementary	7	23%
		Middle	8	27%
		Secondary	4	13%
		Higher Secondary	2	7%
		Tertiary	9	30%
4	Professional Experience	Less than 5 years	14	47%
		5-10 years	3	10%
		10-15 years	6	20%
		15-20 years	4	10%
		More than 20 years	3	10%

The data tabulation clearly shows that 83.3% of the 30 respondents were female, and the bulk of respondents (97%) were from Pakistan. Approximately 30% of teachers taught at the tertiary level, while 25% taught at the medium level. The statistics also show that the majority of teachers (47%) have less than five years of teaching experience.

#### 4.4.2 Thematic Analysis of Questionnaires at the Structure Level of the CMDA Model and Responses of Gen Z's Teachers on the Likert Scale

This section deals with the analysis of the data applying Susan Herring's (2004) CMDA model based on four domains of language. A table has been drawn for the representation of data analyzed under the structure level of this model. It involves five items as closed-ended questions. Each question is mentioned in the table with five points of the Likert scale. To get the snapshot of the data received, points 1 and 2 (SA and A) and points 4 and 5 (D and SD) have been merged for the sake of data analysis. The questions were designed under various categories: *students' use of acronyms, and short sentences; the perceived impact of gaming jargon, emojis, or abbreviations on students' language; students' efforts to combine, Internet and conventional writing for increased expression and fluency, non-standard grammar*

and rules, the informal language style, Internet language and its usage as obstacles to formal Academic Proficiency, and continued use of short sentences and Non-standard spellings despite Academic warnings. The following table reveals responses of the teachers for each question.

TABLE 4.8: Structure Level of the CMDA Model and Responses of Gen Z's Teachers

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	<b>Q1</b> Students' frequent usage of short sentences and acronyms	10 <b>23</b>	13 <b>77%</b>	4 13%	3 <b>3</b>	0 <b>10%</b>
ii	<b>Q2</b> Perceived Impact of Gaming Jargon, Emojis, or Abbreviations on Students' Language	2 4	2 <b>13%</b>	5 17%	20 <b>21</b>	1 <b>70%</b>
iii	<b>Q3</b> Students' Effort to Combine Internet and Conventional Writing for Increased Expression and Fluency	9 <b>27</b>	18 <b>90%</b>	3 10%	0 <b>0</b>	0 <b>0%</b>
iv	<b>Q4</b> Internet Language and Non-Standard Usage as Obstacles to Formal Academic Proficiency	8 <b>27</b>	19 <b>90%</b>	0 0%	3 <b>3</b>	0 <b>10%</b>
v	<b>Q5</b> Continued Use of Short Sentences and Non-Standard Spellings Despite Academic Warnings	7 <b>19</b>	12 <b>63%</b>	5 17%	6 <b>6</b>	0 <b>20%</b>

#### 4.4.3 Thematic Analysis of the Items on Questionnaires

Each questionnaire item has been meticulously arranged into thematic groups to shed light on the answers to the questions. Items with related themes have been grouped together and discussed as follows:

#### **4.4.3.1 Potential Impact of Emojis, Abbreviations, and Gaming Jargon on Students' Persistent Use of Short Sentences and Non-Standard Language Forms**

Internet jargon, slang, and non-standard linguistic patterns are commonly used by students. Their instructors frequently caution them against using them in academic settings. Items No. 1, 2, and 5 were designed solely to investigate this issue in detail.

When the impact of these Internet-influenced language structures on students' written and spoken language was examined in item No. 2, the majority of the teachers (70%) disagreed with this notion, whereas 77% teachers confirmed the frequent use of informal language structures for item No. 1. Item No. 5 further supported this when 63% teachers concurred that students continue to use language affected by the Internet in their academic contexts despite academic warnings.

This can conclusively suggest that students will inevitably utilize slang, gaming jargon, short phrases, and other informal language elements.

#### **4.4.3.2 Internet and Conventional Writing Integration: Expressive Benefits versus Formal Language Difficulties**

The purpose of items 3 and 4 was to determine how teachers regarded about their student's use of gaming and Internet lingo. Item 3 examined whether students' use of blended language, that is, conventional and non-standard language structures, make them sound more expressive and fluid when expressing their ideas. Around 90% educators opposed to this notion. In contrast, 63% of teachers in another group believed that their blended language use was a significant obstacle to improving their academic competency (item No. 5). This may imply that academic writing and students' language input are heavily exploited by gaming language and other Internet-affected language structures.

#### 4.4.4 Thematic Analysis of the Questionnaires of Gen Z's Teachers at the Meaning Level of the CMDA Model

This section addresses the meanings that Gen Z students perceive and convey to their teachers from their Internet-influenced, particularly gaming, language through academic texts and other scenarios. The analysis of this data is based on Susan Herring's (2004) CMDA model, which is founded on four linguistic domains. A table has been created to illustrate the data analyzed at the meaning level of this model. There are five closed-ended questions; each is being analyzed using the five-point Likert scale listed in the table below.

For the purpose of data analysis, points 1 and 2 (SA and A) and 4 and 5 (D and SDA) have been combined to provide a clear picture of the data obtained. The questions were created using a variety of categories, such as students' choice to use emoticons and emojis in group chats, informal language style for creativity, deviations from standard language rules, and use of unfamiliar language within an academic context.

TABLE 4.9: Meaning Level of the CMDA Model and Responses of Teachers on the Likert Scale

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	<b>Q1</b> Students Choice to Use Emoticons and Emojis in Group Chats	13	14	3	0	0
		<b>27</b>	<b>90%</b>	10%	<b>0</b>	<b>0%</b>
ii	<b>Q2</b> Developing Creativity in Younger Gen- erations Informal Language	1	20	8	0	1
		<b>21</b>	<b>70%</b>	27%	<b>1</b>	<b>3%</b>
iii	<b>Q3</b> Language Influenced by the Internet Causes Students to Put Message Before Rules	7	18	5	0	0
		<b>25</b>	<b>83%</b>	17%	<b>0</b>	<b>0%</b>
iv	<b>Q4</b> Students Use of Unfamiliar Language to teachers	3	16	9	2	0
		<b>19</b>	<b>63%</b>	30%	<b>2</b>	<b>7%</b>

Table 4.9 continued from previous page

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
v	Q5 Internet language and students' creativity	3	5	7	14	1
		8	27%	23%	15	50%

#### 4.4.4.1 Use of Emojis and Informal Internet Language as a Stimulus for Creativity in Younger Generations

Items 1, 2, 4, and 5 on the teacher's questionnaire explored into why emojis and emoticons are used in situations other than gaming. The majority (90%) of the teachers for item No. 1 agreed that *WhatsApp* and group chat are obvious places to locate students' comfortable use of this language.

Regarding item 2, the majority (70%) of teachers believed that children should not be discouraged to use language creatively in an academic setting.

Whereas, 63% of the teachers assumed that most of the time, students' use of casual language is incomprehensible and foreign to them. This was further verified by the responses gathered for item No. 5 when 50% of the teachers disputed that online language has ever assisted children become more creative and expressive.

In summary, there seems a disagreement among teachers over how to defend students' usage of emoticons, emojis, and other informal language patterns.

#### 4.4.4.2 Gen Z Students' Use of Internet-Influenced Language: Priority to Speedy Messages, Not Grammatical Rules

Approximately 83% of the teachers agreed that students' heavy reliance on the Internet has affected their language skills and led to a preference for speedy message delivery over grammatical rules. It can be argued that students who spend more

time on the Internet have developed the practice of ignoring language conventions, with the intention of making language as brief and simple as possible.

#### 4.4.4.3 Social Interaction Level and Responses of Gamers on the Likert Scale

Using the CMDA model of communication, this section examines how Gen Z students connect with one another, especially through language affected by gaming websites. Students' use of specialized vocabulary and unfinished sentences, frequent topic switching, reflection of community involvement through slang and gaming terminology, discomfort in group work, and active listening during conversations were the five main topics developed for data collecting. Additionally, comparable themes were used to aggregate similar material for analysis. The response of the targeted teachers is shown in the table below.

#### 4.4.5 Thematic Analysis of Items on Questionnaires at the Social Interaction Level of the CMDA Model

The social relationships and interactions that students make in order to engage in academic pursuits are covered in this section.

TABLE 4.10: N=30 Social Interaction Level of CMDA Model and Responses of Gen Z's Teachers

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	Q1 Students Using Specialized Vocabulary and Incomplete Sentences	5	18	5	2	0
		<b>23</b>	<b>77%</b>	17%	<b>2</b>	<b>7%</b>
ii	Q2 Students Frequently Switching to Unre- lated Subjects	6	18	3	3	0
		<b>24</b>	<b>80%</b>	10%	<b>3</b>	<b>10%</b>
iii	Q3	8	14	6	2	0

Table 4.10 continued from previous page

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
	<b>Reflection of Students' Speech Community Involvement through Slang and Gaming Terminology</b>	<b>22</b>	<b>73%</b>	20%	<b>2</b>	<b>7%</b>
iv	<b>Q4</b> <b>Students' Discomfort with Group Work and Projects</b>	1	7	8	13	1
		<b>8</b>	<b>27%</b>	27%	<b>14</b>	<b>47%</b>
v	<b>Q5</b> <b>Students' Active Listening and Patience During Class Discussions</b>	0	11	5	10	4
		<b>11</b>	<b>37%</b>	17%	<b>14</b>	<b>47%</b>

#### 4.4.5.1 Reflection of Speech Community Involvement through Students' Use of Slang, Gaming Terms, and Incomplete Sentences

To gather teachers' perspectives on students' usage of gaming terminology as a sign of their affiliation with specific linguistic communities, items 1 and 3 were created.

For item No. 1, majority (77%) of the teachers agreed that students use specialized vocabulary and incomplete sentences when interacting in academic activities, while the same number of teachers (77%) also confirmed that the use of gaming slang and terminology is a reflection of the specific community to which they belong.

This suggests that students' interaction norms set them apart from other people.

#### 4.4.5.2 Students' Discomfort with Collaborative Tasks and Its Impact on Active Listening and Patience in Class Discussions

Item No. 4 was created to determine the students' comfort level with task division, group projects, or assignments. Majority (47%), disagreed with the idea that students find group work activities uncomfortable. In contrast, 47% teachers opposed that students exhibit tolerance and wait for their turn during class debates,

according to data gathered for item No. 5. This implies that while the gaming environment fosters student cooperation and teamwork, it also causes students to become impatient and distracted.

#### 4.4.5.3 Students' Frequent Deviation to Unrelated Subjects

The purpose of item number 2 was to investigate how students deviate from the subject during class discussions when it has nothing to do with the topic at hand. Around 80% of teachers agreed with the suggested idea. This indicates that changing the subject and deviating from the topic of discussion are ordinary behaviors in the context of gaming.

#### 4.4.6 Thematic Analysis of Social Behavior Level and Responses of Gen Z's Teachers on Questionnaires

The social behaviors that students have developed as a result of investing more time in gaming environments are presented in this section. The analysis has been made simpler by combining related ideas.

TABLE 4.11: N=30 Social Behavior Level and Responses of Gen Z's Teachers on the Likert Scale

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	Q1 Students greater Inclination Toward Collaborative Work	3 17	14 57%	6 20%	7 23%	0
ii	Q2 Students' Limited Independent Problem-Solving Ability	6 14	8 47%	7 23%	9 30%	0
iii	Q3 Students' helpful behaviour of expanding on their peers' ideas	14 20	6 67%	9 30%	1 3%	0
iv	Q4	7	18	4	1	0

Table 4.11 continued from previous page

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
	<b>Students' Stronger Tendency to Use Emojis and Emoticons for Emotional Expression</b>	<b>25</b>	<b>83%</b>	14%	<b>1</b>	<b>3%</b>
v	<b>Q5</b>	7	17	4	2	0
	<b>Influence of brief, fast-paced language on Students' patience and decisions making practices</b>	<b>24</b>	<b>89%</b>	13%	<b>2</b>	<b>7%</b>

#### 4.4.6.1 Effects of Fast-Paced Language Use on Students' Decision-Making, Patience, and Reliance on Collaborative Problem-Solving (Items No. 1, 2, 3, 5)

Items No. 1, 2, and 3 were created to evaluate students' problem-solving, decision making, and teamwork skills. Almost 67% of the teachers confirmed that students have developed parallel behaviors, and the majority of teachers i.e. 57% for item 1, and 47% for item 2, confirmed that students have inadequate problem-solving skills. However, the majority of teachers (80%) for item No. 5 stated that students' exposure to a gaming environment has caused them to become impatient and make impulsive choices. In general, the gaming environment is in charge of encouraging students' productive and challenging abilities.

#### 4.4.6.2 Students' Increased Tendency to Express Emotions with Emojis and Emoticons (Item No. 4)

The focus of item No. 4 was to gain insight into the students' growing propensity to utilize emoticons and emojis to convey various emotions. Maximum (80%) data were gathered in response to an affirmative reaction to this. As a result, gaming language offers students more ways to communicate their various feelings.

#### 4.4.7 Analysis of Open-Ended Questions for Teachers

To gather a wide range of qualitative information from teachers on questionnaires, two open-ended questions were developed. The purpose of these questions was to gain a thorough understanding of instructors' opinions of online communication techniques and attitudes regarding online jargon in academic settings. The following is a discussion of the teachers' overall response:

##### 4.4.7.1 Q1: What is your perspective on the students' application of Internet jargon within scholarly environments? What factors contribute to their choice to opt for this mode of communication?

The data collected for open-ended question 1 revealed different sets of opinions of the teachers. A number of themes were extracted from the data obtained from their responses. Most frequently observed themes are as under:

##### 4.4.7.2 Theme 1: Habit, Convenience, and Digital Immersion

Around 80% respondents emphasized that students use jargon unintentionally, simply because digital communication dominates their daily life. Students use Internet jargon in scholarly environments primarily due to habit, excessive screen time, gaming exposure, and the convenience of fast, brief communication.

##### 4.4.7.3 Theme 2: Influence of Gaming and Social Media

Gaming environments, meme culture, and social platforms are strong sources of slang adoption. Gaming influence specifically encourages slang adoption mentioned by 35% teachers. Boys are comparatively more active in use of gaming language than girls.

#### **4.4.7.4 Theme 3: Identity, Coolness, Peer Culture**

Students use Internet language as a marker of identity, coolness, and belonging to a particular gaming community while approximately 40% highlighted peer influence and the desire to appear “cool” or socially aligned with digital youth culture.

#### **4.4.7.5 Theme 4: Impact of Reading Decline**

One of the themes raised the point that reduced book reading weakens exposure to formal academic English. This was supported by a smaller group (about 15%) of teachers who linked the use of jargon to the decline in book reading, suggesting that reduced formal reading habits weaken students’ academic language foundations.

#### **4.4.7.6 Theme 5: Variation Across Groups**

One set of teachers around 20% highlighted that not all students use Internet jargon equally; girls and younger students, especially in monitored environments, tend to maintain more formal linguistic norms due to stricter classroom expectations. However, a minority (approx. 25%) viewed digital expressions positively, noting that Internet language can enhance creativity, identity expression, and connectedness.

#### **4.4.7.7 Q2: Are Internet communicative styles a barrier to formal writing or a novel literacy skill?**

About 60% of respondents firmly perceived Internet language as a barrier when it comes to the influence of Internet communicative styles on formal writing, claiming that it weakens structural clarity in formal writing, encourages shortcuts, weakens academic style, and reduces precision. On the other hand, depending on how intentionally students use it, roughly 30% took a balanced view, viewing online

discourse as both a challenge and a new talent. They defended that while digital communication encourages flexibility, multi-modal literacy, and succ

A smaller percentage (around 10%) had a more optimistic perspective, characterizing online language as a developing literacy that represents natural evolution of language. These respondents stated that future academic standards should include some aspects of digital expression and that language norms change with generations. Across responses, a strong theme emerged highlighting the importance of *code-switching*, where students learn to separate formal and informal styles. *Digital Immersion, Identity Construction, Decreased Reading Habits, Formal Writing Difficulties, Changing Literacy Practices, and the Need for Instructional Support to Help Students Navigate between Academic and Digital Communicative Norms* are the main ideas that center around the two questions.

## 4.5 Data Analysis of the Questionnaires for Gen Z's Parents

The objective of this investigation was to find out how older generations are confused by Generation Z's use of gaming terminology. Three surveys based on Susan Herring's CMDA approach employed purposive sampling. Data was collected from 30 Gen Z parents via *WhatsApp* using screenshots of in-game conversations and surveys on the four CMDA domains: structure, meaning, social interaction, and gamer's social behavior. Each questionnaire had five closed-ended questions as well as a qualitative part about parents' perceptions of gaming language and associated misconceptions.

### 4.5.1 Analysis of Demographic Information of the Gen Z's Parents

The purpose of the study was to find out how older generations are confused by Gen Z's use of gaming terminology. Three surveys based on Susan Herring's

CMDA methodology were conducted using purposive sampling. Thirty Gen Z parents were surveyed via *WhatsApp* using screenshots of in-game conversations and questions on the four CMDA domains: structure, meaning, social interaction, and social behavior of Gen Z gamers. Each questionnaire consisted of five closed-ended questions as well as a qualitative part about parents' perceptions of gaming language and associated myths.

TABLE 4.12: Demographic Information of the Gen Z's Parents

S. No.	Demographic Variable	Category	Frequency	Percentage
	(A)	(B)	(C)	(D)
1	Gender	Male	5	17%
		Female	25	83%
2	Country/ Region	Pakistan	30	100%
3	Education	Primary	2	7%
		Secondary	4	13%
		Tertiary	24	80%
4	Age of your child	13-18 years	19	63%
		18-23 years	7	23%
		23-28 years	4	13%

Majority of the parents (83%) were female, and all respondents (100%) were from Pakistan, according to the data tabulation. The provided statistics also reveal that 63% of parents had children primarily between the ages of 13 and 18, and a maximum number of parents (80%) had tertiary education.

#### 4.5.2 Thematic Analysis at the Structure Level of CMDA and Responses of Gen Z's Parents

In this part, data from four language domains are analyzed using Susan Herring's (2004) CMDA model. Five closed-ended questions with five-point Likert scale responses are included in a table that displays data under the model's structure level. Responses scored 1 and 2 (Agree and Strongly Agree), and 4 and 5 (Disagree and Strongly Disagree) have been combined for analysis to make it simpler. Gen

Z's communication preferences are discussed in this section, with a special emphasis on how children use emojis and digital slang. It emphasizes how slang and gaming jargon are used for expressiveness, how Internet language is blended with national tongues, and that not all casual language is innovative. Furthermore, the table summarizes the answers given by parents to questions in this context.

TABLE 4.13: Structure Level of the CMDA Model and Responses of Gen Z's Parents on the Likert Scale

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	<b>Q1</b> Children's Preference for Family Chats with Emojis and Emoticons	10	13	4	3	0
		<b>23</b>	<b>77%</b>	13%	<b>3</b>	<b>10%</b>
ii	<b>Q2</b> Difficulty Comprehending Children's Digital Slang and Online Expressions	2	2	5	20	1
		<b>4</b>	<b>13%</b>	17%	<b>21</b>	<b>70%</b>
iii	<b>Q3</b> Children Blending Internet and Mother Tongue	9	18	3	0	0
		<b>27</b>	<b>90%</b>	10%	<b>0</b>	<b>0%</b>
iv	<b>Q4</b> Youngster's use of Slang and Gaming Jargon to be more Expressive	8	19	0	3	0
		<b>27</b>	<b>90%</b>	0%	<b>3</b>	<b>10%</b>
v	<b>Q5</b> Not all Informal Language and Acronyms are Creative	7	12	5	6	0
		<b>19</b>	<b>63%</b>	17%	<b>6</b>	<b>20%</b>

#### 4.5.2.1 Children's Use of Emojis and Mixed Language in Family Communication: Redefining Creativity in Informal Digital Expression

The purpose of item 1 was to verify children's use of emoticons and emojis in the family group conversations, whereas item 3 asked about their practice of combining mother tongue and Internet language. Around 77% of the parents acknowledged that they frequently used these structures in the family group chats in response to

item No.1 whereas 90% of the parents supported this idea for item No 3. However, 63% parents disagreed in item No. 5 that children use informal language and other structures as innovative ways to express their feelings.

This implies that parents have contrasting views because even though they encourage children to use informal language, they also reject the idea that it is an authentic and original way for them to communicate their feelings.

#### **4.5.2.2 Children's Expressive Use of Slang and Gaming Language and the Challenges Adults Face in Understanding Digital Communication**

The intention of item 2 was to determine whether parents have any trouble understanding their children's use of online expressions or digital slang when they interact with one another. According to the data gathered in response to this idea, 70% of the parents denied having no trouble understanding this language, while 90% of the parents in response to item 4 agreed that children with Internet influenced language had a comfortable and expressive experience.

This hints that language altered by the Internet presents difficulties for adults while providing younger generations with more avenues for expression.

#### **4.5.3 Thematic Analysis of the Questionnaires of Gen Z's Parents at the Meaning Level of the CMDA Model**

The meanings that Gen Z gamers create and understand in the context of gaming are discussed in this section. Susan Herring's (2004) CMDA model, which is based on four language domains, serves as the basis for the data analysis. The data examined at the meaning level of this model is shown in the table. The table below lists five closed-ended questions, each of which has been examined using a five-point Likert scale. Points 1 and 2 (SA and A) and 4 and 5 (D and SDA) have been integrated for data analysis purposes to present a clear picture of the collected data.

TABLE 4.14: Meaning Level of the CMDA Model and Responses of Gen Z's Parents on the Likert Scale

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	<b>Q1</b> Internet Restricting the Linguistic Choices of Younger Generations	13	14	3	0	0
		<b>27</b>	<b>90%</b>	10%	<b>0</b>	<b>0%</b>
ii	<b>Q2</b> Language Influenced by the Internet Puts Message before Rules	1	20	8	0	1
		<b>20</b>	<b>70%</b>	27%	<b>1</b>	<b>3%</b>
iii	<b>Q3</b> Correcting Children for not using Internet Slang and Gaming Terminology	7	18	5	0	0
		<b>25</b>	<b>83%</b>	17%	<b>0</b>	<b>0%</b>
iv	<b>Q4</b> Children using Language to Make-up New Meanings	3	16	9	2	0
		<b>19</b>	<b>63%</b>	30%	<b>2</b>	<b>7%</b>
v	<b>Q5</b> Children using Words in Situations that Elders Find Absurd	3	5	71	14	1
		<b>8</b>	<b>27%</b>	23%	<b>15</b>	<b>50%</b>

#### 4.5.3.1 Shaping Language in the Digital Age: How the Internet Limits Linguistic Choices and Encourages Creative Meaning-Making among Youth

Item 1 explored the limited choices that younger generations have when it comes to Internet language. It is interesting to note that while 67% of parents agreed that an excessive reliance on the Internet has caused the younger generation to stray from traditional grammar rules for language construction, the majority of parents (72%) believed that Internet-influenced language offers a limited variety of meanings. However, 72% of parents confirmed that they counselled children to refrain from using Internet slang terms in order to prevent elderly people from being uncomfortable or misunderstood. This was confirmed by the data generated for item number 4, which showed that 76% of parents concurred that children use language that, at times, appears unusual and alien to them. This affirms

that most parents face difficulty when their children employ Internet or gaming language without considering the obstacles it creates for adults.

#### 4.5.3.2 Children’s Use of Contextually Unconventional Words Perceived as Absurd by Elders

Item 5 examined children’s use of new terms in contexts that seem foreign to older people. The idea that children use any terms that are out of context or suggest distinct meanings was rejected by the majority of parents (50%). Conversely, an equal number of positive and indifferent reactions was given by the remaining parents. This implies that parents’ perceptions of children’s use of creative language with many meanings differ.

#### 4.5.4 Thematic Analysis of the Questionnaires of Gen Z’s Parents at the Social Interaction Level of the CMDA Model

Using the CMDA communication model, this section examines how social interactions among gamers create a gaming community. It draws attention to two key findings from a parent survey: children regularly switch topics and exhibit distraction, and they frequently use specialized terminology and unfinished phrases.

Additionally, the children’s speech community is indicated by their use of slang and gaming jargon, and their interactions exhibit infrequent patience and active listening. These observations are further supported by a table of audience responses.

TABLE 4.15: Social Interaction Level and Responses of Gen Z’s Parents

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	Q1	5	18	5	2	0

Table 4.15 continued from previous page

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
	<b>Children Using Incomplete Sentences and Specialized Vocabulary</b>	<b>23</b>	<b>77%</b>	17%	<b>2</b>	<b>7%</b>
ii	<b>Q2</b> <b>Children's Frequent Distraction and Switching Subjects practices</b>	6	18	3	3	0
		<b>24</b>	<b>80%</b>	10%	<b>3</b>	<b>10%</b>
iii	<b>Q3</b> <b>Children's Speech Community Evident from Slang and Gaming Jargon</b>	8	14	6	2	0
		<b>22</b>	<b>73%</b>	20%	<b>2</b>	<b>7%</b>
iv	<b>Q4</b> <b>Children Using Slang and Gaming Jargon in Peer Conversations</b>	1	7	8	13	1
		<b>8</b>	<b>27%</b>	27%	<b>14</b>	<b>47%</b>
v	<b>Q5</b> <b>Children's Rare Display of Active Listening and Patience</b>	0	11	5	10	4
		<b>11</b>	<b>37%</b>	17%	<b>14</b>	<b>47%</b>

#### 4.5.4.1 Children's Use of Specialized Vocabulary, Slang, and Gaming Language Reflecting their Speech Community Practices

Items No. 1, 3, and 4 were created to assess the effects of gaming sites, including their specialized language in different situations and the production of short sentences in everyday conversation. The response produced for item No. 1 suggests that 77% of parents supported this motion. Whereas 73% of parents for item 3 were certain that their children's use of language was a sign of their affiliation with the gaming community.

On the other hand, the majority of parents who responded to item number 4 reported they did not notice their children using gaming language in peer conversations. Additionally, the remaining parents had a neutral reaction and roughly the same amount of disagreements (27%).

Although some parents stated that their children did not use gaming jargon in peer conversations, they also affirmed their belonging to a particular language

community. This implies that parents believe and validate the dominant impact of gaming language on their children.

#### **4.5.4.2 Use of Slang and Gaming Language as Markers of Children's Speech Community and their Reduced Active Listening in Interactions**

In response to question No. 2, the majority of parents, or 80%, confirmed the quite prevalent, rapid distraction and topic-changing behaviors in their children. However, 47% of the parents disagreed that their children listened intently to others and exhibited tolerance for their turns. On the other hand, 37% of parents shared positive response to this view. This implies that gaming sites are responsible for developing distinct type of social behavior among children.

On the other hand, 37% of parents shared positive response to this view. This implies that gaming sites are responsible for developing distinct type of social behavior among children. *Lack of tolerance, quick-decision making, distracted behaviors are the dominant outcomes of gaming contexts.*

#### **4.5.5 Thematic Analysis of Items on Parents' Questionnaires at the Social Behavior of the CMDA Model**

This section focuses on different behaviors seen during games and examines how Gen Z children's social behavior is reflected in everyday life. It recognizes ideas like resistance to teamwork, autonomous problem-solving, impatience brought on by hasty decisions, hyperactivity, and violence after extended gaming, and intense involvement in virtual worlds.

It recognizes ideas like resistance to teamwork, autonomous problem-solving, impatience brought on by hasty decisions, hyperactivity, and violence after extended gaming, and intense involvement in virtual worlds.

Based on these themes, the conversation examines answers to questions, combining some things for resemblance. The particular items and the accompanying answers are shown in Table No.

TABLE 4.16: Social Behavior Level and Responses of Parents on the Likert Scale

S. No.	Items on Questionnaire	Responses				
		Agree		Neutral	Disagree	
		SA	A		DA	SDA
i	Q1 Children less open to Teamwork	3 17	14 57%	6 20%	7 23%	0
ii	Q2 Children Experiencing Problem Solving for their own Issues	6 14	8 47%	7 23%	9 30%	0
iii	Q3 Quick Decisions and Impatience Caused by Short Sentences and Acronyms	4 20	16 67%	9 30%	1 3%	0
iv	Q4 Hyperactivity and Aggression in Chil- dren after Extended Online Gaming	7 25	18 83%	4 13%	1 3%	0
v	Q5 Absolute Engagement and Immersion in Online Gaming	7 24	17 80%	4 13%	2 7%	0

#### 4.5.5.1 Impact of Digital Communication Styles on Children's Teamwork, Problem-Solving, and Patience

While item No. 2 of the questionnaire was intended to rule out children's capacity for independent problem-solving, item 1 was supposed to identify children's collaborative work and shared practices. 47% of parents said that children today have poor problem-solving skills, while 57% of parents thought that children are less eager to collaborate. Additionally, 30% of parents disagreed with the idea that children cannot solve problems. However, 67% of parents responded favorably to item 3, stating that children are impatient and quick decision makers due to today's fast-paced and rapid communication style. In the meantime, 30% of parents

were unable to decide how to respond to anything. This implies that children today spend their time alone and socially isolated due to the Internet, especially in gaming communication patterns. This has caused them to become impatient and hasty decision makers in addition to being unable to solve their problems.

#### **4.5.5.2 Children's Complete Immersion in Online Gaming and Its Link to Hyperactivity and Aggressive Behavior**

These two findings were highlighted in items 4 and 5, which suggest that children's prolonged exposure to games and prolonged Internet time are the cause of hyperactivity and violent tendencies. 83% and 80% of the parents concurred that this has made children extremely absorbed and unaware of their surroundings. This implies that children's social isolation, aggression, and hyperactivity are caused by gaming sites and the communication styles they encourage them to adopt.

#### **4.5.6 Analysis of Open-Ended Questions on Questionnaires of Gen Z's Parents**

Two questions were designed to gather parents' opinions about their children's use of gaming language, the misconceptions it causes, and whether or not they support this usage. The following is a summary of the parents' answers:

##### **4.5.6.1 Q1: Have you ever experienced any challenges in understanding when young children utilize gaming slang or specialized vocabulary? What did they say, and what led to the misunderstanding for you?**

Approximately 65% of parents reported difficulties understanding their children's gaming slang, mentioning confusion with acronyms such as *GG*, *AFK*, *OP*, *Rizz*, *GOAT*, and phrases like "*we got clapped*" or "*pawned the level*". These misunderstandings generally result from unfamiliarity with rapidly evolving digital

vocabulary and a clear generation gap in language use. However, 15% parents stated that children often explained meanings to them, which helped bridge the gap. Meanwhile, 35% stated that they faced no difficulty, either because they were already familiar with Gen Z's expressions or because such slang did not appear frequently in their household communication.

#### **4.5.6.2 Q2: Should children be allowed to embrace gaming language as a mean to convey their thoughts in the most effective manner, or should this innovative linguistic practice be restricted?**

Regarding the second question, 55% of parents were in favor of a balanced approach, saying that although children might use gaming language as a creative and interesting communication tool, they should be taught to use it only in appropriate situations. They placed a strong emphasis on educating children code-switching so they could distinguish between formal settings like classrooms and casual gaming areas. About 20% of those who responded considered that gaming language should be completely permitted, arguing the necessity for young people with the ability to express themselves along with the natural evolution of language.

Considering that excessive gaming jargon causes poor communication habits, miscommunication in adult encounters, and decreased formal language ability, 25% of respondents supported strict limitations.

## **4.6 Summary of the Discussions**

This study investigates the impact of gaming language including slang, acronyms, emojis, memes, and GIFs on traditional English usage beyond gaming, particularly among Gen Z. Through a mixed-methods design, it combined linguistic analysis of Roblox chat data with questionnaires from Gen Z gamers, their teachers, and parents. The findings indicate that Gen Z favor a concise and informal communication style, characterized by declarative sentences, non-standard spelling, and a heavy use of slang and emojis which facilitate rapid interaction but can also

lead to misunderstandings due to context and ambiguity. While many Gen Z gamers appreciate gaming language for its creativity and flexibility. They have also reported comprehension issues stemming from cultural differences and varied knowledge levels. As for as teachers are concerned, they have mixed feelings about gaming language and its influence on academic writing. Some teachers view it as detrimental while others recognize its creative potential. Parents also displayed varied understandings of gaming language, with many emphasizing the importance of contextual usage. Overall, the study concludes that gaming language enriches Gen Z communication but also complicates comprehension and formal writing, highlighting the need for support in navigating between digital and academic language norms.

# Chapter 5

## Discussion and Conclusion

The study aimed to explore how Gen Z's gaming language affects intergenerational communication in non-gaming contexts. To analyze the impact of gaming language on conventional English, as well as to explore the barriers it poses for non-Gen Z individuals are the two key objectives of the study. The data were gathered using a mixed-methods approach from Gen Z gamers, their teachers, and parents, along with gaming chat conversations. The findings of the study demonstrated that Gen Z's linguistic style is succinct and informal, marked by acronyms, emoticons, game-specific vocabulary, and informal syntax. This improves communication but may also make it difficult for other generations to understand. While some participants reported having trouble understanding its informal characteristics, the majority of participants appreciated the creativity in gaming language. Main findings, conclusion, and recommendations are as follows:

### 5.1 Findings

Three sets of findings were obtained from three cohorts of the target sample. The first section shows the findings revealed from the in-game chat of the Gen Z gamers. A thorough examination of Gen Z gamers' in-game conversations revealed a succinct communication style marked by straightforward words and a preference for quick, direct interactions. Emojis, emoticons, acronyms, abbreviations, and

the use of a unique lingo with special connotations within the gaming context are frequently used by gamers who execute, multitask, and type quickly to maintain gameplay. This leads to a distinct, context-dependent gaming vernacular that facilitates effective communication between gamers with different backgrounds. Because these exchanges are informal, gamers are free to lead conversations without following grammatical rules or conventional conversational rules. In order to express themselves and their creativity within their gaming communities, gamers also commonly use trendy terminology and develop pseudonyms.

### 5.1.1 Findings from the Questionnaires of Gen Z Gamers

This section comprises the findings obtained from the questionnaires of Gen Z gamers.

- i. Gamers prefer a concise language style over traditional grammar and expressed varying degrees of confidence in using formal language. While 40% reported no difficulties with formal expression, 30% took a neutral or positive stance on it. Hence, gaming zones promote a blend of formal and informal language, allowing free expression.
- ii. Many gamers were found intentionally violating the language conventions, reflecting a community built on shared experiences rather than superficial language. It was observed that connections among gamers were strengthened through mutual goals and teamwork, while trendy gaming slang enhanced bonding. However, gamers might misinterpret meanings due to unpunctuated sentences, which require extra cognitive effort in high-pressure gaming situations.
- iii. The majority of gamers found gaming lingo inventive, enhancing communication and enjoyment, while 78% accepted emoticons for clarity of expression. Moreover, gamers utilized diverse language patterns transcending linguistic barriers, and fostering community and connection.

- iv. Notably, 71% of the gamers appreciated the fluid conversational dynamics in gaming context, with 57% rarely waiting for their turn to speak.
- v. Significant misunderstandings were confirmed in the gaming context from overlapping messages.
- vi. Additionally, 64% of the gamers recognized that their gaming language differed from everyday speech, while 48% did not see it as alien to other generations. However, 54% of the respondents expressed a desire to use this informal style outside the gaming context.
- vii. The gamers appreciated the flexibility in communication, yet misunderstandings were frequent, stemming from language issues, like cultural differences, lack of emotional cues in text, slang causing confusion, and miscommunications due to the fast-paced nature of conversations.

Despite the identified issues, a minority of the gamers reported no significant misunderstandings, indicating a mixed experience of communication problems in gaming contexts. Overall, the research illustrates that text-based communication often limits the ability to convey nuanced meaning in diverse and rapid gaming interactions.

### 5.1.2 Findings from Teachers' Questionnaires

This section discusses the findings revealed from the questionnaires of the teachers.

- i. Around 70% of teachers disagreed with the notion that students' use of informal language structures is beneficial, while 77% teachers confirmed the frequent use of informal language structures in the academic context,
- ii. Approximately, 63% of teachers pointed out students' continued use of Internet - influenced language in academic settings despite warnings. Moreover, 90% of teachers acknowledged that platforms like *WhatsApp* facilitated comfortable use of this language among students.

- iii. A significant majority of teachers (70%) believed that language influenced by the Internet was highly creative and should not be discouraged. Conversely, 63% affirmed that informal language was often incomprehensible to them and did not enhance creativity.
- iv. Majority of the teachers (83%) agreed that too much reliance on the Internet not only adversely affected language skills but also served as a barrier to academic improvements. This indicated the impact of gaming and online communication on academic language skills.
- v. A divided opinion among teachers emerged, when half of the teachers acknowledged gaming language's impact on academic writing while others contested it, citing academic constraints.
- vi. Issues regarding inadequate writing proficiency and the continued use of informal language despite warnings were also reported. Additionally, half of the teachers disagreed with the notion that Internet language could foster creativity.
- vii. Majority of the teachers confirmed students' discomfort in group work, their struggles with active listening, and the effects of rapid language use on their decision-making, patience, and problem-solving abilities. However, an increased tendency for students to express emotions through emojis and emoticons was also noted.
- viii. The data received from open-ended questions of teachers identified several key themes regarding student Internet jargon use. It was found that 80% of the teachers have noted unintentional use of gaming jargon by the students due to pervasive digital communication and screen time.
- ix. However, 35% cited gaming as a major source of slang, especially among boys.
- x. Majority of the teachers (40%) observed that students used Internet language to signal identity and alignment with peers, while 15% linked jargon use to decreased reading habits, affecting formal English exposure.

- xi. Around, 20% mentioned disparities in jargon use among genders and ages, whereas 25% recognized potential benefits for creativity.

In addition to this, 60% of teachers viewed Internet language as a barrier to formal writing, while 30% acknowledged its flexible nature.

### 5.1.3 Findings from Parents' Questionnaires

This section discusses the findings revealed from the questionnaires of the parents.

- i. Parents had conflicting opinions about children's usage of emojis and informal language in family communication. Although 77% acknowledged the frequent use of Internet influenced language in group conversations, 63% also believed that using such language to communicate emotions is inappropriate.
- ii. Most significantly, 70% of those surveyed believed that they understood this language well, but 90% pointed out that language influenced by the Internet also helped young children to express themselves better.
- iii. To avoid discomfoting older generations, 72% of parents reported that they warned their children against using slang terms because it lacked meaning diversity.
- iv. A significant number of parents observed that many children exhibit inattentiveness and poor problem-solving skills, likely stemming from their fast-paced communication styles. They also expressed having trouble comprehending their children's gaming language.
- v. Parental worries about social isolation and impatience in children were also highlighted by the fact when 80% of parents identified prolonged gaming and Internet use with hyperactivity and aggression.
- vi. About 65% of parents responded that they experienced difficulty comprehending gaming terminology in response to the first question, highlighting

unfamiliarity with rapidly evolving terminologies and acronyms like GG and OP. Language gap between generations were also fixed by parents as the root cause of this misunderstanding, while 15% of the parents reported that their children helped them understand by explaining meanings to them.

- vii. About 55% of those surveyed endorsed a moderate viewpoint and advocated for guidelines on usage, whereas 20% of parents favored no constraints on self-expression.
- viii. A small portion of the target sample from parents (25%) demanded strict limitations on gaming language use because of inappropriate communication skills and misunderstandings it creates in publicly available settings.

#### 5.1.4 Conclusion and Recommendations

Language is a living phenomenon that is always changing and ever evolving. The use of Internet blended language, influenced by diverse cultures and multimodal interactions, allows Gen Zs for dynamic and adaptive expression, unencumbered by conventional linguistic rules. Generation Z's affinity for Internet and gaming-driven language reflects their strong desire for creative expression and flexibility in communication. However, Gen Z also believes that this linguistic fluidity can create barriers for those less exposed to digital media, leading to potential misunderstandings. The findings of the study satisfactorily answered the following research questions:

- I. What are the key differences between Gen Z language usage in gaming and non-gaming contexts?

The key differences between Gen Z language usage in gaming and non-gaming contexts, is based directly on the provided data, are:

- i. Gen Z language in gaming contexts is dynamic, flexible, creative, and free from conventional linguistic rules. It reflects the strong desire of the gamers for creative expression, flexibility in communication and its expressiveness

and cultural awareness that allows flexible adaptation. In contrast, non-gaming contexts especially academic settings require controlled, formal, and standard language use, where teachers believe that gaming language hinders the academic proficiency of the students and causes serious flaws in their academic writings. Therefore, they believe that it should be restricted in academic contexts to maintain standards.

- ii. Another key difference is that gaming language is highly inclusive within peer groups but potentially exclusionary to others i.e. non-Gen Z older generations. This was further acknowledged by Gen Z gamers that this linguistic fluidity create barriers for those less exposed to digital media, leading to potential misunderstandings. This results in communication gaps across generations, with parents and teachers often finding the language challenging and alien to comprehend.
- iii. Additionally, gaming language is seen by Gen Z as a modern literacy and evolving linguistic form, while in non-gaming contexts it is often viewed as either a linguistic barrier or a skill under debate. Some educators consider it a novel skill that adds to literacy and a part of language evolution, whereas others oppose it due to its academic impact on learners.
- iv. Finally, Gen Z gamers demonstrate an ability and desire for code-switching between contexts, where they use informal, gaming-influenced language socially but are expected to adopt formal language in academic or real-world communication. This is reflected in the need to provide them the flexibility to switch codes in various contexts and to guide appropriate usage rather than restrict it.

Overall, gaming language is informal, creative, fast-evolving, and community-driven, whereas non-gaming language is formal, structured, regulated, and oriented toward clarity and standardization, leading to both opportunities for expression and challenges in communication across contexts.

II. How does the use of gaming language (slang, memes, emojis, and GIFs) influence traditional English norms, such as word structure and linguistic conventions, in non-gaming contexts?

- i. The use of gaming language (slang, memes, emojis, and GIFs) influences traditional English norms in non-gaming contexts by introducing flexibility, creativity, and changes to conventional linguistic structures, while also creating challenges for standard usage. According to the data, Internet and gaming-driven language allows dynamic and adaptive expression, free from conventional linguistic rules, showing that traditional norms of grammar and word structure have the ability to modify and adapt changes. This reflects Gen Z's strong desire for creative expression and flexibility in communication, indicating a shift from rigid linguistic conventions to more fluid forms.
- ii. At the same time, this influence can negatively impact traditional English norms in formal contexts, as teachers believe it hinders the academic proficiency of the students and causes serious flaws in their academic writings and therefore should be restricted in academic contexts to maintain standards. This shows that gaming language can intersect established rules of formal writing and linguistic correctness. However, the data also presents a contrasting view where some educators consider it a novel skill that adds to literacy and is part of language evolution, similar to historical linguistic changes.
- iii. Their views on the use of gaming acronyms, memes, acronyms, and GIFs are seen as a way to teach students about word formation and the language evolution process, suggesting that it actively reshapes how words are formed and understood.

Additionally, the widespread use of such language contributes to communication gaps and misunderstandings, as its linguistic fluidity creates barriers for those less exposed to digital media, affecting clarity and shared understanding across generations.

III. To what extent does Gen Z's gaming jargon create knowledge gaps, hinder meaning comprehension, and establish linguistic barriers for non-Gen Z individuals?

It is quite evident from the data collected and analyzed that Gen Z's gaming jargon creates significant knowledge gaps, hinders meaning comprehension, and establishes linguistic barriers for non-Gen Z individuals to a considerable extent.

- i. The data clearly reflect that the linguistic fluidity of gaming language can create barriers for those less exposed to digital media, leading to potential misunderstandings, and directly indicating difficulties in comprehension. It further highlights concerns about marginalizing the generations who are not familiar with this new language formation, showing that knowledge gaps are substantial and socially impactful. Non-Gen Z individuals, particularly parents, experience these barriers strongly, as they were found struggling to keep up with their Gen Z children's gaming language and have often observed it as challenging and alien to comprehend. Many frequently seek help from their children to translate, while others feel frustrated and insecure about the language's double meanings and potential negative interpretations. This demonstrates clear issues with meaning comprehension and unfamiliarity.
- ii. The data also emphasizes a broader intergenerational communication gap, noticing communication gaps across generations and a sense of disconnection and concern among parents, which further reinforces the extent of linguistic barriers created.
- iii. Additionally, teachers on one side associate this language with communication gaps across generations and difficulties in understanding, while they also link it to academic and behavioral concerns, indicating that the impact extends beyond casual misunderstanding into formal and institutional contexts.

In a nutshell, Gen Z's gaming jargon creates notable and widespread barriers, including misunderstandings, difficulty in interpretation, reliance on translation,

and feelings of exclusion among non-Gen Z individuals, thereby significantly contributing to knowledge gaps and intergenerational linguistic divides.

From Gen Z's perspectives, questions about marginalizing the generations who are not familiar with this new language formation are serious concerns. As far as teachers' and parents' perspectives are concerned, the majority of the teachers advocated the outright ban on the use of gaming lingo in academic contexts because it hinders the academic proficiency of the students and causes serious flaws in their academic writings, develops social and behavioral issues, along with communication gaps across generations. They feel it should be restricted in academic contexts to maintain standards. On the other hand, some educators view it as a novel skill that adds to literacy and is part of language evolution, like changes seen in Shakespearean or medieval times. They argued that it should not be banned but given space, as tech and Internet influence are unavoidable. This highlights the concern that teachers are on the fence about whether to avoid or support the use of this language by students in an academic context. Moreover, gamers themselves value its expressiveness and cultural awareness, allowing flexible adaptation.

To fill up the intergenerational gaps, Gen Z wants their elders to dive into the Internet and gaming world to bridge the gap, while non-Gen Zers (like teachers and parents) are concerned about the language, behavioral changes, and potential negative impacts on relationships and physical world interactions. Parents were also found struggling to keep up with their Gen Z children's gaming language and have often observed it as challenging and alien to comprehend. They frequently seek help from their children to translate, and some even feel frustrated and insecure about the language's double meanings and potential negative interpretations. A few parents were found to be familiar with the lingo, but many were left feeling awkward and worried about their children's future communication. As a result, there's a sense of disconnection and concern among parents, highlighting the need for better understanding and bridging the generational language gap.

It is quite evident that both parents and teachers have mixed views on Gen Z's gaming language. While parents find it tough to understand, they're largely against restricting it, seeing benefits like boosted confidence, cultural awareness,

and expressiveness in children. They advocated balance and guidance over bans. Teachers, however, encountered academic challenges with this language and were opposed to its use in academic contexts, despite acknowledging its novelty. Overall, parents support balanced use, while teachers are wary of academic impacts. Both have valid and justified points to share their takes.

Proper guidance, monitoring, and appropriateness of words and language use in context can establish balance as a key to success. This also suggests how to bridge the gap between generations for communication. The younger generations of all times are always ahead of their time. It is high time to find ways to sustain balance and maintain strong coordination through technology with younger generations. We cannot restrict generations to minimize the use of technology and avoid the rapid changes in their fast-paced world of the Internet. The social and behavioral issues of Gen Z and future generations are a crucial and integral part of new language learning experiences.

Future researchers need to find ways to adapt to new linguistic landscapes and awareness strategies to promote effective communication. There is a need to encourage inclusive language practices in digital spaces to facilitate broader understanding. The evolving nature of language in digital spaces underscores the need for awareness of these dynamics in intercultural and intergenerational communication. Restricting the evolving language patterns and shifts in language will be unfair to future generations; instead, sufficient guidance and supervision from parents and teachers can help to improve the situation. Since students cannot avoid using Internet-influenced language, the curriculum design must include a clear road map for digital literacy and its ethical and responsible use for students.

In order to teach younger generations how to utilize formal and informal language, it is necessary to provide them the flexibility to switch codes in various contexts. Teachers, academicians, and curriculum designers must understand that using gaming acronyms, memes, acronyms, and GIFs is a novel literacy skill that teaches children how to express their ideas and creativity rather than an indication of weak language skills. Teachers can use acronyms, abbreviations, and gaming terms to teach students about word formation and the language evolution process.

Children must be taught to refrain from using slang, acronyms, and abbreviations excessively, especially in academic contexts. There is no harm to parents and teachers in asking younger generations to explain gaming terms in order to establish a relationship based on trust. Additionally, this can reduce communication barriers across generations and knowledge gaps.

### **5.1.5 Limitations of the Study**

This study faced several limitations in collecting data from in-game chat and struggled with finding precise vocabulary matches in the target language. It was also challenging to decide on a method to collect raw data from the target audience. The nature and features of the gameplay also didn't always support easy data collection. Moreover, accessing participants specifically Gen Z gamers, teachers, and parents within a specific age group proved difficult, impacting data collection. This study suggests future research to explore new and alternative methods or collaborations to address these limitations.

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# Appendix A: Data Collection



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Your Journey Awaits

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## To Whom It May Concern

This is to certify that Ms. Kanwal Gulzar, a student of MS English, in the Department of English, Capital University of Science and Technology, Islamabad is conducting research as part of the requirements for her degree program.

It is requested that she may be allowed to collect data from your institute for her research work. We kindly request your cooperation and support in facilitating her during the process of data collection.

Dr. Muhammad Umar Farooq  
Head/Supervisor  
Department of English  
Capital University of Science and Technology, Islamabad

# Appendix B: Gamer Questionnaire

## QUESTIONNAIRE FOR GEN-Z GAMERS

\* Indicates required question

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### Deciphering Gen Z's Gaming Vernacular: A Study on Communication Barriers across Generations



#### Target Audience: Generation Z Gamers

##### Consent Form

##### Dear Participants,

Thank you for taking part in this research study. Before we proceed, I would like to obtain your informed consent. This study is purely conducted for an academic purpose to decipher Gen Z's gaming vernacular to analyse communication barriers across generations. Your participation is completely voluntary, and any information provided by you will be strictly kept confidential and anonymous. You reserve the right to freely decline to answer any question that may feel uncomfortable to you or withdraw from the study anytime. You are requested to spend a few minutes and kindly proceed with this form if you understand the purpose of this study and volunteer yourself to participate.

##### Demographic Information

Kindly provide the required information to complete your demographic data.

1. a. Name: \*

---

2. **b. Age: \***

Mark only one oval.

13-18

18-23

23-28

3. **c. Gender: \***

Mark only one oval.

Male

Female

4. **d. Education Level: \***

Mark only one oval.

School

College

University

Others

5. **e. Proficiency in English: \***

Mark only one oval.

Basic

Intermediate

Advance

6. **f. Country/Region: \***

---

7. **g. First Language: \***

---

8. **h. How much time do you spend on playing online games? \***

*Mark only one oval.*

- Less than 1 hour
- 2-3 hours
- 3-4 hours
- 4-5 hours
- More than 5 hours

**A. Structural Features of Gaming Language**

This section discusses the structure, distinguishing characteristics, and impact of gaming language on conventional English norms.

To determine your degree of agreement or disagreement, a five-point Likert scale is employed.

You are requested to review each statement carefully, and you choose the one that most accurately expresses your viewpoint.

**Scale:**

**1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree.**

9. i. I frequently use acronyms and short sentences when chatting in online games. \*



Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. **ii. I enjoy sending emojis and emoticons when I don't want to type.** \*



Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

11. **iii. I prefer formal language use when I'm chatting online.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

12. **iv. I rely more on quick replies than on answering accurately with correct spellings.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

13. **v. I believe gaming slang words are more helpful to express my ideas than a full sentence in my online chat.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

14. **vi. I use straightforward, non-punctuated sentences just to get my message across.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

15. **vii. I feel more connected when I use trendy gaming slang words and shortcuts to chat online.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

16. **viii. I face difficulty in understanding when players do not use punctuation rules in chat.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

17. **ix. Typing 'LOL' doesn't mean I am actually smiling; it is a structure all gamers have silently agreed upon.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

18. **x. I cannot convey my message confidently when I write in a formal style.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

## **B. Meaning and Interpretation (Content)**

This section addresses the meanings that players construct and comprehend within the context of gaming. Please carefully read each statement and select the best option.



19. **i. I believe gaming vocabulary carries a wide range of meanings depending on how and where it is used.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

20. **ii. I don't think that gaming slang and other structures are messy and need rules to be meaningful.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

21. **iii. I consider online chatting offers more playful and creative use of language.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

22. **iv. I don't think I can communicate my thoughts as effectively in online chat as I can in person.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

23. **v. I am of the view that all the online games have the same vocabulary, and no player can misunderstand its meanings.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

24. **vi. I think the vocabulary used in online games is more expressive than that of standard English.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

25. **vii. I believe that players have complete control over their chat in a gaming environment.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

26. **viii. I am confident that my message is still clear even if I don't care about proper grammar or punctuation.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

27. **ix. In my opinion, use of emojis in chat reduces misunderstandings of meanings.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

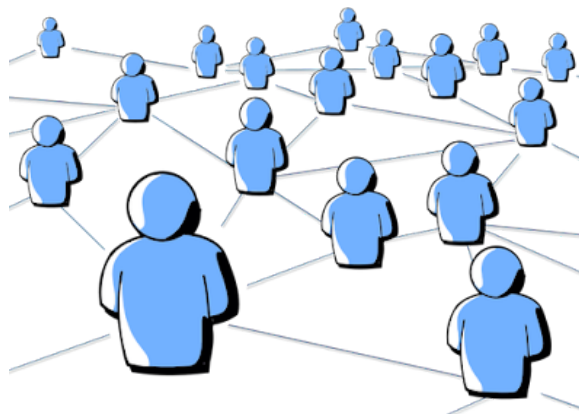
28. **x. I think that all players of the game I play can understand the gaming vocabulary used in it.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

### C. Social Interaction

This section discusses the social interactions and connections that gamers form in order to form a gaming community.



29. **i. I feel free to switch the subject when I'm chatting online. \***

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

30. **ii. When I chat online, I don't have to wait for my turn. \***

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

31. **iii. I don't feel any difficulty understanding the online chat when the players do not follow conversation norms. \***

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

32. **iv. I believe that there are no limitations on who can lead the conversation in a gaming environment. \***

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

33. **v. I think not all the players can form social ties and exchange knowledge in a gaming environment. \***

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

34. **vi. I can switch between my typing styles depending on who I am talking to. \***

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

35. **vii. I unconsciously compose brief responses and short messages in my online chat.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

36. **viii. When I chat with players in a game, I adopt a different language than when I'm at home or at school.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

37. **ix. I like to play more than chat in a game.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

38. **x. I think no one can feel a sense of disconnect in a gaming environment because of its simple structure and playful nature.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

#### **D. Social Behaviour**

This section addresses the social behaviour reflected in the gaming language of the players. Please read each statement carefully and choose the correct option.



39. **i. I think it is the use of the gaming vocabulary that helps to create strong identity of a player in a gaming context** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

40. **ii. I observe more respect is given to a player who uses more trendy and innovative language in the game.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

41. **iii. I believe even an inexperienced player with a strong ID and trendy words can attract more players to form a team.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

42. **iv. I never feel the need to change my identity even if I play on different platforms.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

43. **v. I've noticed that nobody is judged by the spelling or typing style online; rather, it's the use of his trendy slang and expressions.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

44. **vi. In my opinion, players sometimes use language strategically (e.g., tone, spelling, emojis) to appear more confident or dominant.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

45. **vii. I believe that players purposefully violate grammar rules to have fun or to sound different.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

46. **viii. I don't feel that my parents and teachers misunderstand my informal style in real-life conversation.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly agree

47. **xi. I think online forums foster creativity and independence to enjoy language.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

48. **x. I think, like online forums, I should have the freedom to adopt any style I can express myself in.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

### **E. Gaming Vernacular: A Source of Communication Barriers across Generations.**

This section seeks answers from your own experience. Please carefully read the question and respond based on your own experience.

49. **I. What can be some of the fundamental causes of the misunderstandings or \* communication barriers that prevent you and others from sharing a common understanding of your message?**

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Google Forms

# Appendix C: Teacher Questionnaire

## QUESTIONNAIRE FOR TEACHERS OF GEN-Z GAMERS

\* Indicates required question

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1. Email \*

---

### **Deciphering Gen Z's Gaming Vernacular: A Study on Communication Barriers across Generations**



**Target Audience: Teachers of Generation Z Gamers**

#### **Consent Form**

##### **Dear Participants,**

Thank you for taking part in this research study. Before we proceed, I would like to obtain your informed consent. This study is purely conducted for an academic purpose to decipher Gen Z's gaming vernacular to analyse communication barriers across generations. Your participation is completely voluntary, and any information provided by you will be strictly kept confidential and anonymous. You reserve the right to freely decline to answer any question that may feel uncomfortable to you or withdraw from the study anytime. You are requested to spend a few minutes and kindly proceed with this form if you understand the purpose of this study and volunteer yourself to participate.

**Demographic Information**

Kindly provide the required information to complete your demographic data.

2. **a. Name: \***

---

3. **b. Gender: \***

*Mark only one oval.*

Male

Female

4. **c. Country/Region: \***

---

5. **d. Level of Teaching: \***

*Mark only one oval.*

Elementary

Middle

Secondary

Higher Secondary

Tertiary

6. **e. Professional Experience: \***

*Mark only one oval.*

- Less than 5 years
- 5-10 years
- 10-15 years
- 15-20 years
- More than 20 years

**A. Structural Features of Gaming Language**

This section discusses the structure, distinguishing characteristics, and impact of gaming language on conventional English norms.

To determine your degree of agreement or disagreement, a five-point Likert scale is employed.

You are requested to review each statement carefully, and you choose the one that most accurately expresses your viewpoint.

**Scale:**

**1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree.**

7. i. I observe that my students frequently use acronyms and short sentences in their academic write-ups. \*



Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. **ii. I don't believe that students' use of emojis, abbreviations (e.g., LOL, IDK), or gaming jargon has any influence on their written or spoken language.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

9. **iii. Sometimes I feel that students want to make a fusion between internet language and traditional writing to be more fluent and expressive.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

10. **iv. In my point of view, students' use of internet language and non-standard spellings and grammar serves as a barrier to developing their formal academic proficiency.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

11. **v. My students keep using non-standard spellings and short sentences even though I warn them not to use them in an academic context.** \*

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

### **B. Meaning and Interpretation (Content)**

This section addresses the meanings that players construct and comprehend within the context of gaming. Please carefully read each statement and select the best option.



12. **i. I frequently observe that my students exhibit greater comfort in utilising emojis and emoticons within group chat environments, such as WhatsApp and similar platforms.** \*



Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

13. **ii. I contend younger generations are more creative when they use an informal language style in an academic context that is not discouraged.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

14. **iii. I believe it is the students' increased reliance on the internet-influenced language that has made them only get their message across without considering any language rules.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

15. **iv. My students often try to create meanings from their language that sound completely alien to me.** \*



Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

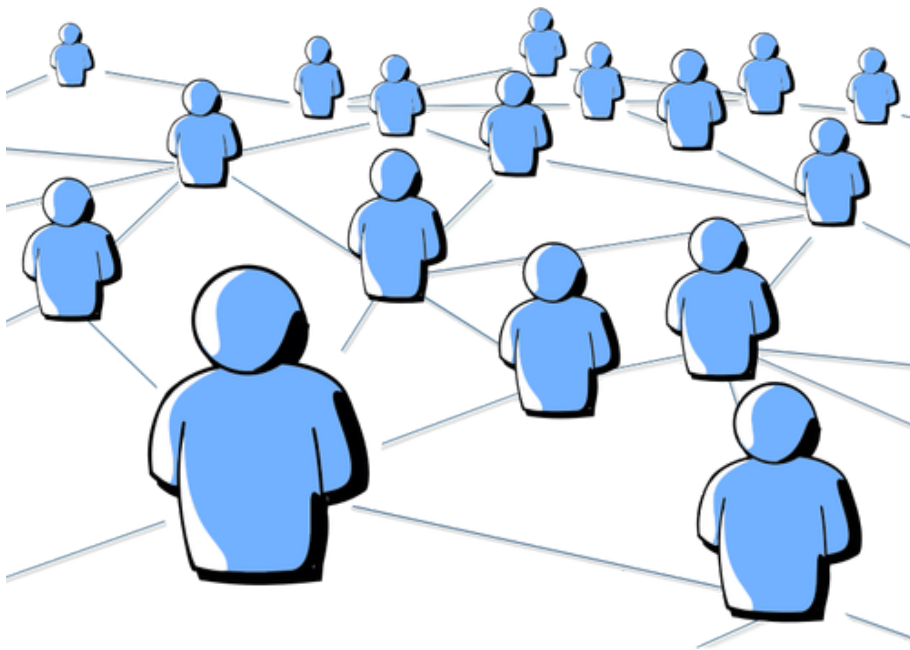
16. **v. I don't think that internet language has made students more creative and expressive.** \*

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

### C. Social Interaction

This section discusses the social interactions and connections that gamers form in order to form a gaming community.



17. **i. I have observed my students employing specialised vocabulary and frequently omitting the construction of complete sentences during their interactions.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

18. **ii. In my view it is quite common practice for my students to change the topic of discussion even without any connection.** \*

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

19. **iii. My students' utilisation of slang and, at times, gaming jargon indicates to me their belonging to a particular speech community.** \*



Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. **iv. My students are not comfortable with the division of the work, group assignments or projects.** \*

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

21. **v. I have observed that my students frequently demonstrate tolerance, await \* their turns, and actively listen to their peers during classroom discussions.**

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

#### **D. Social Behaviour**

This section addresses the social behaviour reflected in the gaming language of the players. Please read each statement carefully and choose the correct option.



22. **i. I have witnessed that nowadays students are more inclined to collaborative work and shared practices.** \*



Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

23. **ii. It seems to me that students can hardly apply problem-solving techniques to resolve their issues independently.** \*

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

24. **iii. From my perspective, it seems that students are keen to support each other by building on their ideas, for example, 'As ABC said earlier in his presentation...'** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

25. **iv. My students have a strong tendency to use emojis and emoticons to express their different feelings.** \*



Mark only one oval.

- Agree  
 Neutral  
 Disagree  
 Strongly Disagree

26. **v. The use of short sentences, acronyms and fast-paced language has made my students sometimes quick decision-makers and impatient.** \*

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

**E. Gaming Vernacular: A Source of Communication Barriers across Generations.**

This section seeks answers from your own experience. Please carefully read the question and respond based on your own experience.

27. **1. What is your perspective on the students' application of internet jargon within scholarly environments? What factors contribute to their choice to opt for this mode of communication?** \*

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28. **2. How do you interpret the communicative styles that dominate the internet? Do you view them as a barrier to developing formal writing proficiency, or do you consider them to represent a novel literacy skill? Kindly elaborate on your rationale.** \*

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# Appendix D: Parents

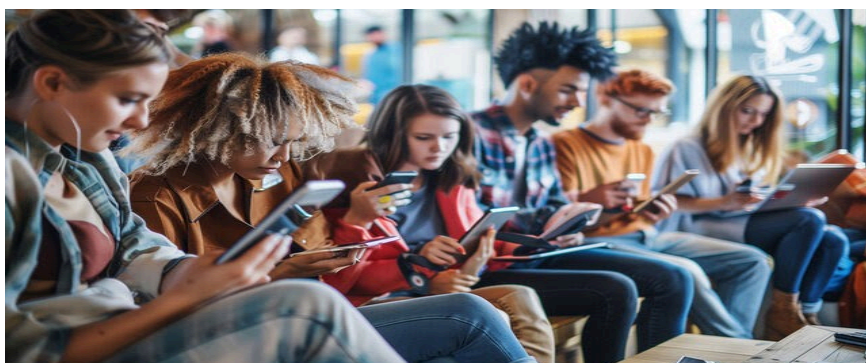
## Questionnaire

### Questionnaire for Gen Z Parents

\* Indicates required question

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#### Deciphering Gen Z's Gaming Vernacular: A Study on Communication Barriers across Generations



#### Target Audience: Parents of Generation Z Gamers

##### Consent Form

##### **Dear Participants,**

Thank you for taking part in this research study. Before we proceed, I would like to obtain your informed consent. This study is purely conducted for an academic purpose to decipher Gen Z's gaming vernacular to analyse communication barriers across generations. Your participation is completely voluntary, and any information provided by you will be strictly kept confidential and anonymous. You reserve the right to freely decline to answer any question that may feel uncomfortable to you or withdraw from the study anytime. You are requested to spend a few minutes and kindly proceed with this form if you understand the purpose of this study and volunteer yourself to participate.

##### **Demographic Information**

Kindly provide the required information to complete your demographic data.

1. **a. Name**

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2. **b. Gender \***

Mark only one oval.

Male

Female

3. **c. City/Region**

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4. **d. Education**

Mark only one oval.

Primary

Secondary

Tertiary

Other: \_\_\_\_\_

5. **e. Age of your child \***

Mark only one oval.

13-18

18-23

23-28

### A. Structural Features of Gaming Language

This section discusses the structure, distinguishing characteristics, and impact of gaming language on conventional English norms.

To determine your degree of agreement or disagreement, a five-point Likert scale is employed.

You are requested to review each statement carefully, and you choose the one that most accurately expresses your viewpoint.

**Scale:**

**1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree.**

6. i. I often find my children more comfortable with the use of emojis and emoticons when they chat in family groups on WhatsApp or other forums. \*



Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. **ii. I have never encountered any difficulties in comprehending my children's use of digital slang or online expressions when they communicate with one another.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

8. **iii. Sometimes I feel that my children want to make a fusion between internet \* language and their mother tongue to be more fluent and expressive.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

9. **iv. I observe that my children are more comfortable and expressive when they use gaming jargon or slang words in their conversation.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

10. **v. I don't believe in that younger generations' use of informal language and abbreviations as original and creative means of conveying their sentiments.**

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

### **B. Meaning and Interpretation (Content)**

This section addresses the meanings that players construct and comprehend within the context of gaming. Please carefully read each statement and select the best option.



11. **i. I am of the view that the internet has given younger generations fewer linguistic choices to create meanings in different contexts.**

*Mark only one oval.*

- Strongly agree  
 Agree  
 Neutral  
 Disagree  
 Strongly disagree

12. **ii. I consent that it is the children's increased reliance on the internet-influenced language that has made them only get their message across without considering any language rules.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

13. **iii. I often correct my children for not using internet slang or gaming jargon to avoid inconvenience for elders.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

14. **iv. My children frequently employ their language to construct meanings that appear entirely unfamiliar to me.**



Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

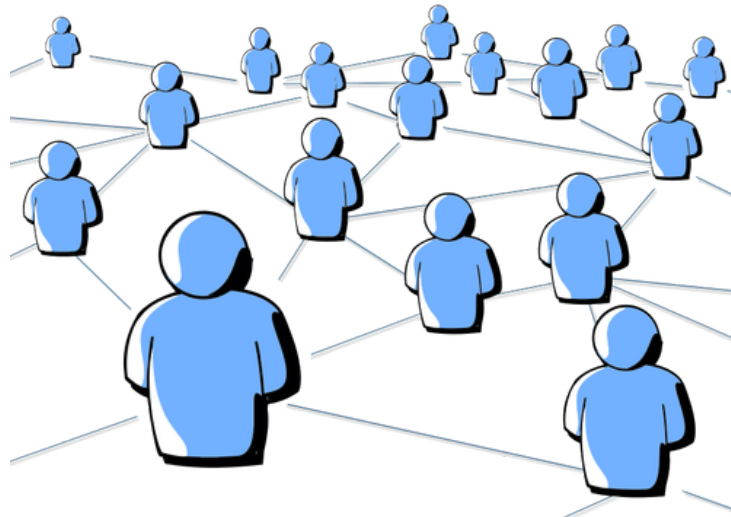
15. **v. I feel children nowadays can easily fit words in context that are quite absurd and meaningless for elders.**

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

### C. Social Interaction

This section discusses the social interactions and connections that gamers form in order to form a gaming community.



16. **i. I have noticed my children using specialised vocabulary and avoiding constructing complete sentences when they interact.**

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. **ii. It is my observation that my children frequently become distracted and alter the topic of discussion, even when there is no logical connection.**

Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

18. **iii. My children's utilisation of slang and, at times, gaming jargon indicates to me their belonging to a particular speech community.**



Mark only one oval.

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

19. **iv. My children quite often use gaming jargon and slang to interact with their siblings and peers.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

20. **v. I can feel that my children rarely demonstrate tolerance, await their turns, and actively listen to their peers during discussions.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

#### **D. Social Behaviour**

This section addresses the social behaviour reflected in the gaming language of the players. Please read each statement carefully and choose the correct option.

21. **i. I have witnessed that nowadays children are less inclined to collaborative work and shared practices.**



*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

22. **ii. In my observation, my children appear to have difficulty applying problem-solving techniques to resolve their issues independently.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

23. **iii. The use of short sentences, acronyms, and rapid communication styles has, at times, resulted in my children exhibiting quicker decision-making tendencies and impatience.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

24. **iv. I observe hyperactivity and aggressive behaviours in my children following extended periods of online gaming.**

*Mark only one oval.*

- Strongly agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

25. **v. It has been observed that my children exhibit complete immersion and detachment from their surroundings during periods of online gaming.**

*Mark only one oval.*

- Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

#### **E. Gaming Vernacular: A Source of Communication Barriers across Generations.**

This section seeks answers from your own experience. Please carefully read the question and respond based on your own experience.

26. **1. Have you ever experienced any challenges in understanding when young children utilise gaming slang or specialised vocabulary? What did they say, and what led to the misunderstanding for you?**

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27. **2. Should children be allowed to embrace gaming language as a means to convey their thoughts in the most effective manner, or should this innovative linguistic practice be restricted?**

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Google Forms

# Appendix E: Chats Link

## Chat Samples Link

<https://freeshort.info/zpOgMB>

# Appendix F: Data Analysis

## Links for Excel Sheets and PDFs for Data Analysis

[https://drive.google.com/file/d/1VvRSiB10ilEE\\_-hXONCQHJa2Le-faqCs/view?usp=drivesdk](https://drive.google.com/file/d/1VvRSiB10ilEE_-hXONCQHJa2Le-faqCs/view?usp=drivesdk)

<https://drive.google.com/file/d/1zCRhLumVtF96asM1OHPrkRKQJbHc-F8N/view?usp=drivesdk>

[https://drive.google.com/file/d/10fLJYf\\_w-5Utd5pORrgdp5wQJB0oY8eR/view?usp=drivesdk](https://drive.google.com/file/d/10fLJYf_w-5Utd5pORrgdp5wQJB0oY8eR/view?usp=drivesdk)

[https://docs.google.com/spreadsheets/d/1nja-t1DfCSO\\_2LvRB7mYboVykeNZwN58/edit?usp=drivesdk&ouid=104947530571828444706&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1nja-t1DfCSO_2LvRB7mYboVykeNZwN58/edit?usp=drivesdk&ouid=104947530571828444706&rtpof=true&sd=true)

<https://docs.google.com/spreadsheets/d/1jHRNQM9TYGnhHP0GOpXGExrYWrs4vsY0/edit?usp=drivesdk&ouid=104947530571828444706&rtpof=true&sd=true>

<https://docs.google.com/spreadsheets/d/1gMT1V5Q1pXYIFyFfrPbB4IKc8fffAYTy/edit?usp=drivesdk&ouid=104947530571828444706&rtpof=true&sd=true>