

Playing or Listening: Students' Belief in Making Use of Genshin Impact for Learning

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Abstract

This study examines EFL players' beliefs regarding using the *Genshin Impact* video game to enhance their English listening skills. Listening is a crucial yet often overlooked skill in language learning, particularly when acquiring foreign languages. Challenges in listening comprehension include poor-quality materials, cultural differences, accents, unfamiliar vocabulary, and fast speech. To improve, students need more practice and exposure to the target language through teacher-led activities or independent learning. Digital resources can aid in this process, and studies suggest that video games can enhance English learning by offering engaging content. Through narrative inquiry, this study focuses on the participants' experiences with *Genshin Impact* as a tool for listening practice. Participants were selected from a preliminary study to identify players who utilized *Genshin Impact* for this purpose. An interview, guided by the Beliefs About Language Learning Inventory (BALLI), was employed to assess the students' beliefs. The participants' experiences are analyzed within the categories of aptitudes, challenges of language learning, and learning and communication strategies. The current study's findings suggest that participants hold positive beliefs about using *Genshin Impact* for English listening practice. They express strong motivation and acknowledge that the game enhances their listening skills. The study also reveals that participants have developed their preferred strategies for practicing English listening through *Genshin Impact*. These findings can serve as valuable resources for educators, encouraging learners to engage with media beyond the formal classroom to improve their English language skills in a more enjoyable and less stressful manner.

Keywords: *Students' beliefs, EFL listening, video game, Genshin Impact*

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INTRODUCTION

In this age of technology, people can learn English without depending solely on textbooks. English can be learned through various sources, including entertainment such as television, social media, films, and music, as well as Internet databases that offer formats like videos and images for learners. According to Trinder (2017), learners frequently use various technologies for personal communication, entertainment, and information search since they are inexpensive and easily accessible. This can be considered informal learning when students use entertainment as incidental learning during their leisure time. This occurs when students study English outside the classroom. Informal learning is learner-controlled, happens outside the classroom, and is unrelated to any particular course or organization (Trinder, 2017). Furthermore, incidental learning refers explicitly to learning without having a particular intention (Singer, 2022). Learners may access an unlimited number of learning resources over the Internet. As technology advances, communication can be enhanced through digital connections via the Internet (Azizah & Warni, 2023).

The four essential English skills are reading, listening, speaking, and writing; this study focuses on listening, a skill often overlooked. Teng (1998) notes that listening is frequently regarded as a neglected skill due to the assumption that it is acquired automatically. However, it is crucial for language learning, as Jyoti (2020) emphasizes its importance in daily life and in foreign language acquisition. Effective listening skills enable EFL learners to understand messages, gather information, and improve vocabulary (Gilakjani

& Sabouri, 2016b; Erzad, 2020). Students may face various challenges in listening comprehension, such as poor-quality materials, cultural differences, accents, and unfamiliar vocabulary (Bingol et al., 2014). For Indonesian EFL students, common issues include speaker speed, accent variation, and lengthy descriptions (Ramadhianti & Somba, 2021). Increased practice and exposure to the target language are necessary and achievable through teacher-led and independent activities (Puspita & Amelia, 2020). Utilizing digital resources, such as podcasts, has been shown to significantly enhance listening skills and improve student attitudes towards listening tasks (Abdulrahman et al., 2018). Also, English songs can facilitate active listening and support vocabulary acquisition (Afriyuninda & Oktaviani, 2021).

Numerous studies have explored the role of technology in enhancing listening skills in education. Maulina et al. (2022) identified five technology-based media—mobile apps, multimedia, radio news, podcasts, and audiobooks—that effectively improve listening skills for both students and teachers. Elfiona et al. (2019) emphasized the use of mobile phones as beneficial for teaching listening, since nearly all students possess smartphones. They noted that mobile learning fosters teachers' creativity and boosts student motivation and accessibility to learning materials in and out of the classroom. Further research highlights technologies like podcasts, songs, and videos that enhance listening comprehension. Abdulrahman et al. (2018) found that podcasts significantly improve comprehension in EFL classrooms, with students viewing them as engaging and authentic. Similarly, Afriyuninda and Oktaviani (2021) demonstrated that English songs positively impact listening skills, pronunciation, and vocabulary acquisition. Lastly, Metruk (2018) examined university EFL students' engagement with authentic English videos to practice listening comprehension outside class. The study indicated that regular viewing of English videos on social media enhances students' listening abilities, suggesting their inclusion in EFL curricula.

Games, especially video games, can be an effective way for students to learn English. Research indicates that video games enhance language learning through visual cues and interactivity, helping players actively engage with new vocabulary and expressions (Rudis & Poštić, 2017). They create a fun and motivating environment for foreign language acquisition. Newcombe and Brick (2017) explored language learning in offline video games, suggesting that these games provide numerous learning opportunities and should be integrated into teaching. Moreover, Pamkungkas and Arizah (2023) found that students enjoy gaming for various reasons, including competition and stress relief, and noted significant improvements in their reading skills. Finally, Ebrahimzadeh and Alavi (2017) discovered that commercial digital video games significantly boost high school students' motivation to learn languages.

Research indicates that video games can significantly enhance English learning for non-native speakers (Rudis & Poštić, 2017). Their increasing complexity in gameplay and narrative allows for both passive and active language interaction, akin to movies and novels (Winaldo & Oktaviani, 2022). Role-playing games, for instance, offer interactive storylines that engage players both visually and audibly, making learning enjoyable in informal settings. Games like Harvest Moon, Minecraft, and Roblox have positively affected students' English skills. A study on Harvest Moon found it improved vocabulary acquisition more effectively than traditional methods due to its engaging context (Octaberlina, 2023). Similarly, Roblox has been recognized for enhancing students' digital literacy and multimodal skills (Sinar et al., 2023). Minecraft has also created a more enjoyable learning environment, outperforming conventional teaching methods regarding student engagement and performance (Sudarmaji & Yusuf, 2021).

Several studies indicate that the *Genshin Impact* video game can enhance English learning outcomes, particularly in vocabulary acquisition, conversation skills, and learner motivation. Dien (2023) found that the game improves vocabulary retention and mastery through digital game-based learning (Pratiwi et al., 2022). Its chat feature aids in developing conversational skills (Azizah & Warni, 2023), while students report that it is engaging for vocabulary and listening skills (Andriani & Rahmawati, 2022). Additionally, it fosters 21st-century skills and boosts confidence in real-life communication (Nuriyah & Aulia, 2024).

However, few studies have explored its impact on listening skills, primarily on vocabulary. The use of *Genshin Impact* for improving English listening practice warrants further investigation.

Video games, particularly *Genshin Impact*, have been shown to enhance students' English skills. Research indicates that players perceive *Genshin Impact* positively as an engaging way to learn English. Key benefits include improved contextual awareness in speaking, listening skills through clear audio pronunciation, and vocabulary acquisition. Studies by Andriani and Rahmawati (2022) and Nuriyah and Aulia (2024) highlight the game's ability to enhance vocabulary mastery and 21st-century skills like critical thinking and collaboration. Additionally, Anafib (2021) found it a suitable teaching medium for vocabulary due to its consistent content. Pratiwi et al. (2022) noted that learning while playing games fosters enjoyment and is associated with vocabulary improvements. While Seventilofa (2022) observed that *Genshin Impact* impacts English skills, the effect is insignificant for all players, as not everyone uses English as their default language. Lastly, Azizah & Warni (2023) reported that the game's chat feature enhances students' motivation to learn English.

Based on the review of previous studies above, this study explores students' experiences and how EFL students use video games, specifically *Genshin Impact*, to improve their listening skills, given the importance of listening skills and the challenges students face in listening comprehension. This study is also based on research showing that video games can help students learn English.

Therefore, this research is required to analyze players' beliefs about *Genshin Impact* specifically for English listening practice, and the participants are EFL Indonesian college students. This research will mainly explore players' experiences and stories about how *Genshin Impact* helps them practice listening in English through interviews. The analysis will be based on major aspects of Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI). Furthermore, the following research questions have been formulated:

1. What are the learners' beliefs towards the usage of the online game *Genshin Impact* for English listening practice?
2. How do learners practice their English listening with *Genshin Impact*?

METHODS

This study focuses on *Genshin Impact* players from the Indonesian community on X, specifically through a community account. It employs purposive sampling to select participants, targeting college students who use English voice-over in the game. The research uses a questionnaire to gather data on students' perspectives on *Genshin Impact*'s impact on English listening. This questionnaire, consisting of closed-ended questions, also helps identify suitable candidates for further interviews. The questionnaire consists of 10 items and is adapted from Karim et al. (2023), titled "*Exploring EFL Students' Views on Using YouTube Videos for Improving Listening Skills in English*." Five items are adapted from this study, while the other five are adapted from Anggraeni & Degeng (2024) titled *Exploring EFL Learners' Experience Toward the Utilization of Duolingo for Vocabulary Mastery*. The questionnaire assesses students' perceptions of *Genshin Impact* as a tool for improving English listening. It uses a Likert scale with five options: "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The questionnaire is distributed via a Google form in a Tweet/X post. After the preliminary study, the researcher employs an interview as the instrument. An interview is an event or process of interaction between an interviewer and an interviewee, or a source of information, through direct communication (Muri, 2026). This study uses qualitative interview data to explore students' experiences with *Genshin Impact* as a tool for learning English listening skills. Interviews are conducted via voice chat on participants' preferred platforms, using a structured interview technique to ensure uniformity and comparability of data. The interview questions in this study are modified from the Belief About Language Learning Inventory (BALLI) and classified into five components: motivation and expectation, aptitude, difficulty of language, strategies for learning and communication, and nature of language learning.

This study uses qualitative approaches and two data collection methods: a preliminary questionnaire and online voice-chat interviews. The questionnaire, distributed via Google Form and shared on a *Genshin Impact* Indonesia community account, identifies participants who qualified for interviews based on their scores. After analyzing the results, three participants with the highest scores were selected for in-depth interviews. These interviews focus on gathering detailed information about students' beliefs regarding the use of *Genshin Impact* for listening practice, using seven open-ended questions. Furthermore, this study employs the thematic analysis steps outlined by Barkhuizen et al. (2013), encompassing three main phases. The first phase involves repeated readings of the data, in which the researcher listens to recorded interviews, transcribes them, and reviews the transcripts to identify key details and patterns in participants' responses. The second phase focuses on coding and categorizing data extracts, wherein the interview data is organized into a table based on predetermined themes. For the first research question, the study examines participants' beliefs about using *Genshin Impact* for listening practice, referencing Horwitz's (1998) aspects of belief. The second question analyzes how participants utilize listening comprehension strategies, based on Vandergrift's (1997) framework, to enhance their listening skills. This culminates in a broader thematic grouping of the data. Finally, the last phase involves reorganizing the data under thematic headings, in which the researcher synthesizes the extracted data into main themes corresponding to beliefs in language learning and listening comprehension strategies related to the research questions. After data analysis, member checking is performed to ensure the credibility of the findings. The researcher shares key themes and interpretations with participants, who review and provide feedback. With no significant discrepancies noted, all participants affirm that the results reflect their experiences, enhancing the study's reliability and credibility.

FINDINGS AND DISCUSSION

Learners' Beliefs Towards *Genshin Impact* on English Listening Practice

Motivation and Expectation

RS found that her listening and reading skills improved after playing *Genshin Impact*, which motivated her to learn English more effectively than through Western movies. She also improved her ability to identify characters' regional accents and reading skills. The voice actors and OST songs were enjoyable, and the story was interesting. *"Since playing Genshin Impact, I feel that my listening and reading skills have improved, and I'm not too lazy to listen to English anymore. ...In the past, I didn't like Western movies, ...since playing Genshin, I've been interested in listening to English again because of the features of Genshin Impact."* (#Int1_Mot2)

R found *Genshin Impact*'s vocabulary level interesting and motivating because it featured unique, poetic words. Her listening abilities improved, particularly in complex English vocabulary and slang. However, she preferred to explore the in-game world rather than complete story quests, which included most of the audio and conversation. Overall, R found *Genshin Impact* a valuable tool for improving her English language skills. *"The aspect that I find interesting is that the audio and subtitles are intermediate and above. Even their lore often sounds like unique English, by unique I mean, poetic, ancient, and literary sounding. So, when I read, listen, apply, and practice it, my English sounds cool, and that motivates me to learn English from Genshin Impact."* (#Int2_Mot1)

N used *Genshin Impact* to practice listening skills due to its diverse voice actors and pronunciation. She believed it influenced her listening skills, but did not use it as a primary tool. The game's vocabulary differed from everyday communication, and while there was a link between improving listening skills and *Genshin Impact*, she did not use it as a benchmark. *"My motivation for using the English dub in Genshin is because that's what I understand. ...I think what makes me really like listening to English in Genshin Impact is that the voice actors are from different origins. They have Asian, European, and American backgrounds, and their accents are different. I think that's the most unique thing, and I like it, just use English in Genshin Impact."* (#Int3_Mot2)

Language Aptitude

N's engagement with listening practice via *Genshin Impact* evolved in relation to her English proficiency. Initially, she opted for the English audio because she understood the language, reflecting her reliance on her strongest linguistic abilities. Over time, N recognized her limitations, acknowledging her minimal comprehension of Japanese and lack of understanding of Chinese. This realization reinforced her ongoing preference for English audio in the game. *"My motivation for using the English dub in Genshin is that's what I understand. I only understand some Japanese, and I don't understand Chinese. ...until now I've been using English because it's easier for me."* (#Int3_La1)

N also shared her language-learning journey and how the video game *Genshin Impact* influenced her English skills. Although uncertain about its impact on her listening abilities, she observed a noteworthy connection during her TOEFL test in her seventh semester. While her peers struggled to identify necessary areas of study, N maintained a relaxed approach to the exam, opting not to engage in intensive preparation. Instead, she improved *Genshin Impact* as a tool for informal learning, frequently replaying character voice lines to enhance her English proficiency. *"I don't know if this really affects me. Last semester, in my 7th semester, I took the TOEFL at my university. People are so confused about what we should learn; it's like they don't know what to learn in English. We can learn structural, reading, listening, speaking... I don't have a speaking course in my program. However, I didn't learn. The last time I really learned English was around 2019-2020. Well, when I took the TOEFL test, I was kind of taking it easy; I just played games... I can learn from here. For the voice chat characters, I played it over and over again..."* (#Int3_La2)

Difficulty in Language

Firstly, RS encountered challenges while using *Genshin Impact* for English listening practice, particularly understanding certain lines using English subtitles. To address her confusion, she took screenshots of unclear phrases and used a browser to translate them. *"Because I use English subtitles, sometimes I'm confused or unsure of the meaning of the sentences spoken, and usually to overcome that, I screenshot and then translate the words on the browser."* (#Int1_Dif1)

R faced challenges in understanding spoken dialogue in *Genshin Impact* due to the fast pace and unfamiliar words. To cope, she used the characters' voice-over to check the written dialogue. Despite these difficulties, she recognized that overcoming them was possible if one was motivated to understand the characters' words, as the necessary features were already available in the game. *"...because the character is talking too fast or the vocabulary that I don't know what it means. To overcome or face these challenges is from the character features because what a character says, and what a character talks about, are already in the data in the character feature (voice-over feature)."* (#Int2_Dif1)

The third participant, N, faced challenges in *Genshin Impact* due to a mismatch between the audio and subtitles, leading to confusion. She relied solely on the in-game subtitles and audio for comprehension and did not use additional resources to improve her listening skills. Additionally, when she listened without looking at the screen, her understanding was further limited as her focus was divided. *"...Overall, the difficulty in Genshin is the difference in pronunciation, or what is said and what is subtitled is different."* (#Int3_Dif1)

Strategies for Learning and Communication

RS was attracted to the unique voice-overs of the game's characters, which often referenced one another. This feature sparked her interest, leading her to listen to their dialogues repeatedly. Through this practice, she expanded her vocabulary and improved her pronunciation by listening to the character speeches in *Genshin Impact*. *"The most interesting aspect of Genshin Impact is that each character has a voice-over... I often repeated what the character was talking about."* (#Int1_Str1)

In addition, RS practiced listening by listening to her favorite character's voice-overs, and the character's voice actor's background also piqued her interest. For example, at that time, she found that the voice actress for her favorite male character, Xiao, was a woman. That caught her interest and encouraged

her to repeat the voice-over. The second participant, R, utilized the voice-over feature in *Genshin Impact* to enhance her listening practice. She focused on missed dialogue and voice lines during in-game combat, which are often difficult to catch amid the action. The game provided a solution with two audio recordings in the character story section: one for character dialogues and another for combat lines. This feature helped R learn new vocabulary and improve her pronunciation of foreign words by allowing her to listen to the text as she read. *"I think the most effective for listening, in my opinion, is one feature that helps or can train listening... there is one feature called voice line (voice-over)."* (#Int2_Str2)

The third participant, N, found that story-driven quest dialogue provided valuable listening practice, especially in Archon and character story quests where long conversations occurred. She believed the *gacha* system also contributed to her language learning, as she enjoyed the character voices played during *gacha* pulls. This experience allowed N to personalize her strategy, as she preferred listening to the voices of her favorite characters. *"For activities, maybe during story quests, they have conversations like in archon quests and character story quests. It can also be a feature that if we do gacha, there will be a character's voice. That's what I like to listen to. I listen to every character I like."* (#Int3_Str2)

The Nature of Language Learning

The second participant, R, found *Genshin Impact* beneficial for listening practice. She believed that studying under pressure is less effective and enjoyed playing the game. While exploring its universe and storylines, R gradually improved her listening skills, learning new phrases and sentences out of interest rather than obligation. She concluded that *Genshin Impact* helped enhance her listening abilities. *"...learning will not be understood or remembered if you learn under pressure while being forced. ... without realizing it, I'm not only having fun while enjoying the games but also increasing my vocabulary, getting me to know how to pronounce a sentence."* (#Int2_Nat1)

N highlighted the connection between *Genshin Impact* and listening practice, noting that the game's high audio quality helped her distinguish words and sentences more effectively. She recalled experiencing poor audio quality during a TOEFL test in her seventh semester, which made it challenging to comprehend questions and led her to guess answers based on logic rather than understanding. The unclear audio caused her to doubt her responses. *"...I also feel that because the audio quality is good, we can distinguish one sentence from another easily. Meanwhile, when I took the TOEFL test back then, the audio quality was just right; I couldn't distinguish one sentence from another."* (#Int3_Nat1)

How Learners Practice Their English Listening with *Genshin Impact*

Metacognitive Strategies

Metacognitive strategies are related to overall learning and frequently bring long-term benefits. These abilities are critical because they influence and supervise learners' strategies, plans, monitoring, assessment of mental processes, and problem-solving while listening.

Participant 1

RS utilized metacognitive strategies to monitor her comprehension when she felt confused while reading sentences. She used audio and English subtitles, recognizing when her understanding was unclear. She took screenshots of words to tackle challenges and used web translation to find their meanings. *"Because I use English subtitles, sometimes I'm confused or unsure of the meaning of the sentences spoken, and usually to overcome that, I screenshot and then translate in the browser."* (#Int1_MS3)

RS initially faced challenges learning new terms because they were using both English audio and subtitles. She recognized these obstacles and felt their impact on her understanding, which led her to identify and solve her problems. Additionally, she compared two learning resources for listening practice and found that playing *Genshin Impact* significantly improved her listening and reading skills. The game's engaging features motivated her to continue improving her English listening in a fun and enjoyable way. *"Since playing Genshin Impact, I feel that my listening and reading skills have improved, and I'm not too lazy to listen to English anymore. ... In the past, I didn't like Western movies; I don't know why, but since*

playing Genshin, I've been interested in listening to English again, because of the features of Genshin Impact itself." (#Int1_MS4)

Participant 2

R frequently missed character lines during in-game fighting but used a voice-over tool to check the pronunciation and spelling of missed words. This feature offered character dialogue and battle voice lines, allowing her to replay audio as needed. It helped her improve her vocabulary and pronunciation and catch up on words she had missed. *"There is one feature called voice line (voice-over). In the character story, two sounds are recorded for each character. ...From that, without us realizing it, adds to our vocabulary and helps us to listen, like "What did he say earlier?" or "How do I pronounce it?" and so on, related to listening.* (#Int2_MS2)

R evaluated the voice-over feature in *Genshin Impact* as beneficial for improving her listening skills, noting the variety of voice lines that helped her grasp combat-related speech she often missed. Her engagement with the game enhanced her vocabulary, including slang and literary terms. She reported that she had significantly improved her English listening abilities using audio and English subtitles. *"...playing Genshin Impact has led me to acquire new English vocabulary that I've never encountered before, especially complex English vocabulary, slang language, and unique and poetic vocabulary."* (#Int2_MS1)

Participant 3

N kept track of her listening practice when she found it difficult to differentiate between similar word spellings and pronunciations. N used English subtitles and audio to compare spellings, but often found herself too lazy to read them, making it difficult to understand the sentences. As a result, she only grasped a few words and sentences due to her divided attention. *"...because I don't feel like pronunciation, the spelling of words is sometimes similar, I also use English subtitles so that I know the difference in pronunciation from one word to another. Sometimes, if I'm too lazy to look at the screen, I listen, but I only understand a few words. For example, out of a total of 3 sentences, I only understand 1-2 sentences. Usually, if I'm not looking at the screen, my focus is divided."* (#Int3_MS2) Second, N evaluated the overall limitations she discovered in *Genshin Impact* regarding word pronunciation and spelling. She struggled with pronunciation due to differences between the words in the audio and the subtitles in *Genshin Impact*. *"Overall, the difficulty in Genshin is that the difference in pronunciation or what is said and what is subtitled is different."* #Int3_MS3

Cognitive Strategies

Cognitive strategies include comprehending and interpreting information in memory for future application, as well as focusing on formation and decoding. They assist learners in understanding the meaning of texts, engaging with the material, and ignoring unimportant details. These techniques improve listening comprehension by allowing learners to control their mental processes, identify comprehension difficulties, and relate world knowledge to listening content.

Participant 1

RS started playing *Genshin Impact* in 2023, using English for both audio and subtitles. She focused on the Archon story and in-game cut scenes to practice her listening skills, often replaying them on the game's YouTube channel. *"For English listening practice, I started listening to the Archon Story, then the cut scene story I often repeat on Genshin Impact's official YouTube."* (#Int1_CS1)

R enjoyed the voiceover feature in *Genshin Impact*, which allowed her to hear and read character voice lines repeatedly. This repetition helped her improve her pronunciation and listening skills while enhancing her understanding of new vocabulary. *"The voice-over feature in each character of Genshin Impact is interesting because there are several speeches from the characters in each moment that we can hear and read, and it can also be repeated continuously. I know the pronunciation of the new vocabulary that I hear from Genshin Impact."* (#Int1_CS2)

Thirdly, because she used English subtitles, she sometimes felt confused or unclear about the meaning of the lines. From that, she usually took notes on unfamiliar words by screenshotting them and

then translated them using a web translator. *"Because I use English subtitles, sometimes I'm confused or unsure of the meaning of the sentences spoken, and usually to overcome that, I screenshot and then translate in the browser."* (#Int1_CS5)

Participant 2

R faced challenges understanding spoken dialogues while playing *Genshin Impact*. She used the voice-over tool to record character dialogues to improve her comprehension. By repeating the lines, she enhanced her understanding of pronunciation and learned new words. This method ultimately helped her overcome listening difficulties and improve her listening skills. *"To overcome or face these challenges is from the character features because what a character says, and what a character talks about, are already in the data in the character feature (voice-over feature)."* (#Int2_CS1)

R missed many character voice lines when playing the in-game battle because they were unclear due to overlapping music and sound effects. However, she found the voice-over option in character stories useful, and it included two types of audio recordings: personal dialogue and combat lines. These voice lines helped her learn new words, enhance her listening skills, and practice pronunciation, and she often listened to them again on repeat. *"In playing games, a lot of times when we're fighting/attacking, the character we're using says words. Maybe the English is too native, and we don't understand. We're like, 'What did you say?' because when we are fighting (in-game), the sound is mixed/unclear. There is one feature called voice line (voice-over). In the character story, two sounds are recorded there per character... From that, without us realizing it, adds to our vocabulary and helps us to listen, like 'What did he say earlier?' or 'How do I pronounce it?'"* (#Int2_CS2)

Participant 3

Regarding the resourcing strategy, N shared her experiences with in-game activities, particularly enjoying the spoken dialogues in Archon Quests and character story quests. She liked character voices during *gacha* pulls and often replayed specific voice lines, especially Childe's. While frequently listening to male characters' voices, she appreciated female characters like Yoimiya and Arlecchino. N emphasized that her listening practice was motivated by personal enjoyment, with a focus on characters she liked. *"For the characters' voice chats, I played them over and over again, like I just wanted to show off, 'I know what Childe is saying in every idle.'"* (#Int3_CS1)

Socio-affective Strategies

In language learning, socio-affective techniques include interaction and affective management. Socio-affective strategies concern how learners interact with other speakers and their attitudes toward learning. The strategies include cooperative learning, question clarification, and affective control over learning experiences.

Participant 2

R noted that playing *Genshin Impact* improved her listening skills. She believed that learning under pressure or by force rarely led to long-term understanding or memorization. In contrast, playing the game allowed her to learn freely and easily. Without realizing it, R increased her vocabulary and improved her pronunciation while playing the game. She emphasized that the experience felt less like studying and more like fun, which made the learning process more enjoyable. For R, *Genshin Impact* became a pleasant and interesting way to improve her listening skills, highlighting the game's positive impact on her language skills. *"...learning will not be understood or remembered if you learn under pressure while being forced. ... without realizing it, I'm not only having fun while enjoying the games but also increasing my vocabulary, getting me to know how to pronounce a sentence, etc."* (#Int2_SS1)

DISCUSSION

Learners' Beliefs Towards *Genshin Impact* on English Listening Practice

The qualitative analyses revealed that students hold a great diversity of beliefs. According to the data, participants generally had positive attitudes toward learning English listening using *Genshin Impact*. Specifically, they were most certain about their motivations.

Motivation and Expectation

Most participants believed that using *Genshin Impact* to practice English listening could significantly improve their listening skills. They shared positive experiences, noting various features that motivated them to engage with the game. Azizah and Warni (2023) highlighted that *Genshin Impact* offers opportunities to develop English communication skills. One participant specifically mentioned improved pronunciation and listening abilities, recognizing a link between the game and her skill development, including vocabulary enhancement. This finding aligns with Andriani & Rahmawati's (2022) study on the positive impact of *Genshin Impact* on English skills. Participants indicated that their enjoyment of the game played a key role in motivating them to practice listening skills. Many focused on their favorite characters' voice lines, which encouraged repeated listening. Most participants found learning through *Genshin Impact* enjoyable and engaging, appreciating the interactive experience that included reading stories and listening to native speakers, as noted by Azizah and Warni (2023).

Language Aptitude

The study found limited insights into language aptitude among participants. One participant believed that English was easier than other languages in *Genshin Impact*. She used it, along with audio and subtitles, to practice her English listening skills, suggesting a natural talent for language learning. She also used *Genshin Impact* as a non-traditional way to prepare for the TOEFL, finding it effective for listening practice by replaying character voiceovers. This aligns with Hayati (2020), who notes that foreign language aptitude is tied to an individual's potential for language learning achievement. Iswati (2020) highlights that learners with high aptitude can learn specific foreign languages relatively quickly and easily.

Difficulty In Language

The participants' views on the challenges of learning English were similar, with most encountering difficulties related to unfamiliar vocabulary and pronunciation in *Genshin Impact*. Jyoti (2020) noted that unfamiliar words impact listening comprehension and highlighted issues such as complex grammar, pronunciation, and word boundaries. Participants suggested beneficial solutions, such as practice and familiarization with the language. Many listened to the audio while reading the written dialogues, which helped them catch missed expressions. They also used the voice-over feature to replay character audio and understand faster speech. Namaziandost et al. (2019) identified challenges related to accents, articulation, and conversation pace. Additionally, some participants took screenshots of unfamiliar words and looked them up in an online dictionary. Snigdha and Debnath (2024) found that learners often use a variety of language-learning strategies during gaming, such as noting new words. Participants believed these strategies would help them improve their English listening skills through *Genshin Impact*.

Strategies for Learning and Communication

The aspect of language learning and communication strategies highlights that many participants used specific features of *Genshin Impact* to enhance their English listening skills. A popular method was repeating the voice-overs of their favorite characters, which increased their exposure to spoken English. As noted by Casañ-Pitarch (2017), video games can effectively aid foreign language instruction by providing ample practice and requiring players to listen to messages from the game or other players. Additionally, the repetitive nature of many games reinforces language and spelling skills over time (Snigdha & Debnath, 2024). Participants also benefited from story quests and cutscenes, which allowed them to practice listening while engaging in character interactions. Jimmi et al. (2024) suggested that these interactions reveal character traits and relationships, enhancing the narrative. Such gameplay activities can help improve listening skills, dictation, speaking, pronunciation, and vocabulary.

The Nature of Language Learning

Participants in a study noted varying opinions on language learning, but all agreed that *Genshin Impact* created a positive learning environment. One participant highlighted that the game's enjoyment increased her motivation to learn, aligning with findings by Azizah and Warni (2023), suggesting that students are more motivated when learning is integrated with play. Snigdha and Debnath (2024) also emphasized that gaming offers a fun and stress-free way to acquire vocabulary and language structures. Additionally, another participant praised the high-quality audio of *Genshin Impact*, a finding supported by Andriani and Rahmawati (2022), indicating that the game's clear audio aids understanding and improves listening skills.

How Learners Practice English Listening with Genshin Impact

The second analysis revealed that the participants have their own preferred ways of practicing their listening skills using *Genshin Impact*. The most used strategy was the cognitive strategy, with participants most often listening to the characters' voices repeatedly.

Cognitive Strategies

The data indicate that cognitive strategies are the most frequently used listening strategies among participants, who primarily rely on repetition and resourcing. They often replay character voices to grasp vocabulary and pronunciation, especially when encountering unfamiliar words. Simultaneous listening and reading of spoken and written dialogues via voice-over aids this process. A study by Sibarani (2019) found that English subtitles enhance cognitive engagement and improve listening comprehension. Similarly, Jimmi et al. (2024) demonstrated that narrative video games are enjoyable for practicing listening skills because they require continuous engagement with audio. Participants also use resources such as voice-over features and web translation to improve their listening. While voice-over is the most popular resource, only one participant used web translation, aligning with findings from Pratiwi et al. (2022), who noted that players often seek definitions for unfamiliar words online.

Metacognitive Strategies

The second most used is the metacognitive strategies. This study identifies three strategies: planning, monitoring, and evaluation. Participants can use these strategies to manage their *Genshin Impact* listening practice. This study found that participants mostly used the evaluation strategy to assess the use of *Genshin Impact* for English listening practice. In the evaluation, the participants mostly did strategy evaluation and problem identification. Similarly, Al-Azzemy & Al-Jamal (2019) found that students are more attentive to their listening plans, form their own ideas, report greater self-satisfaction, and significantly analyze their listening strategies.

Socio-Affective Strategies

Lastly, the socio-affective strategies. The participants barely used these strategies. The findings only reveal one piece of evidence related to the strategy of lowering anxiety, which is related to the affective aspect. Affective strategies involve managing positive and negative emotions (Bao & Guan, 2019). They also suggest that negative emotions, such as worry, may cause distress and hinder listening outcomes. In contrast, positive feelings, such as relaxation and enjoyment, can improve concentration and cooperation among peers. In this study, the case is about how *Genshin Impact* makes the learning environment fun. A participant claimed that she could learn listening skills in a fun way, without pressure and being forced. A similar study on *Genshin Impact* and English learning by Azizah and Warni (2023) also found that participants felt more comfortable and interested in learning English in a more fun way than just studying at school. Moreover, Video games provide an engaging environment for language learners to improve their communication skills in a stress-free setting (Soyoof & Jekar, 2014).

CONCLUSION

The research indicates that participants view *Genshin Impact* as an effective tool for English listening practice, enhancing their motivation and enjoyment. They particularly appreciated the accessible voice-

over feature, which allowed them to listen to their favorite characters, improving their listening skills. Participants developed various strategies for practicing, primarily cognitive and metacognitive approaches. Notably, they often employed repetition, listening to dialogues extensively. Overall, this study revealed that learners believe the *Genshin Impact* video game to be a helpful tool for learning English, in this context, learning outside the classroom. Participants expressed how various character interactions, story features, and in-game voice-overs helped them improve their pronunciation, vocabulary, and comprehension. Learners have positive experiences with *Genshin Impact* for English listening practice and demonstrate a preference for listening strategies that support their learning. It is suggested that teachers consider including *Genshin Impact* and similar games in language-learning recommendations by instructing students on how to use the game's features to improve their language skills. As Azizah and Warni (2023) state, this concept suggests that education need not occur solely within schools or through textbooks. Traditional learning methods can sometimes lead to boredom and diminish motivation to learn. Education can take place in various settings and at any moment. For instance, students can be encouraged to use subtitles and listen carefully to follow the spoken dialogues while paying attention to pronunciation, spelling, and vocabulary. Second is note-taking and review, in which learners can use a notebook to write down new phrases, slang expressions, and vocabulary encountered during gameplay. They can return to the notes later and add them to their active vocabulary. Thirdly, replay and shadowing enable learners to practice pronunciation and intonation by replaying certain words, phrases, or cutscenes and imitating the characters' voices.

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