

Your Name

Supervisor Name

Course Name

Due Date

### Playing Video Games Is Not Necessarily a Waste of Time

Due to the popularity and accessibility of video games, playing video games has been the perfect past time to many, and in some cases, a form of addiction. However, contrary to its negative impression as a waste of time, playing video games does have its perks: the motivation to learn and the enhancement of a person's method of understanding.

The environment and method of learning can highly impact the motivation and enthusiasm of a person. For instance, modern methods for studying commonly use text and language to convey a message. This use of texts for learning may seem unexciting and bland (Jolley 81). However, images, sounds, symbols, videos, and other visual representations are also significant semiotic tools which help with conveying more exciting learning materials (Gee). Take reading a book for example. Thick books are an immediate turnoff for reluctant readers. However, reading books based on video games such as *Halo*, *Assassin's Creed*, and *Tomb Raider* were found to be more alluring provided the reader had background knowledge of the video games. This is due to the reader knowing some characters from the game and having familiarity with the scenes.

Another example is using video games to learn math skills. That is, incorporating numeracy problems as part of the game, such as clearing a level, gives the player or learner a different approach to learning (de Freitas and Maharg).

Playing video games is not necessarily a waste of time. It motivates a person by providing a new way of learning. Through this concept, playing games has proved to engage learners and help accelerate understanding of a subject.

### Works Cited

De Freitas, Sara, and Paul Maharg. *Digital Games and Learning*. 1st ed., Bloomsbury Publishing, 2011.

Gee, James Paul. *What Video Games Have to Teach Us about Learning and Literacy*. 1st ed., Macmillan, 2007.

Jolley, Kristie. "Video Games to Reading: Reaching Out to Reluctant Readers." *The English Journal*, vol. 97, no. 4, Nov. 2019, pp. 81–86.