



LSLP Micro-Paper 90: Gamer Mom

Tatiana Gómez-Ramírez

LSLP Advanced Researcher | ELT Think Tank CEO

tatygoraelt@gmail.com | <https://orcid.org/0000-0002-3747-1899>

Defining the Term

We make sense of the world through various experiences and interactions. Hence, being a **gamer** is more than just playing video games. It involves the person's reality in and out of the gaming environment and its communities. We still hold the wrong assumption that gamers are mainly young male players. However, recent studies contend that at least 40% of gamers are female.

This generalized misconception of the lack of presence of female players is still evident. It is not a surprise that studies show that female players are even averaging a higher number of hours of weekly playtime. That said, the roles we take on can sometimes convolute how we see ourselves and how others perceive us. Many female gamers do not identify as such, and either embrace their gender or gamer **identity**. When you add the dual roles of teacher and mom, for example, there could be an even more relevant disjunction between the gender, the mom, the gamer, and the **teacher role**.

In this sense, talking about gamer moms is relevant to highlight their increasingly more visible role in gaming nowadays. We define gamer moms as females who have at least one minor child and play video games on different devices, such as mobile phones, tablets, PCs, or consoles. According to recent studies, 71% of moms play video games, but only 48% identify as gamers. Therefore, the gap is closing quickly, even if not all female players, including moms, see or identify as gamers. Regardless, they are now a big part of the gaming world.

Connecting it to LSLP

At LSLP, we continuously explore the role of gamers and how this transfers into our role as teachers without necessarily sacrificing one role over the other. We are beginning to delve into the **identity** of a gamer mom, which has led to discussions on how gamer moms, as

English teachers, could potentially use **Language-as-Victory**. Gamer moms may bring certain traits, along with innate characteristics of their role as mothers inherent to their identity, as gamers and the video game experience to the classroom.

As it pertains to LSLP, this opens the door to understanding how this identity can support learners to take on a Language-as-Victory perspective and may help us further rethink ideas such as **gamification**, or how mother-child relationships can offer new layers of understanding for **gamifying** processes.

Expanding Second Language Research

The gaming industry is starting to research the concept of gamer mom in the hope of understanding and reaching this population. On the one hand, a gamer mom's background may offer new insights about how parents may support their **child's second language acquisition** process by creating effective gaming spaces and experiences in English language teaching. On the other hand, second language research needs to improve the recognition of the experiences of gamer moms currently teaching English and what they could bring in terms of gamification into the classroom.

References

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