NARVA COLLEGE OF THE UNIVERSITY OF TARTU

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THE GROWING INFLUENCE OF ENGLISH AS THE LANGUAGE OF VIDEO GAMES AND FILMS

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PREFACE

English has become an international language in the 20th century. The English language plays a big role in the life of every person. Today it is very difficult to find a job, live abroad, or study in another country without knowing the language. This raises a number of questions – "How do video games and films in English make English more and more widely used and influential in the world? How positive and negative is this impact on the English language and the world of non-native speakers of English? ".

The research paper is aimed to understand the reasons why and how films and video games in English have contributed to the growth of the popularity of English in the world. The paper also discusses how video games and movies have influenced the spread of English around the world.

The research paper consists of four parts: the Introduction, two chapters, and the Conclusion. The introduction discusses the key issue of English being an international language, the role of video games and films in English as a means of internationalization of English. The Introduction also presents the analysis and discussion of the opportunities and threats of the wide spread of English as seen by non-English speaking countries in connection with the influence of English games and films.

Chapters I and II "Films in English and the Popularity of the English Language"/ "Video Games in English and the Popularity of the English Language" consider the factors of turning the English language into a lingua franca within the historical contexts of its development. They discuss the phenomenon of the 21st century as a century of modern technologies applied in the area of entertainment and leisure time activities. Films and video games are defined as means contributing to the growth of influence and spread of the English language. The statistics of playing video games and watching movies together with the outcomes of a survey conducted among students of Narva College are presented in the chapters to prove the research hypothesis.

The Conclusion sums up the results of the research and comments on the hypothesis.

INTRODUCTION

The Spread of English

According to M.S. Thirumalai (2002: para-1,2,3) English has spread all around the world. There are over 300 million people who speak it as a native language, and about 300 million people use the language as a second one. In addition, 100 million people apply it as an additional language. Over one billion people speak English in India. This is their associate official language.

The English language is taught in schools in almost every country on the Earth. English is spoken in such countries as the United States, the UK, Ireland, Canada, Australia, New Zealand, the Republic of South Africa, Liberia and in many other countries. A majority of countries which were ruled by Britain still use English as one of their official languages. Europe, South America, Asia and Africa use English for teaching and as the main foreign language. Russia, France, Japan and Asian Republics teach English in their schools. These are the main countries which widely use the language in daily life. It proves that English has become popular and could be called as an international language.

English has become as the most preferred language with the colonization of North America, Asia and Africa by Britain two hundred years ago. In the sixteenth century two to three million people spoke English as a native language, incl. in England, Scotland, Wales and Ireland (ibid: para – 6).

Nowadays one in seven on the Earth speaks English as a native or as a second language. Most countries prefer to use English in communication between the participating member-nations. Also, it can be an important tool for education, administration and for mass media purposes. Obviously, this is the language of instruction and communication.

This position of the English language was promoted by the Industrial Revolution in Britain. To be exact, the expanding of maritime power, scientific development and building of material wealth helped the spread of the English language. Moreover, Britain marched as a great Empire, which is a very meaningful point in the development of English.

Already in the 17th century, English was established as the dominant language, and in the 19th century there was a fast growth of English (ibid : para -7). A lot of languages could be cited as main languages in the Middle Ages. These could include Latin, which spread in education in Western Europe. From the 17th to the 20th centuries French was the main language of diplomacy. Though Chinese is spoken by the largest

people group in the world and Spanish may claim a large number of native speakers, there is no language which could be compared with the level and variety of uses of the English language.

English is learned all around the world, because people understand that if they know English, there can be many ways of using it. This opens additional possibilities to get a better, well-paid job, knowledge, friends and communication varieties.

Is the Global Spread of English Good or Bad?

English has spread around the world, and many people communicate, travel the world and work with the English language. But is it good that English has become so popular around the world? The Internet article called "Is the Global Spread of English good or bad?" (2013: para-2) discusses this topic. The first way that English is good is that for many people who are connected to economy, diplomacy and politics, English is a very important language for negotiation. Our world is becoming more and more global. Countries are increasingly beginning to depend on each other, so you have to instantly exchange messages with colleagues from other countries. Therefore, businessmen and other people are very satisfied that there is a certain language which is easy to speak and, more importantly, that it is almost universally understood.

Secondly, English is quite easy to learn. Although Chinese is spoken by a great number of people, this language is difficult to learn because it is a symbolic language which is difficult not only to speak, but even to understand. That is why the Chinese language has not become an international language. If people want everyone to communicate easily with each other, then they need to learn English because it does not have any signs and hieroglyphs (ibid: para-3).

Thirdly, in English, in contrast to French and German, there are very simple sounds. These sounds are separated from each other within the words very well, so people from different countries can understand each other even if someone is not very good with the knowledge of the language. This makes the global spread of English as opposed to other languages a good thing (ibid:para-4).

The next good thing about English is the absence of clear grammatical categories of gender. While, for example, in Russian or Greek, there are feminine, masculine and neuter genders, in English gender does not apply to the noun. English also uses shorter words than any other language without any loss of relevance and clarity. Another good thing is that the English alphabet is used quite easily (ibid: para-7).

Finally, in many countries, English is the official language, the language in which people learn and work. This also suggests that with local and regional languages in many parts of the world people are becoming bi- or even tri-lingual, which is an outstanding achievement.

Why is English a Dominant World Language?

The spread of English is a positive thing in many ways. But why has English become the dominant language around the world? Paul Raine (2012) in the article "Why is English the dominant world language?" highlights important points which gave an impetus to the globalization of the English language.

This is not a secret already that English is spoken in many countries and approximately 1.4 billion people are speakers of English. There are people who speak English as a foreign language, there are native speakers and, finally, there are those who understand this language and know a few words.

All that began from the building of the British Empire, otherwise known as imperialism. The second stage of the development is the cultural, political and economic preeminence of the USA, otherwise known as neo-imperialism (2012: para-2).

In 1922 the British Empire was the largest in history. In Britain there were 450 million people. The empire covered a quarter of the Earth's land area (ibid:para-3).
The main aim of education in England became the acquisition of the English language. And all the financial deals and academic success were built mostly on the knowledge of the language (ibid: para-4). The English language in Britain was accepted as a national, official language after World War II, when colonized countries started to gain independence. Those factors helped make English as an official language in over 75 territories with a population of about 2.2 billion people. (ibid: para-5).

On July 4th, 1776 the United States of America was founded. That happened because thirteen British colonies located along the Atlantic seaboard declared independence. Since then the U.S. economy has become the most powerful and largest around the world. American culture, politics and economics bolstered this dominant position in the world. Also, American music, films and the global stage role strengthened the influence of the English language and culture around the world. The economic and cultural dominance of Hollywood is unrivaled. Nowadays a lot of Internet pages are written in English and most of the popular sites, which are visited by Internet users, are based in America (ibid: para-9).

Internationalization and Englishization in Higher Education

As the most flexible language English is starting to appear in non-Anglophone countries. It is taught in institutions of these countries. Ingrid Piller explains in her article "Internationalization and Englishization in Higher Education" that English is used in South Korea in institutions as a medium of instruction (2013: para-2).

Native speakers try to introduce English to non-Anglophone countries in different ways. But mostly they publish magazines in English and sell them on the market in different countries (ibid: para-4).

Including English language in their curriculum, countries receive higher priority, their rank increases and the rating of national institutions also becomes higher. Thus, it attracts more and more students as well as tourists from different English-speaking countries of the world. This makes the economy stronger and increases the popularity of the country (ibid:para-5).

Internalization has two directions. Firstly, there is direct and indirect language-dependence. Direct dependence is shown, for example, by the proportion of lectures taught in that language in universities. However, the number of foreign students enrolled in an institution is an indirect example of language dependence. For example, people do not know English, but they are forced to learn it (ibid:para-7).

In internalization it is good to use both direct and indirect strategies. It helps introduce English into non-Anglophone countries, and it gives the possibility to control these countries. "In that sense, increasing the use of English as a medium of instruction is a rational strategy for a university, as it has consequences for its position on university rankings." Piller argues (ibid: para-8).

Internalization, of course, is time consuming and takes a huge pile of money. In addition to English language teachers, notebooks, textbooks and equipment for language learning, it is necessary to change completely the entire programme of educational foundations. It takes a lot of time and money. Is the internalization of the English language worth it then? British authorities are very positive about it.

UK Institutions Must Adapt to English as a Medium of Global Instruction

In many countries English is used as the language of instruction and it is rapidly increasing in the majority of countries, especially in the private sector.

Rebecca Hughes in the article „UK Institutions Must Adapt to English as a Medium of Global Instruction" claims, that „language, culture and education systems are inextricably linked." In the increasing number of countries students are forced to

study in English. „In Europe alone, there has been a 42 per cent increase in taught master's programmes in English since 2011", claims Hughes (2014: para- 1,2).

The UK academy is sure, that in spread of English around the educational institutions there are certainly clear benefits. In 20 years it will be high quality of teaching in English, whether online or face to face, that will bring an incredible success to many universities around the world. „While research thrives on international perspectives, successful teaching and learning must be embedded in the local context" (ibid: para – 3).

The UK, the US, Canada and Australia are very concerned about the quality of their English education and Anglophone culturally English degrees. Their universities promote English using online resources and courses, blended learning and other partnerships around the world. They are sure, that language and culture have to be promoted with more caution (ibid: para-4).

„New research by the British Council suggests that these hybrid teaching and learning environment are only going to become more prominent.", claims Hughes (ibid.). More and more countries are teaching in English, some of the counties are thinking about it, most of the countries studied lack official statements or policies on its introduction in the public education sector. Some of the teachers have clear instructions and purposes on its teaching, but some teachers are not native speakers, that is why they do not have clear regulations on the high level of English teaching (ibid: para -5,6).

For the better result the UK will prepare well-trained teachers for spread them around the world for providing a new models of teaching creating excellent students on international level. But it should be understood, that English which is taught in the UK cannot be taught in other countries, because its complexity and level are different and moreover there „should be considered social and cultural strengths of a traditional bricks and mortar university. That is why the UK's higher education institutions must be prepared to transform their approach' (ibid.)

The Importance of the English Language in the World

As English is an international language it will be important, popular and prestigious in the whole world. The importance of the English language is not only in the fact that people of different nationalities can talk to each other. Some of the advantages of English proficiency are discussed by Zeeshan Naved (2012) in the article "Importance of the English Language in today's world".

The first reason why English should be taught is because it is an international language. English is taught not only in English-speaking countries, but also in counties where English was not or has not been spoken at all, for example, in the Soviet Union, Korea, China, Japan and other countries. In such countries some cities began to teach English since junior classes to children so that in the future they could get good education and a prestigious job (ibid:para-3,4).

The second reason is for understanding Internet resources. All the information about famous computer games, films, movies, games, music, articles, books and other sources is written in English, but if a person does not know English, it can be switched on to another language. This setting is usually in the upper right corner of the page, but this feature is rare, so a person needs to learn English (ibid: para-5).

Zeeshan Naved claims, that English is good, because it is very easy to learn. This is the easiest language in the world, but some people are confused and afraid to learn it, that is why this language is to be taught from childhood. The knowledge of English gives the possibility to travel around the world and to ask people of every nationality for help or advice. Even if a person is lost, he can ask in English, but if a person does not know the language he might be left without any help (ibid: para-6).

English is very useful in any job. It is necessary to know English if a person works in an office, company, governmental organization or department or even in a shop. The knowledge of English shows person's erudition and helps him get a good job (ibid:para-7).

If a person wants to learn the language, he must work hard for his ability to speak and understand the English language. In addition to in-class studies watching movies, films serials in English might be an entertaining and enriching way to learn the language. This method makes it possible to develop listening, which is a very important aspect in a conversation with a foreigner. Also, this method allows you to improve your pronunciation. The second useful method is to play computer games in English. It also develops listening, speaking and understanding of English speech as American films and computer games are traditionally considered to be of high quality and are among the best in the world. Most games simply are not translated into other languages; it is therefore very useful to play computer games. This is the best method which unwittingly develops English language skills. A gamer can listen to commands in English, do some missions and other things. For all these he needs to translate English words which are told to him, because without knowing them he cannot end his mission to the end.

English as a Language of Video Games and Films Contributes to Internalization of English

In today's world a huge number of people from 8 to 45 year old play computer games. Most good games are made in America. This means that all the good games are voiced in English. In most cases, the original games are not translated into other languages, so it gives a great chance to learn some words and expressions in the English language even to people who do not speak in English at all. In such way people who play computer games spread English around the world. Good games never go unnoticed and are transmitted from person to person, which gives a strong push in the spread of the English language.

For example, in Sweden, all the games are sold only in English. Television programmes and films are only in English. There are only Swedish subtitles. Many game companies use social networks for sharing information about computer games to provide assistance to players in the passing game. These resources are written only in English. Thus computer games spread not only the English language, but also English culture and values.

Movies are also a great distributor of the English language. Films increase the number of English speakers. America is best known for its film production. Virtually every country in the world shows these films in cinemas. Usually new, good films are shown in cinemas in English with subtitles of any country. This method allows to spread the English language and culture throughout the world. People know not only the names of American films, but also well-known actors and directors. All this means that the English language is distributed in the best possible way via films and games. To conclude it can be hypothesized that the role of games and movies in English is important as they influence the dissemination and internalization of the English language and English culture in the world.

CHAPTER I

FILMS IN ENGLISH AND THE POPULARITY OF THE ENGLISH LANGUAGE

1.1. The Growth of Films-in-English Industry

The article "Global Film and Television Industries Today: An Analysis of Industrial and Cultural Relations" written by Nolwenn Mingant (2012) suggests that globalization promotes increased collaboration between the production of films and television, mostly in English-speaking countries. Films produced in English-speaking countries are distributed worldwide. For such an explosion in popularity of American films was the internalization, which has been working in tandem with globalization, which makes it a huge success of American products. These two areas contribute to the rapid production and distribution of films, as well as blurring the boundaries between culture and identity in different countries (2012: para-1).

Movies that were originally made for use only in the United States for more than 10 -20 years have been distributed worldwide. Most of these films are shown in other countries due to many reasons, including the economic situation. For many years, America and Britain have been cooperating and making films together. These films are distributed throughout the world, but most of all in Eastern Europe. Film producers make use of different languages in their films to give them a local flavour of a country they depict or to enlarge the group of film viewers. Also, producers try to hire experienced, cheap and less trade unionists for creating movies. This decision allows to save money on production and to produce movies in the shortest time (ibid:para-2).

Internalization of movies and television often raises questions of culture. Many people do not understand of what "nationality" movies produced in Hollywood are since Hollywood has recently produced French, British and Australian movies. In this case, there is a complete blur between the boundaries of culture and identity of a country, as well as the nationality of films. For example, very often actors from other countries play in Hollywood films, they contribute to American films the culture of their own state, thus washing away the culture and nationality of America (ibid:para-4).

Despite the fact that American films are extremely popular all over the world, in America there are still produced films that focus only on American culture stories and politics. It allows preserving national harmony in the country, as well as attracting other people to their culture (ibid: para-6).

Due to the popularity of Hollywood, many famous actors and film producers cooperate with Hollywood, thereby helping to develop American filmography worldwide. Distributing their films, America somehow distributes its culture, as well as spreads English, which is an international language already.

Entertainment it is the biggest business in the USA. Film corporations earn a lot of billions of American dollars. It was estimated that about 564 billion dollars there was earned by the end of 2014. For the next 4 years there is suggested the rise of up to 679 billion dollars. Entertainment industry is growing each year and is not going to stop. The majority of films is produced in the US and spread all around the world. The film industry is one of the biggest in the USA, if not the biggest, it is considered as the corner stone of American industry in whole (Statistics and factors about film industry.2014: para -1).

"The formation of a clear centralization trend can be observed in the U.S. cinema market – the number of movie theatre sites has been steadily falling over the last few years; from 7,800 in 1996 to 5,683 in 2012. The number of movie screens, on the other hand, is on the rise. Box office revenue has seen a positive development as well – after a weaker year in 2011, movie theatres generated more with ticket sales than they had ever done before. And they have achieved this rise in ticket sales with only a minor raise in ticket prices", Jonathan Geller writes (ibid: para -2).

The most famous and rich film companies are Warner Brothers, the Weinstein Company, Marvel and Lionsgate. For example, Warner Brothers have got the high level of box office revenue in 2013, but, on the other hand, Weinstein Company released more films in the same year. The movie of Lionsgate company "The Hunger Games: Catching Fire" collected 424 million dollars alone. Marvel with the film "Guardians of the Galaxy" which was produced in 2013 was topping the box office lists with 328.6 million U.S. dollars revenue (ibid: para-3).

Brooks Barnes (2012) in the article Hunger Games ticket sales set record writes, "The Hunger Games" was a gigantic No. 1 and set multiple sales records, including the strongest opening weekend total for a spring release, not accounting for inflation. People interested in going to the movies over the weekend would have had a hard time escaping "The Hunger Games," which played in 4,137 locations, including 268 Imax theatres" (para – 1,13).

Pamela McClintock writes in the article Box Office: 'Guardians of the Galaxy' Scores $11.7M Monday, Best of Summer 2014 "The movie "Guardians of the Galaxy"

received the widest release ever for an August title (4,080 theatres), and easily surpassed the debut of previous August record-holder" (para -4).

In 2012 there was a fall in number of 3D movies from 45 in 2011 to 40 in 2012, but box office revenues were as high as in 2012. However, this fall influenced on the price of the tickets and on higher demand in public (ibid: para -4).

Thereby the statistics shows that a lot of films produced in America are shown in different countries and many people watch them. Such a fuss makes a huge boost to the development of the English language and American culture, which helps produce more films and distribute them around the world as a means, for example, of the language development.

1.2.Movie Statistics

The popularity of movies in English plays an important role: people not only go to cinemas, but also watch them at home on computers and TV.

Theatrical Market Statistics (2012: para -1) discovered that all films around the world reached 34.7 billion dollars in 2012, up 6% over 2011's total. International box office in U.S. dollars is up 32% over five recent years.

The most powerful countries in the world in film production – Canada and the USA – are compared with the international box office from 2008 to 2012. In 2008 both countries earned 9.6 billion dollars, and the international film production earned 18.1 billion. Both countries (Canada and the USA) received just half of worldwide production; in the world there are a lot of countries besides Canada and U.S producing films, which might mean that films in English are more popular than other ones (ibid: table).

In 2009 both countries together earned 10.6 billion, this is more than half of international profit, which is 18.8 billion. From year to year sales grow. And in 2010 both countries earned 10.6 billion, but the international production reached the figure of 21.0 billion. Together they got 31.6 billion dollars. 2011 and 2012 were the most profitable years because in 2011 international office box collected 32.6 billion and in 2012 – 34.7. It could be said that Canada and the United States always keep pace with the global production and have the difference in half (ibid: table).

Thanks to the English language films prosper and develop. America is making a lot of films which are very fun to watch and at the same time to learn English. Many teachers advise to read, write, listen to songs and watch movies in English, because this is not only interesting, but very useful for language learning. So, if a person knows

English and likes movies, why does not he watch movies in English? He can have fun and, at the same time, learn a lot of English.

Especially if someone watches movies in the original, it is much more interesting, because translators often cannot translate a surprising number of interesting moments and funny phrases. Just watching movies in English people can hear the real voices of Hollywood actors, rather than what unknown translators say. Watching movies a person has to memorize the words that he does not know, and then to transfer them in real life, it is like a book, but much more fun because you can watch and listen at the same time. But there is a difference between books and movies. In the movies a person listens to the correct pronunciation and speaking and in the books you learn the correct spelling and grammar. Therefore, the two studies are very useful for language learning. But in watching movies there is a problem if a person is not familiar with the English language, and then he just does not understand what is said in the film, so the movies in the original language are only recommended for people who speak English well enough to improve speech and pronunciation.

1.3.The Place of Films in English in the Popularization of the English Language
A two-part survey on the importance of watching English films for the development of the English language was conducted in Narva College of the University of Tartu. The first part of the survey consisted of the questions on the topic of films in English. Thirty students from all college curricula were interviewed.

The questionnaire consists of two parts. The first part was aimed to reveal students' attitudes and opinions with regard to films in English, their role in their lives and studies.

The questionnaire consists of 7 questions: Films of which country do you like?, In what language do you watch films?, How often do you watch films in English? Why do you watch them? , How watching of English films can help in real life?, Where English films can be applied as a method of the English language globalization? What are your favourite English films?.

Twenty eight of the respondents have answered the first question by saying that they prefer American films because they are produced at a very high quality level and it is interesting and fun to watch them. However, two of the respondents watch mostly French films because they are very nice comedies; they also watch Russian films as they are in their mother tongue.

The majority, twenty eight of the respondents, love watching films in English produced in America, this is quite understandable as American culture and American variant of the English language are very popular in Estonia. Generally speaking, such love for American films and the languages contributes to the spread of English around the country, and then around the world.

To the second question was – "In what language do you watch films?" - sixteen of the respondents said that they watch films mostly in English (it was the answer of students majoring in English) and fourteen of the respondents watch films mostly in Russian.

With the sixteen of the respondents preferring to watch films in English, it is a good number. It is, actually, a surprising fact because mostly Russians live in Narva and there are practically no native speakers of English; but Narva College students are good at it and they have an important mission to teach other people and spread English beginning from our country, because this is a job of English teachers.

The third question was: "How often do you watch films in English? Why do you watch it?". Four of the respondents said that they watch films in English sometimes, may be 1-2 times a month, but the majority, sixteen of the respondents, admitted that they watch them 3-5 times a week because it develops English skills: speaking, listening, and comprehension. Ten of the respondents said that they watch films just for fun, because some films are very good in the original voice and that translation spoils the emotions of characters and some jokes sound not fun in translated versions.

These opinions correspond to the researchers' studies into the ways of how languages are learnt. Watching films in English with subtitles in a native language can be also recommended for learning English. Watching of American films helps recognize and speak the language. It is very important to watch English movies, because a person develops ability to speak spontaneously. About spontaneous speaking David Heathfield writes in the article „Speaking spontaneously" (2005). There are different techniques how to teach students to speak spontaneously. Firstly, this is „simulating situations where students might use the language items studied in class in the real world, teacher can provide them with opportunities for immediate and practical activation", claims Heathfield (ibid: para- 1).

The next exercise is the ticket where different questions, pictures and other developing exercises are, for example, a student can think of different kinds of shows, sporting events and travelling. The other exercise is based on song lyric which then

leads into a role play. A lot of songs invite such an atmosphere as in real life situations, and students often find such stimuli inspiring and motivating.

The next exercises can be practiced at home by using video games or films. For example, if a person has a sister or brother or just a friend who has seen the same film, he has to tell the plot of a film in the English language, if a partner has noticed a mistake he has to correct the speaker.

The next survey question is "How watching of English films can help in real life?" Almost all thirty respondents believe that it is very good for tourism. People can study English using films and after visit different countries. Twenty four of students complain that it develops not only English speaking skill, but also other important skills as mental, multitasking skills and makes a person cleverer. Also, students are of the opinion that the more languages a person knows the smarter s/he is.

This opinion also explains why English has become a dominant language with its increasing popularity. A lot of people around the world travel very often and it is important to use a language which would be understood by nearly everybody, so that people from different countries could understand each other.

According to Phil Wade (2013) English for tourism can be also called as an "International language". If you are an English language speaker it means that your ways abroad are opened, but if you are a person of another mother tongue, you have to learn English as a second language, because almost in all countries people speak English (Wade. 2013. English for Tourism. Cambridge).

If person wants to learn English for tourism he has to read books about it, learn grammar and vocabulary things. Also he has to look at online sources, related exercises, audio recordings, videos and role-plays (Wade. 2013. English for Tourism. Cambridge). Definitely, the best way to learn English for traveling is to watch English films and play computer games, because if a person wants to travel he has to know simple, spoken language, not literary or scientific, so   films and video games are the best way to get into a trip as fast as possible.

English for Tourism can change everyone's life forever, because a person can always stay in the country, which s/he comes to see. Therefore it is necessary to learn English not only because a person wants to talk freely with people in other countries, but also because it causes a greater respect from people and gives a huge potential in life.

What are the advantages in the study of languages? In her article "Why learn a foreign languages? Benefits of bilingualism" Anne Merritt (2013) discusses the benefits

of language mastery. She claims (2013: para-1) that learning a foreign language, especially English language, is not only very good for your CV or possibility for travelling. It makes you clever, extends your widespread and makes you even better at English.

The author believes that speaking two or more languages gives people more advantages in their life. Merritt (ibid.) gives an example of seven cognitive advantages to learning the English language.

Firstly, a person becomes smarter. Students who study foreign languages are more successful in standardized tests than their friends, who speak just in a national language, especially in math, reading, and vocabulary.

Secondly, the knowledge of languages helps develop multitasking skills. "Multilingual people, especially children, are skilled at switching between two systems of speech, writing, and structure.", reported Merritt (ibid.).

Thirdly, it helps to reduce the risk of Alzheimer's and dementia. Monolingual adults can get dementia at the age of 71.4, but those who know more than two languages show the mean age for the first signs of dementia 75.5. The next fact is a positive impact on memory. The human's brain is like muscles because it functions better with exercise; by learning a language an individual develops his/her brain's memory.

Also a person becomes more perceptive. A study revealed that multilingual people can focus on a particular thing better and can debate more expressively then others. The penult advantage, decision-making skills improve. Bilinguals are more confident with their choices after thinking it over in the second language and seeing whether their initial conclusions still stand up.

The last one is improvement of English. Learning a foreign language improves human skills in understanding of grammar, conjugations, and sentence structure. This makes a person more intelligent in knowing language, and knowing the ways it can be connected and represented. (ibid.)

These prospects make a person versatile and offer advantages over other people. If a person knows English, this process can be called internalization, because the knowledge of languages helps to promote the language in the global scale, and if people are basically taught the same, for example, the English language, the language automatically becomes an international.

To sum up, the answers of the respondents to question no 3 of the survey go in line with the above described findings of the researchers.

To answer the next survey question ("Where English films can be applied as a method of the English language globalization?") twenty eight of the respondents indicate that it is very good to use it in schools, because students like to make something interesting in classes and this is the way to make the class interesting and edifying. But two of the respondents claim that it is good to use films as a method of globalization and teaching at universities too because it is very helpful for university students as it activates their involvement in English language studies.

These answers confirm that films in English are a good source for teaching and learning. Many people watch films, serials and it can be used as a teaching method in schools, universities and other teaching services. Films can help students to be more open-hearted and sociable, because a huge number of students cannot communicate and there are some reasons why it is hard to teach students to speak in English.

The article „Why do not my Teenagers Speak English „written by David Spencer and David Vaughan opens some secrets of student's problems (1997). Speaking, writing, listening - these are the main points for successful learning. Fortunately, all these skills a student can get from watching English films and playing computer games. What is interesting, that students sometimes do not want to speak English in English language classes. They can write, listen to, but not speak. The problem might be their shyness. Many people cannot speak, because they are afraid that other people will laugh at how they pronounce words or just be afraid of teacher's marks, that is why the majority of students just talk in the native language, especially if the topic of conversation is personal (ibid: para -2,3).

The most effective way to get students work is pair work or group work for a mark. Nobody wants to get „1„ even if one of the students does not want to work another will insist on working because wants a good mark. The problem is that „students quickly lose interest when there is no clear purpose to an activity, no tangible task to realize or only artificial reasons to communicate with one another" (ibid: para - 7,8).

Many young people play computer games and watch different films. Topics connected with films and video games are very suitable for activating students' involvement. A teacher can request to speak about favourite films and video games. This will develop not only the interest of students, but also the knowledge of the English language.

The last question of the first part of the survey asks respondents to name their favourite films: "What are your favourite English films?". The respondents name

different films, but practically all of them mention "The hunger games" and "Guardians of the Galaxy." These are very popular films around the world and they have a hugest box office for all times. Such films can be, definitely, used in teaching, because students love it and the popularity of the films can make a great success in studying.

To conclude, the first part of the survey reveals the students' attitudes to films in English – they play an important role in their everyday life and education; they broaden their knowledge of the world and contribute to the English language learning.

CHAPTER II

VIDEO GAMES IN ENGLISH AND THE POPULARITY OF THE ENGLISH LANGUAGE

2.1. Games and Globalization

Jay Lemke in the article „Games and Globalization" (2004) writes that more and more states are beginning to create computer games. The majority of films are created in the UK and EU. France, Germany, the Netherlands, and Scandinavia are trying to succeed too.

Japan has also been successful in creating computer games in the US market. In most cases, they produce games for children, such as Pokemon, Digimon, Dragonball Z and other ones. These genres of games are called „the manga-anime franchises". Also there are such genres as fantasy and the cross-over games intended for a younger market (ibid: para-2).

Japan has created an online game under the so-called MMORPG genre called Phantasy Star. This game has the first place in the top of the best online games for over 10 years and is now in demand in Britain. The game is translated into Japanese, Chinese and other languages as well as English, so this game is popular in Britain, America and other English-speaking countries, as well as in countries where English is less strongly developed (ibid: para-3).

Computer games are made for each country on the specifics of this country, in the first place, to be culturally appropriate, in the second place, they feature country's identity, in the third place, game makers look at the lifestyle of a country and create games to satisfy the taste of people who play these games. This includes adults, children, teens, girls, boys, and that is why producers try to make it in such a way that every person could feel the identity of a game with his/her country background and its cultural characteristics (ibid: para-4).

World game makers seek to ensure that minimal resources are used for creating games, and that they will get paid for it by gaining huge profits. This type of marketing wants to take advantage of all the creators, but the problem is that people are demanding more qualitative games, because technology is evolving and every player wants to have more improved graphics in games and so on, that is why producers of video games are forced to make better games each year (ibid: para-5).

As producers are under pressure, they have to create something new that is why global cultural marketing is both working against national and ethnic cultural diversity

and working for class-, age-, and gender- based market differentiation to make more profit. Very often different game companies are in conflict with other global marketers, because the success of each company depends on how they can combine each feature of gender, age and other important components to get forward in the competitive society of game's world (ibid: para-6).

Game producers think about how to create games for gays and lesbians, but the risk is that, for example, in the Euro-American culture, there is homophobia. In these countries masculinity is welcomed, so producers are afraid that can cause sexual differences among classes, as well as a possible increase in homosexuality around the world (ibid: para -8).

2.2. Game Popularity and ESRB Content around the World

Table 1
Game popularity: Frequency (%) of five games played most often by boys

Game rank	Game/Series (ESRB rating)	No. boys listing 1 or more in that series (%)	ESRB content descriptors
1	Grand Theft Auto (M)	242 (44%)	Blood and gore, Intense violence, Strong language, Strong sexual content, Use of drugs
2	Madden (football) (E)	189 (34%)	No descriptors
3	Halo (M)	154 (28%)	Blood and gore, Violence
4	NBA (E)	111 (20%)	No descriptors
5	Tony Hawk (skateboard) (T)	90 (16%)	Blood, Crude humor, Language, Suggestive themes, Use of alcohol, Violence
6	NCAA (E)	85 (16%)	No descriptors
7	Need for Speed (racing) (E or T)	76 (14%)	Mild language, Suggestive
8	ESPN (E)	56 (10%)	No descriptors
9	Medal of Honor (T)	40 (7%)	Violence
10	Lord of the Rings (T)	28 (5%)	Violence

Table 1: Game Popularity (22 Charts and Graphs 2015)

This is the world statistics of the most popular games among boys. The majority of these games are made on the basis of online game. Almost all online servers are originated in America or in other English-speaking countries. People are forced to listen to English speech and understand what is told to them. Some games are not only in English, but there is a choice between native language and English, the majority of gamers choose to play in English because this is cool and shows the status of a gamer.

Table 2
Game popularity: Frequency (%) of five games played most often by girls

Game rank	Game/Series	No. girls listing 1 or more in that series (%)	ESRB content descriptors
1	The Sims (T)	177 (32%)	Crude humor, Sexual themes, Violence
2	Grand Theft Auto (M)	112 (20%)	Blood and gore, Intense violence, Strong language, Strong sexual content, Use of drugs
3	Super Mario (E)	73 (13%)	No descriptors
4	Solitaire (E)	63 (11%)	No descriptors
5	Tycoon games (E)	69 (12%)	Comic mischief, mild violence
6	Mario games (unspecified) (E)	64 (11%)	No descriptors or mild cartoon violence
7	Tony Hawk (skateboard) (T)	57 (10%)	Blood, Crude humor, Language, Suggestive themes, Use of alcohol, Violence
8	Dance Dance Revolution (E)	55 (10%)	Lyrics, suggestive themes
9	Mario Kart (racing) (E)	53 (10%)	Mild cartoon violence
10	Frogger (E)	45 (8%)	No descriptors

Table 2: Game Popularity (22 Charts and Graphs 2015)

The second table shows the statistics of games which are played by girls. There are the same games as boys play. Obviously girls play games less than boys. From here can be concluded that the initial knowledge of English of boys may be higher because girls do not use additional resources to expand their vocabulary. (Game Popularity and ESRB Content Descriptors by Gender. 2010).

2.3. Global Box Office Statistics

Global box office for all films released in each country around the world[1] reached $34.7 billion in 2012, up 6% over 2011's total. The increase was due in large part to international box office ($23.9 billion), up 6% compared to 2011, with growth in the majority of geographic regions. International box office in U.S. dollars is up 32% over five years ago.

Global Box Office – All Films (US$ Billions)

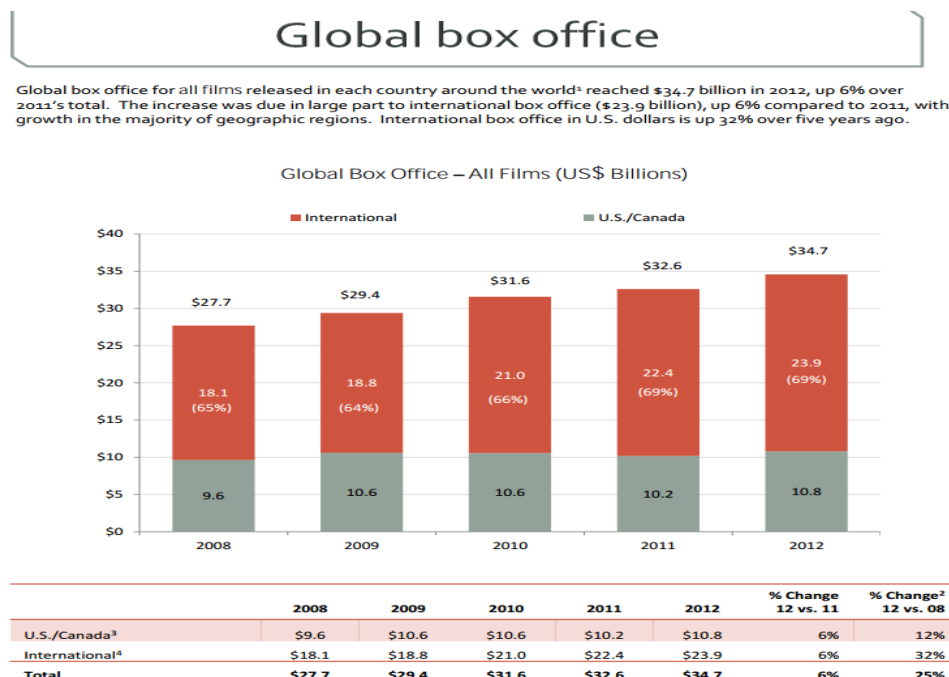|	2008	2009	2010	2011	2012	% Change 12 vs. 11	% Change[2] 12 vs. 08
U.S./Canada[3]	$9.6	$10.6	$10.6	$10.2	$10.8	6%	12%
International[4]	$18.1	$18.8	$21.0	$22.4	$23.9	6%	32%
Total	$27.7	$29.4	$31.6	$32.6	$34.7	6%	25%

Table 3. Global Box Office (Theatrical Market Statistics 2013)

The table shows that only two English-speaking countries earn almost half of the global film market. If we assume that the world has about 200 countries where English is the official language, it can be imagined how many movies in English are produced each year. In addition, there are many countries where English is not the national language which also produce films in English (Theatrical Market Statistics. 2012).

2.4. Reasons why Learning English with Movies and Films Works

It is known, that there are a lot of different ways how to learn English. But what is truly good is learning through films and movies. By the way, what are these reasons that make English learning through films so good?

The article „Reasons Why Learning English With Movies and Film Works" written by Baggio (2015) explains some important reasons why films are very good for learning the language.

The first reason is learning the real English, not textbook English. A lot of sentences and words are not spoken by English-speaking people in real life. For example, „it is raining cats and dogs." It cannot be heard in a talk with an American person, that is why it is important to watch films, because it gives more information about the real English language and helps improve English speaking skill (ibid: para- 3).

The second reason is learning words in context. Watching a lot of English films, for example, crime films, it is possible that person will remember a lot of words connected with crime. This comes unconsciously, a person does not even understand that these words are already in mind and does not try even learning them; they are coming to mind on their own. On the other hand, by learning words at school or somewhere else person can only learn the meaning of a word, but not the constructions where it can be used (ibid: para -6,7,8,9).

The last thing, but not least is that a person can hear words as they are spoken. Only 30 per cent of people's expressions are said through words, but what about other 70 per cent? The other 70 is how things are said, for example, sad or happy and other, it sounds differently and more understandably to people what the person thinks or wants to say. The majority of people want to learn „I love you" in English, but it sounds differently, when a person, for example, wants to say that he loves a women after somebody has already said it; „I love you and only you" sounds differently, because there are other emotions expressed through this sentence. Sometimes it happens that people say „I love you" very loudly trying to confess love. „Through observing actors in films, not only will you be able to learn new words, you will be able to understand *how* they are said. The characters might be sad, happy, surprised, angry. And you'll understand this immediately" (ibid: para – 10,11,12...).

2.5. The Place of Video Games in English in the Popularization of the English Language

There was made a survey in Narva College of Tartu University on the topic of the second part "The importance of Video Games in English in the Popularization of the English language" thirty students participated in the survey.

To the first question "What country produces the best games?" twenty three of the respondents say that they like American and European games, including the most popular consoles Nintendo, Microsoft and Sony. The respondents are divided into two game groups: on consoles and computers. Seven of respondents admit that they like Chinese games, exactly "anime" MORPG online games.

To be more exact it is necessary to look at the statistics and understand what these consoles are and how popular they are. A video game is an electronic game which can be played on computer, mobile device, gaming console as „PlayStation". Video games can be categorized as computer games and console games. Nowadays there are a lot of devices such as mobile phones, Ipad, TouchPad and others that is why video games are introduced in new categories. The first video games were produced in 1970. Nowadays video games are very realistic with perfect graphics and good game play (Statistics and facts about the Video Game Industry: 2014. para -1).

Video game business is a billion dollar industry which is very popular around the world and is mostly produced in the USA. For example, in 2011 people bought video games and computer games for 16.6 billion dollars. Newzoo, a market research firm specializing in video games, estimates that 145 million Americans played some sort of video game in 2011, more importantly 63 million Americans were actually willing to spend money on video games. Moreover, as the number of gamers is growing each year, video games cannot be considered as games for children, because in 2012 37 per cent of gamers were older than 36 years of age and only 32 per cent were younger than 18. Teenagers and children are the most hard gamers, because in 2009 it was discovered, that Americans of 8 to 18 are wasting 73 minutes each day on playing video games (ibid: para-2).

There are three major companies which are selling gaming consoles: Nintendo, Microsoft and Sony. For example, Nintendo's Wii – gaming console is the best seller among new generation of consoles. By the end of 2012 Nintendo sold 99.4 million consoles. The Wii became the most famous and instant hit console for whole time. "In 2011 however, both Sony and Microsoft released motion-based controllers for their consoles and the technically inferior Wii has since lost its competitive edge. The most popular video game genres in the United States are action, sports and shooter games"(ibid.).

The statistics show that a lot of people buy consoles and almost each one has a computer in his house. Usually games on console are made in original voice, it means in English and it can be changed if to make a firmware, in other words to change the foundation of console by putting the pirate version of it.

The second question of the survey is "What language do you play games and how often?". Twenty two of the respondents claim that they like playing only in English every day for a few hours, because this is the original language of the most video games

and eight of the respondents prefer to play in Russian, because they do not know English.

In Estonia there are a lot of games produced in English because not only foreign producers sell them it in our country, but as Estonia is in the European Union, other member states produce them also in English too, i.e. they are all European Union production.

But statistics shows that not only European young people play video games so much, but also American people spend a lot of time playing computer games every day. That is why English has spread and become the international language not only because people do not mostly learn it and talk, but also a great role in the spread of English has been played by video games in the English language. Many game companies make the game statistics each year and it turns out that every year more and more people are starting to play computer games. For example, the Entertainment Software Association (2013: para-1) discovered, that almost all American teens have played video games, and a majority play video games regularly. Statistics shows that in 2009 approximately 90% of teens played video games at least once.

About 83% of teenagers have the access to the own computer at home. In America 90% of boys and 40% of girls ages 8-18 regularly play computer games. (ibid: para -2). Statistics shows that teens spend a lot of time in computer games - about 13 hours per week. Most of boys report that they like to play computer games, because you feel relaxed and can control the virtual reality. But only 8% say that video games make them feel dominated by the process and it is becoming an obsession. Boys are involved in game playing more than girls. In 2008 in the United States there was earned over 21 billion dollar on games. In December in 2009 5.53 billion dollars were made on video games (ibid: para- 3,4,6).

In 2009, 25% of Americans over the age of 50 play video games. (FYI: Video Game Statistics by the Entertainment Software Association. 2009: para -3)

But the situation was quite different in 2012. In America there are 58% of video game players. The average age of game players is 30, there are different ages and different percentage. There are 32% under 18 years, 32% - 18-35 years and 36% 36+ years. Generally video games are played by 55% of males and 45% of females. (Essential facts about the computer and videogame industry. 2013).

Videogames can be played not only on a computer device, but also on Smartphone, X-box, wireless devices and others. And the most interesting thing is that a lot of people play games on their Smartphones: about 36%; and 25% of people play

games on their wireless devices. Most of the gamers play with their friends about 42% and only 16% play with the family members. (ibid)

In January 2013, the revenue in the United States amounted to 834.7 million U.S. dollars. In comparison to January 2012, the revenue grew by nine percent. (ibid). This statistics proves once again that video games in English are very popular. If to assume that the statistics outlined above applies only to America, it can be predicted how big the percentage of people playing videogames worldwide might be.

Playing video games, people do not consciously intend to start to learn English, to remember words and names, but they gradually get used to the English language, thus inspiring gamers for learning and using the English language.

The third question of the College's survey is "Why do you play in English?" All the respondents who know English say that English is easily understood and used, that is why some difficult words are repeated a lot of times during the whole game, and they become very easy to remember, of course, to understand them first it is necessary to use translator software.

Using such method of memorizing people can remember a lot of unknown words and use them in real life. Many games are made on the basis of real life realia, there are many words which are suitable in real communication on any theme. In this case video games are very useful and can be called as "teaching material".

The next survey question is "How playing of English games can help in life?" Most of the respondents say that it develops memory, extends vocabulary and improves listening skills.

These answers prove that there are a lot of films which are made for developing people's minds and different skills, which are very important for studying, speaking and writing.

Everyone at least once in his/her life has played computer games. When a person begins to play a game, s/he must first deal with the main menu of the game, because it is usually written in English. Secondly, all characters in the game speak English, and if people do not understand what they say, they will hardly take part in a quest or mission. Not all games are sold in English, but the most important thing is that the original game is available in English only, and then later in different countries it is translated into a local language. When a person does not speak English very well and starts to play video games, he begins to understand better what they say in the game. Such cases are quite common in everyday life. A person begins to translate words incomprehensible to him and s/he just has to remember them, because they will be repeated many times

throughout the game. As a result, when people finish a game, they have learned enough words that are used not only in games but also in real life.

The whole point of online games is that people play in the team, not by themselves, but with other players, like in football. If you play alone, you will anger the team, and just lose the game. Points of online games show to the other players, how much this player is good and how well he knows how to play this game. There are also games where a person can play with players who speak your language. In addition to English settings, menus and sound in the game, people can log on to any server where people speak English, as well as in various other languages. Going to such a server, a person can easily improve and practice his/her English with other people, and can listen to and memorize correct pronunciation of words. But there are disadvantages as s/he can hear not only good English, but also all sorts of curses and bad words.

The article „Do video games help to learn English?" (2011) presents benefits of video games. The author, Renee Leite, conducted a study on the subject. It was found that the majority of respondents were playing video games. The same number of people said that the games were in English. The most interesting games in their opinion were responsible shooters, racing and action. Most of the people play mainly online games and communicate with other players in the English language. Also, the games were made in English, so it was necessary to understand how to get this game. Many players say they learned a lot of new words from the games. (ibid. para-6).   From this information we can see that most people play games in English.

The author also discusses how videogames help learn English.   He explains how adventures videogames help reinforce the knowledge of English by listening to all the dialogues in the game. "Adventure games are ideal, because they are *based on dialogue.* Your character talks to himself, talks to you and talks to other characters. Everything depends on dialogue." (ibid. para -10)

Actually, there are a lot of benefits in playing video games and it is helpful, but it not recommended to play a lot, because sometimes it causes addiction and some brain disturbance.

In the answer to the survey question of "Where video games can be applied as a method of English language globalization?" Twenty five of the respondents say that it can be applied in teaching (different exercises on a theme of video games, essays and other materials and practical parts (playing special computer games in class and as home exercises). Five of the respondents argue that games are harmful to the brain and cannot be applied at all.

Games are different: some games are very useful for a person, but others are harmful, it depends on the content of a game. Actually, any games should be chosen very carefully, especially if a person buys it on the market. The content of a game should be helpful not only for spending time, but also for teaching or studying.

In the answer to the survey question of "What are your favorite English video games?" eight of the respondents claim that they love GTA in all editions, with *Need for Speed* and *Call of Duty* favoured by 30% of respondents (mostly males).

These are actually the most popular games of for the last decades. Luke Reilly (2014) writes in his article that "GTA online stats reveal over 33 million players in 224 countries". GTA Online players have created nearly 10 million jobs and played a staggering 5.9 billion jobs. The stats also reveal GTA Online players own a combined total 422 million vehicles and almost 342 million weapons. It also notes that across the 11 free updates since GTA Online's launch the team has added 1,207 new items to the game, including a dozen weapons, another dozen new apartments, 37 vehicles, and over 900 new clothing items" (ibid: para – 1,2).

What is interesting almost all online games are made only for English speaking people. Sometimes it is hard to find some Russians or any other servers to play and speak in native language. This is, definitely, the advantage of online games.

Another game „Call of Duty" is very popular in the world too. Katie Williams (2014) in the article „This Call of Duty infographic has some crazy stats" writes „would you have guessed that the number of Call of Duty players since 2010 is greater than the combined population of the United States' 300 largest cities? Or that fans have watched six centuries' worth of Call of Duty: Advanced Warfare game play in its opening week?" (ibid: para -1)

This is astonishing how many and how much people play this game; it is very popular, because it is made on the basis of online game. Almost all servers are American as in each online game. It can be truly said, that such games spread English around the world.

The last survey question is about playing games in mother tongues: "How do you think, is there any reason to translate English games into native languages of different countries?" All the respondents say "yes", because this is suitable for people who do not know English, but who like a game and also this is a huge salary for game's producers.

People who do not speak English love to play games too, that is why they need translations into their mother tongues. But they also favour English film production, because they agree that English games are very helpful.

Also that was the true comment about high salary, because this is a very huge business and the article "Video Game Localization and Internalization" written by Ale Meza Santiago (2014), claims that video games appeared a long time ago. The industry has begun to develop since the 60s, and developed up to now very active. It all started with the fact that games were made only in the native language of the country in which these games were made without any translation into other languages. Then, starting from the 80s computer games began to take a more professional level. In this century interpreters have already begun to work on translations into different languages. Translation allowed selling games abroad, which gave a huge profit for gaming companies. But until the time when games were translated professionally, it was done by fans, who translated for friends and just for fans of any game (2014: para-1).

For each country the game is made in the language that is used in the country, also in the story of the game there are introduced some cultural values of a country. All this is made for achievement of popularity around the world and that people have a choice to play the game in their own language or in the original, such as English, which is a very good way to learn the English language. For all of these words, in the early 90s there was coined the term GILT, which means Globalization, Internalization, Localization and Translation (ibid. – para 2).

Nowadays, producers of video games begin to translate games right at the same time as they create them. This course allows saving a lot of time and money, as well as it is cheaper than to translate the game after it will be of a game. This scheme of making any games allows getting the benefits not only by the created. Especially, this method is a more effective in terms of translation of the game. Another plus is, that it allows to set the game on sale much earlier than it would have with the translation after the creation producer of the games, but also by players themselves (ibid. – para 3).

Method of simultaneous translation is not used by all the producers of the games. For example, Jeremy Blaustein, who is a famous localizer, says that many people simply do not understand the importance of localization and how it all works; as well they force translators to translate 500,000 words per month to release original games and localized, translated games in the same time. This method, of course, is impossible. Translators simply do not have time to do the translation. Jeremy says that localizers translate the game in a way that emotions would be specific for any country,

because each country has its own culture and emotions, which are very important for the creation of a game (para-4).

Since many producers do not understand the importance of simultaneous translation, translators must teach them that it is very important to do the translation and the game at the same time, it affects the success of the game and the career of a producer (para-5).

This method allows to distribute games in English around the world and gives people the opportunity to choose between the mother tongue and the language that is needed everywhere and which is necessary for successful existence in our world. Of course, many people play the game in English only because they know that they are getting not only some fun, but also the knowledge that will be useful later in life. Most people who play the games – are teenagers and children whose parents are often recommended to play games with the use, that is, to learn the language with pleasure. Such parents are aware that children should grow mentally, not just to kill the time sitting at the computer.

To conclude, the second part of the survey has revealed the role of video games in English in the popularization of the English language and its studies among Narva College students; the survey outcomes in general confirm the world tendency as to the growth of the influence of the English language films and games on people's life and education. The statistic data of the production of films and games in English give evidence to prove that films and videogames in English have positive impact on the growth of English language popularity in the world.

CONCLUSION

The English language is and has always been a diverse entity. It has changed over the centuries, first, English arrived at the shores of Britain from the north of Europe, it shows that then English was different from a nowadays language. As English was spreading around great Britain it changed all the time in different contexts and incredible ways. Many scientists claim that English was divided into a few languages, that all these languages are quite different from each other. However, nowadays English is used as the way of communication between different nationalities and countries, which gives a huge opportunity to do business and travel around the world.

English has become an international language because the advantages of it were greater than disadvantages. Using English people can communicate with other nationalities. Also, it is possible to make friends and not to get lost. It is good to do business, because foreign businessmen are rich and can give some money for starting own business. The language helps discuss, understand and develop any projects together.

There are some disadvantages too, for example, when people learn another language, they are starting to forget their own language and losing mother tongue. Many people use English at work and daily life, children prefer to watch movies and cartoons in English that is why they forget some words in mother tongue. And the other disadvantage is that learning English is taking a lot of time and money. For example, the older generation has to learn English to communicate with a younger generation. But for learning English people need to spend a lot of time and money on English courses.

With regard to the spread of the English language, America copes with it very well. Distributing movies and games that are very popular in every country of the world, they spread the English language around the world. Hollywood, which is also a very good promoter of American culture and language, distributes its films in Europe and other countries. Movies are also a great source of learning English and Anglo-American culture. There are also other distributors of the language - English teachers. English is studied in many countries as a second language and to the credit of the teachers who help spread the language among young people and adults.

Tom Anderson wrote in the article "Video Games in English as a Foreign language Classroom" (2008) about the research the purpose of which was to investigate potentials of and to identify factors relevant to computer games at the centre of a course curriculum. The research was successfully completed and as the conclusion Anderson wrote that, "computer games provide language-laden, rich and entertaining onto

immersive simulated worlds. We believe properly a designed activity for simulated worlds in the classroom is a promising direction for learning, which can result in dramatic improvements to a traditional classroom. Our work demonstrates a possibility that language learning can be supported by digital games. Much like movies and other media, some video games provide a window onto the world, a resource that can and should be tapped for learning" (ibid: para-1)

Movies also distribute the English language around the world. A huge number of people go to the cinemas, most of the new films are voiced in English and subtitles are written below. This function allows people to learn English by watching movies, as well as promote English culture.

Thus, films and video games in English contribute to the influence of English in the world by including more and more people into the world of the English language, thus popularizing it and enlarging the group of people who learn it to watch films and to play video games.

SUMMARY IN ESTONIAN

Inglise keel on alati olnud ja on mitmekesine. See on muutunud sajandite jooksul. Esmalt saabus inglise keel Suurbritannia kaldale Põhja-Euroopast, see näitab, et tolle aja inglise keel erines tänapäevasest keelest. Inglise keele levimisel üle kogu Suurbritannia ta muutus kogu aeg erinevates kontekstides ja uskumatutel viisidel. Nüüd on raske öelda, et inglise keel on ainult üks maa peal.

Uurimustööde nimi on „Inglise keele kasvav mõju kui videomängude ja filmide keel".

Uurimustöö eesmärgiks on aru saada põhjustest- kuidas ja miks inglise keelsed filmid ning videomängud on mõjutanud selle keele populaarsuse kasvamisele maailmas. Samuti seletab see töö kuidas videomängud ja filmid on mõjutanud inglise keele levikut maailmas.

Uurimistöö koosneb neljast osast: sissejuhatus, 2 peatükki, kokkuvõte. Sissejuhatus arutleb põhiliste probleemide üle, mis tulenevad inglise keele rahvusvahelise keelena olemisest, inglise keelsete videomängude ja filmide rollist, kui vahend inglise keele ülemaailmastumisele. Sissejuhatuses on samuti analüüs ja arutlus inglise keele laia leviku võimalustest ja ohtudest ning sellest mis moodi näevad seda mitte inglise keelt rääkivad riigid, seoses filmide ja mängude mõjuga.

Esimene ja teine peatükk "Filmid inglise keeles ja inglise keele populaarsus." / "Videomängud inglise keeles ja inglise keele populaarsus" seletavad miks inglise keel sai rahvusvahelises keeleks ajaloo kontekstis. Need arutlevad, 21. sajandit, kui sajandit, mil tänapäeva tehnoloogia on osa meelelahutusest ja vaba aja veetmisest. Selle jaoks, et kinnitada hüpotees on Narva Kolledžis tehtud uuring, kus on videomängude mängimise ja filmide vaatamise statistika.

Kokkuvõttes, filmide ja mängude roll inglise keeles on oluline, sest nad mõjutavad levikut ja inglise keele ülemaailmastumist ja inglise kultuuri levikut maailmas.

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