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Léxico de videojuegos incluido en la lengua española: un estudio de caso múltiple

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Linguodidáctica

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Abstract

In our current society, the lexical treasure that Spanish has is made up of numerous words that recognize the expressions of a group of speakers. Due to technological development, this reality is present in the Internet space and among consumers of online content, who discover and learn, from this multimodal tool, new terms that arise daily, giving rise to new words. For this reason, in this dissertation, we aim to investigate and treat those terms of Spanish and English origin and even neologisms that make up the world of video games, with a viewing of 50 youtubers and an experimentation of 3 successful video games from which it will be obtained, terms which will be later collated to see how they are treated in the different dictionaries. Thirdly, the percentage of these terms will be calculated through the words collected in the Spanish and English reference corpora. It will also be addressed the attention video games receive recently as a didactic multimodal tool for learning vocabulary.

Resumen

En nuestra sociedad actual, el tesoro léxico que posee el castellano se compone de numerosas palabras que reconocen las expresiones de un conjunto de hablantes. Debido al desarrollo tecnológico, esta realidad se encuentra presente en el espacio de internet y entre los consumidores de contenido en línea, los cuales descubren y aprenden, de esta herramienta multimodal, nuevos términos que brotan diariamente, dando cabida a nuevas palabras. Por eso, en la presente disertación, intentamos investigar y trataremos aquellos términos de origen castellano, inglés e incluso neologismos que conforman el mundo de los videojuegos, con un visionado de 50 youtuberos y una experimentación de 3 videojuegos de éxito de los que se obtendrá, términos que serán posteriormente cotejados para ver cómo se tratan los mismos en los diferentes diccionarios. En tercer lugar, se calculará el porcentaje de dichos términos a través de las palabras recogidas en los corpus de referencia del español y del inglés. Se revisará también qué atención reciben los videojuegos recientemente como herramienta multimodal didáctica para el aprendizaje de vocabulario.

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1. Introduction and state of art

From the approach of the paradigm of multiliteracies enunciated by the New London Group (1996), the video game provides different modes of learning for users. So, it can be considered as a multimodal didactic instrument. In a study on videogames on social networks carried out by Revuelta and Bernabé (2012), they establish the possibility that videogames can be brought to the ICT educational field due to their possibilities of accessing a mass audience; In addition, they allow rapid, cheap distribution and easy access, without representing a burden for the user, but passive learning. Similarly, Gravel et al. (2022) understand that the STEM methodology, also based on computer games, allows students to learn transdisciplinary with a focus on remote professional preparation and understanding of a transdisciplinary environment.

According to Clark et al., (2016) video games can be used in classroom contexts to support learning. This learning support is related to a diversity of cognitive processes such as inductive reasoning (Greenfield, 1994) decision-making (Gros, 2007) and within language arts instruction (Gillern et al., 2022a). In fact, video games are already used in a personalized and complementary didactic way to learn and retain vocabulary with more effective results, more retention and motivation than traditional methods (Gunel & Top, 2022). However, Gillern et al. (2022b) conclude that only 36.6% literacy elementary teachers (n=328) indicated they regularly use games in their English language arts instruction. So, teachers still need to be trained so that they include the video game as a didactic resource.

Thus, video gaming is a new theme about a digital game used by both adults and adolescents, even children. This issue seems appropriate to be investigated since the current consumption of video games in Spain is around 15.9 million (47% of Spaniards between 6 and 64 years). These are figures that reflect how the electronic entertainment sector has not been as affected by the pandemic as other cultural industries, and that are part of the Yearbook of the video game industry in Spain, published by the Spanish Video Game Association (AEVI) (lavanguardia.com).

The impact of video games has generated a link between the youngest and those people who, at some point in their lives, decided to prostrate themselves in front of a camera and broadcast their games on streaming pages on platforms such as YouTube. Youtubers have become, in the world of new technologies and digital platforms, a role model among the people who consume their content. Depending on the theme, the number of followers will determine their notoriety among content creators, since today they create content that is most consumed because it is what will generate visits and, consequently, more economic income.

This study focuses on youtubers using Clash Royale, Fornite and Fifa 22. There is a description of the characteristics of them. From the company Supercell comes Clash Royale, a multiplayer battle game where participants will face other players in real time, either 1 vs 1 or with another friend in a 2 vs 2 battle. The consumption rose a peak of two billion active fights (Pérez, 2022). The characters come from the Clash of Clans universe, but in this game another twist is given through battles where players will have to create an 8-card deck to be able to face their opponent. These 8 cards are within a total collection of 106 cards, ordered according to their 'elixir', which is represented by a pink drop. Depending on its quality, we can divide it into several types: the first, 'common' quality, represented by its transparent colored band, as can be seen, for example, in image 4 with the 'arrows' card; the

second, 'rare' or 'special' quality represented with an orange band where its level is; the third, 'epic' quality, represented by a purple band on its card level; lastly, the 'legendary' quality, represented with a blue band, the level of the letter pink and hexagonal in shape. All players have to request, every eight hours, a letter, whatever it may be, except for the legendary ones, since they have the peculiarity that they can only be obtained through chests. Once you get a certain number of cards you can go up from level 1, which is when you start the game, up to level 14, which is the maximum you can reach.

From the company Epic Games, Fortnite emerged in 2017, a multiplatform game model in which, for free, it can be faced players from anywhere in the world. Its typology is battle royale, a style of play in which, through the home screen, the user can access, for example, numerous game modes such as Solo, Duos, Squads, Siphon. There are to Creative mode or Tutorial in case you have just started playing and need to delve a little more into the game´s functionality. The current consumption of this game lives a 'new life' after this new season, with a simultaneous consumption of between three and eight million users and with tens of millions of users at any time of the day (depor.com, 2022).

FIFA 22 is a soccer-themed video game published by EA Sports, developed by EA Vancouver and EA Romania. Said videogame, thanks to the advancement of new technologies, is in physical format (disc, as it has always existed) or in digital format, available in virtual stores within your console, where the payment and purchase of the game that is played is made. will automatically download and save to your console (PlayStation 4 and 5, Xbox, Microsoft Windows and Nintendo Switch). The launch of this game took place on October 1 globally and is the ninth installment of this edition, although the trailer was presented on July 11, 2021. Its consumption is currently more than nine million users, according to Marca Gaming (marca.com) on its website after some statements by the developer of this video game.

One of the great novelties that the new FIFA 22 brings is the introduction of Hypermotion Technology, which consists of the insertion of new elements such as Xsens suits, which capture movements of all footballers playing at high intensity from where, subsequently, real data of the players such as their displacements are obtained. Other elements are automatic learning from which information is obtained from more than 8.7 million frames that generates animations in real time, authentic movement of the entire team (artificial intelligence in tactics, attack and defense), kinetic aerial disputes, composite control of the ball and humanization of the players. In fact, the players speak, point and direct each other according to their actions, as well as the movement depending on the intensity and need to reach the ball.

If we consider other linguistic concepts of this study, it is necessary to delimit the concept of neologism. Opinions about the concept of neologism are very different. Neologism is a broad concept in the formation of new words that appear in our language. It can designate everything related to existing words in our language that have mutated, that is, a new term has emerged from the same word, or a new term comes from another language along with its meaning. Following Guerrero (2016), he shows that neologisms can be approached from both the perspective of the speaker and the listener, and that both are not the same. In addition to this, he alludes to the question of terminological

neologisms and the problem that the two disciplines mentioned above can only be approached in an interdisciplinary way as new contents of the current lexical semantics (Guerrero, 2016).

The dynamism that the different varieties of the language have and that the Spanish language currently lives in the different orthographic planes makes Spanish a language that is quite widespread in the rest of the world and that, therefore, is constantly subject to contact phenomena of languages continuously. This is how Medina (1998) expresses it in his book on Anglicism in current Spanish. This work tries to show us that it is possible that in European Spanish and in American Spanish there is a clear Anglo-Saxon influence. This is due to the fact that, in the case of Latin American Spanish, its proximity to the United States favors the acquisition of Anglicism. However, Medina (1998) states that, in the case of Spain, it is due to the influence of Anglicism which has had a lot to do with the behavior of French and, above all, with what the language has meant as a means of intermediate for the adoption of Anglicism.

Indeed, the influence of French in the European framework has been demonstrated, but this was really in terms of writing. If, on the other hand, we look at external or social factors, we can observe the favoring of the adoption of Anglicism due to the Second World War of the 20th century and the influence, as we previously mentioned, of the USA in different sectors such as commerce, cinema, sports, music, fashion, among others.

Despite the fact that the world of videogames has its origins in the last century, the recreation and popularity that dates back to today about what this world has generated is quite notorious, because thanks to the use of ICT and the easy Internet accessibility has currently caused everyone could use and play it. In fact, this easy accessibility has led to the creation of a world where anyone from anywhere can play with another without needing to be close, whether or not you speak the same language. As a consequence, this linguistic diversity has been the result of the large number of players who speak English or who have been in contact with that language. That is why, after this, Anglicism arise in video games. In fact, this easy accessibility has led to the creation of a world where anyone from anywhere can play with another without needing to be close, whether or not you speak the same language. As a consequence, this linguistic diversity has been the result of the large number of players who speak English or who have been in contact with that language. That is why, after this, Anglicism arise in video games. The vast majority of the terms that are currently used in this world have their origin in the United States. In fact, in the doctoral thesis by Cabrera (2015), she states that there is a close relationship between the world of video games and the United States, since it was precisely in that country where they were invented and marketed for the first time. She exemplifies it with companies like Microsoft whose headquarters reside in Washington, something that does not happen in Spain, causing, therefore, the arrival of these Anglicisms in our language.

It has been reviewed recently previous specialized literature about lexicon on video games from a linguistic point of view (Álvarez-Bolado, 2013; Morales, 2015; Castañeda, 2016; Iglesias, 2017; Najera, 2019; Fernández, 2019). All of them establish Anglicism as the main source for the elaboration of a specialized lexicon in order to clarify the origin and formation, as well as the use of this 'gamer' terminology that has reached the Spanish language. This is producing research on topics such as the

phenomenon of lexical neology that gives rise to numerous Anglicisms in Spanish, such as *lootear, crackear, buffear*. Others, on the other hand, take Lexicology and Terminology as a theoretical foundation to be able to give solidity to the term's gamer as far as the origin and formation of words are concerned. In addition, they consider that these neologisms in Spanish can present regular and systematic patterns of use to later create new words in Spanish. That is why in the study of the lexicon of videogames no debate is established, but rather they understand that it is a linguistic phenomenon that covers a large number of terms that have recently come to stay in our vocabulary and that are in full swing throughout because of the use of online games.

Recently the topic lexicon on video games continues arousing interest from multidisciplinary point of views enriching the approach and variables to the phenomenon. Rennick and Roberts (2021) based on their pragmatic study propose one criterion for the use of tropes in dialogues for gaming designers. In 2022 they focus on studying corpus within dialogues of video games with interest in genre differences. Martin and Remesal (2021) approach ludonarrative complexity of video games that revert in language. They state that videogames are of complex nature from the beginning, but now they are also influenced by the very complexity of the cinema from which they receive narrative and content impact too. Jiménez (2021) studies the video games consume by adults from a social and cultural point of view.

2. Objectives

A general objective of this work is to know and describe the lexicon of video games. This is searched in two sources for the construction of a glossary. The sources consist of: first, a sample of fifty individuals, influencers, content creators, talking about three successful video games (Clash Royale, Fortnite and FIFA 22) on YouTube through different streaming platforms (live) uploading their best matches to YouTube. In this way, the researcher extracts those words that are in full expansion or are frequent in current video game platforms and sees how they work within them. Second, this specialized lexicon is extracted from three video game case studies considering greater consumption and, therefore, greater influence on gamers. Likewise, in a more in-depth phase of the study, the nature of these words is described, distinguishing Neologisms, Anglicism, etc. found in the glossary.

Subsequently, the specific objective of this dissertation consists of discovering which terms, of those that have been collected in the two samples, are collected in corpora or dictionaries and which are new. Then, this specialized list is collated through the different corpora, general and specialized dictionaries to find out which terms are included and which other terms are not included.

The following questions were posed:

- Is there a different lexicon incorporate from the three video games?
- What will be the number of specialized words used by youtubers around these three videogames?
- What words coming from the three video games were Anglicism?
- What words coming from the three video games were Neologism?
- Which of these words found in three video games were in Spanish Corpus or Dictionaries?

3. Materials and Methods

An interdisciplinary research methodological approach has been used. A qualitative methodology more used in the social sciences is combined with a contrastive one more used in philological corpus studies. In a first phase, a qualitative study is applied: qualitative documentary from youtubers discourse and qualitative analysis from three video games for the extraction of a novel glossary. In a second part, the list of terms found in corpora and dictionaries for the distinction within this glossary is collated, managing to distinguish neologisms from Anglicisms.

This section is composed by a description of participants in the study, data collection tools and research design and procedures.

3. 1. Participants in the study

A total of 50 youtubers playing and making comments about the matches at Youtube videos with these three video games. This is a sufficient sample, like source of data, to obtain significant results. It is a non-random homogeneous sample since it has been considered that they are youtubers with a considerable number of visits, from 25,000 visits from the gamers during 2022 first semester (see Appendix I, Table 4). However, there are differences in this sample. Since of these 50 youtubers only 42 (84%) are Spanish-speaking and 8 (16%) are English-speaking. In this sample dominates the genre male belonging to a frame of young adults.

3. 2. Data collection

The main collection tool was listening by one researcher, that was also an experienced player, of specialized video game´s terms, that is qualitative data from documentary origin. Then he writes down the words at notebook creating an original glossary. So, these terms were collected from 50 video streaming, based on Youtube, belonging to these 50 youtubers´ oral verbal expression during the matches of these three video games. A study of the terms that are included in the coding of these three video games was also carried out experimenting and playing by an experienced player with these three video games. Those terms that were of interest were also written down in a notebook too in order to form a glossary of terms. The complete glossary can be found in Appendix II, Table 5.

3. 3. Research design and procedures

In a first phase, the research design consists of extracting terms to compose a glossary from two types of sources. First, listening to and writing down words in a notebook from the most famous 50 youtubers videos regarding games of three video games (Clash Royale, Fortnite and FIFA 22). These selection of 3 video games is a multiple instrumental case study due to their success in consume market. This case study classification is due to Stake (1995). Second, to study attentively the vocabulary belonging to these three video games. The world of videogames is a context of leisure and consumption among young people and adults who adopt a culture, their own identity that are integrated into established situations within the game. In this way, this language is contributed and enriched with different lexical aspects during the course of it.

The second phase of the research consists of discovering which terms, of those that have been collected in the two samples, are collected in corpora or dictionaries and which are new. To do this, this specialized list is collated through the different corpora, general and specialized dictionaries to

find out which terms are included and which other terms are not included. The chosen corpora are the following: CREA, CORDE, CORPUS XXI, and CORPUS DEL ESPAÑOL by Davies. The dictionaries consist of the Diccionario de la Real Academia Española (23rd edition), Diccionario Panhispánico de Dudas (2005) and GamerDic.

The third phase is a linguistic analysis discovering which of these terms of the glossary researched is a neologism and which is an Anglicism in order to classify them.

4. Results

4. 1. The results of the analysis of terms in youtubers and videogames

The summary of the number of terms found within each video game are exposed in Table 1.

Table 1: Summary of the number of terms found within each video games

Name of the video game	Number of words found
Clash Royale	51
Fortnite	44
FIFA 22	48
	Total number of words: 143

Source: own elaboration

4. 2. The results of video games terms found in corpus and dictionaries

The summary of number of terms found in dictionaries is display in table 2.

Table 2: Summary of number of terms found in corpus and dictionaries

Name of the video game	Number of words	Dictionaries and number of words related to gamer terminology	Dictionaries and number of words not related to gamer terminology
Clash Royale	51	GD: 30 CDO: 19 MWD: 18 DLE: 4 DPD: 3 CREA: Annotated: 9 No annotated: 9 CORDE: 8 CORPES XXI: 17 MARK DAVIES: 7	GD: 0 CDO: 22 MWD: 17 DLE:4 DPD: 0 CREA: Annotated: 14 No annotated: 13 CORDE: 14 CORPES XXI: 14 MARK DAVIES: 2

Fortnite	44	GD: 29 CDO: 22 MWD: 24 DLE: 12 DPD: 2 CREA: Annotated: 8 No annotated: 8 CORDE: 10 CORPES XXI: 21 MARK DAVIES: 10	GD: 2 CDO: 23 MWD: 15 DLE: 3 DPD: 3 CREA: Annotated: 19 No annotated: 16 CORDE: 20 CORPES XXI: 16 MARK DAVIES: 3
FIFA 22	48	GD: 6 CDO: 8 MWD: 7 DLE: 25 DPD: 7 CREA: Annotated: 21 No annotated: 26 CORDE: 26 CORPES XXI: 25 MARK DAVIES: 20	GD: 1 CDO: 11 MWD: 7 DLE: 2 DPD: 1 CREA: Annotated: 8 No annotated: 11 CORDE: 6 CORPES XXI: 13 MARK DAVIES: 1
Total number of words: 143			

Source: own elaboration

4. 3. The results of Neologism and Anglicism

The results of Neologism and Anglicism found in the glossary appear in Table 3:

Table 3: Results of the Neologism and Anglicism.

Neologism	Anglicism
50	30

Source: own elaboration

5. Discussion and Conclusions

The research questions formulated at the beginning have all been answered thanks to the glossary (see apendix Table 4) and others results achieved. On one hand, we have the part of the results of the comparison of the words and their appearance in the different dictionaries. After this research work, the two objectives were accomplished: the list of terms found in video games, with a total of one hundred and forty-three words, fifty-one in Clash Royale, forty-four in Fortnite and forty-one in eight in FIFA 22. Then the terms found after the comparison in the various corpora and dictionaries.

If we look at Appendix I, Table 4, the total number of terms that has contributed this study is one hundred and forty, three less than the total number of terms. This is because, as in most games, many of the terms coincide, and in this case, it could not be less, with examples such as *buffear*, *nerfear* and *pro*.

In Clash Royale, of the fifty-one terms, thirty appear in GamerDic, which represents 58.82% of the total. Nineteen appear in the Cambridge Dictionary, 37.25% of the total. Eighteen appear in Merriam Webster, representing 35.29% of the total. Four terms appear in the Dictionary of the Royal Spanish Academy, which would represent 7.84% of the total. In the Pan-Hispanic Dictionary of Doubts only three appear, representing 5.88% of the total. In the CREA (annotated and non-annotated version), nine terms appear, this being 17.64% of the total in both. In the case of CORDE, eight terms appear, representing 15.68% of the total. The next dictionary is CORPES XXI, where seventeen terms are collected, representing 33.33% of the total. Lastly, in the Davies´ Corpus seven terms appear, representing 13.72% of the total. In this first instance, those terms that appear and that are related to gamer terminology are collected.

Next, the percentages of those terms that also appear in dictionaries, but not related to gamer terminology, have also been obtained. In GamerDic no term has been collected. Twenty-two terms have been found in the Cambridge Dictionary, 43.13% of the total. Seventeen terms were found in Merriam Webster, that is, 33.33% of the total. Only four terms appeared in the Dictionary of the Royal Spanish Academy, representing 7.84% of the total. No term has been included in the Pan-Hispanic Dictionary of Doubts. In the CREA (annotated version) fourteen terms, 27.45% of the total; in the non-annotated version thirteen terms, 25.49% of the total. In CORDE and CORPES XXI, fourteen terms have been collected, which would mean 27.45% of the total in each corpus. In the Davies´ Corpus, there are two terms, that is, 3.92% of the total.

In Fortnite, of the forty-four terms, twenty-nine terms appear in GamerDic, which amounts to 65.90% of the total. Twenty-two terms are collected in Cambridge Dictionary, half of the terms collected from this video game, 50% of the total. Twenty-four terms appear in Merriam Webster, 54.54% of the total. The Dictionary of the Royal Spanish Academy includes twelve terms, 27.27% of the total. Two terms appear in the Pan-Hispanic Dictionary of Doubts, that is, 4.54% of the total. In the CREA (annotated and non-annotated version), eight terms appear, representing 18.18% of the total in each of the versions. Ten terms appear in CORDE, that is, 22.72% of the total. Twenty-one terms appear in CORPES XXI, a figure that amounts to 47.72% of the total. The Davies´ Corpus contains ten terms, 22.72% of the total. All these percentages refer to those terms that appear in different dictionaries and are related to gamer terminology.

Subsequently, the percentages of those terms that also appear in dictionaries but, are unrelated to gamer terminology have also been compared. In GamerDic two terms are collected, 4.54% of the total. Twenty-three terms appear in the Cambridge Dictionary, amounting to 52.27% of the total. Merriam Webster includes fifteen terms, that is, 34.09% of the total. In the Diccionario de la Real Academia Española and in the Diccionario Panhispánico de Dudas, three terms appear in each, that is, 6.81% of the total in each dictionary. Nineteen terms appear in the CREA (annotated version), which represents 43.18% of the total; in the non-annotated version sixteen terms, 36.36% of the total. Twen-

ty terms appear in CORDE, 45.45% of the total. CORPES XXI includes sixteen terms, representing 36.36% of the total. In the Davies Corpus only three terms appear, representing 6.81% of the total.

In FIFA 22, forty-eight terms were collected. Six terms appear in GamerDic, representing 12.50% of the total. Eight terms appear in the Cambridge Dictionary, representing 16.66% of the total. Merriam Webster includes seven terms representing 14.58% of the total. Twenty-five terms appear in the Dictionary of the Royal Spanish Academy, a figure that amounts to 52.08%. The Pan-Hispanic Dictionary of Doubts includes seven terms representing 14.58%. Twenty-one terms appear in CREA (annotated version), 43.75% of the total; twenty-six terms are collected in the non-annotated version, 54.16% of the total. The CORDE collects the same figures as in the non-annotated version of CREA, that is, 54.16% of the total. Twenty-five terms appear in CORPES XXI, 52.08% of the total, the same figure as in DRAE. Terms appear in the Davies Corpus, 41.66% of the total. All these data refer to the terms that are related to gamer terminology.

Next, the terms that appear occur in different dictionaries, but without relation to gamer terminology. In GamerDic a term is collected, which represents 2.08% of the total. Eleven terms appear in the Cambridge Dictionary, 22.91% of the total. At Merriam Webster, seven terms, 14.58% of the total. Two terms appear in the Dictionary of the Royal Spanish Academy, representing 4.16% of the total. In the Diccionario Panhispánico de Dudas only one term appears, as in GamerDic, which also represents 2.08% of the total. In the CREA (annotated version) eight terms are collected, 16.66% of the total. Eleven terms appear in the non-annotated version, that is, 22.91% of the total. Six terms appear in CORDE, representing 12.50% of the total. In CORPES XXI, thirteen terms appear, a figure that represents 27.08% of the total. In the Davies Corpus, as in GD and DPD, only one term is included which, like the other two dictionaries mentioned, accounts for 2.08% of the total.

The third finding is the classification of the list's terms on Neologisms and Anglicisms. On the other hand, we have seen how neologisms, despite being a widely recognized and highly researched term, none of the authors that we have consulted in this work manage to establish the same definition or the same classification about neologisms. In addition to this, we have also discovered that neither neologism nor neology are the same, since neologism is recognized as a process and neologism as a product. In this line on neology we have also clarified that, although our focus is on the perspective of our language, terminology in English must also be observed, since there is a tendency to believe that all gamer terminology has its origin in Anglicisms.

With regard to Anglicisms, we have observed that both European Spanish and American Spanish both have Anglo-Saxon influence, although in the case of American Spanish it has to do with its proximity to the US and in the case of in the case of Spain, it is due to the influence of French, which became a demonstration of influence in the European framework, although only in terms of writing. Retroactively, we also observed that, during this research, compilation, analysis and comparison work, we obtained terms that, among Spanish-speaking youtubers, the words used were, most of them, adapted with the ending *-ear* or *-ar*. So, after this reasoning, we saw how *-ear* was a suffix used in Spanish and that it was associated with those English loans.

Following this line, we also concluded that the suffix -*ear* had a trace in verbs as an invariable suffix and that, likewise, an incorporation of this suffix was observed in nominal bases.

For this, a count of them has been made through the one hundred and forty terms collected, resulting in eighty terms, fifty words belonging to neologisms, which represents 35.72% of the total terms. The remaining thirty correspond to Anglicisms, this being 21.43% of the total. Of the one hundred and forty, the sixty terms are still missing, which refer to words of Castilian origin, which represents 42.85% of the total, a fairly high percentage considering the results collected previously.

Being a study where the lexicon in the video game paradigm is acquiring an increasingly larger dimension, the studies that have been found are in line with this work. We refer to those exposed in the introduction to this dissertation, such as that of Álvarez-Bolado (2013).

Other studies, such as that of Fernández de Molina (2019), are in line with one of the types of games that was decided to be chosen, Fortnite, since it is a multiplatform video game which I consume both personally and by viewing it online. Youtube, and what better way to do investigative work if you are also familiar with that game. The remaining studies, such as those by Castañeda (2017), Iglesias (2018), Morales (2015) or Nájera (2019) were helpful to understand the general structure that this work must follow, as well as obtaining the percentage between the different dictionaries to know the exact frequency of appearance of each of the terms, whether in Spanish, Anglicisms or neologisms.

Therefore, the contribution with this study means adding all those terms that emerge in the world of videogames, which is in full swing. The gestation of these terms has also been deepened, knowing the context in which the agents involved operate, considering the behavior displayed by youtubers and video game consumers. These terms are due to the appearance of youtubers who base their lives on content creation as their livelihood and who, by being in contact with other content creators in a new context, produce and acquire new terms and expressions. In this way, viewers hear them after viewing and learn them, remaining closely linked and interrelated, making this study acquire a fair dimension in this new context of consumption of a new narrative and gamified product.

In short, this study could serve, together with those already mentioned in this work, as a contribution for compilers and also for current and future researchers so that they continue to open doors to work and investigate other new terms that appear in other video game cases, since there are still few current studies on the lexicon in video games, since they have been gradually and increasingly established in contemporary society, emanating more and more new lexicographical elements of English origin.

From a didactic point of view for teaching English as foreign language with this multimodal tool that includes Anglicisms, researchers highlight the beneficial effect of using video games to acquire and improve students' English vocabulary (Camacho & Camilo, 2019; Putra & Rahman, 2020) and learn vocabulary too (Chen et al., 2021). Moreover, Putra and Rahman (2020) affirm that there are more cognitive effects as problem-solving, decision-making, conclusion-making and, moreover, it also improves collaborative or learning with their peers. Gunel and Top (2022) highlight the motivation of acquire vocabulary coinciding with Mohd y Bakar (2022) that add grammar and improvement of interpersonal communication. Martínez (2021) makes a proposal, to be included

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in basic and middle educational levels, in relation to the acquisition of literacy in the video game language. All these reasons exposed throughout this section make us argue that the video game is a multimodal tool with Multiliteracies' figures for learning vocabulary from a foreign language for adults. Other consequence is to affirm that videogames is a context and a way for tongues to come into contact.

The limitations of these study are that only three multiple case studies of 3 video games have been studied from which we can only draw minor conclusions, so a full list of terms has not been collected but only a tasting offered by these 3 case studies. A study could also be carried out on the vocabulary learned by adults from these three video games. For further studies it would be convenient to carry out more extensive lexical studies considering a greater number of successful video games as well as continue investigating the language of video game youtubers when they play. In this way, it could be considered for a research if it is a specialized language in expansion with respect to other specialized languages.

Authors contribution

Research design JOC and BPA. Recollection and analysis of data JOC. Organization of data JOC and BPA. Writing of text JOC and BPA. Article layout BPA. Correspondence BPA.

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Appendix I

Table 4. Youtubers´ sample data

	YOUTUBER	VIDEO GAME	HISPANIC/ANGLOPHONE	Channel
1	WithZack	Clash Royale	HISPANIC	https://www.youtube.com/c/WithZack
2	Beniju	Clash Royale	HISPANIC	https://www.youtube.com/c/BENIJU
3	Ibai	Clash Royale	HISPANIC	https://www.youtube.com/channel/UCaY_-ksFSQ-tTGk0y1HA_3YQ
4	TheGrefg	Clash Royale/ Fortnite	HISPANIC	https://www.youtube.com/user/TheGrefg
5	Malcaide	Clash Royale	HISPANIC	https://www.youtube.com/c/MalcaideCR
6	Alvaro845 Clash	Clash Royale	HISPANIC	https://www.youtube.com/c/Alvaro845Clash
7	Auron	Clash Royale	HISPANIC	https://www.youtube.com/c/auron/videos
8	iAmJP	Clash Royale	HISPANIC	https://www.youtube.com/c/iAmJP
9	Surgical Goblin	Clash Royale	HISPANIC	https://www.youtube.com/c/SurgicalGoblin
10	César-ELQ	Clash Royale	HISPANIC	https://www.youtube.com/c/cesarelq
11	JoseanSC	Clash Royale	HISPANIC	https://www.youtube.com/c/Guerra3EstrellasClashofClans
12	Soking	Clash Royale	HISPANIC	https://www.youtube.com/c/SokingRcQ
13	byViruZz	Clash Royale	HISPANIC	https://www.youtube.com/c/byViruZz
14	Clash With Ash	Clash Royale	ANGLOPHONE	https://www.youtube.com/c/ClashWithAsh
15	MoLT	Clash Royale	ANGLOPHONE	https://www.youtube.com/c/MOLTYT
16	B-rad	Clash Royale	ANGLOPHONE	https://www.youtube.com/c/BradClashRoyale
17	Orange Juice Gaming	Clash Royale	ANGLOPHONE	https://www.youtube.com/c/OrangeJuiceGaming
18	Agustin51	Fortnite	HISPANIC	https://www.youtube.com/c/Agustin5111
19	Ampeterby7	Fortnite/FIFA 22	HISPANIC	https://www.youtube.com/c/Ampeterby7
20	LOLiTO FDEZ	Fortnite	HISPANIC	https://www.youtube.com/c/LOLiTOFDEZ
21	Giova	Fortnite	HISPANIC	https://www.youtube.com/c/GiovaYouTube
22	WillyRex	Fortnite	HISPANIC	https://www.youtube.com/user/Willyrex
23	JorgeIsaac115	Fortnite	HISPANIC	https://www.youtube.com/c/JorgeIsaac115
24	RoEssYT	Fortnite	HISPANIC	https://www.youtube.com/c/RoEssYT
25	Camacho	Fortnite	HISPANIC	https://www.youtube.com/c/Camachoyt
26	JorgeCraft115	Fortnite	HISPANIC	https://www.youtube.com/c/JorgeCraft115
27	CreativeSergi	Fortnite	HISPANIC	https://www.youtube.com/c/CreativeSergi
28	Los Gameplays de Nico	Fortnite	HISPANIC	https://www.youtube.com/c/LosGameplaysdeNico

29	Berttox	Fortnite	HISPANIC	https://www.youtube.com/results?search_query=-berttox
30	EnriqueRamosGamer	Fortnite	HISPANIC	https://www.youtube.com/c/EnriqueRamosGamer
31	Vicens	Fortnite	HISPANIC	https://www.youtube.com/user/VicensHD
32	Carlitus	Fortnite	HISPANIC	https://www.youtube.com/channel/UCPH5GZX-hwI7bL1CegPuYz0g
33	BuX	Fortnite	HISPANIC	https://www.youtube.com/c/BuXJuegos
34	Magik	Fortnite	HISPANIC	https://www.youtube.com/c/Magikz
35	Spxtacular	Fortnite	HISPANIC	https://www.youtube.com/c/Spxtacular
36	Hiper	Fortnite	HISPANIC	https://www.youtube.com/c/HiperOP
37	TGPlays	Fortnite	ANGLOPHONE	https://www.youtube.com/channel/UCqVCSW-nuOSPm26orvNDTuWQ
38	SoaR Dylan	Fortnite	ANGLOPHONE	https://www.youtube.com/c/SoaRDylan
39	Ali-A	Fortnite	ANGLOPHONE	https://www.youtube.com/c/alia
40	Ninja	Fortnite	ANGLOPHONE	https://www.youtube.com/c/Ninja
41	DjMaRiiO	FIFA 22	HISPANIC	https://www.youtube.com/user/DjMaRiiO
42	Ariian	FIFA 22	HISPANIC	https://www.youtube.com/c/AriianRayo
43	Cacho01	FIFA 22	HISPANIC	https://www.youtube.com/user/cachoo01
44	ROBERTPG	FIFA 22	HISPANIC	https://www.youtube.com/c/RobertPG
45	Kolderiu	FIFA 22	HISPANIC	https://www.youtube.com/channel/UCtXcCX5sH-d061ftsPQ_3UiA
46	AndoniiPM	FIFA 22	HISPANIC	https://www.youtube.com/c/AndoniiPM
47	Pumuscor	FIFA 22	HISPANIC	https://www.youtube.com/c/Pumuscor
48	Runthefutmarket	FIFA 22	HISPANIC	https://www.youtube.com/c/RunTheFUTMarket
49	Ernes InGame	FIFA 22	HISPANIC	https://www.youtube.com/c/ErnesInGameFIFA
50	FIFAGamers	FIFA 22	HISPANIC	https://www.youtube.com/c/FIFAGamers

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Table 5. Lexicographical repertoire of the video games collated in Gamerdic and in the reference corpora.

		Clash Royale	Fortnite	FIFA22	GamerDic	CDO	MWD	DRAE	DPD	CREA A/NA	CORDE	CORPES XXI	CORPUS DAVIES
1.	agresión			x				x		x/x	x	x	x
2.	aimbot		x		x	x							
3.	ala delta		x					x		/x*			
4.	*árbitro*			x				x	x	x/x	x	x	x
5.	atacar	x	x	x				x		x/x	x	x	x
6.	bait/ baitear	x	x		x	x	x					x	
7.	beatdown	x					x*						
8.	bloom		x			x*	x*			x*/		x*	
9.	BM	x	x			x*				x*/x*	x*		x*
10.	bridgespam	x			x								
11.	buffear	x	x		x	x*	x*					x*	
12.	chetado	x	x	x	x	x*	x*						
13.	chocero	x										x*	
14.	ciclado	x									x*		
15.	ciclo	x				x		x			x	x	x
16.	clappear		x			x*	x				x*	x*	
17.	clutch		x		x	x*	x			x*/x*	x*	x*	
18.	compenetración			x				x		x/x	x	x	x
19.	construir		x							x/x	x	x	x
20.	control del balón			x						/x	x		
21.	córner			x		x	x	x	x	x/x	x	x	x
22.	counter	x			x	x*	x*			x*/x*	x*	x*	
23.	counterpush	x				x*							
24.	crackear		x		x	x	x*	x		/x*	x*	x	x*
25.	cranckear		x										
26.	crossfire		x			x	x*					x*	
27.	damage		x			x	x			x*/x*		x	
28.	dash	x			x	x	x			x*/x*		x	
29.	DC			x		x*		x		x*/x*		x	
30.	deck/mazo	x		x	x	x	x	x*		x/x	/x*	x*/x	/x
31.	defender	x		x				x	x	x/x	x	x	x
32.	deletear		x			x	x			x*/	x*	x	
33.	DFC			x				x			x	x*	
34.	división			x			x*	x		x/x	x	x	x
35.	earlygame		x		x	x*							

#	Term	1	2	3	4	5	6	7	8	9	10	11	12
36.	ED			x				x		x*/x*	x	x*	
37.	EI			x		x*	x*	x		x*/x*	x		
38.	emotes	x				x*	x						
39.	entrada			x				x		x/x	x	x	x
40.	entrenador			x						x/x	x	x	x
41.	estela		x					x		x/x	x	x	x
42.	farmear			x		x	x	x*				x*	x
43.	flickshot			x		x*							
44.	focusear			x		x	x	x	x	x*/x*	x*	x*	
45.	formación			x						x/x	x	x	x
46.	fuera de juego			x				x		/x	x		
47.	fut champions			x		x*							
48.	futbolista			x				x		x/x	x	x	x
49.	gemero	x											
50.	gesto		x					x		x/x	x	x	x
51.	GG	x	x			x		x		x*/	x*	x*	
52.	golear			x				x		x/x	x*	x	x
53.	grifear		x			x	x					x*	x*
54.	grindear		x			x	x*	x*				x	
55.	hándicap			x			x	x	x	x/x	x	x	x
56.	hardcounter	x											
57.	highground		x			x*	x						
58.	holdear		x			x	x	x		x*/x*	x	x	
59.	hotdrop		x			x							
60.	iconos			x			x*	x		/x	x*		x
61.	IF			x		x				x*/x*		x*	
62.	ladder	x				x*	x*			/x*		x*	
63.	landear		x			x	x					x	
64.	lategame		x		x	x*							
65.	lavaloon	x											
66.	LD			x				x		x*/x*	x	x*	
67.	leakear	x				x	x*				x	x	
68.	LI			x				x		x*/x*	x	x*	
69.	lootear		x			x	x	x			x*	x	
70.	lowground		x			x*	x*						
71.	marcar			x	x			x				x	x
72.	match	x		x		x	x		x	x/x	x	x	x
73.	matchmaking	x	x			x	x	x*					
74.	MC			x		x*	x*			x*/x*	x	x*	

#	Término												
75.	MCD			x						/x*		x*	
76.	MCO			x						/x*		x*	
77.	mercado de fichajes			x						/x			
78.	meta	x	x		x		x	x*		x*/x*	x*	x	x
79.	midgame	x			x	x*							
80.	midground		x			x*							
81.	mind game	x	x			x*	x						
82.	mirror	x				x	x			x*/x*	x*	x	
83.	miss clic	x	x			x*							
84.	mochila		x					x		x*/x*	x	x	x
85.	nerfear	x	x		x		x*						
86.	noob	x	x		x	x	x						
87.	oferta			x				x		x/x	x	x	
88.	OP	x	x		x	x	x*			x*/x*	x*	x*	
89.	pantalla de carga			x									
90.	paraguas							x	x	x*/x*	x	x	x
91.	pay to win	x			x								
92.	pechear			x				x*				x	
93.	penalti			x			x	x	x	x/x	x	x	x
94.	pichichi			x						x/x		x	x
95.	pickear		x		x	x*	x*			x*/x*	x*		
96.	pico		x					x	x*	x*/x*	x	x	x
97.	POI		x									x	
98.	portero			x				x		x/x	x	x	x
99.	predict	x	x			x	x	x		x*/	x*	x	
100.	pro			x	x	x	x	x	x*	x/x	x	x	x
101.	push	x	x		x	x	x			x/x	x*	x*	
102.	pushear	x	x		x	x*	x*					x*	
103.	regatear			x		x*		x		x/x	x	x	x
104.	replace		x			x	x			x*/	x*	x	
105.	rushear		x		x	x*	x						
106.	saque de banda			x						/x	x		
107.	saque de portería			x									
108.	SBC			x								x*	
109.	season	x	x		x	x	x			x/x			
110.	skill	x	x		x	x	x			x/x	x*	x	
111.	skin	x	x		x	x	x			x*/x*	x*	x	
112.	spamear	x	x		x	x*	x*	x*		x*/x*		x*	
113.	sparknado	x				x*							

114.	spawn	x				x*	x*				x		
115.	splash	x				x	x				x	x*	
116.	splashyard	x				x*							
117.	split defense	x				x*							
118.	split push	x			x	x*							
119.	spot		x		x	x	x	x*	x*	x*/x*	x*	x*	x
120.	stacked		x	x		x	x*					x*	
121.	stream snipe	x	x		x	x*		x*					
122.	tanque	x			x	x	x*			x/x	x	x	x
123.	third party		x		x	x	x						
124.	tilteado	x	x	x	x	x*	x*			x*/x*		x*	x*
125.	tiltearse	x	x	x	x	x*	x*			x*/x*		x	
126.	time finishing			x		x*							
127.	token	x				x	x			x*/x*	x*	x	
128.	TOTS			x								x*	
129.	TOTT			x									
130.	TOTW			x								x*	
131.	TOTY			x								x	
132.	trade	x			x	x	x			x/x	x	x	
133.	tradeo/tradear	x			x	x	x					x	x
134.	traje			x				x		x/x	x		
135.	trifecta	x					x*						
136.	tryhard	x	x		x								
137.	UP			x		x*	x				x*		
138.	W		x			x*	x*	x*	x*	x*/x*	x*	x*	
139.	win condition	x											
140.	win rate	x				x*							