



In-game language usages of students playing online games: The sample of League of Legends*

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Abstract. The present study aims at examining in-game language usages of students playing online games. It was conducted with the case study design of the qualitative research methods. The study group consisted of 10 participants who were determined by using criterion sampling method. Semi-structured interview form, observation notes and voice recordings were used in the data collection process. The collected data were analyzed by content analysis technique. In the application part of the research, two game environments were designed, in which the use of language was not restricted and then the use of expressions of foreign origin was prohibited. During the first game, it was revealed that the participants playing League of Legends produced mixed expressions in Turkish and English and used them frequently in the in-game communication. In the second game, the participants continued to use these expressions voluntarily or involuntarily, although the use of expressions of foreign origin was restricted. The observations of the researchers supported these data, as well. Although the game was designed entirely in Turkish, the participants thought that it was very difficult to use merely Turkish for in-game communication. In addition, it was emphasized that the Turkish-English mixed expressions used in the game process were important for comfortable communication and this communication style became a pattern.

Keywords: Language usage, mixed language, online games, League of Legends

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INTRODUCTION

Language is a mean of communication which enables individuals to live as community, pass their knowledge and cultural elements on to the next generations in the historical process. In this respect, language is an institution that has a connection with all fields such as the individual, society and science, art, and technique, which cannot be considered separately (Aksan, 1998: 11). In this context, sociality is seen as one of the most essential features of language. Individuals' linguistic performance is affected not only by where they came from, but also by their social and cultural backgrounds, ages, genders, races, professions and social commitments (Wardhaugh 2006: 140). The relationship between language and society is sociolinguistics' field of study. The aim of sociolinguistics is to examine the social functions of a language and the reason why it is spoken in different ways in different social areas. In this context, sociolinguistics focuses on titles such as language contact, borrowing, multilingualism, usage of two languages in a society/diglossia, pidgins, creoles, lingua franca, code-switching (Tercanlıoğlu, 2000: 150).

Mixed languages are defined as languages which have acquired a unique structure over time, based on the common use of items taken from two or more languages as a result of various social factors (Hengirmen, 1999). These languages emerge based on speech and involves vocabulary from more than one language; as well as generally being irregular (Valdman, 1978:11-12). Environments where a communication gap occurs as most of the members come together for the first time and more than one language is spoken, are seen as one of the causes of mixed language formation. It is considered that, with the technological developments, the easy and continuous communication between different language speakers has paved the way for the formation of new mixed languages. The interaction of human communities speaking different

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languages especially through Internet creates different language usages. As a matter of fact, a new language use which is used on social media platforms, non-conforming with the sentence, structure and sound rules of Turkish language and involving abbreviations similar to those in English is mentioned (Karahisar, 2013). Undoubtedly, it can be said that Turkish language speakers using this language are influenced by and borrow from English. Borrowing is defined as receiving items from another language; additionally, it is a situation which can be seen at all levels of language such as phonemes, words, morphemes, and syntax on the grounds of various reasons such as political, social, cultural, economic etc. (İmer, Kocaman and Özsoy, 2011). There is a natural interaction between languages which are used in human communities speaking more than one language and a linguistic exchange takes place. The loanwords which are result of the interaction being talked about, could be used either as they are, or undergo phonetic, morphological and even semantic changes (Bloomfield, 1933; cited in Bensadoune, 2019). Mixed languages may form as a result of the recipient language's borrowing and the intense interaction between languages. Within this scope, online games, in which human communities speaking different languages coexist and the interaction between languages is intense, are worth to be analyzed, as well.

Digital games are seen as an effective media field in both global and local environments with their increasing popularity as entertainment activities. As a matter of fact, it is stated that these games have a significant place in the daily lives of various age groups (Binark and Bayraktutan Sütçü, 2008: 48). The fact that digital games can be played via the Internet has led these games to reach a different position. When the most 10 played games in Europe and USA were examined in the year 2018; these appeared to be online games (Newzoo, 2018). The particular preference of online games is explained by the expectation of socializing among individuals. These games reach great masses through meeting the needs for socialization, providing a sense of development, feeling and rewarding success and active participation (Gürcan, Özhan and Uslu, 2008). Based on the data in question, it can be suggested that individuals prefer to play games in which they are able to communicate with people online, rather than play single-player games. Inasmuch as, individuals are able to interact with other players wherever and whenever they want to, through connecting to online games via Internet. In this respect, online games have become one of the areas in which individuals in different local environments contact with global cultural fluence. One of the outstanding elements of the stated cultural fluence is language. By the medium of online games, individuals from different nationalities are able to play games all together and communicate in different languages.

With a total amount of 38,4 minutes per player and 39 million hours per day, Turkey ranks first in the world (Bilgi Toplumu Dairesi, 2015). Various studies have been conducted in Turkey regarding online games which reach millions of people. In these studies, such topics as online risks, game addiction and the effect of online games on tendency to violence have been discussed (Kaya, 2013; Demirtaş Madran and Ferligül Çakılcı, 2014; Dönmez, 2015). In other respects, studies have been carried out based on the idea that online games might be used in teaching process (Güneş 2010; Tüzün, 2006). Analyzing the international literature, it has been observed in the studies which are based on the notion that digital games may be used in language teaching that digital and online games can be used in language teaching through involving learners inside and outside the classroom; furthermore, it has been found to be an effective medium especially for improving students' vocabulary (Baltra, 1990; Peterson, 2010; Peterson, 2012: 70-98). In this context, Janebi Enayat and Haghghatpasand conducted a study on English vocabulary teaching through video games in their research in 2019. Additionally, it was revealed that teaching with video games yields more successful results compared to traditional method does. Players who participated in the research expressed their positive views towards the game and reported that the game was helpful for language learning in general and especially for vocabulary learning (Janebi Enayat and Haghghatpasand, 2019). Conformably, Butler, Someya and Fukuhara (2014) studied the effect of digital games on the English vocabulary learning of Iranian children and reached more positive results than the traditional method. Online games are considered to offer a safe and effective learning domain to support language learning (Kongmee, Strachan, Montgomery and Pickard, 2011). Horowitz (2019) put forth that the duration of playing

multiplayer online games benefits communication in target language. Jabbari and Eslami (2019), on the other hand, made a research oriented for second language learning in multiplayer online games, moreover, they revealed that these games help students develop their communicative competences in the second language and enrich their vocabulary in that language.

Approximately 30 million people in Turkey are estimated to play digital games actively (Özistek, 2017). League of Legends, which is stated to be played by more than 3 million registered players in our country (Koçyiğit, 2017) and is the most played online computer game, has been taken as an example in our research. It is believed that online games, which appeal to large audiences by offering a global gaming environment where written and verbal communication takes place intensely, are considered to have an inevitable effect on the individuals' language usage informally; besides being used formally in language teaching. Considering that individuals can acquire the elements of a second language in the in-game communication processes (Li, 2020), revealing the said effect is only possible by determining the language used in in-game communication processes. The purpose of the research conducted within this scope is to determine the in-game language use of students who play online games. With this design, answers to the following sub-problems were sought in this research.

1. How are the in-game language uses of the participants who play League of Legends?
2. What are the perspectives of the participants who play League of Legends regarding their in-game language use?

METHODS

Research Design

This study was designed with case study, one of the qualitative research methods. The situations covered in this design are limited to time and action, and the researcher collects detailed and in-depth information by using multiple information sources (Creswell, 2013: 99).

Study Group

In the research process, it was aimed to especially analyze the participants' verbal communication by recording. Therefore, it was planned that each participant would connect to the game from their own homes and communicate verbally through the specified web 2.0 tool during the game process, in contemplation that participants playing together might emerge different variables. Within the planned data collection tools, the participants were expected to meet the criteria, which are playing League of Legends, time, location, technological infrastructure and parental consent. In this context, a school in a region with high socio-economic level was preferred on the basis of easy accessibility. Afterwards, within the scope of the practice permit, a questionnaire was carried out to identify the students playing League of Legends. Among the detected students, students who can meet the predefined criteria (playing League of Legends, time being appropriate, participating at home, having a computer and Internet connection, connecting to the specified web 2.0 tool, having a parental consent), were involved in the study group. The study group created consists of 10 people so as to make two teams in accordance with the game format. Information regarding the study group is given in Table 1.

Table 1. *Information on the study group*

Criteria	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
7. grade	✓	✓	✓	✓	✓					
8. grade						✓	✓	✓	✓	✓
Plays League of Legends	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Suitable for research time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Has appropriate setting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sufficient technological infrastructure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parental consent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Data Collection Tools

Observation Notes

Students who participated in the research process were organized and observed in the game setting. The students were gathered and made establish voice communication through the specified web 2.0 tool. The game was observed in the spectator mode and the team communication, which was established through the web 2.0 tool, was recorded. During this process, 3 researchers made observations without making any communication with the students and followed up the process while taking observation notes.

Semi-Structured Interview Form

In the research, semi-structured interview form was used during the interview with the participants. To prepare the interview questions, a literature review was conducted, and related publications were examined. These questions were presented to the evaluation of 4 experts, 3 from the field of Turkish education and 1 from the field of assessment and evaluation, in terms of content validity and they were organized in accordance with the recommendations of the experts. In this context, along with the basic questions such as “What do you think about your language use in the first game process played without a communication limitation?”, “What do you think about your language use in the second game process in which using foreign vocabulary was limited while communicating with the players?”; questions were directed to the participants at the end in order to reveal the reasons of the emerging views and the communication problems experienced.

Audio Recordings

The participants joined the game in a way to form two teams (Team-A, Team-B) and all of them were ensured that they established voice communication over the specified web 2.0 tool. Audio recordings of the conversations were taken during the game and were transferred to digital media.

Data Collection

10 participants, who can meet the criteria as time, setting, technological infrastructure and parental consent, were determined based on voluntariness, and these participants were observed in the game environment. As required by the game format, a team consists of 5 people. The chosen 10 people joined the game forming two mutual teams (Team-A, Team-B) and all of them were ensured to establish voice communication over the specified web 2.0 tool. The game was monitored in the spectator mode and team conversations the players had over the web 2.0 were recorded. In this way, the players played two games, each of which lasting approximately 40 minutes. In the first game, no restrictions were made on the players and their in-team conversations were recorded. Afterwards, the players were asked to not use words of foreign origin while communicating among one another. The game processes were monitored by 3 observers, including the researcher. At the end of the process, the participants were interviewed regarding their in-game language uses and the data collection process was completed.

Data Analysis

The observation notes, audio recordings and semi-structured interviews, which were kept in the game process, were organized through transferring them to the digital media. In the data analysis process, content analysis, which requires gathering similar data within the framework of themes, organizing and explicating them in a way which the reader could understand (Yıldırım and Şimşek, 2011: 227), was used. In the data analysis process, the game recordings were analyzed at first; additionally, the sections, in which Turkish and English were used together, were taken. Subsequently, the observers’ observation notes regarding the game processes and the audio

recordings were combined together to support the data with each other. Lastly, the data obtained from the interviews with the participants were reported by subjecting the data to content analysis. In order to increase the reliability of the research, some parts of the notes, audio and interview recordings are given and discussed together within the study.

RESULTS

The First Game Process

10 people, who were included in the study group, joined the game in a way to form two teams (Team-A, Team-B), and established voice communication over the specified web 2.0 tool. No restrictions were imposed in order to record the natural communication of the players during the first competitive game. In the first game played in this way, it was seen that the players often preferred foreign words while talking to each other. The foreign words in question are usually tried to be pronounced according to English rules. Foreign words and abbreviations used by the players in their in-game conversations are written in a "bold and italic" format to be emphasized, and their Turkish equivalents are given in parentheses. The Turkish equivalents in the parentheses were not used by the players, they were only added by the researcher so that researchers could have a better command of the conversations process. Some part of the player conversations belonging to the first game process and frequently used words of foreign origin is as follows:

Team-A

P1: Ben de **mide** (*ortaya*) döndüm.

P5: **Ulti** (*Son vuruş*) attı bana. **Ulti** (*Son vuruş*) at Twitch'e. **Yes, well play** (*Evet iyi oyun*).

P2: **Nice nice** (*Güzel güzel*). **Ace** (*Katliam*).

P5: **GG** (*Good Game- İyi Oyun*).

P2: **GG** (*Good Game- İyi Oyun*).

P5: Fizzi **dodgeladım** (*atlattım*).

P1: Fizzin devri bitti şuan.

P5: **Boostla** (*Yükselt*) beni **boostla**(*yükselt*) **boostla**(*yükselt*). **GG** (*Good Game- İyi Oyun*).

Team-B

P6: Vi, şurayı al **base** (*merkeze*) at sonra **bota** (*alta*) gel.

P8: **Gang** (*baskın*) yiyebilirsin dikkat et.

P6: Jarvan **bot** (*alt*). Minyonlara vurma da **lane** (*koridor*) itmeyelim. Kanka **exhaustu** (*bitkinliği*) çok geç bastın bu arada.

P8: Gerek var mı **baseye** (*merkeze*)?

P6: Var var. Guinso mu kassam? Statik alıyorum ben ya. Vi kardeşim **botun** (*altın*) sıçrası ve **heali** (*canı*) yok.

P7: Ben **flash attım** (*sıçradım*).

P6: **Ping** çıkıyor baya.

Observation notes regarding the first game process are as follows:

"The students played quite comfortable without any language limitation. In this process, I noticed that they could speak very quickly in the parts of the game which requires fast movements. It was as though they had a colloquial language full of words of foreign origin. The interesting thing was that nobody found it strange, and a communication problem did not arise." (Observer-2)

"The students communicated more easily with the words of foreign origin and preferred these words during the game. While communicating, they were very comfortable when they spoke as they wished without language limitation. They did not have any problems." (Observer-3)

When the players' audio recordings were analyzed, it was seen that they used basic words such as "sıçramak (flash)", "yükseltmek (boost)", "kaçmak (dodge)", "orta (middle)", "alt (bottom)", "iyi (good)" in English. When the observers' comments are taken into consideration, it can be suggested that the players show a preference for using English words.

The Second Game Process

In the second game process, the players were warned to prefer Turkish words instead of their foreign equivalents prior to starting the game. However, it was observed that the players preferred foreign words while talking to one another. Nonetheless, some players, who used foreign words, re-formed their sentences preferring Turkish words owing to the warning made at the beginning of the game. The words and abbreviations of foreign origin used by the players in their in-game conversations are written in a “bold and italic” format to be emphasized, and their Turkish equivalents are given in parentheses. The Turkish equivalents in the parentheses were not used by the players, they were only added by the researcher so that researchers could have a better command of the conversations process. Some part of the player conversations, which belongs to the second game process and is considered to express the situation best, is as follows:

Team-A

P1: Görüşümüz var o yüzden diyorum. Tamam, koridor eşitlenmedi de yani yakınlaşıyorum.

P2: Orta koridora geliyor olabilirler. Ya da bize pusu atmış olabilirler.

P1: Takım savaşını kaybettik ya?

P1: Kaisa parçalıyor ya.

P2: Adam yalnız lane de 0 **killdi** (öldürmeydi) ya.

P1: Ben **base** (merkeze) gidip **item** (eşya) alayım. Eşya alayım. Yani merkeze gidip biraz eşya alayım.

P3: Hoca Türkçe konuşun dedi herkese, merkeze gidip biraz eşya alayım.

P3: Merkeze gidip eşya alayım ne oğlum? Marketten eşya alalım.

P2: Merkezdeyim girmeyin.

P2: Oyuncu-5 **AFK** (Away From Keyboard) mi?

P4: Aaa **toptan** (üstten) kule gidiyor. Ayy üst koridordan.

P1: Gitti bile. Ben **base** (merkeze) atıp, merkeze dönüp geliyorum.

Team-B

P8: **Flashı** (sıçrası) yok. Ayy sıçrası yok.

P7: **Flashı** gitti **flashını** aldık.

P8: İyi. Kanka sıçrası yok **flash** ne ya?

P7: Aa tamam tamam.

P10: **Bot** (alt) gidiyor **bot** (alt). Alt koridor gidiyor.

P8: Beyler siz ejdere koşun ben solodan kule alacağım.

P9: **Top laneden** (üst koridordan) kule alacaksın.

P8: **Drake'i** (Ejderi) aldım. Okey. Pardon tamam.

P10: Engellersek solodan kule alabiliriz. **Top laneden** (üst koridordan) kule alabiliriz. Ayy ne **top lanesi** (üst koridoru) ya. Üst koridordan.

Observations notes regarding the second game process are as follows:

“The behaviors observed when the students were asked to avoid using words of foreign origin in the statements they used were noted as; pauses when talking in situations which requires fast movements, trying to talk as little as possible; using the words of foreign origin at first, then re-telling them in Turkish; reminding their friends that there was a language rule when they made mistakes. Despite the fact that it is not correct to say that the students had a communication problem at this stage of the study, it could be stated that there was less fluency in their communication compared to their normal communication.” (Observer-2)

“We observed that they had difficulties when we asked them to express themselves by avoiding the expressions of foreign origin. Despite trying to be careful, the words of foreign origin came out of their mouths first; and when they remembered the warnings, they were trying to say Turkish equivalents of those words. During the game, we observed that the students were frequently using words of foreign origins such as “using flash, trolling, etc.”, then quickly thinking of their Turkish

equivalents, and trying to express themselves with Turkish words. Overall, we observed that the students had problems and difficulties in communicating with the words' Turkish equivalents. The views of the students, who played the game, were in this direction after the game, as well. They reflected that it was important to be quick and to communicate quickly during the game; accordingly, they stated that Turkish words were too long to play the game." (Observer-3)

When the players' in-game communication was analyzed, it was observed that they tried to use Turkish words in the second game process; nevertheless, use of foreign words was still frequent. At the point of choosing Turkish words; at first words of foreign origin were preferred mostly; then, the expressions were corrected by preferring Turkish words. Moreover, some players, who paid attention to using Turkish words, was seen to try to correct other players who used foreign words in team communication. In the second game, in which the players were asked to prefer Turkish words, it was observed that the players spoke less than they did in the first game. It was determined that the other observers' notes were parallel with the researcher's observation notes.

Participants' Views

In this section, the participants' views regarding the communication established in the game process are given. The participants' opinions were collected through a semi-structured interview form and redacted. The data obtained were systematized through content analysis, and the participants' statements were gathered under themes.

The participants' views regarding the communication established during the game process were discussed within the themes, which were the problem of using Turkish words (f=10), habit (f=6) and unconstrained communication (f=4). When the participants' expressions were examined, it was seen that all of them were united in the theme of "problem of using Turkish words" (f=10). The participants preferred using words of foreign origin in the in-game communication, even though the game was structured entirely in Turkish. They were asked to use Turkish words instead of words of foreign origin while speaking; however, the participants stated that they had difficulty while using Turkish words. The fact that English words being more fun, foreign words coming to their minds first, English words being imprinted on their minds were given as reasons of this situation. Views of some participants regarding this theme are as follows:

"I had a great difficulty because I did not use some words in Turkish. It is because the foreign words are in my mind. It seemed very different to me to play the game in Turkish when there was a language limitation." (P3)

"Yes, I had some trouble when saying some things, because I thought about the words of foreign origin at first. (P4)

"I had a really hard time without using expressions of foreign origin while playing League of Legends with my teammates. In my opinion, using English words is much more fun and good." (P9)

"I had a little trouble because the English words are imprinted on my mind, I was unable to get my tongue around and so I had some problems with using their Turkish equivalents." (P6)

Another theme is "habit" (f=6) theme. Although the participants were asked to use Turkish words during the game process, they continued to use foreign words. The participants stated that using foreign words was involuntary, and that they had been using foreign words for a long time. In addition, it could be understood from the participants' expressions that using words of foreign origin for a long time has formed a habit on them. Views of some participants regarding this theme are as follows:

"I got used to it because I have been using English words for two years. So, I had no trouble, but I use some words in Turkish." (P10)

"Because when I started the game, I had looked up all of the words. All of them were in English and I got used to it since I have been playing it for two years. I was constantly using English when saying bot lane, mid lane. Later, I realized and fixed it, like the bottom lane (alt koridor). It was

challenging; however, I kept using foreign words by force of habit even though it was in our language.” (P4)

“It did not attract my attention because I got used to it. I think I will continue using English words.” (P5)

The last theme is “unconstrained communication” (f=4). During the game process, the participants were told that they could play the game without any language limitation. The participants preferred using words of foreign origin instead of their Turkish equivalents. As a reason for this, they argued that using English words provided a comfortable communication and it contributed them to play a smooth game without any difficulties. Views of some participants regarding this theme are as follows:

“I did not have any problems. Because using English words for the in-game terms allows us to play a comfortable and smooth game. It enables us to communicate more easily with our teammates.” (P8)

“I did not have any difficulties without language limitation, at all.” (P7)

“I had no problems. I communicated more easily.” (P6)

DISCUSSION and CONCLUSIONS

In this research, it was aimed to identify the in-game language use of students playing online games. For this purpose, League of Legends sample was preferred; and in 2 different game formats, approximately 80 minutes of in-game communication was recorded. As a result of redacting and analyzing the recordings, it was found out that students playing League of Legends created a different language use, in which the Turkish and English words were used together in the in-game communication processes, although there was no English orientation in the game content. In the study, which Şimşek and Direkci (2019) conducted and 225 students participated in; it was determined that the game experience, frequency of playing and the time of watching league of Legends broadcasts have an impact on the learning of this language. Furthermore, the majority of the students stated that they learned the expressions of foreign origin by playing the game in Turkish language option in the Turkey server, and by watching/listening the broadcasters speaking in Turkish. Besides, it has been observed that there are students who play the game in English and follow the foreign language-speaking broadcasters (Şimşek and Direkci, 2019). The fact that League of Legends is an online game and that different language speakers could play together is considered to be influential in the formation of this mixed language.

When the in-game language use of the students is analyzed, it is possible to discuss the English words used in the communication process in 3 dimensions, which are nouns, verbs and abbreviations. In cases where English nouns were preferred over Turkish words, as observed that English equivalents of the Turkish words were used without undergoing a change. English words such as “mid, top, bot, base, item, nice” are preferred in the in-game communication instead of the Turkish words such as “orta, üst, alt, merkez, eşya, güzel”, which could be considered as very basic words for 7th and 8th grade students. As a reason for using these words, the participants suggested that it contributed to a faster communication. For instance, it was determined that the participants preferred the use of “mid lane” instead of “middle lane/orta koridor”. Furthermore, it was observed that they did not even use the word “lane/koridor”, and they provided the concept of “middle lane/orta koridor” with the word “mid”. Therefore, the participant group emphasized that words of English origin provided a faster communication opportunity for them. In addition to the “middle lane” example, this case is also valid for the use of “üst koridor/ top lane”, “alt koridor/ bottom lane”, “son vuruş/ ulti”, and the participants’ opinions stating that these words accelerate communication is partially acceptable considering that in-game communication occurs with less words. However, using the words “exhaust” instead of “bitkinlik”, “item” instead of “eşya”, “nice” instead of “güzel” is not considered to accelerate the communication, even though they are preferred by the players. Preferring words of English origin in the in-game communication process provides less words to be used, except for direct translation uses. It could be suggested from the audio recordings, their own views and the observations notes that the players created a mixed Turkish-English game language, which could

convey the same situation without semantic loss using less words. Caudill (2015) found similar findings in his study on League of Legends players and suggested that the vocabulary used in this game generated a special and fast language; moreover, this language played an important role in the success of in-game strategies. Despite the fact that gamers playing online games do not intentionally set out to learn a foreign language, they can acquire foreign language elements during the game process (Chik, 2011). Taking into account that online global platforms contribute to active English learning and use (Thorne, 2008), it could be suggested that online interactions between players on globalized platforms such as League of Legends might allow foreign language elements to be acquired.

When the situations, in which the students preferred words of English origin instead of Turkish verbs, are taken into consideration, it was determined that the students used the English words either with the help of affixes, or with auxiliary verbs. Uses such as “banlamak” instead of banning/yasaklamak, “dodgelamak” instead of dodging/atlatmak, “boostlamak” instead of boosting/yükseltmek are examples of structures in which English words are used together with Turkish grammar-based affixes. Additionally, structures such as “kill almak” (killing), “flash atmak” (flashing) could be given as an example of using words of English origin with Turkish auxiliary verbs. Along with these uses, it is seen that acronyms are created from English-originated word structures and these acronyms are used in the in-game communication. These forms of expressions, which can be exemplified with acronyms such as WP (Well Play), GG (Good Game), AFK (Away From Keyboard), are used in a way which reflects their meanings in English. When the researches in the literature were analyzed, it was seen that individuals playing digital games could learn foreign words from different languages and structures belonging to those languages. Çetin, Sözcü and Kınay (2011), and Rankin, Gold and Gooch (2006) revealed in their studies that individuals playing digital games could learn words of foreign origins. Miller and Hegelheimer (2006), and Arslan (2017), on the other hand, suggested in their studies that individuals playing digital games could learn both words of foreign origin and grammatical structures of that language. These researches support the results of our research in this aspect.

Although League of Legends is an online game which is completely configured in Turkish (in the Turkey server), it was recorded that the participants formed mixed Turkish-English expressions and they were found to use them in the in-game communication. In this process, words such as “trollelemek, ping/ trolling, ping”, which do not have the exact equivalents in Turkish or words which are not frequently used in daily life yet, are used as well as the words such as “mid, base, ban” of which Turkish equivalents are frequently used in daily life. The players both benefited from local language resources and developed a new bilingual dialogue process, during the communication process. League of Legends, with it being an online game, offers a universal gaming environment and gathers up players who speak different languages. Therefore, it has been determined that the English, which is used by the players speaking different languages to communicate in the game, has an effect on Turkish in the in-game language usage, and a mixed language usage has emerged which is a mixture of local and dominant language. It is seen that English has a dominant position not only in Turkish but also in different languages, especially in online games. Within this scope, Lindemann, who examined League of Legends, which is now accepted as an e-sport (Agha, 2015; Pereira, Wilwert and Takase, 2016; Rosell Llorens, 2017), in the context of sports language in the research conducted in 2016. In this research, it was emphasized that German players used English to communicate with non-German players and to use meaningful abbreviations. In the aforesaid research, although the players playing League of Legends speak different languages, it was suggested that the game terms emerged from America and the effect of English on the in-game language was revealed. This influence is not only limited to League of Legends game. Researchers Leppänen, Pitkänen-Huhta, Piirainen-Marsh, Nikula and Peuronen (2009) also examined the conversations of a group of Finnish participants in Final Fantasy X environments, which is an online game. In consequence of the research, it was revealed that Finnish players similarly formed a common Finnish-English language in the game environment. The findings of the researches’ conducted in this context show consistency with the results of our research.

All in all, when the results of the research are discussed, it is seen that the players use a game language consisting of Turkish-English expressions. This language provides quick communication to serve in-game goals. As a matter of fact, troubles in the participants' communication was observed when they were expected to play only with Turkish words. It could be said that English noun, verb and abbreviation structures are used by students playing League of Legends and these uses are seen as a habit in the in-game communication. In this scope, it is recommended to identify other online games which appeal to large masses, to examine the language structures used in these platforms and to create a broad perspective on the language usages in question.

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