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University of Southampton

Faculty of Modern Languages and Linguistics

School of Humanities

**Gaming to Learn, Learning to Game: Language Learning through Massively
Multiplayer Online Role-Playing Games (MMORPGs)**

by

Ziyad Mohammed Alsaleh

0000-0001-7828-5809

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University of Southampton

Abstract

Faculty of Modern Languages and Linguistics

School of Humanities

Doctor of Philosophy

Gaming to Learn, Learning to Game: Language Learning through Massively Multiplayer
Online Role-Playing Games (MMORPGs)

by

Ziyad Mohammed Alsaleh

Massively multiplayer online role-playing games (MMORPGs) are predominately English language games with a mass number of active players worldwide. Although they are not designed for second language acquisition, research has shown that they can offer many opportunities for language learners to improve their second language. These include 1) Benefits of anonymity provided by personal avatars lowers language anxiety and other affective barriers to learning (Lee & Pass, 2014); 2) They are highly motivating venues for learner-centered autonomous learning (Chik, 2014); 3) They require communication in English language in order to advance in the game (Chotipaktanasook and Reinders, 2018); 4) They offer exposure to rich sources of written and oral target language input (Newgarden and Zheng, 2016); 5) They offer a collaborative environment leading to the possibility of co-construction of knowledge (Peterson, 2016); and 6) They provide access to contexts supporting peer-based learning (Rama *et al.*, 2012).

This research explores the advantages offered by MMORPGs in learning a second language. Data collection was separated into two phases: 1) interviews were conducted with English learners to investigate how they self-regulate their language learning whilst playing MMORPGs; and 2) observations and stimulated recalls were conducted to investigate how MMORPGs foster second language development. Findings highlighted the authentic social interactions conducted by participants while playing, how MMORPGs scaffold second language development, participants' perceived second language outcome from playing, their attitudes toward second language learning from MMORPGs, and how they self-regulate their second language learning whilst playing.

When playing MMORPGs, data shows that players are playing for entertainment and are not always aware of the process of second language gain taking place. Thus, they learn to game. In other words, they are only learning the language to progress in the game. Whilst other players, although few, have a conscious aim of learning another language; thus, they game to learn. Evidently, no incentives were required to keep players engaged in the MMORPGs since they played them for enjoyment. Therefore, this thesis argues that MMORPGs are useful environments for second language learning.

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Research Thesis: Declaration of Authorship

Print name: Ziyad Alsaleh

Title of thesis: Gaming to Learn, Learning to Game: Language Learning through Massively Multiplayer Online Role-Playing Games (MMORPGs)

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signature: Date: 03/03/2022

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Definitions and Abbreviations

AFK	Away from Keyboard
AoE	Area of Effect
BDO	Black Desert Online
CALL.....	Computer Assisted Language Learning
CEFR	Common European Framework of Reference
DGBLL.....	Digital Game Based Language Learning
DGG.....	Digital Game Group
DPS	Damage Per Second
EFL.....	English as a Foreign Language
ESO	Elder Scrolls Online: Tamriel Unlimited
FF14.....	Final Fantasy XIV
FPS.....	First Person Shooter
HCI.....	Human to Computer Interaction
HP	Health Points
L1.....	First Language
L2.....	Second Language
MMORPG	Massively Multiplayer Role-Playing Game
MUVE	Multi-User Virtual Environments
NNE	Non-Native English
NPC.....	Non-Player Character
PC	Personal Computer
PIS.....	Participant Information Sheet
PS4.....	Playstation 4
PvE.....	Player versus Environment
PvP.....	Player versus Player
RPG.....	Role-Playing Game

Definitions and Abbreviations

SCT	Sociocultural Theory
SLA	Second Language Acquisition
SRL	Self-Regulated Learning
SRLL.....	Self-Regulated Language Learning
TL	Target Language
WoW	World of Warcraft
WTC	Willingness to Communicate
XP	Experience Points
ZPD.....	Zone of Proximal Development

Chapter 1 Introduction

Research has shown that when gamers play in a second language environment their second language improves; whether they intend to improve it or not (Lee & Gerber, 2013; Ryu, 2013). This doctoral thesis sets out to explore how that happens. Comprehensive studies on language learning and digital games in general, or Massively Multiplayer Role-Playing Games (henceforth MMORPGs; for definition see heading 1.4) specifically, have reported that gamers learn a second language whilst gaming (Peterson, 2010b, 2016; Sourmelis, Ioannou and Zaphiris, 2017; Hung *et al.*, 2018; Jabbari and Eslami, 2018). However, only a few have reported how players regulate and conceptualize their gaming during play (Zap and Code, 2009; Soylu and Bruning, 2016; Nietfeld, 2018) and none on how players regulate their second language development during play. Therefore, this is another objective of this doctoral thesis.

This thesis starts with the introduction to the research; providing the motivation for the study, its significance, and its purpose. A description of the research setting concludes the first chapter. The second chapter provides the literature review which presents the conceptual framework that underpins this study. The third chapter presents the research methodology, explaining the research paradigm and making the case for why a multiple case study approach has been selected and how data was collected and analysed. The fourth chapter presents the research findings, it presents the themes developed from data analysis. The fifth chapter discusses the findings, it provides answers to the research questions and links results to previous existing research. The final chapter, the conclusion, provides the limitations of the study, the contribution, the recommendations for future research, and final remarks.

1.1 Motivation for the Study

In my experience as an English language teacher in higher education and secondary education in Saudi Arabia and a gamer, better learning may occur when someone is more engaged in the learning process, either consciously or unconsciously. Most dedicated gamers who are non-native speakers of English, play MMORPGs in the English language since not all MMORPGs are available in their native language. Rott (1999) stated that more exposure to a foreign language leads to foreign language growth. For instance, in a YouTube [video](#) one gamer discusses how he learned German from playing an MMORPG World of Warcraft (WoW) (Blizzard Entertainment, 2004) (Yusein, 2015). Furthermore, MMORPGs require a great deal of engagement and interaction in the target language and have rich target language stimuli from reading the quest's text, listening to other English-speaking players or non-player characters (NPCs), and writing English in the chat

box (Peterson, 2010b). Thus, they seem to compel the non-native English gamer to learn the English language, probably unconsciously, in order to play the game effectively (Ryu, 2013).

For instance, when I began teaching English in an English as a Foreign Language (EFL) context at a secondary school in Saudi Arabia, I encountered students who reported that they had developed good English language skills from playing digital games, but one student stood out from the rest since his English language was native-like. I presumed that he had lived in an English-speaking country during his childhood, however he told me it was entirely from playing MMORPGs. After a couple of questions, I learned that the student played a well-known MMORPG game called WoW, and whenever he encountered difficulty understanding anything in English, he would ask his mother for help. This tactic is a self-regulated language learning strategy called “help seeking” (see heading 4.8.4). Thus, in this way my interest in this particular research field started.

1.2 Significance of the Study

There is a growing number of discussions in the Computer Assisted Language Learning (CALL) literature on the potential of digital games to facilitate second language learning (Peterson, 2010b). Influenced by earlier work on Multi-User Virtual Environments (henceforth MUVes, see heading 2.2.2 for definition), research has recently focused on a booming genre of online digital games commonly known as MMORPGs (Zhao and Lai, 2009). These developments have encouraged numerous researchers to further explore the potential of MMORPGs in CALL (Peterson, 2010a, 2013b, 2013a, 2016). However, the field of language learning in MMORPGs is still an ongoing research area that requires further research (Jabbari and Eslami, 2018). This research thesis addresses a number of theoretical research gaps, based on the recommendations of previous researchers in this field.

Hung, Yang, Hwang, Chu, & Wang (2018) carried out a scoping review of research into digital game-based language learning. According to them, one of the research gaps in current literature is related to explaining how language learning happens during gameplay.

In Peterson (2016) analytic review of the use of MMORPGs in CALL, he has called for more research and additional investigation in the nature of the relationship between language learning and MMORPG playing in extramural contexts. Sourmelis et al. (2017) also recommends that future studies should investigate MMORPGs as personal language learning environments.

Sourmelis, Ioannou, & Zaphiris (2017) carried out a comprehensive research review on MMORPGs. They call for more research concerning MMORPGs and metacognition, and since to

date there are no studies relating to self-regulated language learning (SRL) & MMORPGs this research thesis intends to focus on that aspect (see heading 2.4.2).

Soylu & Bruning (2016) explores self-regulation of college-age digital game players, without focusing on a particular genre of digital games. They recommend that future studies should investigate self-regulation in specific digital game genres, such as MMORPGs. Because their findings indicate that different digital game genres require different modes of self-regulation.

Tavakkoli, Loffredo and Ward (2014) recommend more research into how MMORPGs can further enhance gamification in education. Gamification is the use of game design features into non-game settings (Deterding *et al.*, 2011).

Based upon the recommendation of these previous researchers, this thesis aims to establish how language learning occurs in MMORPGs and how participants regulate and conceptualize their second language learning whilst gaming in MMORPGs.

1.3 Purpose of the Study

This study draws on research into MMORPGs, to identify the main features and consequent benefits of these games for second language learning. This study also uses self-regulation as a concept to understand what language learning strategies gamers use to play MMORPGs in a language they are not proficient in. These strategies may be concerned with progression in the game, or what may be a particular interest to the applied linguist, developing their language competence in order to socialize with other players and/or improve their gameplay. It is hypothesized that a number of players learn a second language to play MMORPGs and/or play MMORPGs in order to learn a second language.

1.3.1 Research Questions

At the beginning of this exploratory qualitative study, the research questions were not defined. As doing so would likely impose an external framework on the research context (Heigham and Croker, 2009). Heigham and Croker (2009) recommended that a qualitative study starts with a statement of purpose, a conceptual framework, and a rationale. Only after collecting data from the research setting, in this case MMORPGs, and becoming familiar with the context and participants; will it be appropriate to develop research questions or hypotheses. This is because the researcher is better able to identify key issues.

I followed this approach, because before data analysis I was not fully aware what data I will gather from participants. Therefore, I did not restrict myself to certain research questions before data

Chapter 1

analysis. After data analysis, the following research questions were developed to answer the specific themes that emerged from the data. They provide readers, educators, and researchers a good foundation on how second language development occurs in MMORPGs:

1. What are the significant features of participants' social linguistic interaction in the target language in MMORPGs?
2. What features in MMORPGs support second language development?
3. What self-regulated language learning strategies do participants utilize as they engage in MMORPGs?

1.4 The Research Context

This heading explains the main features of the research context, Massively Multiplayer Online Role-Playing Games (MMORPGs). They are defined as a three-dimensional, internet-based, narrative, interactive environment which is consistent and permanent (Achterbosch, Pierce and Simmons, 2008). It is narrative because it follows a particular storyline, and it is consistent because the game continues to exist online even if the player logs out. Massively multiplayer refers to the mass number of players that participate in the game; some MMORPGs have more than a million active users. For example, WoW in 2015, announced the player count and there were more than 5 million active players (see Figure 1.1) (Woodcuck, 2008). They are considered role playing games because the player adopts the role of an avatar in-game, which they are individually responsible for and can be used to interact with other online gamers. Players typically use their avatars to accomplish different quests, trade with different player characters or NPCs, and attack player characters or NPCs. This results in the player's avatar to acquire experience points, which can be accumulated to ascend to another level. This in turn enables the gamer to advance further ahead in the game by visiting new places, acquiring new gear, and new abilities. Below are common features in all MMORPGs:

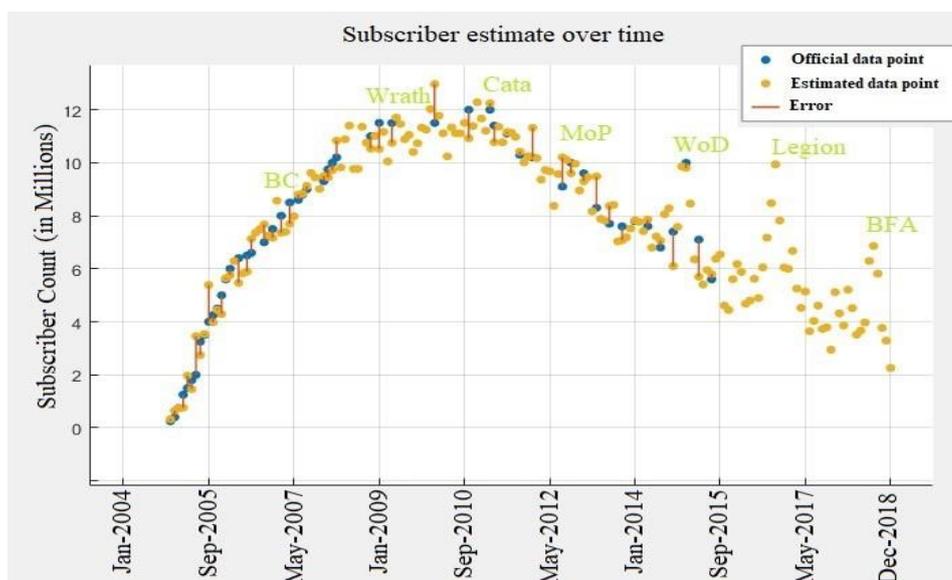


Figure 1.1 Number of subscribers in WoW (Woodcuck, 2008)

1.4.1 Avatar Customisation

An avatar is a fictional character in a MMORPG whose activities are controlled entirely by the player of the game rather than the rules of the game (Waggoner, 2009). Upon first entering a MMORPG, players customise an avatar (see Figure 1.2) and take on their identity while exploring the virtual world alone or in groups. Typically, at this beginning phase, players should choose what gender, race, and class they wish to use. Each class has its own strengths and weaknesses. For instance, a warrior class cannot regenerate his health points but can withstand damage from opponents, whereas a priest class can regenerate his or others health points but cannot withstand damage from opponents. Therefore, they complete each other during combat. This way, MMORPGs encourage **social interaction** in order to progress in the game (Voulgari & Komis, 2011). This enables access to contexts supporting **peer-based learning** (Peterson, 2010b). Lastly, benefits of **anonymity** provided by personal avatars lowers anxiety and other affective barriers to learning (Lee and Pass, 2014; Burns, 2015).



Figure 1.2 Avatar Customisation in WoW

1.4.2 Level Progression

In all MMORPGs, the development of the gamer's avatar is the primary aim (Mulligan and Patrovsky, 2003). This is done through an avatar progression system, where gamers earn experience points (XP) for their accomplishments and use those XP to reach new "levels". XP is gained from completing quests, overcoming opponents, etc. At the beginning phase of the MMORPG, the avatars start fairly weak. However, once a sufficient amount of XP is gained, the avatar "levels up". This increases the avatar's current statistics, such as, health points, stamina, magic, and, depending on the game, luck. Furthermore, levelling would permit the avatar to acquire new abilities or may improve existing abilities. It may also enable the avatar to access new areas in the virtual world and obtain new, more efficient items or gear. Once the avatar reaches maximum level, the definition of a gamer's progression changes. Instead of acquiring XP, the gamer's motivation is replaced with acquiring stronger gear, more efficient items, collecting currency, and defeating powerful NPC opponents in groups.

Because there is no ending to MMORPGs, they continue to evolve by adding new "level caps" (see Glossary of Terms), new "endgame" gear (see Glossary of Terms), and new powerful NPC opponents. In turn, gamers continue to evolve their avatar, investing time and possibly money. This leads to gamers often feeling an emotional proximity to their avatar. Hence, avatar development in MMORPGs is one aspect which fosters **intrinsic motivation** (Dickey, 2007). As gamers develop their avatar, they are in a sense, taking on a different role. **Role-Playing** has

always been an established strategy used for pedagogical activities due to the fun and motivating aspects they provide in classrooms (Dickey, 2007). Finally, MMORPGs foster a sense of **achievement** during gameplay. Because MMORPGs are constantly evolving, there is a need to mark progress. This is done through acquiring “endgame” gear, obtaining honorary titles from defeating powerful NPC opponents, or acquiring items specifically designated for skilled players in player versus player (PvP) combat.

1.4.3 Narrative Environment

The core of MMORPG design is the narrative environment (Dickey, 2007). In most MMORPGs, there is a very loose over-arching storyline and one central conflict. For example, in WoW two groups (the Alliance, and the Horde) fight against each other for survival, honour, and glory. However, embedded within the virtual environment are hundreds, if not thousands, of short narrative storylines that are made available through NPCs posing a short narrative tale in which they request the assistance of the gamer’s avatar. The request for aid is usually framed as a quest/mission/duty (they will be referred to as quests henceforth). Types of quests include: messenger quests, escort quests, goodwill quests, bounty quests, etc (Dickey, 2007). Quests can be distinguished based on their duration, whether they can be completed alone or in groups, and on their linearity (Voulgari and Komis, 2011). Gamers are free to accept or reject a quest. Once a gamer completes a quest they are rewarded with XP and/or an item. In brief, the focus of gameplay in MMORPGs is not in uncovering one major storyline, but exploring the virtual environment that contains a network of narrative storylines that gamers can help shape (Dickey, 2007).

Because MMORPGs are networked, other gamers may contribute to the player’s personal narrative. Through a chat box, players can request aid in completing a quest. This allows temporary groups to form in order to strategize in completing said quest. Furthermore, it enables friendships to develop, as do animosities (Dickey, 2007). Since difficult quests require multiple players to complete it, it can be argued that MMORPGs foster **collaboration** among players. Players typically develop a contact list (e.g. friends list) of other players to provide or receive advice, encouragement, and instructions. This sense of community may foster **interpersonal motivation**, since cooperation allows for the emergence of an appreciative audience and peer role models (Dickey, 2003). Typically, many quests are presented to a player once they reach a virtual city and they have the **choice** on which quest to complete and which quest to ignore. Iyengar & Lepper (1999) argue that when people are given a range of choices and sufficient information to make a particular choice, their motivation increases. However, Iyengar & Lepper (2000) also claim that once people are presented with too many choices, their motivation

decreases. Thus, some MMORPGs, such as WoW, limit the number of quests a player can accept to avoid overwhelming them. However, they give them the control on how to plan to complete each quest and in which order they please (Dickey, 2007).

1.4.4 Social Interaction in MMORPGs

There are various tools in MMORPGs that facilitate **communication** between gamers. They usually take the form of a written chat, voice chat, and/or virtual behaviours (e.g. emojis). Interactions among gamers are an essential part to attain the goals of the MMORPG, the progress of the gamer's avatar, and the general gaming experience (Voulgari and Komis, 2011). Gamers obtain more XP, more efficient gear and items, and progress faster once they play as part of a group. This is because specific content, such as dungeon raids, are only accessible to groups. Organized groups of players called corporations in EVE Online, clans in Lineage II, guilds in WoW, and tribes in Tribal Wars are different from casual groups that disband after the completion of a task because they are more permanent, have specific hierarchies, rules, orientation, and formal practices (Voulgari and Komis, 2011) (These organized group of players will be called guilds henceforth). Williams and others (2006) proposed a typology for these guilds based on their orientation: 1) Roleplay guild, 2) Social guild, 3) Raiding guild, and 4) PvP guild. Depending on the MMORPG, guilds can contain over 140 members or more.

Typically, in MMORPGs, guilds have their own private chat channel, a bank to pool resources, and an information pane for new recruits in the group. In addition, guilds have their own ranking system attached to a permission system. This permission system entails which members can participate in guild chat; deposit or withdraw from the bank; and promote, invite, demote, and remove members. The guild leader has absolute control over the guild bank and permission system. Furthermore, guild leaders' have officers within the group that carry out different responsibilities. For instance, according to Golub's (2010) analysis of a particular raiding guild in WoW. The bureaucratic officers in that guild formed a committee that votes on the admission of new members, promotion and demotion of current members, and manage the bank. Whereas the raid officers are responsible for planning and coordinating raids. They decide who are the master looters and who is the target marker (see Glossary of Terms).

Membership into this particular guild is done by application through the guild's website. Since it is a prominent endgame raiding guild, bureaucratic officers vetted many applications and over 80% were rejected. New members are given the recruit status then taken out on raids to see how well they perform. If they pass, they are promoted to normal member status. Over time, once trust is established, they might be promoted to bureaucratic officer or raid officer. However, if they do

not want the added responsibility, they may be promoted to elder status. This is achieved once they acquired enough experience from multiple raids and obtained endgame gear. Elders receive benefits for their status: a portion of the repair bill for their gear is reimbursed by the guild, they are given optimal spots in raids, and have preferential access to goods in the guild storage. What unites all these members in this particular guild is the activity of endgame raiding.

In guilds, tasks such as accepting or banning a member, electing a new leader, planning a raid, and negotiating a pact or war terms with other guilds present rich opportunities for “negotiation, explanation, argumentation, agreement, disagreement, revision of ideas, adaptation, accommodation of different viewpoints, processes which are valuable for the development of **collaborative problem-solving cognitive skills**” (Cho and Jonassen, 2002) cited by (Voulgari & Komis, 2011, p. 376).

1.4.5 MMORPG Community

The MMORPG community has developed its own sub-culture. They include social rules and taboos, as well as its own slang and metaphors. For example, players often complain about being “ganked” if their personal avatar is being repeatedly killed by a stronger player and/or complain about “grinding” once they encounter a repetitive, tedious task in an MMORPG. Furthermore, the topic of “buffs” and “nerfs” is also a controversial topic in MMORPGs; players normally discuss or demand an upgrade or downgrade to a certain game mechanic. As with all cultures, social rules exist for occasions such as being invited to join a group, how a player is expected to behave while in a group with other members, the proper division of loot, etc (Jøn, 2010). For instance, in Golub's (2010) analysis of a particular guild in WoW there is a punishment for players who behave inappropriately. They are demoted to the lowest rank in the guild called *Mr. Wiggles fan* and they are unable to participate in guild chat until they get promoted.

Chapter 2 Literature Review

This chapter presents the concepts and empirical studies which contribute to the conceptual framework which underpins this research. The first heading 2.1 starts with presenting the different characteristics of MMORPGs for learning. In other words, it lists the benefits MMORPGs have to become virtual environments for learning. The next heading 2.2 details the potential of different genres of digital games in language learning. Ultimately, it provides research on how MMORPGs are likely to offer more advantages to language learning than other genres of digital games. After that, the heading 2.3 focuses on the psychology of players. There is a need to understand why players are attracted to playing games and what keeps them motivated, since their motivation to play might strengthen their motivation to learn an L2 in order to play more effectively. The last heading 2.4 is the theoretical background of this study, self-regulation in technological environments. It defines self-regulation, presents a brief overview of different SRL theories, and numerous empirical studies relating to self-regulation and technology. It also presents research to indicate that gamers utilize self-regulated strategies while playing digital games; however, a study using self-regulation to contribute more to language learning in digital game environments is still lacking.

2.1 Characteristics of MMORPGs for Learning

MMORPGs are considered social environments in which gamers socialize, plan, communicate, collaborate, and strategize with other gamers. Learning environments should have opportunities for interactive challenges that require participants to use critical thinking skills to solve problems and formulate appropriate strategies and to evaluate, analyse, and synthesize numerous modes of information. MMORPGs include many of these same opportunities which instructors attempt to foster in pedagogical settings (Dickey, 2007). As explained in the research context heading in **bold** (see heading 1.4), there are features in MMORPGs that facilitate peer-based learning, social interaction, collaboration, intrinsic and interpersonal motivation, player-control, goal-oriented tasks, and give a sense of achievement. These features make up an effective collaborative learning environment (Voulgari and Komis, 2011). Therefore, MMORPGs constitute an area of research that may offer valuable insights for educators and for the development of effective pedagogical networked settings. Below are key features in a MMORPG that offer characteristics to learning:

2.1.1 Immersive Virtual Environment

To be immersed is to be mentally and emotionally involved in a context (Brooks, 2003). Murray (1997) explained three terms to define immersion: 1) a metaphorical term similar to the physical experience of being submerged in water. 2) a participatory term, which implies learning to swim; in other words, doing the actions a new setting makes possible. 3) a psychological term, referring to the sensation of being surrounded by a different reality. This study adapts the definition of immersion provided by Cooman & Timmermans (1997) and Radford (2000). The former describes immersion as a sensation of being engaged in a virtual environment similar to the real world environment. While the latter describes immersion as the ability to enter the virtual environment through its controls.

According to Rankin, Gold, & Gooch (2006a) research on the evaluation of MMORPGs as language learning tools, MMORPGs have the potential of immersing players in their virtual worlds. By doing so they become good environments for **situated learning**. Situated learning is a pedagogical approach that claims that participants are more inclined to learn once they are actively engaged in the learning context (Lunce, 2006). As Rankin, Gold, & Gooch (2006) pointed out MMORPGs are ideal situated learning environments because they create:

“An immersive learning environment that promotes the development of deep, conceptual knowledge of a particular domain by allowing players to experience the virtual world through sight, sound, participation and imagination” (p. 2).

Furthermore, situated learning in MMORPGs is also supported by reflective learning when players consider the consequences of their actions or decisions and creates communities of practice when guilds need to coordinate and collaborate their actions to complete an elite quest (e.g. dungeon boss). Lastly, players are active learners who assume the role of their respective avatars and focus entirely on the advancement of these avatars in-game (Rankin *et al.*, 2008; Corredor and Gaydos, 2014).

The advantages of situated learning include: 1) learning occurs naturally since the participant recognises the practical utility of the information conveyed; 2) The participant actively engages in the learning by using the newly acquired knowledge to analyse, interpret, or solve problems; and 3) situated learning is a peer-based process since the participant cooperates with other members of a “community of practice”. Part of the learning process is observing the actions of other expert members or receiving advice from them (Lunce, 2006).

2.1.2 Multiple Interaction Channels

Communication in MMORPGs can take place through text (either by synchronous chat or asynchronous fora; see Glossary of Terms), through voice chat, and through the actions or gestures of the avatar (Voulgari and Komis, 2010a). There are a variety of chat channels in MMORPGs: channels dedicated only for clan members, channels for trade, channels for members within a group, channels for players within close proximity, etc. Synchronous chat is usually the quickest way to receive advice, ask a question, or make a comment. However, for cases that require fast coordination (e.g. during a raid) voice chat is obligatory. On the other hand, asynchronous fora, although not appropriate for fast communication, support elaborate discussions. They are usually prevalent in beyond game culture. Discussions range from tips, game guides, negotiations, announcements, etc. Finally, the avatar is capable of body language through gestures, such as, cheering, laughing, bowing, dancing, and waving (Voulgari and Komis, 2010a).

Communication between gamers in MMORPGs may lead to language growth as suggested by Peterson's (2016) research on the analysis of MMORPGs in CALL. Players use text chat or voice chat in order to communicate with other players inside the game, whereas outside the game they can visit forums to share ideas and tips through posts and comments (Ryu, 2013). These virtual spaces constitute an intermediate step between instant real-time interaction and written communication (Corredor and Gaydos, 2014). For this reason, they can provide gamers with extra time to reflect on records of past written chatting interactions or lookup definitions in online dictionaries. The nature of this communication in MMORPGs may in fact facilitate the interaction of non-native speakers (Reinders and Wattana, 2014). Furthermore, the anonymity provided by MMORPGs' personal avatars and the fact that interaction is not face-to-face also helps language learning (Lee & Pass, 2014) and fosters intrinsic motivation (Dickey, 2007). In such contexts, gamers may be willing to ask questions and/or take risks that they would not make under normal circumstances. In brief, Bryant (2006) encouraged educators to motivate their students to play MMORPGs so they can communicate and interact in English with English speaking players from around the world.

2.1.3 Potential for Collaborative Learning in MMORPGs

According to Voulgari & Komis (2010) research on the effects of applying MMORPGs into educational contexts, expertise in MMORPGs is not only linked to the performance or achievement of the player but also to the social skills of the player. An expert player should know how to exhibit appropriate interpersonal skills and how to be an effective part of a team in order to be accepted in the community. In addition, peer-mentoring is widespread in MMORPGs. Novice

Chapter 2

players rely on more experienced players for help, in the form of resources, cooperation on a difficult task, or simple advice. As mentioned before, players can ask questions through synchronous chat, check the forum for more detailed explanations, or observe practices of more proficient players through third party streaming websites such as Twitch.

The social environment in MMORPGs is a dynamic context for learning. They have opportunities for planning strategies, critical thinking, and discussion. These opportunities are available in the virtual environment (Player versus Environment - PvE) or as an interaction with other players (PvP) (Voulgari and Komis, 2011).

PvE activities are related to the interaction of the player with the virtual environment. PvE tasks can be done individually or in groups, however some tasks can only be done in large groups called raids which are normally executed through guilds. Raids are prime examples where critical thinking, collaboration, and negotiations happen. For instance, according to Golub's (2010) analysis of a particular guild in WoW. The "fully levelled" players in the guild form groups of 10, 25, or 40 members to enter dungeons (see Glossary of Terms) within these dungeons are powerful opponents called "bosses" that give rare items when defeated. Boss fights can take up to 15 minutes in length, and usually are done multiple times until the players learn how to defeat said boss. A good example on the complexity of raids can be seen on the particular dungeon "Magtheridon's Lair" which requires a 25-member raid. Golub (2010) provides an overview on the strategy required to complete Magtheridon's Lair:

"Magtheridon is a large demon imprisoned by 5 channelers (magicians) who hold him in place via beams of energy projected out from 5 glowing cubes. The raid begins by attacking these channelers, who are slain so that Magtheridon can be freed and killed. From the moment that players attack the channelers, they have two minutes before Magtheridon is released. Because the party will wipe if they attempt to fight both Magtheridon, the channelers, and the flaming abyssals (demons) which the channelers summon, all of the channelers must be killed in the two minutes between the start of the encounter and Magtheridon's release. One minute after Magtheridon is released, he will release a dangerous blast nova that will wipe the raid. In order to prevent the blast, players must simultaneously click on the cubes formerly used by the channelers in order to delay the blast for one minute. However, any individual player can only click on a cube once every two minutes. As a result, two teams of five players each must take turns clicking on the cubes while the remaining fifteen players focus on killing Magtheridon. Finally, when Magtheridon is at 30% of his full health, he will become enraged and begin collapsing the walls of the room. Players must then also move around

the space of the encounter to avoid pieces of falling rock which will kill them while they continue to perform their tasks of damaging the boss and clicking on cubes” (p. 32).

The task of defeating Magtheridon requires the coordination of large number of players, effective management of these players, and correct anticipation of the opponent’s next move. Such tasks require not only extensive understanding of the game’s mechanics and the environment’s characteristics, but interpersonal and communication skills (Voulgari & Komis, 2010).

On the other hand, PvP activities relate to the interaction of the player with another player. PvP is always competitive and ranges from at least two players to contests involving a large number of players. In one versus one; the level, equipment, and class of the avatar normally indicate the odds of winning. However; in large conflicts, typically between alliances, there are many variables defining the final outcome (Voulgari and Komis, 2010b). Thus, PvP also requires the coordination of large number of players, effective management of these players, and correct anticipation of the opponents’ next move. Such tasks require the emergence of processes similar to argumentation, diplomacy, conflict resolution, persuasion, negotiation and decision making (Voulgari & Komis, 2010).

2.1.4 Quests as Tasks for Learning

MMORPGs do not only rely on the collaborative practices of gamers for the emergence of learning opportunities. The setting provides tasks gamers can partake in either alone or in groups. Through these tasks the gamers learn the mechanics of the game, acquire XP, and advance in level (Voulgari and Komis, 2011). Tasks at the initial stages of the game do not require cooperation with other players since the player is still familiarising themselves with the setting. Normally, these tasks can be completed with predefined solution tactics and do not encourage discussion between players. For instance, the repetitive killing of a computer-generated opponent only requires the player to have adequate gear and equipment (Voulgari and Komis, 2010a). However, at later stages tasks require cooperation to be accomplished due to their difficulty. They encourage argumentation, discussion, and negotiation among gamers because they are more dynamic in nature (Voulgari and Komis, 2010a). For instance, in *World of Warcraft: The Burning Crusade*, one task requires the player to defeat Illidan Stormrage; the final boss in the game. To complete this task large numbers of players have to cooperate, and these players have to be effectively managed. Once players complete this specific task they have to distribute the rewards amongst themselves. MMORPGs typically provide reward distribution mechanisms for groups and the leader of the group decides which reward distribution mechanism they will use: random

distribution; distribution by the group's leader; finders keepers; or, for guilds, a point system (points are acquired through constant participation in the guild's raids).

2.1.5 Game Design Usability Features for Novice Players

In digital game design, usability refers to the degree to which a gamer is able to understand, learn, and control a digital game. It aims to deliver a better experience for novice players with less unnecessary interruptions (Pinelle, Wong and Stach, 2008). Because playing digital games is voluntary, if novice players struggle to understand the game's mechanics and/or interface it will make it less entertaining and more of an annoyance. Thus, the likelihood of them not continuing to play will increase. It is important to note that usability features include game play, game interface, and game mechanism (Song, Lee and Hwang, 2007). Game play examines all the processes the players encounter to achieve the goal of the game, game interface signifies all objects the players get into contact with as they interact in the game, while game mechanism means the physics of the game (Ibid).

The economic model of MMORPGs relies heavily on player subscription fees; therefore, their success depends upon their ability to attract new players (Cornett, 2004). To attract new players, MMORPGs implemented multiple usability features in order to help new players understand the mechanics of the game and its interfaces (see Table 4.2).

However, during the emergence of MMORPGs, multiple usability issues were present. In Cornett's (2004) research, 19 participants participated in an exploratory usability study. Three MMORPGs were used for comparison. The results revealed 17 usability issues that could present a serious problem for players inexperienced with the genre. Another study done by Song et al. (2007) on the MMORPG WoW also analysed the usability features present (see Appendix A). 18 participants, in the study, encountered 18 usability issues. Both studies provided key implications to help game designers in developing more, easily understandable usability features. Compared to the earlier MMORPGs analysed in Cornett's (2004) study, the MMORPG WoW was a commercial success in its outset (see Figure 1.1). Implying that it identified faulty usability features, modified them, and added new usability features. Game designers have argued that WoW has succeeded in making its difficult game, easy to understand (Laitinen, 2005).

In Bytheway's (2014) study that explored how second language learners autonomously learn vocabulary while playing WoW, she identified one of the vocabulary learning strategies being usability features. Participants in her study reported that reading in-game information enabled them to acquire new vocabulary words. However, Bytheway did not present how this happens

and in what form. Therefore, **this study theorises that usability features are one of the main ways players learn a second language and aims to know how it happens.**

2.2 Potential of Digital Games for Language Learning

Digital games were chosen for this study because they provide their users with enough motivation to keep on playing Billieux et al (2013). Amongst the different genres of digital games, MMORPGs are selected as a research setting for this study because they create a virtual environment for the player that requires the use of the target language throughout the game to overcome the challenges set before the player (Bryant, 2007). Furthermore, they embed some realistic element of communication (see heading 2.1.2). The unique traits of MMORPGs in second language development over other digital games are immense (see heading 2.1). Gaming in MMORPGs can be regarded as an example of naturalistic learning (Sundqvist and Sylvén, 2012). In second language acquisition, Sundqvist (2009) suggests a term to describe such language learning in MMORPGs; extramural language learning, for the following reasons:

“it emphasizes: (a) that no degree of deliberate intention to acquire the target language is necessary on the part of the learner, even though deliberate intention by no means is excluded, and (b) that the learning takes place extramurally, that is, outside of the classroom” (Sundqvist & Sylvén, 2012, p. 193).

In other words, it is necessary to acknowledge that the actual language learning takes place in a non-pedagogical environment. While many researchers have investigated language learning through playing digital games, only a few have examined them in natural extramural contexts (Peterson, 2016).

This heading starts by investigating the use of digital games for language learning then present empirical studies conducted on different genres of digital games (strategy, first person shooter, role playing, sports, & music). After that, the heading 2.2.2 compares, in terms of language learning use, the genre MUVes (for definition see heading 2.2.2) against the previously mentioned genres of digital games then present empirical studies conducted on certain MUVes. Finally, because MMORPGs are a sub-genre of MUVes, the following heading 2.2.3 highlights their use in language learning and how they are different than other MUVes (e.g. Massively Multiplayer Online Game {MMOG}, Multiuser Dungeons {MUD}). In brief, MMORPGs are a genre of MUVes but MUVes are not necessarily always a genre of digital games (see Figure 2.1).

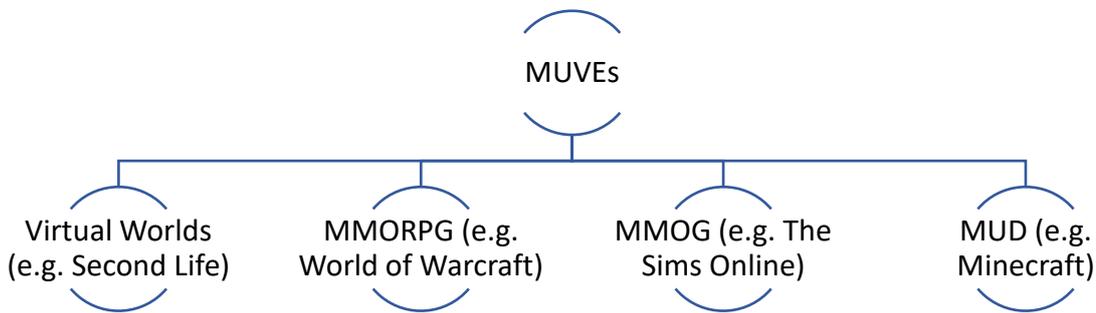


Figure 2.1 Sub-genres of MUVEs (Nochi, 2022)

2.2.1 Use of Digital Games for Language Learning

Before providing a definition for digital games, a definition for games should be presented. A game is considered:

“engaging in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity” (Suits, 1967, p. 156).

In other words, games are a structured form of play and one of their key components are rules. In the researcher’s experience, other key components include: goals; challenges; and, depending on the nature of the game, interaction. Games that use some kind of computing machinery (e.g. a computer, a mobile phone, or a video game console) are called digital games (Dörner *et al.*, 2016). Digital game-based learning refers to the merging of commercial games with education, as cited by Nietfeld (2018). Interest in language learning through digital games has intensified in recent years, and teachers and researchers are keen to understand the pedagogical benefits in and out of classrooms. Below are studies investigating said pedagogical benefits.

Sundqvist & Wikström’s (2015) study examines the relation between out-of-school digital gameplay and in-school second language (L2) English vocabulary grading outcomes. Data was collected from a sample of 80 teenage Swedish L2 English learners and comprised of a

questionnaire, language diaries, vocabulary tests, assessed essays, and grades. Using an observational post-hoc design, three Digital Game Groups (DGGs) were created based on frequency of gameplay: 1) non-gamers, 2) moderate gamers, and 3) frequent gamers. Findings show that DGG (3) had the highest grades, used the most advanced vocabulary in the papers, and had the highest rated papers, closely followed by DGG (1), while DGG (2) was behind. For the vocabulary tests, DGG (3) was followed by DGG (2) and DGG (1), indicating that gameplay aligns more directly with vocabulary test scores than vocabulary indicators drawn from essays. A significant correlation was found between gameplay and vocabulary tests scores/English grades for the boys. In brief, this study did not address a specific kind of digital game, rather it concerned itself with the relationship between the students' individual differences (e.g., gameplay experience, linguistic background, and gender) and their learning performance in numerous digital games.

Digital games also offer engaging environments that have recently started to be explored for their potential in autonomous language learning. Chik's (2014) study seeks to understand the ways gamers practice autonomy within community by managing their gameplay both as leisure and as learning practices in different dimensions. The 1-year study was performed on 10 Chinese university students in an English-speaking university. Data was collected from language learning histories, interviews, blog entries, recorded gameplay sessions, stimulated recall sessions, and threads from gaming forums. His study found that participants often used L2 to conduct active and authentic literacy practices, such as translating in-game text and posting gameplay advice in online forums. Finally, a major implication is that teachers and researchers should provide structures and guidance for young L2 learners on how to use L2 games to learn autonomously.

Digital environments also decrease affective filters, Lee & Hsieh's (2019) study examines the relationship between affective variables (L2 motivation, L2 anxiety, L2 self-confidence, and grit) and willingness to communicate (WTC) in out-of-class, in-class, and digital contexts. Data was collected quantitatively from 261 EFL Taiwanese undergraduate students. The survey consisted of three parts; students' demographic data, an L2 WTC scale, and four affective variables. The findings show that participants with high levels of self-confidence and grit have high levels of L2 WTC in classrooms, out of classrooms, and in digital contexts. In addition, participants that show lack of L2 anxiety feel more comfortable communicating in digital contexts than conventional ones. Finally, this study implies that digital contexts create the least L2 anxiety environment for EFL students.

Below is a presentation of the use of different genres of digital games (strategy, adventure, role-playing, music, and sports) on language learning:

2.2.1.1 Strategy Digital Games

Strategy digital games are games that concentrate on critical thinking and planning to achieve victory. Ryu's (2013) exploratory case study addresses how non-native English speaking (NNE) gamers participate in language learning through the culture of a game (e.g. forums). The research setting was a strategy game called *Civilization* (MicroProse, Activision, Firaxis Games, 1991) and the number of participants recruited was six. The data collection methods were observations for a period of 10 months, and email interviews due to geographical and temporal limitations. The findings show that participants either played games to learn English or learned English to play the game. Certain vocabulary words regarding history were learned due to repetition and situated learning. Finally, participants also learned from NPCs, and if they had difficulty they would ask friends, or search in online dictionaries.

2.2.1.2 Role-playing Digital Games (RPGs)

RPGs are a genre of digital games that are similar to MMORPGs; however, they lack an online option and exist solely offline. However, there are instances of RPGs that have limited online functions, such as, leaderboards. Marsh & Tainio's (2009) qualitative study on two Finnish EFL male students playing the RPG *Final Fantasy X* (Square Product, Development Division 1, 2001). The research design was based on socio-cultural SLA research that views repetition and target language interaction as important roles of target language development. The researchers recorded five hours of gameplay in order to utilize conversation analysis so they can examine the repetition of the gamers' utterances during play. The findings show that the constant use of repetition enabled learners to develop their target language competence through socialization, experimentation, and collaboration. In brief, this study is valuable since it is one of the few that utilizes conversation analysis in order to investigate, at a micro level, the social and interactional practices elicited by a RPG.

2.2.1.3 First-Person Shooter (FPS) Digital Games

FPS digital games are first person perspective games; that is, the gamer experiences his/her actions through the eyes of the protagonist. These genres of digital games centre around weapon-based combat. Stubbs (2004) conducted a pilot study on the FPS game *Kana no Senshi*. The goal of the game is to facilitate the learning of Japanese kana characters by killing approaching zombies through typing the correct kana character above a zombie. The game offers real-time feedback on participants progress and contains a scoring system. Six beginner level Japanese foreign language learners played the game then took a conventional kana learning program. The researcher used observations and one survey as data collection methods. The results indicate that

there is no significant difference in learners' performance between the two programmes. However, students preferred learning kana characters through the game rather than conventional methods. It should be noted that this study is subject to a number of limitations; the duration was not specified, the design features of the programs were not discussed, and no context was provided.

2.2.1.4 Adventure Digital Games

Adventure digital games are single player games which the gamer assumes the role of a protagonist in an interactive story driven by puzzle-solving and exploration. H. Chen & Yang (2011) investigate the effects of the adventure digital game *Bone: Out from Boneville* (Telltale Games, 2005) on intermediate level EFL students' language learning. The students undertook a training session then played the game as homework. After playing the game, participants wrote a short report on their experiences and completed a survey. Analysis of the feedback provides mixed results. The participants expressed that the game has an engaging story and challenging missions that encouraged them to continue playing. On the other hand, some participants criticized the lack of time on certain missions and the lack of online help during other more challenging missions. In terms of English language skills, the participants identified that their vocabulary, reading, and listening skills improved. In contrast, their writing, grammar, and speaking skills did not. Finally, this study has a number of limitations; no observation of the participants gameplay was undertaken, only one game was investigated, no post-study interviews were conducted, and no pre-tests & post-tests to establish learner gains were utilized.

2.2.1.5 Sports Digital Games

Sport digital games is a genre of digital games that simulate the practice of sports and/or sport management. DeHaan's (2005) study examines if playing the sports game *Jiikyoo Pawafuru Yakkyu 6* enhances Japanese listening comprehension and kanji character recognition. The participant was one foreign learner of Japanese with no prior experience at the sports game. Data collection methods included a pre-test and post-test, pre and post aural tests, playing the sports game for a duration of one month, and to complete a game log after every game session. The participant expressed that the sports game was enjoyable but had difficulty balancing gameplay with Japanese language learning. Nonetheless, the participant's listening comprehension skills have improved according to the second aural test, and was able to provide the pronunciation of more kanjis according to the post-test. The participant noted that the pause feature in the sports game helped him immensely; a feature not available in MMORPGs since they are online. This study had a number of limitations, such as; a small sample size, use of same tests, and the limited duration of data collection.

2.2.1.6 Music Digital Games

Musical digital games are a genre of digital games that simulate the practice of musical instruments or gamer's interactions with individual songs. A large-scale mixed methods research done by Dehaan, Reed, & Kuwada (2010) investigates from the perspective of cognitive SLA theory how the interactivity offered by the music game *Parappa the Rapper 2* (NanaOn-Sha, 2001) effects recall and noticing of English vocabulary. 80 EFL Japanese students with no prior experience in the music game participated in the research. The participants were assigned to dyads, with one gamer and one observer. After the vocabulary pre-test, the gamers played the game for 20 minutes while the observers watched on a monitor. After playing the music game, participants took a vocabulary post-test, an experience survey, and a cognitive overload measure. Furthermore, after two weeks participants took a vocabulary recall test. The findings show that the observers significantly recalled more vocabulary than the gamers. This could be the result of the cognitive overload experienced by the gamers, because they claimed that playing the music game while at the same time attending to the language was difficult. Sadly, results from the vocabulary recall test show that both groups forgot significant amounts of vocabulary. The researchers claim that this is also the result of the cognitive overload the participants experienced. Therefore, they suggested educators to carefully select a computer game that offers appropriate scaffolding and to consider the interactivity provided. Unlike previous Digital Game-Based Language Learning (DGBLL) studies analysed; this study has a large sample size of participants with different L1 levels, backgrounds, and gaming experience. This factor, coupled with the collection of multiple sources of data lend credibility to the findings. Particularly, the delayed vocabulary recall exam since the use of this data collection tool is infrequent in literature.

2.2.1.7 Summary

The above empirical studies suggest that digital games offer the following advantages to language learning:

1. Increase target language vocabulary (Chen & Yang, 2011; Ryu, 2013; Sundqvist & Wikström, 2015). However, one study that has done a delayed vocabulary test claims participants forgot the vocabulary acquired after a period of time (deHaan, Reed and Kuwada, 2010).
2. Show potential in autonomous language learning (Chik, 2014).
3. Digital games create the least L2 anxiety environment for EFL students (Lee and Hsieh, 2019).

4. Develop target language competence (Marsh and Tainio, 2009).
5. Improves L2 listening comprehension (DeHaan, 2005).

While digital game-based language learning does have its benefits, most of the research examined a genre of digital games called MUVES (definition in heading 2.2.2) due to their benefits in language learning (Peterson, 2016). Below are the significant differences between MUVES and other digital games:

- A. Most digital games do not have online servers. Therefore, there is no interaction with real-time players; thus, lacking authenticity. The ones that do (e.g. online FPS games) usually have limited interaction, limited number of participants, and/or a definite goal. There are numerous advantages to language learning in open-ended online environments in MUVES (Peterson, 2012a).
- B. The above mentioned digital games besides RPGs lack personal avatars. Benefits of anonymity provided by personal avatars lowers language anxiety and other affective barriers to language learning (Lee & Pass, 2014). They also have other benefits (see heading 1.4.1).

2.2.2 Use of MUVES for Language Learning

It is important to note that all MMORPGs (see definition in heading 1.4) are a sub-genre of MUVES (Dieterle, 2009). **What marks a significant difference between MMORPGs & MUVES is the lack of a plot-driven narrative in MUVES** (Warburton, 2009). In the MUVES of Second Life (Linden Life, 2003) and Active Worlds (ActiveWorlds, Inc, 1995) there is no purpose unless one is created. Here, social interaction occurs within an open-ended system that offers numerous options to the player. For instance, the creation of virtual objects, the ownership of virtual estates, and monetary transactions that occur within a virtual economic structure. It is important to note that MUVES describe both social virtual world environments (e.g. Second Life) and virtual world gaming environments (e.g. MUDs, MMOGs, MMORPGs) (see Figure 2.1). In brief, this open-endedness combined with the capability to create content and shape the virtual environment in an almost infinite amount of ways is what attracted language educators to the pedagogical capabilities afforded by MUVES (Warburton, 2009). Below are studies investigating the pedagogical benefits of MUVES to language learning:

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In Johnson's (2010) study, a serious type of MUVE game was used to teach Arabic to American Marine corps. An Arabic version of *The Tactical Language and Culture Training System* (TLCTS) called *Tactical Iraqi* was utilized. *Tactical Iraqi* provides access to grammar explanations, glossaries, and cultural notes and it is specifically designed for military personnel. Players control their respective avatars through spoken commands. In this serious game, military personnel are immersed in virtual scenarios modelled on real situations likely to be encountered in military operations. The participants are 20 Marines with no, except one, prior knowledge of the Arabic language. Furthermore, only nine of the participants went to Iraq for duty. Analysis shows that the majority of participants who had been to Iraq acquired functional Arabic after 50 hours of gameplay and gave the system a four out of five rating. Whereas only a few of the participants who had not been to Iraq acquired functional Arabic and rated the serious game lower than their previous counterparts. Finally, it is important to note that the researcher did not provide the data collection tools used to reach his findings. Therefore, his study should be treated with a degree of caution. In brief, this type of MUVE is drastically different from other MUVES. Since it also falls under the genre of serious games; that is, it has a purpose other than entertainment. In this MUVE's case, the purpose is solely military.

D. Zheng, Young, Wagner, & Brewer (2009) qualitative case study examines, from a sociocultural perspective, the interaction of two EFL Chinese learners in the MUVE *Quest Atlantis*. In *Quest Atlantis*, gamers have personal avatars, real-time communication tools, reward systems, and numerous quests to accomplish. This study investigates the players in an extramural setting. Each learner was grouped with a native speaker of English to complete three 90-minute quests. Data collection methods included; observations, discourse analysis, and interviews. Analysis reveals that participants collaborated with their partners and undertook in meaningful co-construction in the English language. These included the use of common negotiation of meaning moves; such as, confirmation checks, clarification requests, and comprehension statements. In addition, participants enthusiastically expressed their cultural identities, therefore raising their partners intercultural awareness. In the interview, participants expressed that the MUVE offered numerous opportunities for English language learning and that they enjoyed it. The researchers concluded that MUVES provide opportunities for identity formation, target language use, and collaboration in an authentic and goal-directed environment. In brief, the results of this research are important because it is somewhat similar to the author's methodology. It utilizes a case study that incorporates many data sources to investigate target language learning in a MUVE. By using various data sources, relevant themes emerged across data sources thus adding credibility to the results and facilitating triangulation.

Wehner, Gump, & Downey (2011) did a study to determine the effects on a different but more popular MUVE *Second Life* in motivating undergraduate students to learn a foreign language. The research questions were: 1) Does *Second Life* affect the motivation of students learning Spanish as a foreign language? 2) Is there a difference in students' attitude toward Spanish culture between students who use *Second Life* to enhance their learning experience and those who do not? 3) Is there a difference in students' anxiety toward using Spanish between students who use *Second Life* to enhance their learning experience and those who do not? 4) Is there a difference in students' interest in learning Spanish as a foreign language between students who use *Second Life* to enhance their learning experience and those who do not? & 5) Is there a difference in the students' motivational intensity toward learning Spanish between students who use *Second Life* to enhance their learning experience and those who do not? The data was collected from comparing a traditional course against a course that utilizes *Second Life*, at the end of the course both classes took a 20-minute survey based on an Attitude/Motivation Test Battery. The results showed that *Second Life* affected the students' motivation positively, had less anxiety, and had a positive attitude toward the target culture. There was no statistical evidence that *Second Life* increased students' interest in learning a foreign language and that it increased their motivational intensity.

Besides increasing players' motivation, if MUVES are applied correctly in pedagogical settings they can increase players' target language production. An exploratory case study undertaken by Liang (2012) concentrates on a particular island called *Erie Isle* located in the MUVE *Second Life*. The participants in this study are 11 intermediate level English language learners. The participants in the study were given roles in order to roleplay inside *Erie Isle*. Data is collected from observations of 2 hours of gameplay, chat transcripts, written reports, informal interviews, and video recordings. The findings show that the MUVE elicited great deals of collaboration, participation, and production of target language. Furthermore, participants while playing negotiated meaning among themselves. However, learner errors did appear in the results. The researcher states that if MUVES are combined with the appropriate textual support, they can become effective pedagogical instruments. Lastly, this research has a limitation being the small sample size.

A similar study by Peterson (2012a) reports on the task-based interaction of English as a Foreign Language (EFL) learners in the MUVE *Second Life*. The research questions were: 1) Do EFL learners engage in collaborative social interaction in *Second Life*? 2) In what ways, if any, did the computer-based nature of the interaction and the communication tools provided by *Second Life* facilitate the production of target language output? 3) What are learner attitudes toward interaction in *Second Life*? Data was collected from 8 participants with different language proficiency levels (ranging from intermediate to advanced). The participants undertook text chat

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sessions inside *Second Life* while the researcher was observing them. He used the transcript recording feature of *Second Life* to save the data. Furthermore, the researcher took field notes and used a post-study survey & interview. The results of the transcriptions show there were numerous accounts of peer-scaffolding, positive politeness, and social cohesion. While the results from the survey and interview shows that participants enjoyed the anonymity from personal avatars, and had a positive experience. Finally, the researcher concluded that *Second Life* provides an arena for learner-centred interaction, development of autonomy, and second language practice.

MUVEs can be used to teach languages besides English, a study done by Lan (2014) determines the effectiveness of *Second Life* for improving the oral output of overseas Chinese students learning Mandarin Chinese. The research questions are: 1) How and to what extent does *Second Life* influence the in-class oral output of overseas Chinese students? And 2) What are the effects of *Second Life* on the Mandarin language performances and learning attitudes of overseas Chinese students? A 2-stage action study was conducted to confirm the effects of *Second Life* on Mandarin learning by overseas Chinese students. Stage 1 focused on whether a virtual classroom in *Second Life* could effectively increase students' in-class oral output by comparing it against a conventional classroom. Once these potential effects have been confirmed, stage 2 began with the focus on the effect of *Second Life* on the learning attitudes toward and performance of Mandarin of 24 overseas students in Chinese language classes. Data collection methods were: 1) Mandarin language learning-attitudes questionnaire, 2) Mandarin language oral performance online test, and 3) a 9-week virtual classroom in *Second Life*. Analysis of the results showed that learning Mandarin in a *Second Life* environment significantly increased the in-class oral output of the participants. They also made significant improvements in oral performance and learning attitudes toward Mandarin.

A recent study by Chen's (2016) still confirms the findings of the above mentioned studies. He explores EFL adult learners' perceptions and language practices in a 10-session, task-based course in *Second Life*. The research question is: What are EFL learners' perceptions of practicing oral English in a task-based virtual class in *Second Life*? The data was collected from 9 participants with different language proficiency levels and demographic backgrounds. The data collection methods were: 1) One survey at the beginning and another at the end to collect background data; 2) Journal entries after each session; 3) Focus group interviews; and 4) Participant observation. 10 virtual classroom sessions were utilized in *Second Life*. The findings showed that 3D multi-modal resources in *Second Life* provide participants with linguistic and visual support, facilitate teaching and learning, and optimizes learners virtual learning experiences.

2.2.2.1 Summary

The advantages of MUVEs in language learning are many (see Figure 2.2). However, the focus of this thesis are MMORPGs (a sub-genre of MUVEs; see Figure 2.1). As Table 2.1 shows, a major difference between MUDs, social virtual worlds, and MMORPGs; is that the latter are **designed to elicit purposeful interaction** (see heading 2.1.4). In order to progress in the game, players are required to perform quests (see heading 1.4.3 for info on the types of quests). Successful quest completion frequently involves cooperation with other gamers. In many MMORPGs this occurs in game-based social groups called guilds, where experienced players assist novice players (see heading 1.4.4 for info on guilds). Guilds, quests, and a narrative environment are typically not available in MUDs and social virtual worlds.

Whereas a major difference between MMOGs and MMORPGs is the **role-playing aspect** where the player assumes the role of an avatar in a fictional world. Most MMOGs and MUDs lack the role-playing aspect available in MMORPGs which is an established strategy used for pedagogical activities (Dickey, 2007). The customizable nature of avatars has been shown to enhance the degree of emotional investment and attachment undertaken by players (Peterson, 2006). In brief, the presence of avatars gives players the opportunity to develop their personal characters and role play (see heading 1.4.1 for more info on avatars). The next section discusses the pedagogical advantages of MMORPGs.

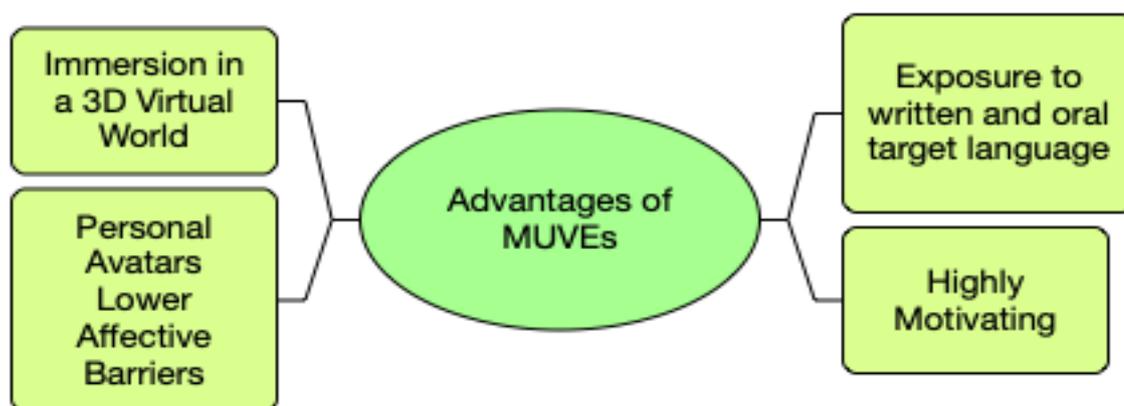


Figure 2.2 Advantages of MUVEs

Table 2.1 Significant Features of MUDs, MMOGs, Virtual Worlds, and MMORPGs (Peterson, 2012c)

Environment	MUD	MMOG	Social Virtual Worlds	MMORPGs
Type of World	Immersion in a 2D user-created virtual world based on a theme.	Immersion in a 2D virtual world based on a theme and narrative.	Immersion in a 3D user-created virtual world based on a theme.	Immersion in a 3D virtual world based on a theme and narrative.
Means of Communication	Communication through text.	Communication through text.	Communication through text and voice chat.	Communication through text and voice chat.
Type of Characters	Text-based Character	2D based characters.	User controlled avatars.	User controlled avatars.
Type of Environment	Open communication environment.	Open and goal-based communication environment.	Open communication environment.	Open and goal-based communication environment.
Content Creation	Users can create new worlds and virtual objects.	Membership in game-based groups. Players can customise aspects of the game (modding).	Users can create new worlds and virtual objects.	Membership in game-based groups. Players can customise aspects of the game (modding).

2.2.3 Use of MMORPGs for Language Learning: Cognitive Perspective Rationale

Researchers who advocate the use of MMORPGs in second language learning have drawn on second language acquisition (SLA) theory to support their assertions. They have drawn from cognitive and sociocultural accounts of SLA to justify the use of MMORPGs (Peterson, 2016). Below are the major claims from the cognitive account of SLA. From the cognitive perspective, the goal of researchers has been limited to observing the “linguistic system” (Lee & Pass, 2014). Therefore, the majority of the studies on MMORPGs from this side of the spectrum have focused

on the individual player. The areas investigated included: target language output, vocabulary learning, learner performance, affective factors, etc (see Table 2.2 for summary).

2.2.3.1 Research on the use of MMORPGs in Language Learning informed by cognitive SLA research

Rankin, Gold, & Gooch (2006a) conducted a mixed-method pilot study from a cognitive perspective. They reported on the production of learner target language (TL) output and vocabulary learning in *Ever Quest 2* (Daybreak Game Company, 2004). The research questions were: 1) As a result of game play, does *Ever Quest 2* increase ESL students' English proficiency and if so, how? 2) Does *Ever Quest 2* provide adequate language learning support for ESL students of various backgrounds? & 3) What improvements or additional tools are required to transform MMORPGs into second language learning tools? Data was collected from four learners based at a university in North America. The participants undertook four hours of gameplay per week over a period of one month. Quantitative analysis shows that as the project progressed, the intermediate and advanced level learners increased their TL output by 100%. In contrast, the beginner level learner experienced cognitive overload. Moreover, it was found that the former group of learners increased their knowledge of vocabulary by 40% when interacting with NPCs in *Ever Quest 2*. The researchers reported that, with the exception of the beginner, the participants found the gameplay motivating.

Rankin et al (2008) followed up their earlier work with a mixed-method study that examined the in-game interaction and vocabulary learning of EFL learners in *Ever Quest 2*. This research incorporated two observational studies involving learners enrolled in an intensive English program. Prior to the initiation of this research, the learners undertook an assessment that measured their prior knowledge of L2 vocabulary used by NPCs in the game. In the first study, 12 advanced-level EFL learners were assigned to two groups. The control group participated in three hours of classroom-based instruction involving language drills focusing on college level vocabulary. The treatment group played the game for four hours and interacted with NPCs while completing quests. On the completion of these activities, each learner undertook three assessments. In the first assessment, learners were requested to use vocabulary in sentences to demonstrate understanding. The second assessment involved completing a multiple-choice activity focused on vocabulary. The third assessment utilized a cloze activity to measure participants semantic knowledge of vocabulary used outside the game. Quantitative analysis of participants' pre-test and post-test scores relating to sentence usage was conducted using ANOVA and this revealed a significant difference between the two groups. The control group was found to have a higher post-test score. Moreover, no significant differences were found regarding the

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post-test for vocabulary. In the second stage of the study, 12 advanced EFL learners were divided into two groups again. However, this time seven native speakers also participated. Before the start of the study, the learners completed a pre-test designed to measure knowledge of English vocabulary. Each of the learners was then assigned randomly into two groups: learners who played the game individually and learners who formed teams of four people with the native speakers. Each group was instructed to complete eight quests. On completing of this activity, three post-tests were administered that followed the format of the previous observational study. Quantitative analysis of scores shows that the learners who joined groups performed significantly better than those who played the game alone.

Further research on the MMORPG Everquest 2 by Rankin et al (2009) draws attention to a number of findings. This time they recruited 18 advanced ESL students, and they were assigned to different groups: 1) six attended 3 hours of regular classroom instruction; 2) six played Everquest 2 for 4 hours; and 3) six played Everquest 2 but with native speakers of English. The findings show results similar to the previous study (Rankin et al., 2008) because the participants who played Everquest 2 with native speakers showed higher test scores than the other two groups. In addition, they showed a wide range of target language discourse functions, such as, requests, offers, conversation openings, assertive statements, and conversational openings and closings. Lastly, the researchers suggest that the majority of the participants in the two groups involving the MMORPG Everquest 2 became more comfortable with the communication due to the environment provided.

Suh, Kim, and Kim (2010) investigated the effectiveness of MMORPG-based instruction in elementary English education in Korea. The research questions were: 1) If there were significant differences in achievement between MMORPG-based instruction and face-to-face instruction groups in an English learning environment; and 2) Which of the aforementioned variables were influential in students' English learning in MMORPG-based instruction. Data was collected from 220 elementary students, they were separated into two courses. One course was the treatment group utilizing an English MMORPG and the other was the control group who were taught in a face-to-face classroom. The results were taken from a survey and five tests. They indicated that students studying English utilizing MMORPGs' showed higher scores in areas of writing, listening, and reading than those who attended regular classrooms. It was also found that network speed, prior knowledge in video games, and motivation for learning were factors affecting achievement in English learning. These results also suggest that MMORPGs can improve English speaking skills.

Reinders & Wattana (2011) examined learner TL production and affective factors in a pilot study. The researchers explored the quantity and quality of TL produced during gameplay and learner's

willingness to communicate and their attitudes. The 16 participants were of intermediate and beginner levels of language proficiency and claimed to be experienced gamers. In this research, a modified version of *Ragnarok Online* (Gravity, 2002) was run on a private server and gaming was incorporated into a regular course. The original quests were modified to incorporate authentic scenarios that aligned more closely with course objectives. The goals of this activity were to provide exposure to TL output that was appropriate to the level of the participants, and to elicit TL use involving lexical items that were studied in the course. To complete the tasks, learners were compelled to read texts, listen to NPCs and communicate with other players. Text and voice chat data were collected from three 40-minute quests. In order to elicit feedback on learner attitudes, a questionnaire containing Likert and open-ended questions was administered after each game session. In order to investigate the quality of TL elicited by the game, discourse analysis of the chat data was conducted. To establish the quantity of output interaction analysis involving tabulating the number of words, & the number and length of turns was carried out. Descriptive statistics were utilized to calculate the mean and frequency of learner responses to the questionnaires. A paired t-test was conducted and this confirmed that learner TL output increased significantly over the sessions. Moreover, the learner's TL output incorporated a wide range of discourse functions including a simplified register appropriate to the computer-based nature of the interaction. It was found that clarification requests were used extensively in both the text and voice chat and self-correction was more frequent in the text chat. However, no improvements were found in the accuracy or complexity of the TL output over the sessions. The researchers attributed this finding to the real-time nature of the interaction and the cognitively demanding nature of the quests. Analysis of the learner feedback confirmed that although there were variations between participants, the majority found that playing the game had a positive impact on willingness to communicate. The learners expressed positive views on the value of taking part in the gameplay.

Reinders & Wattana (2014) attempted to further investigate the effect of playing a modified version of *Ragnarok Online* on EFL learner willingness to communicate. This research involved similar conditions and followed procedures adopted in their prior study. As in the earlier study, the participants had prior experience of playing MMORPGs and undertook a series of gaming sessions on a private server. Learners were required to undertake a variety of modified quests as part of a regular language course. Data was also collected from pre-study and post-study questionnaires. However, there are some significant differences between the studies. This research involved a significantly larger number of participants with 30 learners taking part. This study further incorporated four additional game sessions held over a longer period. Moreover, the participants possessed a wider range of language proficiencies. In addition, in contrast to their

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earlier work, the researchers did not attempt to investigate the nature of TL output. Learner responses to pre-study and post-study questionnaires were subject to statistical analysis. Responses to the pre-study questionnaire revealed that the participants possessed low levels of communicative self-confidence and high levels of anxiety towards communicating in English. Overall, their responses indicated a low level of willingness to communicate. Analysis of responses to the post-study questionnaire revealed improved learner attitudes. A paired samples t-test was performed and this revealed statistically significant improvements in the participant's perceptions of willingness to communicate after the learners had completed the six game sessions. In their feedback, learners claimed that playing the MMORPG enabled them to take risks, lowered anxiety, enhanced self-confidence and perceived communicative competence. They further claimed that playing the game provided valuable fluency practice.

A final study on *Ragnarok Online* done by Reinders & Wattana (2015) investigates the effects of participating in an online game on EFL learners' willingness to communicate (WTC) in English. While the previous study (Reinders and Wattana, 2014) focused on the quantitative aspect, this study focused on the qualitative aspect. The research question was: How do Thai EFL learners experience playing digital games and how does this affect their WTC in English? This study was performed on five students who had participated in a 15-week MMORPG-based language learning program in *Ragnarok Online*. Data was collected from six interviews with each of them to identify what impact gameplay had in particular on their WTC in English. The findings, briefly, showed that gameplay had a number of advantages for the students in this research, in particular in terms of increasing their WTC and lowering their affective barriers to language learning.

Wu, Richards, & Saw (2014) used a mixed method research design to investigate the use of a MMORPG *Everquest 2*, as an alternative pedagogical tool to support communication in the target language. The research questions are: 1) Which motivation components of the MMORPG *Everquest 2* would be perceived by male and female non-gamer participants to be best facilitative for target language use? And 2) How do the theorized psychological needs of self-determination theory (SDT) explain male and female participant player motivation in communicative language use in playing *Everquest 2*? 19 casual gamers and non-gamers were recruited for the study. The researchers gathered both quantitative and qualitative data through surveys and semi-structured interviews. The findings showed that the top three motivating components perceived to be facilitative for interaction in target language are teamwork, relationship, and socializing. Furthermore, based on the quantitative analysis of the response on the Language Learning Through Playing a MMORPG survey, the order of importance in terms of the three SDT categories was found to be the same for both sexes: relatedness, competition, and lastly autonomy.

A case study by Bytheway (2015) of WoW players examined how the in-game culture affected participants' use of vocabulary learning strategies. Using research processes inherent in Grounded Theory, rich data was collected from observations of gameplay, semi-structured interviews, email texts, and transcriptions from WoW chat boxes from a criterion sample of six advanced level ESL experienced gamers. The results revealed 15 vocabulary learning strategies undertaken by participants, they include: requesting or giving explanations, guessing from context, using Microsoft Word to learn word use, looking up words from an online dictionary, equating action or image to word. In brief, this study highlights the need to value how computer-mediated communication affects language learners' vocabulary learning strategies.

While not related to language learning, Monem (2015) discussed the role of MMORPGs in stimulating metacognitive functions and enhancing self-scaffolding skills. The research question is: What self-scaffolding skills does a teenage male utilize as he engages in MMORPGs? The participant is one 16-year-old male. Data are gathered via participant observations, face-to-face interviews, and document analysis of a cultural artefact: *The Making of Second Life*. Findings show that the participant had to always be alert and aware of his surrounds. Self-scaffolding took place spontaneously. He had to rely on spur of the moment strategies and techniques to outwit his opponents. The pressure to think and react instantaneously forced him to make quick mental connections between existing knowledge and information presented to him in the moment of play. The continuity of MMORPGs immersive environment forced him to rely on himself to fill in gaps in his knowledge the moment he realized he did not possess the information.

Table 2.2 summarizes the results of research conducted from a cognitive account of SLA. The next heading focuses on research conducted from a socio-cultural account of SLA.

Table 2.2 Results from research on MMORPGs conducted from a cognitive SLA account

Researchers	Participant Backgrounds	Project duration	Methodology	Area(s) investigated
(Rankin, Gold and Gooch, 2006a)	4 ESL students	1 month	Content Analysis of transcripts	TL output, vocabulary learning
(Rankin <i>et al.</i> , 2008)	12 Advanced ESL students	3 to 4 hours	Control vs treatment group; tests	TL output, vocabulary learning
(Rankin <i>et al.</i> , 2009)	18 Advanced ESL students	3 to 4 hours	Control vs treatment group; tests	TL output, vocabulary learning
(Suh, Kim and Kim, 2010)	220 Elementary students	2 months	1 survey, 5 tests	Variables affecting learner performance
(Reinders and Wattana, 2011)	16 ESL experienced gamers	3 game sessions	Transcript analysis & survey	Affective Factors
(Reinders and Wattana, 2014)	30 ESL students	15 weeks	Survey	Affective Factors
(Reinders and Wattana, 2015a)	5 ESL students	15 weeks	Interviews	Affective Factors
(Wu, Richards and Saw, 2014)	19 ESL casual gamers	2-hour sessions	3 surveys & interviews	Motivation in language use
(Bytheway, 2015)	6 advanced ESL gamers	11 hours	Observations & Interviews	Vocabulary strategies
(Monem, 2015)	1 male gamer	3 hours	Observation & Interview	Self-scaffolding

2.2.4 Use of MMORPGs for Language Learning: Sociocultural Theory Perspective

While the cognitive account focused on the universal aspect of the language learner, the sociocultural account views the language learner as a social being. In other words, the language learning process is viewed through the social lens. Thus, language learners are considered to be social beings in a context, rather than as independent individuals (Mitchell and Myles, 2004).

Sociocultural theory (SCT) has gained major attention across educational fields; much of the work is grounded from the research of psychologist Lev Vygotsky (Vygotsky, 1978). Vygotsky believes that social interaction and the role of figures who are more skilled and trusted is the most significant element of our psychological development. Some basic tenets of SCT, according to psychologist Lev Vygotsky, are: Zone of Proximal Development (ZPD), this concept is defined as:

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem

solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

And scaffolding, which was added to SCT by researchers Bruner, Wood, and Ross. It describes the interaction between a person and a more skilled peer who is helping them finish a task (McGlonn-Nelson, 2005). SCT in language learning focuses on L2 development based upon interactions in a social context (Duff, 2007).

Studies have revealed that MMORPGs are designed to encourage social interaction, teamwork, and forming communities (see heading 1.4.4). From the sociocultural account, MMORPGs would appear to be promising arenas for L2 learning since certain game tasks and activities require that players assist each other (see heading 2.1.3). These social opportunities provided by MMORPGs gives space to a form of interaction involving peer assistance (i.e. **scaffolding**) where learners and their more capable peers engage in collaborative dialogue (Bryant, 2006). This type of interaction involving peer support is central to the SCT learning process, as it facilitates the **operation of zones of proximal development**.

In other words, this interactive state occurs when learners receive help by their more capable peers in performing functions they would not be able to undertake unaided (Lee & Drajeti, 2019). This participation in the co-construction of meaning through social communication involving peer support is further shown to lead to the establishment of **intersubjectivity** (Peterson, 2011, 2012c, 2012b). This term is described as a shared communicative context for interaction, which is necessary for participants to engage in the target language (Antón and Dicamilla, 1999). In the sociocultural account of SLA, this type of L2 communication is hypothesized as playing a significant role in L2 learning, as it encourages the learner to go beyond their current level of L2 competence (Thorne, Black & Sykes, 2009).

Below are the major studies on MMORPGs from the sociocultural perspective, the areas investigated include: language socialization, ZPD, collaboration, assistance, and co-construction, etc (see Table 2.3).

2.2.4.1 Research on the use of MMORPGs in Language Learning informed by sociocultural SLA research

Peterson's (2011, 2012b, 2012c) three experimental studies on three different MMORPGs have influenced the data analysis of this study, particularly research question #1. The first study (Peterson, 2011) explores claims made regarding the value of MMORPGs as an environment for language learning. The research questions were: 1) What are the significant features of learner interaction? & 2) What are learner attitudes towards game play? The data was collected from 7

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undergraduate Japanese students majoring in EFL in the MMORPG *Allods Online* (Allods Team, 2010). The duration of the study was one semester, the participants submitted their chat logs to the researcher then took a survey and an informal interview. The results indicated that participants effectively utilized both adaptive and transfer discourse management strategies. Analysis reveals that participants took control in managing their discourse, and actively engaged in cooperative social interaction including dialog in the target language. Feedback suggests that the computer-based nature of the interaction provided benefits. These include valuable opportunities to practice using a foreign language, exposure to new vocabulary, enjoyment, reduced anxiety, and access to engaging social context.

The other experimental study undertaken by Peterson (2012b) examined the target language (TL) interaction and attitudes of EFL Japanese learners in the MMORPG *Rift* (Trion Worlds, 2011). The research questions are: 1) During interaction in a MMORPG, do learners utilize interaction management strategies, and engage in types of TL interaction involving collaboration that are held to be beneficial in SLA research? And 2) What are learner attitudes toward game play in a MMORPG? Data was collected from six participants with intermediate level English and no experience on MMORPGs. The participants undertook two 90-minute sessions held one week apart for a duration of one semester in *Rift*. Data collection methods included: surveys, interviews, and transcription of chat boxes. The results showed that participants used both positive and negative politeness. Furthermore, they adapted quickly to the nature of computer-based interaction. For instance, the use of emojis, acronyms, etc. In addition, the nature of the interaction between them facilitated language acquisition according to the sociocultural account of SLA. For example, collaborative dialogue involving requests for assistance were identified. The survey findings showed that the majority found the game enjoyable, motivating and engaging. Although the study had a number of limitations such as the number of participants and the duration of the study, this research provides valuable insight on learner attitudes toward MMORPG-based language learning.

In a follow-up study, Peterson (2012c) attempted to replicate the findings of his previous study but with a different MMORPG *Wonderland* (Chinese Gamer International, 2005). The participants were 4 EFL students in Japan who had no prior experience in gaming. Data was obtained from pre-study and post-study questionnaires, and their text chats were recorded. Results showed participants made appropriate use of politeness involving leave-takings, humour, small talk, informal language, and greetings; to support the operation of collaborative interpersonal relationships. Furthermore, participant feedback was positive, and suggests that even though the learners found the game challenging, as this study progressed they became comfortable because their familiarity with it increased. Aspects of participation identified by the participants as

advantageous included: exposure to vocabulary not normally taught in language classes, enhanced fluency practice, and opportunities to take risks. As the previous research, the discussion suggests that the MMORPG provided access to a context conducive to forms of co-operative target language use and social interaction recognised as beneficial in the sociocultural perspective of second language development.

An explanatory case study undertaken by Thorne (2008) investigates the English language interaction between two gamers while playing the most popular MMORPG WoW. The data of the study contains evidence that the forms of interaction undertaken between the two gamers plays an important role in language learning according to the sociocultural account of SLA. The findings showed evidence that the nature of the interaction was conducive to the operation of ZPD. For instance, the participants of the study had a collaborative relationship with one assuming the role of expert and the other a novice and actively helped each other. The nature of the interactions included but are not limited to requests, repairs, corrective feedback, reciprocity, etc. Finally, the results also indicated that the game was highly motivating to the participants in which target language socialization occurred.

Rama et al (2012) explored interaction in WoW outside the classroom setting. There were two participants: one was an expert gamer but possessed a beginner level Spanish proficiency, whereas the other was a novice gamer but possessed an advanced level of Spanish proficiency. Data was collected over a duration of 7 weeks, and the participants played WoW approximately 5 hours weekly. Data sources were recordings of the participants chat window, journal entries, and 3 interviews conducted at different stages of the data collection process. In addition, the lead researcher acted as a participant observer whenever the participants were online. The results indicated that WoW provides advantages for language learning. For instance, the requirement to accomplish quests required constant target language use that involved collaborative interaction between the two participants with one assuming the role of expert and the other a novice. According to the sociocultural account of SLA, as mentioned previously, this sort of peer interaction plays a key role in language learning as it facilitates the operation of ZPD. Furthermore, the virtual environment of WoW emphasizes communicative competence because the two gamers were compelled to use the target language in a way that was appropriate to the game's specific culture. Lastly, the results indicate that WoW provides the participants with a highly motivating, entertaining, and low anxiety environment which language learners could make mistakes without feeling embarrassed.

Thorne, Fischer, & Lu (2012) study describes the MMORPG WoW, with attention to its qualities as a setting for second language use and development. The research question is: What is the nature

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of the linguistic ecology that WoW players are exposed to? Data from which texts players are usually exposed to was collected using surveys from 64 gamers and a follow-up interview with 10 of them. After analysing the selection of texts players are normally exposed to in WoW, such as, quest texts, external websites for seeking help, WoW lore, etc. The researchers assessed them for language development. The results show that WoW presents a diverse and linguistically complex environment for L2 learners.

An exploratory ethnographic research reported by Lee & Gerber (2013) examined the interaction of a single Korean beginner-level EFL learner in WoW. The participant was new to the game and played in English with the researcher over a period of one year. TL output was recorded and this data source was supplemented by observation and interviews. Analysis of the speech patterns produced revealed three distinct patterns. In the first pattern, during communication the learner used simple TL forms from memory. However, as the participant's interest in the game was observed to increase, a second pattern emerged whereby the learner used brief TL expressions drawn from the game. In the third pattern, the learner made appropriate use of more complex TL expressions that were obtained from direct observation of the interactions of other players. These included making requests for assistance, responding appropriately to questions and signalling emotional states. The researchers claim their data shows evidence that the MMORPG supports the language socialization identified as playing a central role in learning in sociocultural SLA research. They further assert that regular gameplay increased the participant's interest in English. This later phenomenon was reflected in increased language awareness.

Zheng, Newgarden, & Young's (2012) study aimed to distinguish between the different second language interactions that emerged from an analysis of a WoW gameplay. The research questions are: 1) How are communicative activities distributed in small group gameplay in WoW (as players fall in and out of coaction)? 2) How do L2 learners coordinate in WoW gameplay? And 3) How does values realizing fluctuate in a communicative project? Using the communicative project theory (Linell, 2009), the researchers framed a 47-minute episode of WoW gameplay as a communicative activity type. This involves observing participants playing together, levelling up their respective avatars, chatting in the guild, etc. There were three ELL participants in the study, two had minimal experience in WoW while one had no experience. The results, in brief, showed that there was a wide variety of communicative activities unlikely to be found in a regular classroom context.

Zheng, Bischoff, & Gilliland's (2015) explanatory study examines how vocabulary learning occurs during a MMORPG game in English between a Japanese undergraduate student and a native speaker of English. The research questions were: 1) How do language learners' appropriate

resources in co-play between a new and an expert player? And 2) What does vocabulary learning look like within an eco-dialogical framework? This case study examines one 2-hour gameplay session about the Japanese student learning to be a WoW player. The researchers also rely on theoretical grounding, multimodal text, and context to identify saliency. The findings showed that the Japanese student picked up vocabulary utilizing the resources of WoW and actively “taking advantage” of the native student to better understand meaning and form than would have been possible in a textbook or classroom. Furthermore, vocabulary learning became noticeable as the researchers analysed both avatar action data and chats through multimodal analysis and provided a thick description and dynamic process of co-play. Both players engaged in cycles of action and perception, recognising available benefits and using them to achieve skilled linguistic action and learning. However, identifying and employing such benefits may depend on the language learner’s expertise in gameplay.

The final study by Newgarden & Zheng (2016), aims to compare the language activities in MMORPGs against Common European Framework of Reference (CEFR). The research question is: How and when do designed and emergent WoW game world features contribute to L2 learners’ abilities to take skilled linguistic action? The participants were assigned to small groups of two or three native English speakers and two or three L2 learners with at least one more experienced WoW player in a group. Data was collected from video recordings of gameplay from the four groups. The findings of this study suggest that playing WoW offers authentic contexts for engaging interactions that incorporate content that is meaningful to learners. Furthermore, for learners who may not have the means or time to travel to a country where the L2 is spoken, they can play WoW to experience immersion.

Table 2.3 summarizes the results conducted from research on the sociocultural account of SLA.

2.2.5 Summary

Among the different genres of digital games, MMORPGs can be considered the most appropriate virtual environment for second language learners (see heading 2.1). In addition, in heading 2.2.1.7 it was explained how MUVES (MMORPGs included) are better suited to be second language learning arenas than other genres of digital games.

In terms of MMORPGs use in second language learning from a cognitive account of SLA, it was suggested that MMORPGs support the form of vocabulary learning hypothesized in the cognitive account of SLA (Rankin *et al.*, 2008; Peterson, 2016). Furthermore, current research suggests that MMORPGs lower affective filters (Suh, Kim and Kim, 2010; Reinders and Wattana, 2011, 2014, 2015b, 2015a). While research conducted on the use of MMORPGs in second language learning

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from the socio-cultural account of SLA provide evidence that frequently playing MMORPGs provides gamers with highly engaging contexts for target language interaction, exposure to ZPD, collaboration, and language socialization (Peterson, 2011, 2012c, 2012b; Rama *et al.*, 2012; Lee and Gerber, 2013). Thus, the potential of MMORPGs in language learning is immense.

However, there is still a lack of studies detailing how this second language learning in MMORPGs occurs and what reinforces it. Therefore, this study aims to understand how players learn a second language in this virtual environment.

Table 2.3 Results from research on MMORPGs conducted from a sociocultural account

Researchers	Participant Backgrounds	Project duration	Methodology	Area(s) investigated
(Thorne, 2008)	2 participants: 1 native, 1 learner.	n/a	Transcription	Language socialization & ZPD
(Rama <i>et al.</i> , 2012)	1 beginner but expert gamer; 1 advanced but novice gamer.	7-week period	Journals, interviews, observations.	Language socialization & ZPD
(Peterson, 2011)	7 EFL students	1 semester	Survey, interview, & transcriptions.	ZPD & collaboration, assistance, & co-construction
(Peterson, 2012b)	6 EFL students; no prior gaming	1 semester	Survey, interview, & transcriptions	ZPD & collaboration, assistance, & co-construction
(Peterson, 2012c)	4 EFL students; no prior gaming	1 semester	Survey, interview, & transcriptions.	ZPD & collaboration, assistance, & co-construction
(Thorne, Fischer, & Lu, 2012)	64 participants; some of them native.	n/a	Survey, interview, & text analysis	semiotic ecology & linguistic complexity
(Lee and Gerber, 2013)	1 beginner EFL	1 year	Observations & interviews	English language development
(Zheng, Newgarden and Young, 2012)	3 ESL students; novice gamers	47 minutes	Transcriptions	Communication, coordination, & agency
(Zheng, Bischoff and Gilliland, 2015)	1 ESL novice gamer; 1 native speaker expert gamer	2-hour session	Transcriptions	Vocabulary learning
(Newgarden and Zheng, 2016)	4 ESL students; 2 native speakers	1 semester	Transcriptions	Language & CEFR

2.3 Psychology of the Player

This heading aims to understand why players are attracted to playing digital games and what keeps them motivated. Although digital games are often criticised for addiction and aggression, with stereotypes typically describing the player as socially deviant (Anderson *et al.*, 2010), this debate is still ongoing. Research on the role of digital games on psychological wellbeing, addiction, and aggressive behaviour has been challenged because of statistical methods used, selection of the sample, and interpretation of findings (Hussain, Williams and Griffiths, 2015). Furthermore, stereotypes of a typical player have been debunked (Williams, Yee and Caplan, 2008; Hartshorne, VanFossen and Friedman, 2012). According to Yee's (2006) study on the demographics of MMORPG players, they appeal to a broad age range (11 to 68 years old) and the appeal is strong, on average 22 hours a week. Furthermore, it is not only considered a male leisure pastime since a noted influx of female players are entering the market. This heading presents motivations for playing digital games, identity in digital games, social anxiety, and problematic use of digital games.

2.3.1 Motivation to Play

Yee (2006a) conducted the first empirical study on 30,000 participants that identifies the various motivations of MMORPG users. Five types of motivations are identified:

1. **Advancement:** Players desire to become powerful in the MMORPG by reaching the last level, collecting "endgame" gear, and achieving difficult goals.
2. **Escapism:** Players desire to use the MMORPG in order to forget, avoid, or escape real life stress or problems.
3. **Immersion:** Players desire to be engaged to the fantasy world of the MMORPG, and the degree to which they enjoy being part of it as a fictional character.
4. **Manipulation:** Players desire to manipulate other players for personal gain or satisfaction.
5. **Relationship:** Players desire to be social with other players and build meaningful relationships with them.

Yee's (2006a) study suggested that male players were significantly more likely to be driven by the advancement and manipulation factors, while female players were significantly more likely to be driven by the relationship factor. In a follow-up study, Yee (2006b) refined his work and conducted an online survey on 3,000 participants. Three broad types of motivations are identified: achievement, immersion, and social. From these three broad types he delineated 10

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subcomponents: discovery, competition, relationship, advancement, role playing, escapism, teamwork, etc (see Table 2.4).

Table 2.4 From Yee's (2006b) motivation to play study

Achievement	Social Interaction	Immersion
Advancement: Progress, power, accumulation, status.	Socializing: Casual chat, helping others, making friends.	Discovery: Exploration, lore, finding hidden things.
Mechanics: Numbers, optimization, templating, analysis.	Relationship: Personal, self-disclosure, find and give support.	Role-playing: Story line, character history, roles, fantasy.
Competition: Challenging others, provocation, domination.	Teamwork: Collaboration, groups, group achievements.	Escapism: Relax, escape from real life, avoid real life problems.

However, Yee's (2006a & 2006b) work relies on self-reported motivations only. Therefore, Billieux et al (2013) attempts to investigate the relationship between participants self-reported motives, developed by Yee (2006b), and their actual in-game behaviours. 690 MMORPG players agreed to have their avatars monitored and participated in online surveys identifying their motives to play and possible problematic gameplay. The findings indicate that players motivated by teamwork and competition are more likely to progress faster in the game. While not central to the focus of the study, players motivated by advancement, escapism are more likely to develop problematic gameplay. Furthermore, longitudinal analyses showed that high involvement in the game is not necessarily associated with a negative impact upon daily living.

Yee's (2006a & 2006b) research offered a crucial first step towards building an empirically based framework for studying motivations to play in digital games. Billieux et al (2013) provides a second step linking players self-reported motivations to play with how they behave in digital games. This study attempts to make a similar analysis as Billieux et al (2013), it investigates the relationship between participants self-reported motives and their actual in-game behaviours. However, the in-game behaviours examined are different. For example, if a participant's motivation to play is relationship then the researcher investigates if his motivation to play has been fulfilled during his observations. In other words, if he created and/or maintained meaningful relationships during his recordings (see heading 4.1). **The hypothesis is that a fulfilled motivation to play leads to more social interaction**, since certain motivations to play (e.g. relationship & manipulation) require social interaction. Thus, players need to socially interact to fulfil those specific motivations to play. Whereas other motivations to play, such as advancement, require

level progression and acquiring endgame gear (see Glossary of Terms). Acquiring endgame gear requires membership in guilds due to the difficulty level of dungeon bosses (see heading 2.1.3).

Yee's (2006a) model for was chosen for the context of this study for multiple reasons. One, only two other researchers, according to my knowledge, have attempted to research motivations to play in digital games. The earliest is Bartle (1996), who set the foundation for research on motivations to play. According to him, there are four typologies for players: achievers (similar to advancement), explorers (similar to discovery), socialisers (similar to relationship), and killers (similar to manipulation). However, his study lacks empirical findings. Therefore, it was not chosen as a suitable model for this study. The others are Voulgari, Komis, & Sampson (2014) and their typology for players is: sociability (similar to relationship), competition (similar to manipulation), immersion, achievement (similar to advancement), and challenges (similar to mechanics). However, their study had a sample size of 166 participants compared to Yee's (2006a) 30,000. Therefore, Yee's (2006a) model is more statistically proven.

Two, Yee's (2006a) model is more academically recognised in the field of motivation to play digital games. Lastly and most importantly, Yee (2006a) recruited participants playing MMORPGs; whereas Bartle (1996) analysed players in MUDs and Voulgari, Komis, & Sampson (2014) recruited participants in MMOGs. Therefore, Yee's (2006a) model serves this study's objectives and, according to my experience as a digital game player, feels more inclusive compared to the other models.

Kong, Kwok, and Fang (2012) combined MMORPGs and technology-based collaborative learning methods to examine peer motivational factors influencing intention to learn. They examined extrinsic motivation (i.e. perceived usefulness) and intrinsic motivation (i.e. perceived enjoyment). Data was collected by using a self-report survey and from interviews. 94 participants were analysed quantitatively. The survey and interview findings showed that an individual player's peer intrinsic and extrinsic motivations had significantly positive influence on his or her intention to learn collaboratively or individually.

2.3.2 Psychological Wellbeing

Multiple studies reported the relationship between playing online games and symptoms of anxiety, interpersonal problems, depression, and poor self-esteem (Morgan and Cotten, 2003; Lo, Wang and Fang, 2005; Stetina *et al.*, 2011). Other studies have also reported an elevated level of academic problems, professional problems, sleep difficulties, and personal life problems in MMORPG players (Smyth, 2007; Liu and Peng, 2009). However, much of the research has been challenged because of statistical methods used, effect size is small, and selection of the sample

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(Hussain, Williams and Griffiths, 2015). Therefore, these negative relationships can be called into question.

A developing area in this research identified positive impacts of playing MMORPGs. These virtual environments present opportunities that build leadership skills and salient emotional experiences, which may mimic real world experiences (Hartshorne, VanFossen and Friedman, 2012). They also develop social skills, provide opportunities for team work, and problem solving; highlighting the possible benefits on building positive relationships and developing cognitive functions (Chen, 2009). Below are recent studies in this area examining the relationship between MMORPG play and psychological wellbeing.

Hussain et al. (2015) exploratory study examines motivation factors related to problematic online gaming addiction. 1167 online gamers completed two online questionnaires: one related to gaming addiction and the other related to motivation to play online games. The findings show that MMORPG players who are attracted to the immersive, manipulative and relationship aspects of the game have a higher risk of being addicted. Furthermore, players attracted to the novelty of the game and aggressive players are also at a high risk of addiction. Lastly, males have an intermediate risk of addiction, however, there was more male participants than female participants in this study.

Kirby, Jones, & Copello (2014) study investigates the association between time spent playing MMORPGs and psychological wellbeing. 565 participants completed an online survey that measures, play time, motivation, demographics, and problematic use. The results show that there is a small relationship between time spent playing the game and psychological wellbeing. Furthermore, players motivated by immersion are more likely to develop problematic gameplay. Both similar results to Billieux et al (2013) and Hussain et al. (2015) research.

Immersion has been linked to problematic gameplay all the previous studies possibly due to escapism, a subcomponent of immersive play (Yee, 2006b). Players can design their respective avatars, regardless of their real-world appearance. For instance, a black player can design a white avatar, an overweight player can design a underweight avatar, and a male player can design a female avatar and roleplay that avatar without being rejected by the MMORPG community (Martey *et al.*, 2014). This enables freedom of expression and identity tourism in ways real life cannot accommodate. For example, those who identify as transgender can design that identity in a MMORPG without prejudice. Therefore, it could be the cause for the development of addiction (Leménager *et al.*, 2013).

Martončik & Lokša (2016) study aims to compare the social anxiety of users while playing MMORPGs and when not playing it. The following hypotheses are presented: 1) Players are expected to experience significantly less loneliness/social anxiety in online world than in real world; 2) Guild members are expected to exhibit significantly less loneliness/social anxiety than non-members in online world only; 3) Players who play with friends are expected to exhibit significantly less loneliness/social anxiety than players who do not play with friends both in online and real world; 4) Players who have played WoW for a longer amount of time are expected to exhibit significantly less loneliness/social anxiety than players who have played for a shorter amount of time; and 5) Players who use VoIP services to communicate with other players more frequently are expected to exhibit significantly less loneliness/social anxiety than players who do not use VoIP services. The 161 participants are recruited from a WoW online forum. Surveys assessing loneliness and social anxiety were administered simultaneously two times; once for the real world and once for the online world. It was found that players experience a significantly lower degree of loneliness and social anxiety in online than in real world. The lower degree of loneliness experienced was also associated with playing with friends, with guild membership, as well as frequent communication with teammates through VoIP.

In conclusion, the previous studies highlight that MMORPGs do not significantly result in a negative psychological wellbeing outcome. There is ample evidence that MMORPGs build relationships, develop social skills, leadership skills, and lessen social anxiety. However, it is important to note that MMORPG players who play for immersion purposes have been linked to problematic gameplay, possibly due to escapism. This could be because they can design their avatars in a way that reflects their respective identity, without prejudice.

2.4 Self-Regulation

In this study, the researcher is using self-regulation learning (SRL) theories to try and understand what it is that gamers do to acquire a foreign language in the context of a MMORPG. In other words, this study looks at language learning in MMORPGs through the lens of SRL. SRL was chosen because it is clear from previous research that gamers self-regulate their actions in order to try and understand or learn a language while playing digital games (Zap and Code, 2009; Soylu and Bruning, 2016; Nietfeld, 2018).

SRL is a significant research topic in educational psychology (Zimmerman and Schunk, 2011). Soylu & Bruning (2016) reviews the numerous definitions that are available for SRL and specified that each one of them trace back to the different SRL models that offer a unique perspective on how they function (Hadwin, 2000; Pintrich, 2000; Winne & Hadwin, 1998; Zimmerman, 1998). For

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instance, Pintrich's (2000) & Zimmerman's (1998) model emphasizes the social nature of SRL, while Winne & Hadwin (1998) model emphasizes information processing. While there are numerous SRL models, there is a general consensus among researchers that SRL enhances motivation and academic achievement (Hilden and Pressley, 2007).

Four academics: Zimmerman, Pintrich, and Winne are arguably the most prominent in research regarding SRL. Zimmerman's (1998) view of SRL is a social cognitive one, he identifies SRL as:

“self-generated thoughts, feelings, and actions for attaining academic goals” (p. 73).

In other words, his description of self-regulation is how learners choose which course to take to attain their objectives. Every course may provide learners different behavioural or cognitive feedback to adapt their actions. Soylu (2014) cited that Zimmerman (2002) argues that self-regulation has three main phases, they are: 1) forethought, 2) performance, and 3) self-reflection (see Figure 2.3).

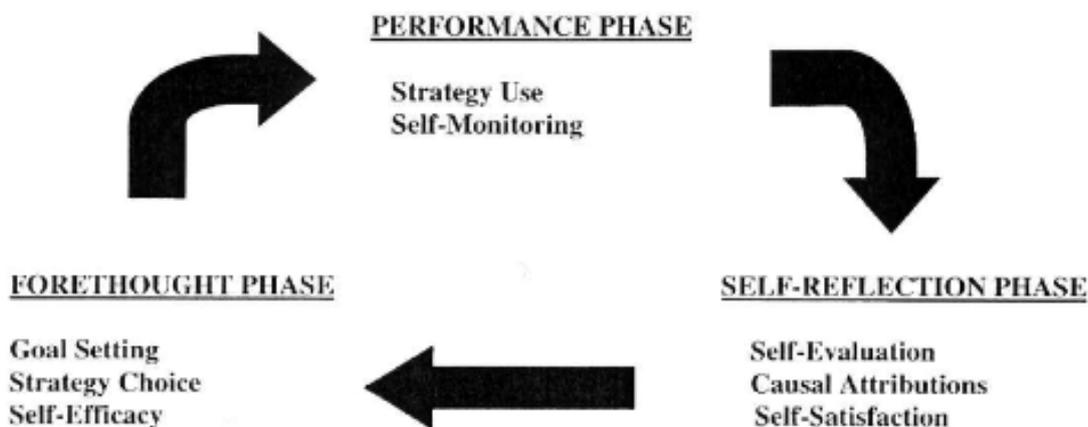


Figure 2.3 Cyclical process of self-regulation (Zimmerman, 2002)

Zimmerman's model depicts close relations between the different phases of self-regulation. For example, a learners' choice of strategy and his satisfaction level are impacted by his/her goals in the forethought phase. In the forethought phase, learners analyse a task to set goals and do strategic planning. Furthermore, self-efficacy is a key part of the forethought phase since learners should foresee how they will perform to learn. In the self-reflection phase, a key component is self-evaluation since it can produce a number of self-reactions, including but not limited to, self-satisfaction and adaptable interference (Soylu, 2014). Self-satisfaction increases self-motivation, whereas adaptable interference leads learners to altering a strategy to better their SRL.

In summary, Zimmerman (1990) defines self-regulated learners as:

“Metacognitively, motivationally, and behaviourally active participants in their own learning” (p. 4).

By applying metacognition, self-regulated learners set goals, plan strategies, monitor their performance, etc. By utilizing motivation in SRL, self-regulated learners self-evaluate themselves and alter their strategies for better outcomes. Behaviourally, self-regulated learners manage their time and environment and seek help from their seniors Zimmerman (1990).

According to Soylu (2014), Pintrich generally describes SRL in a similar manner to Zimmerman. However, he adds context as a component that needs consideration along with cognition, motivation, and behaviour.

Table 2.5 Process of self-regulation according to Pintrich (2004, p.390)

Phase	Cognition	Motivation/Affect	Behavior	Context
<i>Phase 1</i> Forethought, planning, and activation	Target goal setting	Goal orientation adoption	Time and effort planning	Perceptions of task
	Prior content knowledge	Efficacy judgments	Planning for self-observations of behavior	Perceptions of context
	Activation Metacognitive knowledge activation	Perceptions of task difficulty Task value activation Interest activation		
<i>Phase 2</i> Monitoring	Metacognitive awareness and monitoring of cognition	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time use, need for help Self-observation of behavior	Monitoring changing task and context conditions
<i>Phase 3</i> Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing, motivation, and affect	Increase/decrease effort Persist, give up Help-seeking behavior	Change or renegotiate task Change or leave context
<i>Phase 4</i> Reaction and reflection	Cognitive judgments	Affective reactions	Choice behavior	Evaluation of task

An example of the importance of context to Pintrich is if learners are seeking help. Although help-seeking is under the behavioural self-regulation, it relies on the contextual conditions because the social interactions and the environment influence assistance seeking (Pintrich, 2004). In summary, Pintrich (2000) defines SRL as:

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“An active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and contextual features in the environment” (p. 453).

Winne & Hadwin's (1998) model of SRL emphasizes information processing. According to them, when self-regulated learners face a task; they consider prior experience and beliefs to understand what the tasks requires of them. Next, they set goals and plans for application to achieve what the task requires of them. In their model of SRL, it has four phases that are comprised of five dimensions: conditions, operations, products, evaluations, and standards.

First is conditions, which is the properties of the task. Conditions indicate the resources available to self-regulated learners in performing the task and the limitations that could influence their information processing. According to Soylu (2014), conditions in digital games include knowledge of when, where, and with whom to play in order to win the game; plus prior knowledge available to the player. Second is operations, which indicates the cognitive process of how learners process information. When faced with a task, self-regulated learners search, monitor, seek help as they are processing information. According to Soylu (2014), operations in digital games includes help seeking, planning, monitoring, and problem solving.

Third is products, which is the new information acquired by the operations. Anything that builds toward task completion can be considered a product. According to Soylu (2014), products in digital games includes plans for passing a challenging level. Fourth is evaluations, which is the feedback received from the products. Self-regulated learners evaluate themselves in order to note if they have reached their desired state (i.e. standards). According to Soylu (2014), noting scores in digital games is an example of evaluations. Fifth is standards, which represent the self-regulated learners' goals. According to Soylu (2014), the score that was set for players to attain a new level is an example of standards.

As mentioned earlier, Winne & Hadwin's (1998) model of SRL has four phases: task definition, goal setting and planning, enactment, and adaptation phase. In the task definition phase, self-regulated learners develop perceptions of the task. According to Soylu (2014), in this phase digital game players may check the game's rules. In the goal setting and planning phase, self-regulated learners form goals to accomplish the task. According to Soylu (2014), in this phase digital games players may check how many XP they need to attain a new level.

In the enactment phase, self-regulated learners use strategies to engage with the task at hand. According to Soylu (2014), any strategy players employ to accomplish a task is an example of this

phase. In the adaptation phase, self-regulated learners evaluate their tactics to see if they need adjustment. According to Soylu (2014), once digital game players replace a strategy with another more effective one then this is an example of this phase. The figure below illustrates Winne's (2001) four phase model of SRL:

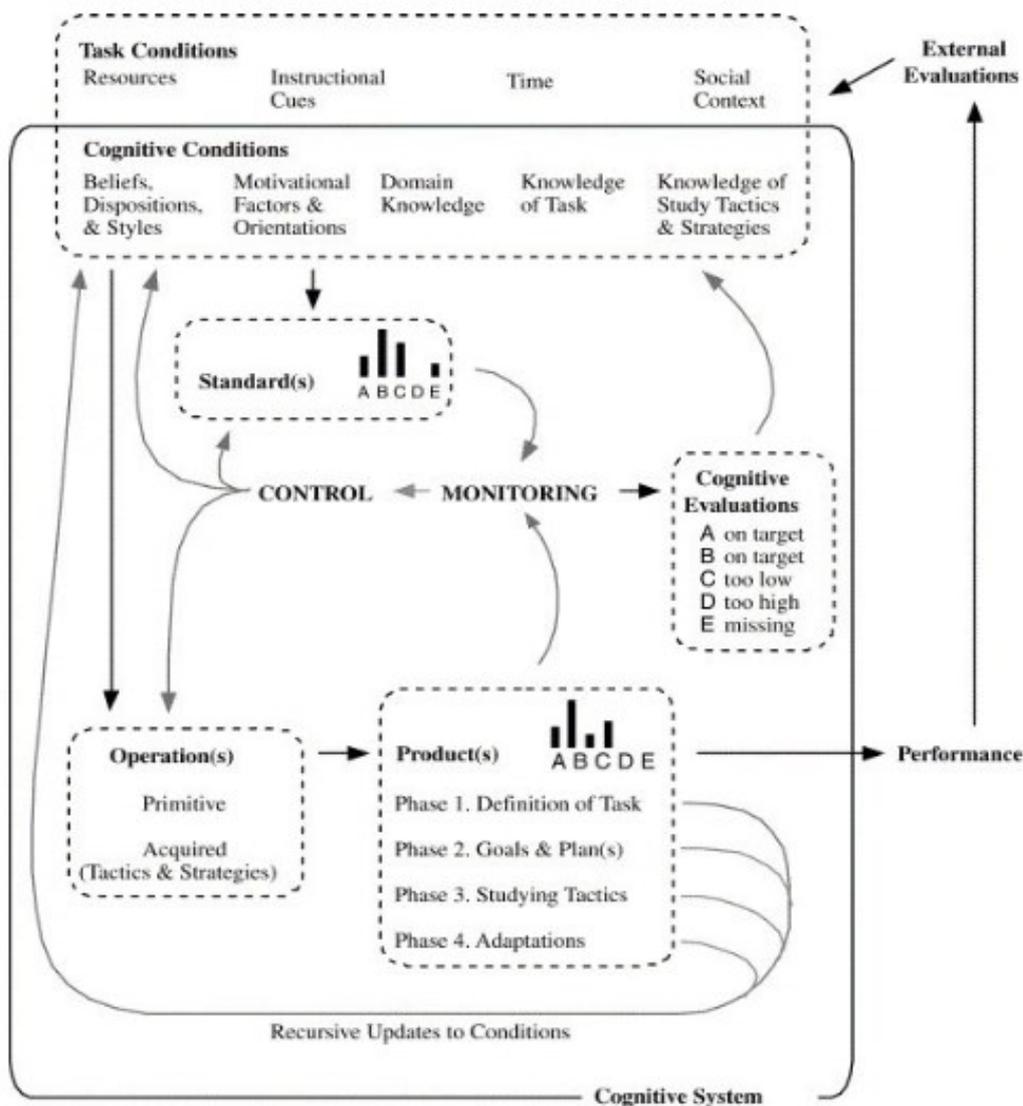


Figure 2.4 Four phase model of SRL (Winne, 2001, p. 164)

In summary, Winne's model of SRL explains how self-regulated learners can simultaneously manage several objectives and how external and internal feedback regarding the gap between the desired state and the current state could develop into a system for updating objectives, gaining new knowledge, evaluating oneself, etc.

Dörnyei (2005) believes that SRL could have great potential in second language research, since learning strategies tend to focus on the product (i.e. the techniques employed) whereas SRL focuses on the learner's self-regulatory process which is their individual effort to improve their

own learning (i.e. **learner agency**). In their study on SRL and language learning, Dörnyei and others investigate the case of SRL in vocabulary acquisition. The data was collected in three phases: 1) the 1st phase was developing an instrument that could measure the five facets of SRL; 2) The 2nd phase was a pilot study carried out on 192 participants to reduce the internal consistency reliability; & 3) The 3rd phase was an assessment of the psychometric properties of the revised instrument, utilizing both explanatory and confirmatory analysis. The findings showed that this instrument can help language teachers understand what specific SRL strategies students employ to improve their own learning in English vocabulary (Tseng, Dörnyei and Schmitt, 2006).

Below is a justification for the SRL approach chosen for this study.

2.4.1 Technology Enhanced Language Learning Environments and Self-Regulation

Self-regulation is a context-specific process (Barnard *et al.*, 2009). Learners' self-regulatory processes in technological contexts may differ from those in traditional classroom settings due to the difference between them and conventional classroom-based learning. Thus, specific measurements have been developed to assess learners' self-regulation in online learning environments. Barnard *et al.* (2009) explored the construct factors of learners' online self-regulation and classified it into six types: self-evaluation, task strategies, help seeking, environmental structuring, time management, and goal setting. Barnard *et al.* (2009) approach to SRL was the one chosen for this study since it is suitable for online environments (e.g. MMORPGs).

Drawing upon Barnard *et al.* (2009) theoretical framework, Zheng *et al.* (2016) further developed their instrument in order to measure English language learners' online self-regulation. Zheng *et al.*'s (2016) study explores the relationship between students' conceptions of language learning and their online self-regulation. The research questions are: 1) What is the relationship between learners' conceptions of English language learning and their online self-regulation? And 2) What predictive roles do learners' conceptions of English language learning have in their online self-regulation? Data was collected using two self-report surveys: Conceptions of Learning English (COLE) and Online Self-regulated English Learning (OSEL) on 401 Chinese university students. The findings from the correlation between the finalized COLE and OSEL show that the two factors in COLE "Memorizing" and "Understanding and seeing in a new way" play a powerful, positive role in students' online self-regulation. This shows that if students view English as memorizing and/or understanding and seeing in a new way they may invest more in online self-regulation. On the other hand, the factor "Testing" in COLE negatively associates with students' online self-regulation. This shows that if students are too invested in learning English for testing purposes, it

can have a negative impact on their online self-regulation. However, due to the quantitative nature of this study; it cannot avoid the limitations of self-report surveys.

Su, Zheng, Liang, & Tsai (2018) carried out a quantitative study on Chinese English language learners to examine the correlation between online self-regulation and English language self-efficacy. Su et al. (2018) documented that English self-efficacy refers to the belief of how well someone can successfully perform a task in English based on their past experience (Wang *et al.*, 2014). The research questions are: 1) What is the relationship between EFL learners' online self-regulation and their self-efficacy? & 2) What predictive role does EFL learners' online self-regulation play on their self-efficacy? Data was collected from 424 Chinese university students using two surveys: the online self-regulated English learning survey (OSEL) and the English language self-efficacy (ELSE). As mentioned before, the OSEL consists of six factors: environment structuring, task strategies, goal setting, time management, and self-evaluation. Meanwhile, the ELSE is composed of four factors: self-efficacy in listening, speaking, reading, and writing. The results of the correlation analysis confirmed the associations between the ELSE and the OSEL. In addition, regression analysis revealed that the most powerful predictor of participants self-efficacy in English speaking, reading, and listening is self-regulatory evaluation; whereas goal setting could only predict participants self-efficacy in writing. In brief, this study emphasizes the positive role of self-regulatory goal setting and self-evaluation in explaining students' English language self-efficacy.

Zheng, Liang, Li, & Tsai (2018) carried out a study to investigate the relationship between second language learners' motivation and self-regulation in online learning environments. The research questions are: 1) What are the factorial structures of English language learners' language learning motivation and their online self-regulation? & 2) What are the structural relations among the factors of English language learners' language learning motivation and their online self-regulation? To fulfil the research aim, two surveys were administered on 293 Chinese learners of English. They were the online language learning Motivation survey (OLLM) and the online self-regulated English learning survey (OSEL). The OLLM is composed of five major factors: cultural interest, online language learning experience, others' expectations, instrumentality-prevention, and instrumentality-promotion. While the OSEL consists of six factors: environment structuring, task strategies, goal setting, time management, and self-evaluation. The findings show that learners with an intrinsic interest in English culture and optimistic future image of their second language learning tend to have good self-regulatory capacity in online learning environments. On the other hand, learners who learn English solely to get good academic grades might be less determined to use self-regulation while learning a second language online. Finally, students with

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positive online language learning experiences were more independent in their self-regulatory learning processes.

Other studies have shown a negative relation between technology and self-regulation, Kondo et al. (2012) study investigates whether if Mobile Assisted Language Learning (MALL) practices for EFL Japanese students help improve their scores on the TOEIC exam. Their study attempts to verify two hypotheses: 1) The use of a MALL device with a learning module, designed within a principled SRL framework called Academic learning cycle phases, will result in students spending more time on self-study. And 2) Students will continue to engage in independent self-study with the MALL device after they complete the learning module. In order to verify the first hypothesis, the study was conducted on 88 EFL students. They were separated into two groups: 42 in the MALL group, and the rest in the control group. The participants in the MALL group took five 30-minute courses on the Nintendo mobile device. Whereas the participants in the control group took five 30-minute courses on a TOEIC textbook. Data collection methods included pre-test and post-test, and course evaluations. The results of the first study show that the participants in the MALL group had better scores on the reading section of TOEIC. Furthermore, the Nintendo mobile device facilitated self-directed learning. In order to verify the second hypothesis, a study was conducted on 15 students from the MALL group. In this study there was no control group. Data collection methods included: Interviews, learning log data from the MALL device, and a survey. The results show that participants did not continue to use the mobile device for the same amount of time as in the previous study. In brief, the educational growth the participants experienced was not enough to move from a self-directed form of learning to a more sophisticated form known as self-regulation.

However, Lai, Shum, & Tian's (2016) study reveals the opposite. They investigate the effectiveness of an online training platform designed to enhance the willingness of participants to engage in self-directed use of technology for language learning. Their study was structured around Zimmerman's (2010) three phase socio-cognitive model of self-regulation. The research question is: What are the effects of learner training on learners' self-directed use of technology for language learning? 64 participants responses were taken from two surveys, before and after they took five online modules focused on specific language skills and self-directed language learning. Results from a paired t-test analysis reveals that participants reported a greater frequency of self-directed use of technology, significantly greater confidence, and greater frequency of self-regulation. However, it is hard to make a firm claim without the presence of a control group.

The above studies looked at self-regulation in online environments directly related to language learning (e.g. MOOCs, and MALL). However, digital games are explicitly made for entertainment

purposes and no research to date seems to have looked at self-regulated language learning (SRLL) in MMORPG environments. However, there are studies that looked at self-regulation within digital games.

2.4.2 Digital Games and Self-Regulation

Nietfeld (2018) states that digital games are ideal environments to examine self-regulation because players have a great degree of autonomy over their actions. For instance, the freedom to determine their own goals that may or may not align with the goals set by the game itself, which is common in MMORPGs. Unlike traditional classrooms, digital games are not controlled. In other words, there is no teacher to act as a guide, facilitator or assessor. Therefore, SRL becomes critical in order to advance in the game. In addition, digital games possess eight characteristics that make them ideal for promoting SRL: They are scaffolded, adaptive, cumulative, repetitive, interactive, intrinsically oriented, affectively situated, and based on both game-based and player-centred goals (Zap and Code, 2009). Examples of self-regulation in digital games are many, such as searching for a quiet place to play in order to focus, this includes using earphones or finding an appropriate environment. Evaluative judgement is also an example of SRL, for example, if a player is aware that a particular score is required to advance to the next level, they are more likely to self-regulate their gameplay to achieve that goal.

Although SRL is largely a conscious process, it is recognised that there are self-regulated learning processes that take place in commercial games that are unconscious (Zap and Code, 2009). Expert gamers, for instance, can be observed making quick mental decisions, overcoming obstacles, showing flexibility to game situations, manage conflicts and engage in complex cognitive tasks without much conscious effort (Zap and Code, 2009; Soylu and Bruning, 2016).

Soylu & Bruning's (2016) study examined the difference and frequency of SRL strategies between expert, moderate, and novice gamers of mainstream digital games. They implemented Winne's (2001) model of SRL to know if expert gamers used more SRL process thinking than moderate and novice gamers. Data was gathered from 143 college students using a survey and a semi-structured interview (see Appendix B). The results showed expert gamers self-regulated their learning more than moderate and novice gamers. Furthermore, playing a video game required high amounts of self-regulation. These results, they state, can be promising to educators willing to encourage their students' self-regulation.

Nietfeld, Shores, & Hoffmann's (2014) study was to investigate the influence of self-regulation and gender within the game-based environment *Crystal Island-Outbreak*. The research questions are: 1) What SRL variables predict performance in *Crystal Island-Outbreak*? And 2) What role does

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gender play with regard to SRL in *Crystal Island–Outbreak*? Data was collected from 130 students who completed 3 surveys: gaming survey, self-efficacy survey, and Achievement Goal Questionnaire (AGQ). After that, participants completed a content knowledge test then were given 1 hour to solve the mystery in *Crystal Island–Outbreak*. Finally, after completing the game the students took a post-test of content knowledge and a Perceived Interest Questionnaire (PIQ). The findings show that participants applied many SRL variables; notably, task strategies, and metacognitive monitoring. In terms of gender, playing *Crystal Island–Outbreak* led to significant, equal content learning gains for both genders.

According to the studies above, digital game players apply self-regulated strategies while playing and expert players use more SRL strategies than novice players. Furthermore, both genders apply the same proportion of SRL strategies. Nonetheless, **there is no empirical study that reports on how digital game players self-regulate their language learning in a digital game environment, such as MMORPGs, that is in a language they are not familiar with. Therefore, this is one of the focuses of this thesis.**

Chapter 3 Methodology

After establishing the current state of knowledge on the advantages of MMORPGs in learning, their potential for language learning, the psychology of the player, and the SRL theories in online environments in the previous chapter; this chapter is dedicated to presenting the research paradigm; making the case for why a multiple case study approach has been selected. This research belongs to the constructivist research paradigm which states that there is no single truth or reality. Reality is created by individuals in groups. Therefore, reality needs to be interpreted. It is used to discover the underlying meaning of events and activities (Patel, 2015). The type of research implemented in this thesis is qualitative and mainly exploratory.

This chapter first presents what an exploratory multiple case study is. After that, it presents the research design and how this study was organised into two preliminary studies undertaken before the main study. Then it explains how the main study was organised into two phases. The ethical considerations are presented next. Finally, the data analysis is presented in the concluding heading of this chapter.

3.1 Exploratory Multiple Case Study Approach

Case studies create an in-depth analysis and description of a “bounded system”. In this case study, the focus is on language learning in MMORPGs examined through the lens of SRL theories, the features in MMORPGs that help in language development, and the significant features of social interaction in MMORPGs (see heading 1.3.1). By concentrating on a few cases, this approach can describe and understand the role of the research setting, MMORPGs, in great detail. In case studies, researchers use multiple sources of data collection methods and data (Hood, 2009) (see headings 3.3 & 3.4). Furthermore, the boundaries of this multiple case study approach have been determined, the interest lies in how participants manoeuvre in an MMORPG that utilizes a language that they are not fully competent in.

Stake (2005) defined three broad types of case studies. Using his classification, **this study employs a multiple case study approach that attempts to focus on more than one case**. As doing so leads to more understanding and better theorizing about a larger selection of cases (Stake, 2005).

Another leading case study researcher, Yin (2014), provides a different classification for case study research. Using his classification, this research study employs: 1) **An exploratory case study approach which aims to understand more about the case being investigated**. It is typically used when little is known about the case, in order to lay a foundation for future studies on the same

case. In this research, little is known about the extramural naturalistic language learning that occurs in MMORPGs (Peterson, 2016) (see heading 1.2). Moreover, no studies to date have reported on the self-regulatory language learning process of players in MMORPGs. Therefore, this study aims to lay a groundwork for future research. And 2) A descriptive case study approach, which aims to present a detailed, contextualized picture of a phenomenon. This research does plan to present a detailed, contextualized picture of the extramural naturalistic language learning that occurs in MMORPGs.

In conclusion, while findings of qualitative case studies do not prove anything from a positivist perspective; since qualitative case studies only involve a small number of individuals which makes it difficult to generalise to a broader context (see heading 6.3). However, constructivists' argue the main goal of case studies is not to generalise but to understand a particular phenomenon (Stake, 2005).

3.2 Preliminary Studies

Preliminary studies are an initial exploration of issues conducted before a proposed study (Harvey, 2004). Before the main study, a pilot study was conducted to evaluate if a quantitative method was feasible. Then a pre-study was done to evaluate the research setting and recruit participants. Below is a timescale of when the preliminary studies and phases of the main study were undertaken (i.e. the research design).

Table 3.1 Timeline of preliminary studies and phases of main study

Progression Timeline	
Pilot Study	08/04/2018 – 06/2018
Pre-study	02/09/2018 – 04/2019
Main Study: Phase One	29/11/2018 – 03/2020
Main Study: Phase Two	05/11/2019 – 08/2020

3.2.1 Pilot Study

At the beginning of this thesis, a pilot study was conducted to see if a quantitative method was possible (see Appendix C.1). The primary aim of the pilot study was to reach a desired number of respondents appropriate for quantitative analysis. The data collection method, in the pilot study, was a questionnaire (see Appendix D.1). The intended participants were approached online through gaming community websites: multiple MMORPG gaming forums, gaming Discord groups

(see Glossary of Terms), gaming communities in Reddit (see Glossary of Terms), etc. The plan was to recruit participants online through posts inviting them to take part in the pilot study. The consent form was attached at the beginning of the questionnaire which requires participants approval. The proposed sample was:

- Players whose first language is not English and play MMORPGs.
- Players need to be over 16 to participate in the questionnaire.

Unfortunately, the desired number of respondents have not been reached. Less than 10 participants completed the questionnaire. Therefore, this pilot study convinced me that a quantitative method is not applicable.

3.2.2 Pre-study

A pre-study is a piece of research carried out before a main study to see what is the best possible approach to the research, and/or going to the potential site of the research to see if it is possible. This pre-study's primary aim is to investigate the research setting, MMORPGs; so, I can know which are free-to-play, offer trials, cost money, or utilize cross-platform play (see Glossary of Terms & Appendix C.2). That way, I could pick which MMORPG is suitable for phase two of the main study, **as I intended to play alongside the participants** (see heading 3.4). At that time, three MMORPGs were analysed based on convenience sampling: World of Warcraft, Elder Scrolls Online: Tamriel Unlimited, and Final Fantasy XIV: A Realm Reborn (see heading 3.4.2). I chose Final Fantasy XIV: A Realm Reborn since it offers cross-platform play and offers a free trial, thereby widening the pool of participants that can be recruited for phase two of the main study.

However, as the study progressed this was altered. Instead of playing alongside participants, participants can record themselves playing then provide me with the recording. This would minimize, but not fully eliminate, the Hawthorne effect (see Glossary of Terms). It also saves time and money. Luckily, gaming devices (e.g. PS4 or PC) have built in recording software which enables potential participants to record their gameplay. In Playstation 4 (PS4), it can be done by pressing the share button on the controller whereas on personal computers (PC) there are numerous recording software (e.g. Xbox Game Bar). Finally, **due to this alteration I do not need to restrict myself to one MMORPG for phase two of the main study.**

The secondary aim of this pre-study was to recruit participants for the main study. Proposals to participate were sent in Discord, social media platforms, and gaming communities in Reddit. Participants recruited for phase two were Champion & Sama (see heading 3.4.1); and 01-EXP, 02-

EXP, 03-EXP, 06-EXP, 07-EXP, 08-EXP, and 09-EXP for phase one (see heading 3.3.1). The other participants were recruited through word-of-mouth except for Deman.

3.3 Main Study: Phase One

The main study is split into two phases, the first phase is aimed at interviewing and surveying participants who claimed to acquire a second language from MMORPGs with a specific focus on their self-regulatory language learning strategies (see page 52). The second phase is interviewing, surveying, and observing participants who are currently playing MMORPGs or plan to play MMORPGs. The aim of the second phase is to investigate how MMORPGs foster second language development. Similar to the first phase, the second phase also focuses on the self-regulatory process of their second language development. **This study has been split into two phases since observing a large number of participants is time-consuming, therefore the majority of participants have not been observed and partook in phase one.**

Table 3.2 Grid linking research questions to the research methods and their respective phase

Research Question	Research Phase	Research Method
#1: What are the significant features of participants' social and linguistic interaction in the target language in MMORPGs?	Phase two	Observation & stimulated recall interview
#2: What are the features in MMORPGs that help in second language development?	Phase one	Semi-structured interview
	Phase two	Observation & stimulated recall interview
#3: What self-regulated language learning strategies do participants utilize as they engage in MMORPGs?	Phase one	Semi-structured interview
	Phase two	Semi-structured interview

3.3.1 Participants

12 participants took part in phase one of the main study. The number was 12 because only 12 participants accepted to be interviewed. After data analysis, this number proved adequate to understand gamers self-regulatory language learning process as they played MMORPGs. To ensure the confidentiality of the participants' identities, their names were changed to numbers

followed with an EXP (see heading 3.5.1 for more info). The criteria for selection of participants were:

1. Participants should be above 18 years old for ethical purposes (see Appendix C.3).
2. Participants should be non-native speakers of English.
3. Participants should have played digital games, especially MMORPGs, for a considerable amount of time.

The 3rd criteria used to be: “Participants should have learned a second language mostly from MMORPGs”. However, it was altered to the current criteria since there was no possible way to know if participants improved their second language solely or mostly from MMORPGs using the current data collection methods (see heading 3.3.2 & 3.4.3). The aim was to recruit participants who played MMORPGs for more than one year. If they played less than one year, then their frequency of playing should be at least every day. Only two participants played MMORPGs for less than one year but played every day, Champion & San (see Appendix H).

The reason for this criteria is multiple studies have mentioned how MMORPGs support L2 acquisition (see Table 2.2 & Table 2.3); thus, it is hypothesized that by playing MMORPGs frequently and/or for a considerable amount of time participants L2 will naturally develop.

Participants were recruited from the pre-study, word-of-mouth, gaming community websites, and social media. It should be noted that all the participants share a first language and nationality: Arabic & Saudi. This was not the intention, however; difficulty was encountered when recruiting participants with a first language different than Arabic. The reason the participants are all Saudi is due to the similar cultural background they share with me, which made them more motivated to help. Among the 12 participants, only one of them is a female. It was difficult to find more than one female participant due to cultural reasons.

3.3.2 Data Collection Instruments

The aim of phase one was only to understand participants self-regulatory language learning process as they played MMORPGs. Therefore, self-reporting semi-structured interviews were conducted since it is a feasible qualitative methodological tool that could facilitate an understanding of participants’ self-regulatory language learning process. In addition, a survey was conducted to gather background data from the participants.

3.3.2.1 Background Survey

Before participants can participate in the interview they have to take a background survey (see Appendix D.2). The aim of the background survey was to collect demographical data about the participants; such as, gender, age, motivation, duration of playing MMORPGs, English level before & after playing MMORPGs, frequency of playing MMORPGs, etc.

3.3.2.2 Semi-structured Interviews (SRLL Interview)

According to Dörnyei (2007), semi-structured interviews are a compromise because it draws aspects from structured interviews and open interviews. The researcher was aware what topics need to be covered and what questions should be asked; however, the flexibility of an open interview was needed to probe some aspects in depth (see Appendix D.3).

The interview questions began with an open question so that the participants can start “opening up” at the beginning of the semi-structured interview (Richards, 2009). After that, questions (Q:2 – Q:7) are regarding the participants online self-regulatory language learning processes adapted from Barnard et al. (2009) & C. Zheng et al. (2016) (see page 52). Although the instrument used by these researchers was a questionnaire, they were changed into interview questions with the help of Soylu & Bruning (2016) interview guide to explore self-regulatory processes of digital game players (see Appendix B). In other words, the interview guide of Soylu & Bruning (2016) only explores the self-regulation of digital game players without incorporating language learning; therefore, with the help of Barnard et al. (2009) & C. Zheng et al. (2016) instrument to measure online self-regulated language learning, the researcher used it to incorporate online self-regulatory language learning into the interview guide.

Question 8 in the interview guide examined if playing MMORPGs impacts how participants study a second language and vice versa. **Question 9 was added late; thus, only a few participants replied to it** (they are Champion, San, Agmi, Deman, Stringth, and 11-EXP). Question 9 focused on code-switching, which is defined as the mixing of two or more languages in discourse, often within the confines of a single sentence (Poplack, 2015).

Finally, the last two questions (Q:10 – Q:11) focused on the participants recommendation for people playing MMORPGs to learn a second language while the last question was concluding remarks from the participant.

3.3.3 Procedure

Once participants were recruited, the data collection process began. I provided each participant a link of a survey in Google Forms to complete. After completing the background survey, each participant had one recorded interview with me. Depending on the distance, it could have been online through Skype or face-to-face. Before starting the interview, difficult questions were explained, such as, questions 7 to 9 because I have realised the earlier participants I interviewed failed to understand them. In brief, each individual interview took approximately 13 to 20 minutes.

3.4 Main Study: Phase Two

Phase one only executes self-reporting interviews without support from other data collection methods except surveys. This might impair the reliability of the findings. However, the quality of these self-reporting interviews are guaranteed through triangulation from phase two. Phase two focuses on extramural second language development in MMORPGs, primarily the features in MMORPGs that help in L2 development and participants social interactions in the L2. Similar to the first phase, the second phase also focuses on the self-regulatory process of their second language development. In brief, phase two is more holistic than phase one since participants were surveyed and interviewed then monitored through multiple observations and interviewed again after each observation (see Table 3.2).

3.4.1 Participants

The number of participants in this phase was six. The purpose of this study is to identify the advantages of MMORPGs for L2 development. Therefore, observing six participants is adequate for this purpose. There are also practical matters on why six was chosen; since only six participants have accepted to be observed while others declined or did not fulfil the criteria for selection of participants. The criteria for selection of participants for the 2nd phase is as follows:

- Participants should be above 18 years old for ethical purposes (see Appendix C.4).
- Participants should be non-native speakers of English.

Once the data collection process begun, I noticed that the participants recruited had different **gamer proficiency levels** in the MMORPGs they played (beginner, intermediate, and advanced). This resulted in unexpected findings as participants from one proficiency level had a different experience than participants from another proficiency level. In addition, participants had different L2 oral proficiency levels according to the Common European Framework of Reference (CEFR)

(Cambridge ESOL, 2011). However, this mostly affected data collection during the interviews (see heading 3.4.5). How each participant was recruited, their L2 proficiency level and their gamer proficiency level is explained under their respective biographical heading:

3.4.1.1 Champion

Champion was recruited from Discord; he was a member of a group the researcher joined. Champion says that he started playing MMORPGs for more than 6 years but only plays them a few times a week (see Appendix H). However, further investigation showed that he confused MMORPGs with other genres of digital games because once he was recruited for phase two he mentioned not having any MMORPGs and did not recall playing one. Therefore, Champion never played MMORPGs before, but did play other genres of digital games for more than 6 years. In brief, he was given an MMORPG for data collection purposes. He was provided a free trial copy of WoW then a free trial copy of another MMORPG Black Desert Online (BDO). He was a beginner proficiency player in the MMORPGs the researcher provided for him (i.e. he was level one).

In terms of L2 proficiency, according to the researcher's personal oral assessment from the interview, Champion had B2 oral proficiency according to the English proficiency standards described in the CEFR (see Appendix K).

3.4.1.2 San

San was recruited by word-of-mouth from Champion. According to his survey results, he started playing MMORPGs for less than a year but plays them every day (see Appendix H). Similar to Champion, he was provided a free trial copy of WoW then BDO. He was a beginner proficiency player in the MMORPGs the researcher provided for him (i.e. he was level one). San also provided a recording of a digital game that is not an MMORPG, but it was excluded from the study due to the low L2 learning features in said game and the absence of social interactions. Unlike Champion, it seems San played for data collection purposes only and stopped playing after the data collection process was complete (see Appendix I).

In terms of L2 proficiency, according to the researcher's personal oral assessment from the interview, San had B1 oral proficiency according to the English proficiency standards described in the CEFR (see Appendix K).

3.4.1.3 Sama

Sama was recruited from Discord; he was a member of a group the researcher was in. According to his survey result, he has been playing MMORPGs for more than 6 years and plays them every day (see Appendix H). He played two MMORPGs prior to data collection: The Elder Scrolls Online:

Tamriel Unlimited (ESO) & Fallout 76. During data collection, he stopped playing ESO but still played Fallout 76. He was an intermediate level player in Fallout 76. In other words, he had experience playing MMORPGs but did not reach “endgame” levels. Sama stopped playing Fallout 76 during data collection; thus, data from him was not rich. He provided recordings from another digital game but it was not an MMORPG, thus it was excluded from the study due to the low L2 learning features in said game and the absence of social interactions from the participant.

In terms of L2 proficiency, according to the researcher’s personal oral assessment from the interview, Sama had C1 oral proficiency according to the English proficiency standards described in the CEFR (see Appendix K).

3.4.1.4 Agmi

Agmi was recruited by word-of-mouth from Champion. According to his survey results, he says he has been playing MMORPGs for more than 6 years yet plays them very rarely (see Appendix H). He is the only observed participant who claims he plays MMORPGs rarely (i.e. once a month). He is an intermediate player in Black Desert Online (BDO). His level was 31 but in the last recording he reached 39 (see Appendices E.4.1 & E.4.3). It seems he only played BDO for data collection purposes as he stopped playing BDO after data collection (see Appendix I).

In terms of L2 proficiency, according to the researcher’s personal oral assessment from the interview, Agmi had B1 oral proficiency according to the English proficiency standards described in the CEFR (see Appendix K).

3.4.1.5 Deman

Deman was recruited from the social media platform Twitter. He was an advanced level player before and during data collection (i.e. reached max level). He claims playing digital games is a daily ritual in his everyday life and played since he was a child (see Appendix H & Appendix F.17). He is an avid gamer who regularly and publicly uploads videos of him playing Final Fantasy XIV (FF14) live on his YouTube channel. His subscribers are nearly over 90 and his streams are between approximately 10 minutes to more than 6 hours. He has been playing live in YouTube for more than 5 years. It is important to note that Deman’s avatar has five distinct classes and each individual class must be levelled up. His two classes: Death Knight and Gun breaker reached max levels whereas the others, such as, Paladin and Warrior have not.

In terms of L2 proficiency, according to the researcher’s personal oral assessment from the interview, Deman had A2 oral proficiency according to the English proficiency standards described in the CEFR (see Appendix K).

3.4.1.6 Stringth

Stringth was recruited by word-of-mouth from participant 11-EXP. According to his survey result, he has been playing MMORPGs for more than 6 years and plays every day (see Appendix H). He has a small following on his YouTube profile where he records himself publicly playing EDO live and is the only participant who has followers who regularly chat with him once he plays (see Appendix E.6.5). He has 190 subscribers; and unlike Deman, his subscribers are active during his live recordings. Stringth is an advanced gamer (i.e. he is in “endgame” levels). His avatar has reached the max level 50, his champion points are maxed (600), and his skill points are maxed (368). He claims to own eight different avatars, but observations only showed two (see Appendix G.6).

In terms of L2 proficiency, according to the researcher’s personal oral assessment from the interview, Stringth had B2 oral proficiency according to the English proficiency standards described in the CEFR (see Appendix K).

3.4.2 Research Setting

The participants that were recruited for phase two of the main study played different MMORPGs or, in the case of beginners, wanted to play certain MMORPGs. This heading presents the different MMORPGs participants played, which participants played them, and give readers a glimpse of what they are. **It is important to note, that there are no significant differences between these MMORPGs played by participants except for Fallout 76.**

3.4.2.1 World of Warcraft (WoW): An Overview

One of the most well-known MMORPGs, two participants played WoW: Champion and San. It is one of the earliest released MMORPGs, released in 2004. It takes place in the virtual fictional world of Azeroth. Similar to other MMORPGs, this game allows players to create an avatar and explore the fantasy world through first or third person view. Players can also fight various monsters, interact with non-player characters (NPCs) and other players, and complete quests. It also encourages cooperation since certain quests, PvP combat, and dungeons can only be done cooperatively. It offers a free trial which was given to Champion and San to record their gameplay.

3.4.2.2 Black Desert Online (BDO): An Overview

Three participants played BDO (Pearl Abyss, 2015): Champion, San, and Agmi. Champion and San did not enjoy WoW, therefore a free trial version of BDO was provided for them. Whereas Agmi already played BDO and started playing it again once the data collection process begun. BDO can be played on PS4, Xbox One, mobile and PC. However, it does not support cross-platform play

(see Glossary of Terms). It is set in a highly fictional virtual setting that revolves around the conflict between the Kingdom of Valencia and the Republic of Calpheon. Similar to other MMORPGs, the game allows players to create an avatar and explore the fantasy world through first or third person view. Players can also fight various monsters, interact with NPCs and other players, and complete quests. It also encourages cooperation since certain quests, PvP combat, and dungeons can only be done cooperatively.

3.4.2.3 Final Fantasy XIV: A Realm Reborn (FF14) An Overview

One participant played FF14 (Square Enix Business, Division 5, 2013): Deman. This MMORPG is available on Playstation devices and on PC. It also supports cross-platform play. It is set in the fictional world of Hydaelyn; particularly, the region Eorzea. Players must deal with the impending threat of invasion from the North by the Garlean Empire. Similar to other MMORPGs, the game allows players to create an avatar and explore the fantasy world through first or third person view. Players can also fight various monsters, interact with NPCs and other players, and complete quests. It also encourages cooperation since certain quests, PvP combat, and dungeons can only be done cooperatively. Compared to the rest of the MMORPGs observed, this one offers options not available in others, such as, marriage to another player.

3.4.2.4 The Elder Scrolls Online: Tamriel Unlimited (ESO) An Overview

Only one participant played ESO (ZeniMax Online Studios, 2014): Stringth. This MMORPG is available on Playstation, Xbox, and PC; but it does not support cross-platform play. It is set in the fictional continent of Tamriel and allows players to create personal avatars from three distinct races: humans, elves, and beasts. Similar to all MMORPGs, gameplay is non-linear, with random events, mixture of quests, and free exploration of the world. It also encourages cooperation since certain quests, PvP combat, and dungeons can only be done cooperatively.

3.4.2.5 Fallout 76: An Overview

Only one participant played Fallout 76 (Besthesda Game Studios, 2018): Sama. Fallout 76 is not considered an MMORPG by certain game developers as it does not support a large number of players in one server (Tzika, 2021). It also does not have other features which are available in MMORPG, namely text chat. However, it is similar to MMORPGs in the sense that it supports

cooperative play, has a mixture of quests, allows free exploration, has PvP combat, and various monsters. It is available on PS4, Xbox, and PC.

3.4.3 Data Collection Instruments

Phase two of the main study incorporates a number of data collection methods. This includes observations:

3.4.3.1 Background Survey

At the beginning of the data collection process, participants answer a background survey similar to the one in phase one of the main study (see heading 3.3.2.1 & Appendix D.2). In addition, after data has been gathered from the rest of the collection methods, participants are encouraged to partake in another survey (see Appendix D.4). The aim of the other survey is to know if they still play MMORPGs and what their motivation to play is. Therefore, it only has two questions. The latter question (motivation to play) should have been in the first survey replacing its last question. However, I only knew the importance of motivation to play during data analysis. The aim of the first question in the second survey is to know if they played MMORPGs for data collection purposes or because they genuinely enjoyed it.

3.4.3.2 Field Notes from Observations

Research observations are said to be:

“The conscious noticing and detailed examination of participants’ behaviour in a naturalistic setting. In applied linguistics, this can include a classroom or teachers’ room, or any environment where language use is being studied” (Cowie, 2009, p. 166).

Cowie (2009) suggests that observers are classified into four roles: complete observer, observer as participant, participant as observer, and complete participant. In this study, the researcher took on the role of observer as participant. I did not participate with participants during observations to minimize the Hawthorne effect (see Glossary of Terms). The aim was for the data to be as natural as possible. The participants recorded their gameplay then shared it with me. It is important to note, that for two participants (Demian & Stringth) the role was complete observer since their recordings were uploaded to YouTube before the study started. Once I obtained the recordings, Microsoft OneNote was used to create preliminary field notes (see Appendix D.5 & Appendix D.6). However, as a type of exploratory case study, the preliminary field notes were modified in accordance with the unpredicted stimuli observed, therefore I made it more effective during data collection (see Appendix D.7).

The field note's criteria enabled me to look out for SRL strategies. In addition, they were used to detect why the second language is needed and how it works in MMORPGs, how the participants use the second language, and possible advantages the game they are playing presents.

Advantages of observer as participant include: observing what participants do, not just what they claim to be doing; and experiencing the setting through the participants eyes. However, disadvantages of observer as participant include: validity might be compromised from the Hawthorne effect. It suffers from low reliability since it relies on the researcher's characteristics, and it is difficult to make generalisations (Cowie, 2009). On the other hand, advantages for complete observer include: completely minimizing the Hawthorne effect.

3.4.3.3 Stimulated Recall Interviews

The second data collection method is semi-structured interviews (see definition in heading 3.3.2.2) that depend on stimulated recall. Stimulated recall is an introspective method, it is defined by Bloom (1953) as follows:

“The basic idea underlying the method of stimulated recall is that the subject may be able to relive an original situation with vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation” (p. 161).

The advantages of stimulated recall include: the interview is not based on remembering, thus the interviewee can bring to mind the thoughts observed as reliable as possible; and it enables me to comprehend what kind of thinking processes the interviewee was doing in connection to his/her action (Gass and Mackey, 2016). The latter advantage is beneficial for this study, since self-regulation is cognitive (Winne, 2018).

Stimulated recall also has disadvantages, they include: validity issues relating to the Hawthorne effect, and reliability issues since participants might not separate the thought process stimulated by the interview from the interactive thought process. Gass & Mackey (2016) suggest that participants might create explanations to situations without knowing what actually happened. This can be marginalised with triangulation which is applied in the phase two.

The aim of these interviews is reporting how these observed participants manoeuvre in an MMORPG that is in a language they are not familiar with. These interviews were follow-up interviews after an observation and the questions were developed from the field notes (see Appendix D.7). Questions regarding the SRL strategies participants used, language learning features they encountered during play, and the voice and/or text chat interactions were

mentioned in the interview. Occasionally, the interviewee is showed recordings of actions they took during the observation. Finally, depending on the distance, interviews were either conducted online through Skype or face-to-face.

In addition to the multiple interviews following the observations, one interview from each participant was conducted before the observations. This interview was conducted after they completed the survey. It is exactly the same as the interview in phase one (see heading 3.3.2.2).

3.4.4 Procedure

The duration of the data collection procedure depended on the number of participants recruited. More participants equals to less hours of recording and interviews from each, whereas less participants equals to more hours of recording and interviews from each. In phase two of the main study, six participants were successfully recruited. I assumed that three hours of recordings, at different stages, followed by three interviews would be a sufficient amount to reach data saturation. The steps taken to collect data from each participant is presented below:

3.4.4.1 Step 1: Background Survey

At the beginning, participants received a Google Form link that takes them to a survey. This survey took approximately 5 minutes of their time. It allowed me to collect necessary background data that could provide insight during data analysis.

3.4.4.2 Step 2: Semi-structured Interview (SRL Interview)

Once participants completed the questionnaire, they were asked to conduct an interview with me about their SRL strategies in MMORPGs. This interview is similar to the interviews taken with participants from phase one of the main study (see heading 3.3.2.2). The interview took approximately 10 to 20 minutes of each participants' time. The interviews' recordings were transcribed then coded after each interview.

3.4.4.3 Step 3: Observations

Once participants completed the interview, they were requested to record their gameplay for a duration of an hour. If they did not have any MMORPGs, as was the case with two participants (Champion & San), they were provided with free trials of certain MMORPGs. Once participants completed their recordings, they uploaded the data privately via YouTube then sent it to me or they lent me a USB drive containing the recording. Once I obtained the data, I analysed them using the field notes (see Appendix D.7) which helped me develop interview questions and allowed me to code certain instances observed for data analysis purposes.

After the follow-up interview, participants were requested again to record their gameplay once they reached a certain stage (i.e. gained a certain number of levels or engaged in a different activity in the MMORPG). This was repeated for the third and final time after participants completed the follow-up interview after the second recording.

Two participants in this study already had publicly available recordings on their social media channels (Deman & Stringth). Furthermore, they would constantly update their social media page with new recordings of them playing MMORPGs. These participants' data collection procedure was different than the other participants. I chose three different videos to analyse than requested an interview with them after successfully analysing them.

3.4.4.4 Step 4: Stimulated Recall Interviews

The interviews' questions after each observation was heavily influenced by the field notes from the recordings provided by the participants. These interviews would last 10 minutes to 30 minutes; it depends on the level of activity observed during the recording, the interviewees' rapport, and his second language proficiency.

If the participants' English language proficiency was weak, the interview was conducted in his native language, Arabic. Only one participant's interview was in Arabic, Deman. However, this was not the case with San and Agmi. Their English language proficiency was weak but the interview was conducted in English, this resulted in less data from them at the first interviews. During the final interviews I have translated the questions they had difficulty understanding and encouraged them to speak in Arabic if they failed to express themselves in English (see heading 3.4.5.2 & 3.4.5.3).

The interviews were conducted every two to four weeks. However, with the participants who stream their gaming; the interviews had shorter intervals since the videos were readily available.

3.4.4.5 Step 5: Final Survey

During data analysis, I realised I needed more information about the observed participants'. Particularly their motivation to play. Also, I wanted to confirm if certain participants still play the MMORPGs provided or they stopped. Therefore, in August 2020 I prepared a survey and sent them the Google Form through email or social media. After completing the survey, the data collection process was complete.

3.4.5 Progression of Data Collection

The data collection process for each participant progressed differently and some had their own unique difficulties. Therefore, the headings below focus on each individual participant explaining how data collection happened and if there were any difficulties encountered. It is important to note that this study began in December 2019 and data collection was mostly completed by March 2020 (see Table 3.1) (only the final survey had not been completed at this point).

3.4.5.1 Champion

Champion was the first participant recruited for phase two. He was provided with a free trial of WoW after completing the initial survey and interview. Once he completed the recording, he uploaded to YouTube, privately, two 1 hour long videos then sent it to me. After analysing both recordings (see Appendix E.1.1 & E.1.2) and completing the 1st and 2nd follow-up interviews (see Appendix G.1.1 & G.1.2), I kindly reminded Champion to record videos at different intervals. For example, once he gained a number of levels so they can be different. Champion agreed but complained about WoW, alongside San, so he was provided with another MMORPG BDO (more info in findings heading 4.1.1). After a period of two weeks, he recorded a two hour long video and again uploaded it privately via YouTube then sent it to me. After analysing it (see Appendix E.1.3), the 3rd follow-up interview was conducted (see Appendix G.1.3).

Champion enjoyed playing BDO, so during the end of the data collection process he sent me a 4th recording privately via YouTube; the only participant to do so. I analysed it (see Appendix E.1.4) then we conducted a 4th follow-up interview (see Appendix G.1.4). Champion, compared to the rest of the participants, started at beginning levels than reached end-game levels so the quality of his observational field notes and follow-up interviews was different than the other participants as Champion reflected on his journey to reach this stage in BDO. In brief, the difficulties encountered during data collection for Champion were very minimal. The quality of the 2nd recording, which was similar to the 1st, was mitigated by the 4th recording.

3.4.5.2 San

San was the second participant recruited, I occasionally met him alongside his friend Champion. Their individual follow-up interviews were sometimes conducted after each other. Similar to Champion, San was provided with a free trial of WoW after completing the background survey and SRLL interview. Once he finished his 1st hour long recording he uploaded it privately via YouTube then sent it to me. After analysing it (see Appendix E.2.1) then conducting the first follow-up interview (see Appendix G.2.1), San alongside Champion complained about WoW. He suggested recording a digital game he regularly plays called Destiny 2, I agreed.

Then after a 4 day period San provided me with a link containing the hour long video of him playing Destiny 2. The video lacked any second language advantages normally encountered in MMORPGs (see heading 2.1 & Appendix E.2.2). Therefore, the 2nd follow-up interview was lacking compared to most interviews in the second phase (see Appendix G.2.2). I suggested he play the MMORPG Champion was currently playing, BDO. He accepted then after a two week period recorded himself playing BDO for one hour and sent me the video (see Appendix E.2.3). After completing the final follow-up interview (see Appendix G.2.3), San quit playing MMORPGs altogether as they seemingly did not entertain him (see heading 4.1.2 & Appendix I).

In brief, four difficulties were encountered with San: 1) the 2nd recording and follow-up interview lacked any meaningful data because the FPS digital game lacked the characteristics available in MMORPGs (see heading 2.1), I decided to exclude it from this study as little to no benefits to second language acquisition were encountered and due to word limit; and 2) It seems he only played for data collection and not for his entertainment; 3) he lacked rapport in his interviews; and 4) the interviews were conducted in English despite his intermediate proficiency in the English language. This resulted in receiving few data from San in the initial follow-up interviews. Therefore, I encouraged him to speak in Arabic if he had difficulty expressing himself in the final interview and to inform me to give translations of sentences he failed to understand.

3.4.5.3 Agmi

Agmi was recommended to me by Champion and after meeting him and completing the background survey and SRL interview, he explained that he used to play BDO and could start playing it again. I thanked him and requested that he send me an hour long recording of him playing BDO. Unfortunately, because of a hardware issue, Agmi could not play BDO. Only after two months he fixed his hardware and started recording himself playing BDO.

It was evident from the recordings that Agmi was not thrilled to play again and it seemed he only played for data collection purposes and not for his own entertainment (see heading 4.1.3). In addition, he offered me the three recordings in a USB drive and it was evident that there was no interval between the recordings (see Appendix E.4). Nonetheless, I analysed all three recordings and conducted all three follow-up interviews with him at once (see Appendix G.4).

Sadly, Agmi lacked rapport in his interviews. It was extremely difficult to get him to explain or provide examples. He also had an intermediate proficiency in the English language, but this was mitigated by translating the questions he had difficulty understanding from English to Arabic.

In brief, the difficulties encountered from Agmi were: 1) There was no interval between the recordings; 2) It seems he only played for data collection and not for his entertainment; 3) He

lacked rapport in his interviews; and 4) The interview was conducted in English despite his intermediate proficiency. However, this was mitigated by translating difficult questions and allowing the participant to convey his meanings in his native language if he had difficulty conveying it in his second language.

3.4.5.4 Sama

Sama was the fourth participant recruited for phase two. He was initially a participant for phase one of the main study, so the background survey and SRL interview were already conducted. During data collection of phase two, he was currently playing the MMORPG *Fallout 76*. He recorded himself playing the digital game and privately sent me a link via YouTube (see Appendix E.3.1 for field notes). However, due to a technical issue the video lacked sound. Because *Fallout 76* lacked textual chat, the voice chats between him and his companion in the recording were lost despite having the potential to produce interesting results. In spite of that, Sama was very cooperative during the 1st follow-up interview and attempted to recall most interactions that happened between him and his companion (see Appendix G.3.1).

Unfortunately, Sama quit playing *Fallout 76* then sent me two recordings of him playing an action multiplayer game called: *Warhammer Vermintide 2* (one video was 15 minutes long, the other was 30 minutes long). They were analysed together (see Appendix E.3.2). They also lacked any second language advantages normally encountered in MMORPGs (see heading 2.1) and did not last long enough for meaningful data to be encountered. The follow-up interview for these recordings were nearly useless as they did not generate lots of data for the field notes which the interview questions are developed from (see Appendix G.3.2). I suggested he play *Fallout 76* again, but he explained that he deleted it and had no intention of playing it again as he completed the game.

In brief, I encountered multiple difficulties with Sama: 1) The first recording lacked sound; 2) He quit playing MMORPGs and sent videos of him playing digital games of a different genre; 3) The recordings of *Warhammer: Vermintide 2* did not generate meaningful data for the field notes; 4) The last follow-up interview was short. I decided to exclude the last recording and interview from the study, after analysing it, as no benefits for second language acquisition were encountered and due to word limit.

3.4.5.5 Deman

Deman was recruited via social media. I sent him a private message on Twitter requesting he join the study and he accepted since he already has recorded videos of him playing the MMORPG *FF14*, since he was an online streamer (see Glossary of Terms). After completing the background

survey, Deman had difficulty with the SRLI interview due to his low proficiency in English. Learning from past experiences (e.g. San & Agmi), I decided to translate the interview guide and start conducting the interviews in Arabic. After completing the SRLI interview, I started analysing three different streaming videos Deman broadcasted on his Twitter profile (see Appendix E.5). Then conducted all three follow-up interviews, in Arabic, in a period of one day (see Appendix G.5).

In brief, the only difficulty encountered with Deman was his low proficiency in English but this was completely mitigated by translating the interview questions to Arabic.

3.4.5.6 Stringth

Stringth was recommended to me by 11-EXP, he was an online streamer. I contacted him on WhatsApp and he sent me his YouTube profile which contained the videos he live streams of him playing the MMORPG ESO. After completing the background survey and SRLI interview, I started analysing three different videos on his profile (see Appendix E.6). Once I was finished analysing them, I conducted all three follow-up interviews in a period of two hours (see Appendix G.6). After completing the follow-up interviews; Stringth deleted most videos on his profile, including the ones analysed, which caused some issues for data analysis (e.g. the comments made by viewers). However, the data from the recordings was written on the field notes and there were mentions of it in the follow-up interview. He uploaded more videos and one of them was analysed (see Appendix E.6.4 & E.6.5) but no follow-up interviews were conducted since it was exam month for Stringth.

In brief, the only difficulty encountered with Stringth was the loss of recordings. However, data from the field notes and interviews mitigated this issue.

3.4.5.7 Summary

In conclusion, the amount of data gathered from participants in phase two is displayed below in Table 3.3. While not mentioned in the table below, all participants in phase two participated in one background survey, one semi-structured interview, and one final survey (see heading 3.4.4).

Table 3.3 Data gathered from participants in phase two

Participant	Data Gathered
Champion	<ul style="list-style-type: none"> • Two recordings in WoW • Two recordings in BDO ○ Four follow-up interviews
San	<ul style="list-style-type: none"> • One recording in WoW • One recording in Destiny 2 (omitted) • One recording in BDO ○ Three follow-up interviews (one omitted)
Agmi	<ul style="list-style-type: none"> • Three recording in BDO ○ One <i>long</i> follow-up interview
Sama	<ul style="list-style-type: none"> • One recording in Fallout 76 • Two merged recordings in Warhammer 2 (omitted) ○ Two follow-up interviews (one omitted)
Demam	<ul style="list-style-type: none"> • Three recordings in FF14 • Three follow-up interviews
Stringth	<ul style="list-style-type: none"> • Four recordings in ESO ○ One <i>long</i> follow-up interview

3.5 Ethical Considerations

This research was implemented following the ethical guidelines of the ethics committee in the University of Southampton. All ethical approvals were acquired before the studies were implemented (see Table 3.1 & Appendix C).

3.5.1 Consent forms, Confidentiality, and Anonymity

Prior to collection research participants were provided with two consent forms and a participant information sheet (PIF) (see Appendix C.5 & C.6). In the PIF, participants were informed of the

purpose of the study, why they have been asked to participate, what happens if they take part, any benefits, any risks, confidentiality concerns, and what kind of data is collected (see Appendix C.6). Before entering the survey page in Google Forms, participants read the consent form detailing their participation was voluntary and they can withdraw at any time (see Appendix D.2). They received another consent form for the observation and interview, it explained that audio recordings from the interview and video recordings from the observations are taken but audio recordings are transcribed and deleted after transcription (see Appendix C.5). Participants were informed that video recordings of them playing would be stored in the researcher's private account. However, two participants had videos that were displayed publicly in their profiles; therefore, their data was not stored.

After the research, steps were taken to ensure the confidentiality of participants identities. The 12 participants in phase one of the main study had their names changed to numbers (e.g. 01-EXP until 12-EXP). The same can be said for participants in phase two, but their names were not numbered only changed. Their identities would be anonymised in any publication of findings and any future publications regarding this study.

3.5.2 My Role in the Study

In this research, I played key roles as a researcher, participant observer, and gamer. As a researcher, participants were made aware of the ethical issues in this study as explained in the heading above. The responses toward participants during the data collection process were kept neutral and rational. As a participant observer, rapport between the participants and the researcher were maintained (see heading 3.4.3.2). After each interview, I would listen if they had any grievances or suggestions. For instance, two participants felt uncomfortable with a certain MMORPG, so they were provided with another one (see heading 3.4.5.1 & 3.4.5.2). As a gamer, I provided insight on certain data results in the findings chapter. In other words, I have previously played the MMORPGs the participants played in, except for BDO (see heading 3.4.2). Therefore, I can interpret results from the perspective of a gamer and an applied linguist. In addition, participants can communicate with me during interviews as a fellow gamer, providing me insight not normally given to researchers not familiar with the field.

The nature of the relationship with participants from phase one was neutral. However, it differs with participants from phase two. Participants San and Agmi (see heading 3.4.1.2 & 3.4.1.4) apparently played for data collection purposes only, to fulfil a request from Champion to join the study. **This influenced the data negatively as it was difficult to build rapport during interviews as they did not seem to be interested in MMORPGs** (see heading 3.4.5.2 & 3.4.5.3). The relationship with the rest of the participants from phase two was positive, particularly participants Deman and

Champion. Me and Champion bonded due to having similar interests in games, he willingly helped me search for more participants for the study. Deman was an avid gamer and was ecstatic to participate in a study about his favourite hobby.

3.6 Data Analysis

Once data collection for the two phases of the main study was completed and the interview audio recordings were transcribed. I started uploading the field notes, survey results, and interview transcriptions into NVivo (see Glossary of Terms) to begin a thematic analysis. Both phases were analysed together; however, they were somewhat different in purpose. The first phase feeds data into research questions #2 & #3 whereas the second phase data feeds data into research questions #1, #2, #3 (see Table 3.2). The second phase also provides more concrete data on research question #2. For example, how these features happened and in what form.

The data for phase two was more extensive and thus took longer to code than phase one (see headings 3.6.3 & 3.6.4). Because this was an exploratory case study, I did not fully know what I would encounter during data analysis. There were certain themes that were expected (SRLL strategies, social interaction in MMORPGs, culture of MMORPGs, attitudes toward L2 learning in MMORPGs, role of language) whereas other themes were unexpected (L2 outcome from playing, MMORPGs vs other methods, motivation to play, and usability features). Therefore, the themes generated in NVivo follow a slightly different hierarchy than the themes in the findings chapter. However, **it is important to note that the themes developed in the findings chapter are the final product of the data analysis.** In other words, the data gathered from these two collection methods were coded in NVivo first then revisited for organization purposes.

Below is a breakdown of the analysis used in each data collection method. Explaining how these key themes emerged, how and if they are related, the meaning of the codes (see Glossary of Terms) used in NVivo, how I coded, what kind of data was obtained from the observations, how I formulated questions from the observational field notes into the stimulated recall interview, and the themes unique to each phase (see heading 3.6.6 for a list of the themes developed for the findings chapter).

3.6.1 Phase One & Two: Background Survey Data Analysis

The aim of the survey in both phases had the same purpose. Therefore, they were analysed together. The purpose was to compare the participants' comments in the interviews against their survey results. For instance, if a participant did not recommend learning L2 from MMORPGs in the interview I would look at his survey results to know which MMORPGs he played, how long he

played it, how frequently he played it, his motivation for playing, and his self-perceived English language level before and after playing said MMORPGs to know if it had any effect on his recommendation. The same scenario is done to participants who recommend learning L2 from MMORPGs. After comparing each participants words against their survey result, I searched for any common themes among all participants. The survey was also used to collect the participants' contact details for member checking after data analysis.

3.6.2 Phase One & Two: Semi structured Interview (SRLI Interview)

In both phases, an interview was conducted regarding the participants SRLI process whilst playing MMORPGs. 6 of the 11 questions in the interview guide (see Appendix D.3) were related to SRLI strategies. Answers from these questions were placed under their respective code. For instance, if participants claimed placing L2 learning goals whilst playing then that reference is placed under the code "goal setting". If participants arranged their physical setting to make L2 learning easier then that reference is placed under the code "environmental-time" (see Appendix J for the descriptions of each SRLI strategy).

The focus of these SRLI questions in the interview (Q:2 – Q:7) is purely L2 related (see heading 3.3.2.2), no focus has been put on game-related SRL strategies. As previous studies have found ample data that players do regulate their gameplay whilst playing (see heading 2.4.2). However, there is a lack of empirical studies reporting on how players self-regulate their language learning in online digital game environments, which is the focus of this interview. Therefore, the following codes were developed in NVivo under SRLI:

- ❖ **Goal Setting:** Putting L2 goals to accomplish in MMORPGs.
- ❖ **Environmental Structuring / Time Management:** Arranging the physical setting to make L2 learning easier and/or setting a particular time for making L2 learning easier in MMORPGs.
- ❖ **Self-Evaluation:** Ongoing evaluation of L2 learning in MMORPGs.
- ❖ **Help Seeking:** Asking for L2 help from peers, teachers, forums, social media, etc.
- ❖ **Task Strategies:** An approach to achieving L2 learning in MMORPGs.

Despite the focus of the interview being SRLI related, **unexpected themes** emerged that were not related to SRLI. Multiple participants mentioned in the interview how playing MMORPGs has developed their L2 and how MMORPGs compared against other methods of language learning. Thus, the following codes were developed in NVivo (see Appendix J):

- **L2 Outcome from Playing:** After a period of time playing, how did the participants L2 develop? It was coded through participants self-reporting from interviews.

- **Specific Language Skill:** What language skill do participants claim have improved from MMORPGs? It was coded through participants self-reporting from interviews.
- **MMORPGs vs Other Methods:** How do games compare to other methods of L2 learning? It was coded through participants self-reporting from interviews.
 - **Other Influences into Learning L2:** References related to participants claim that L2 has improved due to other factors than just MMORPGs.

There were other themes besides SRL that emerged that were **expected**, question 9 focused on **code-switching**; hence, a code in NVivo was made for it. However, only a few participants have been asked about it (see heading 3.3.2.2). Question 10 focused on **participant attitudes toward learning an L2 in MMORPGs**; thus, a code was made for it in NVivo. Answers from both questions were placed under their respective codes (see Appendix J).

3.6.3 Phase Two: Observations

According to the field notes, data taken from observations focused on: SRL strategies observed from participants, the attitudes or perceptions of participants (e.g. which class they pick, which race, which profession, preferred attack method, etc), social interactions conducted during the observation, and language learning features observed in the MMORPG (see Appendix D.7). From these field notes, questions were formulated for the stimulated recall interviews. The major themes derived from the observations are:

Expected:

- **Social Interaction in MMORPGs:** This code gathered any material related to an exchange between two or more players in a MMORPG. Exchanges in this code were further divided according to the type of interaction conducted to present illustrative descriptions of significant features of social interaction. This division of exchanges are pre-existing themes from Peterson's (2011, 2012c, 2012b) data analysis (see page 35). Below are the sub-codes:
 - **Politeness: Greetings:** A type of positive politeness featured in the recordings that involves the use of greetings.
 - **Politeness: Leave-Takings:** A type of positive politeness featured in the recordings that involves the use of leave takings.
 - **Politeness: Use of Informal Language:** A type of positive politeness featured in the recordings that involves the use of informal language (i.e. humour, slang, or small talk).

- **Establishment of Intersubjectivity:** a shared communicative context for interaction, which is necessary for participants to engage in the target language (Antón and Dicamilla, 1999).
- **Failed Communication Attempts:** Interactions from the participants that have been ignored.
- **Culture of MMORPGs:** This code focused on materials that explained an MMORPG community's culture. For instance, its own slangs and metaphors, social rules and taboos, proper division of loot, how a player is expected to behave when grouped with other players, and how guild hierarchies are conducted. The aim of this code was to make an argument of how MMORPGs have similar characteristics to real life: they have financial systems, professions (e.g. blacksmith, miner, tailor), marriages, etc. **That being in a virtual world of an MMORPG in an English server, for instance, is similar to a non-English speaker moving into an English-speaking country.** Alas, this theme was deleted since it is too broad and does not adequately answer any of the research questions. However, certain aspects of it were kept to explain phenomena encountered during the observations. A brief overview of this theme is presented in the introduction chapter (see heading 1.4.5).
- **Role of Language in MMORPGs:** This code collected material that describe the role of language in MMORPGs. **It examines if participants needed to learn the game's language if they intended to advance in the MMORPGs they played.** For instance, if participants needed adequate proficiency in the game's language to make friends, adjust settings, or participate in forums, etc. **This is the only code in phase two that collected material from both phases.**
 - **L2 Functionality:** This code gathers material explaining the different L2 functions available in the MMORPGs observed: choice, descriptive, request, help, and threaten. This code is discarded in the beginning of its development due to the sheer amount of L2 functionalities available in MMORPGs. The amount of data gathered could potentially be overwhelming. Therefore, only a few examples of specific functions were taken in case it would be useful for other themes. It also does not adequately answer any of the research questions.
 - Other themes developed from other data collection instruments were incorporated into Role of Language in MMORPGs, they are: code-switching (see heading 3.6.2) and L2 = advancement in MMORPG & L2 ≠ advancement in MMORPG (see heading 3.6.4).

Unexpected:

- **Motivation to Play:** This code makes an association between participants' self-reported motivation to play in the final survey (see Appendix D.4) and their in-game behaviour (see heading 2.3.1 for more info, particularly page 44). For example, if a participant's motivation to play is manipulation then I investigate if his motivation to play has been fulfilled during his observations. In other words, if he attempted to challenge other players during his recordings. **The aim of this theme is to make an implication that if players are not motivated to play then they will learn L2 less effectively, from this virtual environment, compared to players who are motivated to play.** This theme emerged after noticing how two participants (San & Agmi) did not benefit linguistically as much as the rest of the participants (e.g. they did not communicate with other players). Further investigation led to noticing how their motivation to play was not fulfilled whereas the other participants' motivation to play was fulfilled. Thus, I attempt to make a co-relation between motivation to play and willingness to communicate.
- **Usability Features:** This code collected data relating to how MMORPGs introduce their interface to beginner players. It analyses the different usability features present, similar to Song et al. (2007) study (see page 16 for more info), **but ultimately makes implications that usability features are beneficial for scaffolding L2 development.** Materials for this code were gathered from the only two beginner participants in this study: Champion & San. It emerged when I was analysing their observations and noticed the number of notifications and pop-ups explaining how to play the game, and the game's mechanics and interface. I realised these usability features also have the added benefit of teaching new vocabulary words to novice players.

3.6.4 Phase Two: Stimulated Recall Interviews

After observing the participants recordings and making field notes, I formulated questions for the follow-up interviews. I asked the participants questions regarding their SRL during play, social interactions observed, perceptions towards decisions made during play, and language learning features in MMORPGs encountered (see Appendix D.7). The only new **unexpected** codes developed from this data collection instrument are:

- ◇ **L2 = Advancement in MMORPG:** Materials collected where claims from participants that they needed the L2 to advance further in the game.

- ◇ **L2 ≠ Advancement in MMORPG:** Materials collected where L2 interactions that was not related to advancement in the game. For instance, voice chatting with viewers during an online stream.

This data collection method also developed almost every other code alongside other data collection methods, namely the observations and SRTL interviews. In these interviews, participants explained the culture of MMORPGs, their unique motivation to play, the role of language in MMORPGs, L2 outcome from playing, their impression of MMORPGs vs. other methods of L2 learning, their attitudes toward L2 learning in MMORPGs, social interactions observed whilst playing, usability features encountered, and SRTL strategies conducted.

3.6.5 Phase Two: Final Survey

The final survey gathered the self-reported motivation to play from participants and also aimed to know if they still play the MMORPGs after data collection or not. It aims to support the claim made in this study that motivation to play is essential if players intend to learn an L2 from this virtual environment.

3.6.6 Summary

Through careful analysis of the data, I extracted the following key themes from the data analysis to the findings chapter: motivation to play, social interaction in MMORPGs, usability features that scaffold L2 development, role of language in MMORPGs, perceived L2 outcome from playing MMORPGs, perceptions of MMORPGs vs. traditional methods of language learning, player attitudes towards learning L2 in MMORPGs, and SRL strategies in MMORPGs. These key themes were extracted from the volume of data coding done through NVivo (see Appendix J). **Below is a representation of how the themes are related** (see Figure 3.1):

- A. The themes motivation to play & social interaction in MMORPGs aim to answer research question #1 (see heading 1.3.1).
- B. The themes usability features that scaffold L2 development, role of language in MMORPGs, perceived L2 outcome from playing MMORPGs, perceptions of MMORPGs vs. traditional methods of language learning, and player attitudes towards learning L2 in MMORPGs aim to answer research question #2 (see heading 1.3.1).
- C. The theme self-regulated language learning strategies in MMORPGs aims to answer research question #3 (see heading 1.3.1).

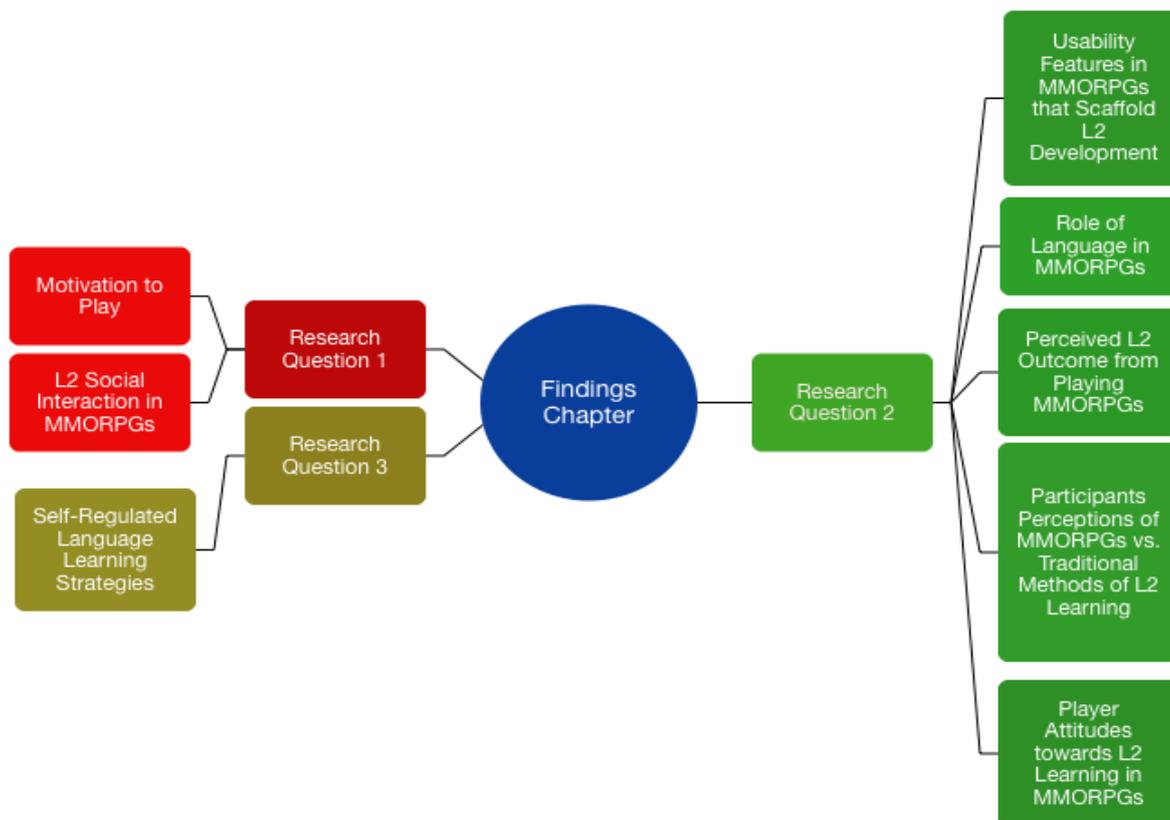


Figure 3.1 Organisation of themes according to research questions

Chapter 4 Findings

The aim of this chapter is to present the themes developed from data analysis; the themes after reviews are available in the previous chapter (see Figure 3.1). These specific themes emerged from the data and serve to answer the research questions (see heading 1.3.1). It is important to note that the themes motivation to play, social interaction in MMORPGs, and usability features in MMORPGs that scaffold L2 development were only developed from observing and interviewing participants in phase two. Whereas the other themes were developed from all participants in this study.

This chapter begins with the theme motivation to play, because this study makes a claim that motivation to play is essential if participants intend to learn effectively from this virtual environment. Next is the theme social interaction in MMORPGs which provides data on each exchange the participants had with other online players. After that, the theme usability features in MMORPGs that scaffold L2 development is presented. This theme focuses on how usability features can result in increased L2 development. Next, the themes role of language in MMORPGs, perceived L2 outcome from playing MMORPGs, participants' impression of MMORPGs vs. traditional methods of L2 learning, and player attitudes towards L2 learning in MMORPGs is presented. Finally, the largest theme SRLL strategies in MMORPGs is the last theme of the findings chapter.

All of the data in the excerpts is provided as it occurred. Text not relevant to the interaction or used to further explain the participants meaning is placed in brackets. Whenever possible, images are used to further illustrate participants' excerpts. The symbol (...) is used to signify a skip in the interview transcript.

4.1 Motivation to Play

This theme aims to make an association between participants motivation to play and their in-game behaviour (see heading 2.3.1 for more info, particularly page 44). It provides a context of how participants' motivation to play could influence their gaming and possibly negatively impact their opportunities for L2 development (see heading 5.1.2).

According to the final survey results, four of the six participants were motivated to play for relationship purposes (see Appendix I). Two participants were motivated to play for manipulation. One participant for advancement and one participant for immersion (see heading 2.3.1 for more

info about the different motivations to play). Two of those six participant had double motivations to play: San & Deman.

Two participants, San and Agmi, did not engage in any in-game behaviour that aligns with their motivation to play; this could have resulted in them not playing MMORPGs anymore, after data collection was completed, as listed in their survey result (see Appendix I). It also could have been the reason they did not willingly communicate with other players during recordings (see heading 5.1.2 for more info). While the other participants have had their motivation to play met, regularly interact with other players, and still regularly play MMORPGs; except Sama who started playing other genres of digital games because he fully completed Fallout 76.

4.1.1 Champion

In Champion's final survey result, he says his motivation to play is **advancement** (see Appendix I & heading 2.3.1 for more info). Players who are motivated to play for advancement purposes desire to become powerful in the MMORPG by reaching the last level, collecting "endgame" gear, and/or achieving difficult goals. Below is evidence from his observations and interviews that aligns his motivation to play with his in-game behaviour. When asked how he describes himself as an MMORPG player he said:

Excerpt 1 (from Appendix F.13)

Interviewer: How do you describe yourself as an MMORPG player?

Champion: Maybe I'd say the one who finishes the game fully, like I do everything in this game. I'm not the one who's a competitive gamer or the one who just play it for nothing. I play it for the game.

Research has shown that MMORPG players who focus on progress, status, and accumulation are motivated for advancement purposes (see heading 2.3.1). Champion's statement in Excerpt 1 aligns with these attributes.

An in-game behaviour that aligns with Champion's self-reported motivation to play happened during the character selection screen in BDO (see Figure 4.1 taken from observation E.1.3). Champion was required to choose which horoscope his avatar falls. These horoscopes affect the personality of the avatar Champion creates. He chose the Key horoscope. When I asked him about it and he said:

Excerpt 2 (from Appendix G.1.3)

Interviewer: Okay. I realized that you chose the key, as your retro scope, why?

Champion: Those stuff describe you in the game, while interacting with NPCs. And the key retro scope, actually it presents me, focused, thirst for knowledge, relaxed and determined. I see this as myself.



Figure 4.1 2nd character selection screen in BDO

The personality of avatars created under the key horoscope are determined, have a thirst for knowledge, relaxed, and focused. Champion chose this particular horoscope because he felt it represented himself since MMORPG players who fall under the motivation to play of advancement are likely to be determined in accomplishing their goals. Thus, he chose this particular horoscope after multiple minutes of examining all different horoscopes (see Appendix E.1.3).

Further evidence that Champion is motivated for advancement purposes is he managed to reach the max level in BDO. Because he accomplished his goal of reaching the final level he said in his last interview:

Excerpt 3 (from Appendix G.1.4)

Interviewer: How have you developed from the last recording?

Champion: Well now I'm actually in the high, or the peak, of my character. From last time, there were a lot of cooldowns I didn't have. Only when you reach this level, you have mastered skills they give you, you can only open if you reach level 56, which is

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called Awakening. Whenever you achieve Awakening, they give you a special weapon you can only use after level 56, which is something ... big improvement.

Players who aim to reach the last level are likely to be motivated for advancement purposes. Champion was the only participant in phase two who started at level 1 and reached the max level. This in-game behaviour highly co-relates with his self-reported motivation to play, advancement.

Champion played two MMORPGs: WoW and BDO. However, he did not enjoy WoW despite it fulfilling his motivation to play. He requested a different MMORPG and was provided with BDO. When asked why did he not enjoy WoW, he gave the following reasons:

Excerpt 4 (from Appendix G.1.3)

Interviewer: Okay. So what do you think is the difference between Black Desert Online and World of Warcraft?

Champion: I would say a huge difference. No offense for any World of Warcraft players, but your game is actually nothing compared to this one.

Champion: It's got huge graphics, it's got great combats skills in games. I can say in general, this game got us good, and this game got us good, and the old guys got bad, in general.

Champion: But I must say, Black Desert is way much better than World of Warcraft.

This is evidence that even if players motivation to play has been met, there are other factors that can result in quitting the game, such as, graphics.

Because Champion's motivation to play was fulfilled, he continued playing MMORPGs even after data collection was completed (see Appendix I). He was also willing to communicate with other players (see heading 4.2). Whereas participants whose motivation to play was not fulfilled did not communicate with any other players and quit playing after data collection was completed (see heading 4.1.2 & 4.1.3).

In summary, the previous excerpts looked at how Champion's self-reported motivation to play, advancement, aligns with his in-game behaviour. It also mentions why the first MMORPG he played, WoW, did not interest him.

4.1.2 San

In the final survey result, San says he plays for **relationship** and **manipulation** purposes (see Appendix I). Players who are motivated to play for manipulation purposes desire to compete with other players for personal gain or satisfaction. Furthermore, players who are motivated to play for relationship purposes desire to be social with other players and build meaningful relationships with them. Below is further evidence that San enjoys being social and competitive in digital games:

Excerpt 5 (from Appendix F.14)

Interviewer: How do you describe yourself as an MMORPG player?

San: I think I'm regular player on MMORPG and I like to play the MMORPG with my friends and it's more competitive to play this game.

Despite being motivated to play for relationship and manipulation purposes, San's in-game behaviour did not reflect his motivation to play or it is more accurate to say that he never had the opportunity to fulfil his motivation to play (evidence for this claim is provided below). Thus, he did not continue to play MMORPGs after the data collection process was completed (see Appendix I).

For San to be entertained in playing an MMORPG, he requires competition or social interaction with other players. Competition was not available in both MMORPGs due to the participant's low level. For instance, in the first MMORPG he played in, WoW, the player needs to level up (i.e. around level 10 ~ 20) to be able to effectively play in contested areas where the chance of manipulating and attacking other online players becomes more prevalent. Furthermore, to join battlegrounds he must reach level 10. Unfortunately, the participant stopped playing WoW once he reached level 5 (see Appendix E.2.1). In the other MMORPG he played in, BDO, the player has to reach level 40 to be able to compete with other online players unless if he completes a specific quest which makes him able to compete in level 35. However, the participant also stopped playing the MMORPG once he reached level 13 (see Appendix E.2.3). Because both MMORPGs did not satisfy the participant's motivation to play, manipulation, it could have caused him to lose interest in both.

San also had very few chances of social interaction once playing both MMORPGs despite one of his motivations to play being relationship. This is due to his low level, as the number of players in beginning levels tend to be low. He encountered minimal number of players during his first recordings in WoW and BDO (see Appendix E.2.1 & E.2.3). Thus, both MMORPGs did not satisfy his motivation to play, relationship, resulting in him losing interest in both. In addition, novice

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players seemingly have difficulty interacting with other players until they gain enough gaming experience (see Excerpt 26). This could impede social interaction during low levels.

One of San's encounters in WoW was with a player who provided him with help. He expressed joy once the player gave him help, as evidenced in the following excerpt:

Excerpt 6 (from Appendix G.2.1)

Interviewer: Okay. At 10:05 how did you feel when you received help?

San: He helped me to kill him and I find the loot and that's...

Interviewer: How did you feel, were you happy? Was it normal?

San: Yeah. I was happy and they found this game is very collaborative.

Despite receiving help from the player, observations showed that he did not use the chat box, even to express thanks once he received help (see Appendix E.2.1). The reason could possibly be because San enjoys playing with current real life friends rather than making new virtual friends in digital games, as evidenced in Excerpt 5.

In summary, the participant did not enjoy playing both MMORPGs WoW and BDO because they have not satisfied his motivation to play manipulation or relationship, as evidenced by him not playing anymore after data collection was completed (see Appendix I). Despite MMORPGs having multiple characteristics for learning (see heading 2.1), and multiple research being done on their suitability for L2 learning (see heading 2.2.3); this study makes an implication that if players are not motivated to play then they will not linguistically benefit from this virtual environment as much as players who are motivated to play. This is because San had no social interaction with other players whereas the participants who were motivated to play did interact with other players (see heading 5.1.2).

4.1.3 Agmi

According to his final survey result, he says he plays for **relationship** purposes (see Appendix I). He states that he used to be addicted to digital games and would play online digital games (e.g. MMORPGs) once his friends are online. If they are not online, he would play other digital games that have no online function. Below is an excerpt of this claim:

Excerpt 7 (from Appendix F.16)

Interviewer: I would like to ask you a question. How do you describe yourself as a MMORPG player?

Agmi: Well, I used to be addicted to the video games. So, I played for maybe 10 hours a day after school. So, it's like addiction. Okay. So yeah and my friends, I play with my friends the whole time. I can't play without my friends. So, I describe myself as... I love to challenge my friends.

Interviewer: So, if your friends weren't online, you don't think you would play?

Agmi: I'd play, but a specific game like maybe Skyrim... Offline. Yeah, the offline games. Rarely I go to online games.

Despite being motivated to play for relationship purposes, Agmi's in-game behaviour did not reflect his motivation to play. He never had any interaction with any player during the three observational recordings he offered me (see Appendix E.4). For example, he received multiple requests to join guilds from other players but did not reply to any (see Appendix E.4.2 & Figure 4.2).



Figure 4.2 Player requesting Agmi to join his/her guild in BDO

The reason could be that Agmi prefers to play with his real life friends as stated in Excerpt 7, instead of making new ones. It is possible his friends were not online whilst he was playing or his friends do not play BDO anymore. The latter would explain why he rarely plays MMORPGs anymore despite claiming he used to be addicted to it (see Appendix H). Therefore, similar to San,

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Agmi seemingly prefers playing with friends he already knows rather than making new virtual companions in BDO.

In conclusion, Agmi's self-reported motivation to play did not reflect his in-game behaviour. He did not attempt to make new relationships during his recordings. In addition, he did not engage in any social interaction with other players despite having opportunities. Because his motivation to play was not fulfilled it possibly resulted in him not continuing to play MMORPGs after data collection was completed (see Appendix I). However, it is important to note that due to multiple difficulties during data collection, data received from Agmi was not as rich as data received from the other participants (see heading 3.4.5.3 for more info).

4.1.4 Sama

According to Sama's final survey result, his motivation to play is **relationship** (see Appendix I). This aligns with his in-game behaviour since he was socially interactive with a companion of his from the beginning of the recording until the end (see Appendix E.3.1). He also confirmed it in his SRLL interview:

Excerpt 8 (from Appendix F.15)

Interviewer: Okay. My first question is, how do you describe yourself as an MMORPG player?

Sama: Well, I can describe myself as an intensive player. I play all the time through MMORPG games like Fallout 76 and Elder Scrolls and other games.

Interviewer: Okay. Do you think that you're more a cooperative player or are you a more competitive player?

Sama: Actually, I think I'm more cooperative player; because I play with my friends through a lot of games, such as the ones I described before and mentioned before.

MMORPG players who desire to be social with other players and build meaningful relationships with them are motivated to play for relationship purposes (i.e. cooperation). Unfortunately, Fallout 76 only supports voice chat and because of a technical issue the recording lacked any sound (see heading 3.4.5.4). Therefore, I only know why they have undertaken these social interactions from his interview. Thankfully, his stimulated recall interview was very rich in data.

One example of how his in-game behaviour aligns with his motivation to play is when he and his companion cooperated together to defeat a boss. Evidence of this social interaction is available in his interview:

Excerpt 9 (from Appendix G.3.1)

Interviewer: Was there a lot of cooperation between you and your teammate?

Sama: Yeah, definitely. As you can see in the video, my friend tried to aggro a couple of them and I melee attacked the boss. I was doing a lot of damage on the boss. I was just tanking for him until he dealt with the other groups. After that, he came in to support me.

Interviewer: Oh, I see. So, all this you were doing during chat?

Sama: Yeah. During the chat, PS4.

Before he and his companion attacked the boss, they made strategic plans on how to defeat him (see Excerpt 34). Sama decided to aggro (see Glossary of Terms) the boss while his online friend attacks the multiple smaller mutant angler fish. He helped his companion complete the mission since he claims it is difficult to do it alone. Evidence is available in his interview:

Excerpt 10 (from Appendix G.3.1)

Interviewer: So, are you helping your friend to complete a mission?

Sama: Yeah. In this game, you'll always have different missions because you have a daily mission, and you have a monthly mission and a weekly mission. And there is also the game mission. So, in this game, on that day actually, we were doing daily missions. So, it was very high-level day missions. And we have to ~~for~~ [do] it because even though you are high level, it's very hard to do it alone.

Sama was very socially interactive throughout his 1st recording (see Appendix E.3.1). To him, doing Fallout 76 missions alone is difficult therefore he prefers supporting other players and completing it together. He does not hesitate to help his companions. There was an occasion during the recording where his friend was infected, and he helped aid him by giving him the required medicine to heal (see Appendix E.3.1). Evidence is available in his interview:

Excerpt 11 (from Appendix G.3.1)

Interviewer: Okay. So, if you remember over here, there was something that was happening to your friend. I don't know if it's clear or not.

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Sama: I think he has a parasite or an illness. It got stuck on him, so I have to give him a medicine or an aid to try to save him from this illness.

Helping other players is another in-game behaviour that aligns with Sama's motivation to play. To him, Fallout 76 is a cooperative game; if he does not cooperate with his companions then they will likely lose.

Excerpt 12 (from Appendix G.3.1)

Interviewer: So over here, at 04:30, you helped your friend with this machine. Why did you decide to help your friend?

Sama: Because it's basically a club game, so you have to cooperate with your friends and you have to destroy other stuff to protect your friends; otherwise you will all die.

In conclusion, Sama's self-reported motivation to play relationship did reflect his in-game behaviour. However, it should be noted that there was only one recording from the participant when he played the MMORPG Fallout 76. Therefore, I do not have enough data on his gameplay as he stopped playing the MMORPG. In brief, unlike San and Agmi, his motivation to play was fulfilled which motivated him to play until he received the platinum trophy in Fallout 76 (the trophy is received once fully completing the game).

4.1.5 Deman

According to Deman's final survey result, he plays for **immersion** and **relationship** purposes (see Appendix I). In every recording Deman provided, he was always chatting with his friends (see Appendix E.5). From these recordings, there is evidence that Deman's in-game behaviour aligns with his reported motivation to play. Thus, he continued to play even after data collection was finished (see Appendix I). Below are excerpts from the participant's follow-up interviews that show his in-game behaviour was aligned with his motivation to play:

Excerpt 13 (from Appendix F.17)

Interviewer: I met people who used to play games for the purpose of having fun and for learning language, what's your opinion about that?

Deman: That's the right purpose for playing games, it won't be fun to play games based on stories without understanding their stories, these games aren't a shooter game or just a ~~game-play~~ [game to play], and you may notice that games reviewing websites put

game's story reviewing on the top, and that's the main reason for me learning language, I wanted to understand what is happening around me.

Deman claims it is crucial for him to understand the story of digital games he plays. Therefore, him attempting to be engaged to the fantasy world of the MMORPG shows that he is truly motivated for immersion as he claimed. Another immersive playstyle was encountered in his 2nd observation (see Appendix E.5.2), he said the following when asked about it:

Excerpt 14 (from Appendix G.5.2)

Interviewer: On time 2:45, the game offered you three choices and you chose the first one, why did you choose that one?

Deman: They ask about my opinion in some dialogues, and I chose the suitable one for my avatar, the three choices are different and you may choose the closet one to your avatar, many games use that style such as the game "The Witcher", "Dragon Age: Acquisition", and it's important to note that these choices affect your role in the game.

Interviewer: On time 6:40, there are many cutscenes, are these cutscenes important to you?

Deman: Yes, it's important to me, some people may just skip it, but I don't do that. I enjoy watching these scenes, like one character which we thought he was dead in the beginning of the game, appeared again, the guy with the grey hair, wearing red clothes, and named Gaius, it was a big surprise for me that he's still alive.

Excerpt 14 highlights how Deman enjoys playing the part of the fictional character he created. He also enjoys immersing himself into the game's story. Further evidence that his in-game behaviour reflects his reported motivation to play, immersion. His other motivation to play, relationship, was also fulfilled in his observations. He claimed in his 1st interview that he enjoys playing cooperative games:

Excerpt 15 (from Appendix F.17)

Interviewer: Do you prefer playing multiplayer or individually?

Deman: Before, I used to play individually. But lately I enjoyed it more when playing multiplayer games, however, I still play individually in some games like Dark Souls, Sekiro, and Bloodborne. But I found it more fun to play online in multiplayer games.

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This is further evidence that Deman desires to be social with other players in order to be more entertained and motivated to play. As mentioned previously, Deman is among the incredibly social participants. He regularly plays with other online friends in every recording, albeit in his native language, Arabic.

For instance, at the start of the 2nd observation, an online friend of Deman was voice chatting with him, in Arabic, about a shortness of breath situation that happened to him. He said he felt sorry for Deman for having that symptom as he could not handle it once despite it happening to Deman multiple times. Deman replied that he got better now. They both agreed that Deman's shortness of breath was due to his depression. His online friend asked if he is feeling better now and he gave an affirmative statement. The conversation shifted to Deman's girlfriend's health. His online friend asked if the results of the laboratory on his girlfriend's Anaemia test came out to which he gave a negative statement (see Appendix E.5.2).

Deman's recordings are full of similar voice chat interactions. This suggests that maintaining relationships is important to him. Furthermore, the fact that he publishes his live gameplay on his social media platforms could highlight how building new relationships is important to him as well. A final interesting example of how Deman maintains meaningful relationships in MMORPGs is him having a marriage ceremony in FF14 with his girlfriend, using their respective avatars (see end of Appendix G.5.3). In brief, the above examples give an insight on how the participant's motivation to play, relationship and immersion, coincide with his in-game behaviour.

In conclusion, the previous excerpts looked at how Deman's self-reported motivation to play co-relates with his in-game behaviour. Deman is the only participant motivated to play by immersion. Thus, understanding the game's story is crucial for him. He is also motivated by relationship; similar to Sama, San, and Agmi. While San and Agmi have not fulfilled their social needs in the MMORPGs they played, Deman and Sama have.

4.1.6 Stringth

According to Stringth's final survey result, he is motivated to play for **manipulation** purposes (see Appendix I). He and Deman are both incredibly social when compared to the rest of the participants observed. However, their social interactions with other players is fundamentally different. Stringth enjoys attacking, killing, and manipulating other online players whereas Deman enjoys cooperating, helping, and positively interacting with other online players. In other words, Stringth enjoys PvP whereas Deman enjoys PvE.

Unlike Deman, Stringth's follower base are active and regularly chat with him (see Appendix G.6). He claims they follow him because he is one of the best PvP players in the MMORPG he plays ESO. Below is an excerpt taken from his interview as evidence to the above claim:

Excerpt 16 (from Appendix F.18)

Interviewer: Thank you. I want to ask you a few questions, please. Question number one, how do you describe yourself as an MMORPG player?

Stringth: I describe myself as a competitive player. Many players see that I'm one of the best players in the MMORPG that I play. And they even compare me to other players with better internet and the closer to the servers, and they say that a few had that being the same internet connection, if you are close to the server, it would be the best. So, I describe myself as a very good player.

Excerpt 16 is further evidence that Stringth's motivation to play is manipulation. He would regularly challenge his guild members to a duel and if they win they receive a monetary reward:

Excerpt 17 (from Appendix G.6)

Interviewer: Okay. When you stream, I realize, do you usually find people to chat with?

Stringth: Yes, I do click bait. No, I don't click bait. In this game; I have a lot of gold, money in the game. So, I go in my guild. So, I say whoever want 15K or 100K; that costs \$5 in real life. So, you have to beat me. I'm confidence, my skills. So, I get like, "No one will kill me." And a lot of views will come, many people follow me. And I'm abusing my power.

Interviewer: How did you get followers?

Stringth: By uploading montages. Like [Hombee Ex 00:03:54] montages.

Excerpt 17 highlights how Stringth enjoys competition. MMORPG players who identify as manipulative are participants who desire to compete with others for personal satisfaction. During Stringth's observations there were many instances where he manipulated other players in order to defeat them in combat. He mentioned in both interviews that he is a solo player that enjoys attacking multiple opponents at once (see Excerpt 18), a difficult challenge since in MMORPGs defeating one player is possible but defeating two, three, or more simultaneously becomes even more difficult and sometimes impossible. From my experience playing MMORPGs, it was impossible for me to defeat two players against me alone. However, during my observation of Stringth he managed to defeat, numerous times, two or

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three players versus him alone and very easily defeats players in a one versus one battle (see Excerpt 19). While I have never played the MMORPG ESO before, this proves the high amount of skill the participant has and possibly the superior gear and weapons equipped on his avatar.

When faced against many opponents; Stringth deliberately tries to manipulate them so he can have the advantage either through the use of terrain, defeating the weakest opponent first, or actively separating them from each other (see Appendix E.6). All recordings observed from the participant were him in PvP battles, which aligns with his self-reported motivation to play manipulation. Evidence is available in his interview:

Excerpt 18 (from Appendix G.6)

Interviewer: What is the objective [of this battleground]?

Stringth: The objective is like competitive players look for groups of people to fight them. A good player can take down five players, like online players, but a noob or someone who don't know how to play, he'll go with the [Zero Blood 00:00:01:15]. A lot of people's 24-man group. They will go for the castles. They will try to take the Embership. They will try to defeat the other campaign... the other Alliance. I'm a solo player. I'm a competitive player in this game, so I want to get good fights. I want to have fun against a lot of people.

Players who are motivated to play for manipulation purposes search for battlegrounds to attack other players in. Battlegrounds are contested environments in ESO where you can attack other online players. Stringth, unlike other random players observed in his recordings, actively searches for difficult challenges to overcome in these battlegrounds (i.e. dueling two or more opponents instead of one).

There are occasions where Stringth fails to defeat his opponents and his avatar dies; however, occasionally he manages to get revenge against them (see Figure 4.3). Evidence is available in his interview:

Excerpt 19 (from Appendix G.6)

Interviewer: Why was he chasing you? I mean you beated [beat] him immediately after he chased at you.

Stringth: He chased me because when he attacked me with other people, I usually get beated [beat] down when he attacked me with other people. Because he's not bad to be

honest because he know[s] when to be offensive and when to read my defensive moves to try to get a hit on me. So, I die. But when he's coming solo, just take him with a flick like this [clicking fingers], it's kind of easy. But with other people, it would be hard for me. So, he thought he can beat me, but he couldn't.



Figure 4.3 Notification appears if the participant defeated a player who defeated him earlier

Excerpt 19 shows how Stringth purposely lured his opponent away from his teammates for a one-on-one battle then promptly defeated him, getting his revenge. Research shows that players who are motivated to play for manipulation purposes enjoy defeating opponents for personal satisfaction (see heading 2.3.1).

In conclusion, as evidenced by the excerpts from the interview and observations taken, Stringth regularly engages in competitive behaviour, which aligns with his self-reported motivation manipulation. He manipulates other players in order to defeat them. Stringth and San are the only participants motivated by manipulation; but San was not able to engage in competitive behaviour due to his low level. Therefore, he lost interest in the MMORPGs he played. Whereas Stringth's motivation to play was fulfilled and would regularly upload montages to his YouTube profile.

4.1.7 Summary

In conclusion, two participants, San and Agmi, self-reported motivation to play did not reflect their in-game behaviour. As mentioned in their respective heading, it could be because both participants prefer to play with friends they actually know in real life instead of random online players. Therefore, their "relationship motivation" was not met. In addition, San did not have the chance to engage in competition against other online players due to his low level. Therefore, his "manipulation motivation" was not met. This could have highly resulted in both participants playing for data collection purposes instead of actually enjoying the game. As they both quit playing after data collection was completed as evidenced from their final survey result (see Appendix I). They also have not interacted with other players, despite encountering opportunities.

Table 4.1 Comparison between participants motivation to play

Participant	Motivation to Play	Reflects in-game Behaviour?
Champion	Advancement	Yes
San	Relationship & Manipulation	No
Agmi	Relationship	No
Sama	Relationship	Yes
Demam	Relationship & Immersion	Yes
Stringth	Manipulation	Yes

4.2 Social Interaction in MMORPGs

This theme focuses on how participants interacted with other online players whilst they were playing an MMORPG. The interaction can be through text chatting or voice chatting (see heading 2.1.2 for more info). All participants showed all or some forms of interaction in MMORPGs except participants San and Agmi. These two participants have not made any form of interaction with any other online player and sometimes intentionally ignored opportunities for social interaction. The types of interactions conducted by participants is displayed below:

1. Champion: Text chat.
2. Sama: Voice chat.
3. Demam: Voice and text chat.
4. Stringth: Voice and text chat.

The sub-themes presented under this theme are pre-existing themes (see heading 3.6.3 for more info). Textual chats with other participants are displayed the way they occurred. However, certain textual interactions contained vulgar or bigoted words therefore they were omitted. The interlocutors are identified by pseudonyms, such as, *player 1*. A summarized description is given for voice chats instead of a transcript. The reason is because the two participants: Demam and Stringth have had vocal interactions for the majority of their recordings. Therefore, focus is given to meaningful voice interactions only. Meaningful refers to the interactions that were not personal to the participant and were done in a second language. In the case of Sama, due to a technical problem no voice was available in the recording despite him interacting with another online player for the duration of the observation. Therefore, excerpts from his interview detailing his interaction with that player are presented instead.

4.2.1 Politeness: Greetings

Two participants showed appropriate use of positive politeness: greetings, Champion and Stringth (see page 35 for more info). Champion met a player who had an avatar name of a manga series he follows (see Appendix E.1.3). He made an informal greeting directed at that player using the whisper chat feature (see Glossary of Terms). This was the only informal greeting that was successfully reciprocated in Champion's recording sessions (see heading 4.2.5 for more info). Champion also attempted another form of positive politeness, small talk (see heading 4.2.3). However, that was not successfully reciprocated due to the other player's weak English skills. The transcription is as follows:

Excerpt 20 (from Appendix E.1.3)

Champion: hey you anime fan

Champion: Where u at?

Player 1: yes fans =)

Player 1: iam french my english iis not good :p

Champion: oh really?

Champion: what level are you now?

Player 1: yes

Champion: im new to this game

Champion: i like so much

Champion started the interaction with an informal greeting at an individual player. The interaction did not last long because the online player did not have good proficiency in English therefore he ignored Champion. However, this interaction shows how Champion does not have any affective barriers when contacting other online players. Despite English not being his first language, he claims digital games have helped him develop his English language proficiency (see Excerpt 86). The only other participant whose transcript data confirmed the use of informal greetings was Stringth. The interaction was observed in stream chat (see Glossary of Terms) rather than the regular text chat or voice chat in MMORPGs (see Appendix E.6.5). The transcript was as follows:

Excerpt 21 (from Appendix E.6.5)

46:48 Viewer #4: Hello Stringth

46:48 Viewer #2: 🙄 people can't unlock achievement if they kill me ez pz [easy peasy]

47:50 Viewer #3: I dont like pet, it just gets concentrated hard when I'm in pvp

48:00 Viewer #4: Back then sorc [sorcery] shields were uncrittable [non-critical] and they didn't have/need resistances too

48:03 Viewer #3: Just rather a constant reliable heal

48:17 Viewer #4: I'm good bro, wbu [what about you]?

Viewer #4 greeted Stringth when he entered the chat, however Stringth did not realise he entered until approximately two minutes later. He greeted Viewer #4, apologised for replying late, and asked him how he was doing. Viewer #4 replies that he was feeling fine and asked how the participant was doing which he also stated fine (see Appendix E.6.4). Stringth's replies to spectators was in spoken discourse, whereas the spectators can only communicate with him in written discourse.

As can be observed above, Champion and Stringth made informal greetings directed mainly at individual players. They were the only participants observed to make informal greetings. No informal greetings were made directed towards a group. These findings highlight one of the significant features of social linguistic interaction for Champion and Stringth in the target language in MMORPGs (see heading 5.1 for more info).

4.2.2 Politeness: Leave-Takings

The informal nature of communications during greetings was also witnessed during leave-takings. Most leave-takings were observed in Stringth's last observation. Two were observed in the stream chat, while the last was observed in the text chat supported by ESO. The first leave taking was observed once one spectator waited more than 30 minutes for engaging content in Stringth's stream. He warned Stringth that he would leave after 15 minutes of the stream starting if there was no engaging content and left after 30 minutes. The transcript was as follows:

Excerpt 22 (from Appendix E.6.5)

15:48 Viewer #1: Stringth sorry I'll take my leave it's like I'm watching a 100 cop guy

...

37:40 Viewer #1: Stringth....

37:48 Viewer #2: 🙄 rip

37:48 Viewer #1: We waiting fir content

38:03 Viewer #2: u play lord's build?

39:11 Viewer #1: Purple gear in 2020

39:16 Viewer #1: I'm done

39:18 Viewer #1: Bye

Apparently, spectator #1 was disappointed with the weak gear Stringth has equipped and left. He was also waiting for engaging content and Stringth did not deliver as he kept getting defeated (see Appendix E.6.4). Stringth was relieved spectator #1 left the stream chat as they apparently did not have a friendly relationship. He said in the Arabic language after he left: “good riddance”. Before leaving the stream, spectator 4 and Stringth would also exchange “passive aggressive” comments to each other.

The other leave taking observed in Stringth’s stream chat was after he decided on shutting down the game and saying his goodbyes. The spectators in the stream all said their leave takings to each other and to Stringth. The transcript was as follows:

Excerpt 23 (from Appendix E.6.5)

1:48:59 Viewer #4: Cya [see you] everyone

1:49:07 Viewer #2: ~~eye~~ [cya]

Stringth also said informal leave takings to the online players he was dueling with inside ESO. One of them wanted to duel with Stringth but Stringth claimed he had to go. The transcript is as follows:

Excerpt 24 (from Appendix E.6.4)

Player 2: Gf [good fight]

Player 2: Stringth duel yallah

Stringth: I gtg [got to go]

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Player 2 and Stringth in this exchange made two abbreviations. As a gamer myself, abbreviations are commonplace in gaming communities. Gamers tend to use the short form of words when contacting other online players (see heading 4.4.2). Code switching between the English and Arabic language was also used in this exchange (see heading 3.3.2.2 for definition of code-switching). The Arabic word “yallah” said by player 2 means “let’s go” in English. Online players who speak the same first language tend to use code-switching when interacting with each other (see heading 4.4.5). As a bilingual gamer myself, when I interact with players that speak the same first language I also tend code-switch whenever it is convenient.

The only other participant whose transcript data confirmed the use of leave-takings is Deman. However, Deman was not actively engaged in the leave-taking since the leave-taking was used by others towards him but he did not reply (see Excerpt 41). In conclusion, the only participant who actively engaged in leave takings was Stringth. The reason is that Stringth was constantly interacting with random online players unlike the rest of the participants. He also has a stream following and it ends once he stops playing, so he engages in leave takings with his spectators as well once he shuts down the game.

4.2.3 Politeness: Use of Informal Language

Another type of positive politeness encountered during the sessions was the use of informal language (see heading 3.6.3 for more info). At the end of Champion’s first recording, he encountered an online player who transformed into a Werewolf (i.e. Worgen) and proceeded to devour a Chicken (see Figure 4.4). The Worgen then used **humour** as a means to establish an interaction with Champion. He jokes about being full from consuming the Chicken, then proceeded to ask Champion if he required help. Champion replied with an affirmative statement. He asked if Champion required help defeating Furbolgs (an NPC enemy). However, Champion failed to know what Furbolgs are. The transcript between them occurred as follows:

Excerpt 25 (from Appendix E.1.2)

Player 3 [the werewolf]: burp (in front of a skeleton)

Champion: huh?

Player 3: do you need help?

Champion: yes!

Champion: im new here

Player 3: want to kill some furbolgs?

Champion: what are those?



Figure 4.4 Textual interaction between Champion and a player 3

Since Champion failed to know what Furbolgs are, the online player stopped communicating with him. As a gamer myself, the reason could be that Champion is considered too much “trouble” for the Worgen. Being a novice player, he requires help in knowing what furbolgs are, where to find them, and help defeating them. If he only required help defeating them, the Worgen might have helped him. When I asked Champion about this interaction, he agreed with my belief. He claims high level players typically avoid extensive interaction with newbies because there is rarely any benefit for the high level player. The excerpt was as follows:

Excerpt 26 (from Appendix G.1.2)

Interviewer: Why did they not respond?

Champion: They saw me somewhat like a rookie, a new player. So, they were not giving me any attention.

Interviewer: Is this common in MMORPGs?

Champion: Well if I am a pro, when I see a rookie trying to use my help, I will ignore him. Just like what happened to me.

Interviewer: Why?

Champion: I don't have time for rookies. But maybe some other guy will have.

Excerpt 26 shows that novice players seemingly have difficulty interacting with other players until they gain enough gaming experience which might impede social interaction during low levels.

The other type of positive politeness incorporating informal language was in Stringth's live streams with his spectators. He would occasionally engage in **small talk** with them. During the 2nd recording, Stringth engaged in a voice chat with his viewers about how magic classes in ESO are either weak or too strong, not in between (see Appendix E.6.2). While all data of the recordings have been deleted by the participant, there was mention of it in his interview:

Excerpt 27 (from Appendix G.6)

Interviewer: Okay. So over here I realized that you guys were chatting about magic classes. So, what about magic classes interests you and the viewers? I put it on mute, but I could...

Stringth: Magic class... I think we were talking about how strong were they [they were]. Like for example, a magic [inaudible 00:17:41], the class I was playing, a Sorcerer, a magical one. It's pretty tough, it's not easy. Only if you play this class, it's meant to be hard. If you knew how to play it, if you had experience playing it, then to be offensive and defensive. The class that I was playing in this stream is stamina DK. Every class, there are five or six classes in the game, they are either Magicka or Stamina. You decide the way you play. So, I think we were talking about how tough are these magic classes [these magic classes are]. They are weak at the moment or they are strong. Like there's this one magic class that is too overpowered in this game, and others are pretty poor to play. And just like that.

They also engaged in **small talk** concerning a new class in ESO which was too overpowered compared to the rest of the classes (from Appendix E.6.2). They stressed the importance of balance even though it is difficult for game developers. Because Stringth deleted these videos, these interactions can only be referenced from the interview and from the researcher's notes. Evidence of this interaction is available in the interview:

Excerpt 28 (from Appendix G.6)

Interviewer: I see. I realized that you guys were talking about class balance. Why do you think balance is important?

Stringth: Balance in this game is important because when you buy a new class for example, a new class just came out two months ago. It's just too overpowered. This class can, you can press two skills and to beat the guy in front of you. It's not really hard,

yeah. And you have some passives in your class, it's really good; it will reduce the damage on you. You won't get a lot of damage, you have a lot of damage, you have insane healing power.

These interactions are just an example of the multiple informal interactions Stringth had with his spectators. The spectators would comment through written chat and Stringth would reply using voice chat. These interactions improved Stringth's second language acquisition (see Excerpt 82). Stringth would also chat with members of his guild, he met a fellow guild member during his recording and had a chat with him. The guild member chose an avatar name similar to a famous and skilled player's name and Stringth was wondering if he was a fan of his in a condescending tone (from Appendix E.6.1). Again, the transcription is not available because the video was deleted; however, evidence of this interaction is available in the interview:

Excerpt 29 (from Appendix G.6)

Interviewer: There was someone over here that you asked if he's a fan boy and I'm like, "What is a fan boy?" Is [guild member's name] a fan boy?

Stringth: Yeah, yeah. There is a good player in this game. He's kind of famous in the game and I know him. I play with him sometimes. His name is Splar, the same account [i.e. name] this guy got, this guy have. So I was like, "Are you this guy fan boy? How do you live your life? You've been a fan boy for [a] gamer. That's just tough, man." But he was like, "No, it's just a character. I just got it because there is a character in this game called the Stamina Templar". So, the S is the shortcut for stamina and "plar" is the shortcut for Templar.

The informal interaction did not last long and each player went his own respective way despite being in a battleground and cooperation was necessary to win. However, Stringth did mention that he prefers fighting alone (see Excerpt 18). These interactions are evidence that MMORPGs exposes participants to rich sources of written and oral target language input, Stringth claimed that his reading and speaking skills have improved from playing (see Excerpt 82).

In conclusion, the only two participants who engaged in small talk in the second language are Stringth and Champion. Whilst Deman's small talk was in his first language, Arabic. Therefore, it has been omitted. Sama's small talk with his online companion could not be listened to due to a technical error and there was no mention of it in his interview data.

4.2.4 Intersubjectivity

A feature in the sociocultural accounts of SLA is the establishment and maintenance of intersubjectivity (see heading 2.2.4 for more info). An example of this collaborative interaction happened at the end of Champion's observation (see Appendix E.1.3). It was the most meaningful interaction Champion had in all his observations. He had a quest that required him to obtain an item from imp wizards. However, this item was a chance drop. Champion defeated many imp wizards, but the item did not drop. Therefore, he requested help from an online player standing beside his avatar (i.e. Player 4). The transcription was as follows:

Excerpt 30 (from Appendix E.1.3)

Champion (server chat): steel imp staff

Champion (server chat): can you help?

Player 4 (normal chat): yup

Player 4 (normal chat): yup

Champion (server chat): how can i get it?

Player 4 (normal chat): the boss?

Player 5 (server chat): kill imp

Player 6 (server chat): read teh quest text

Champion (server chat): no I need steel imp staff

Player 7 (whisper): has any one helped you?

Player 4 (normal chat): what kind of quest?

Player 5 (server chat): kill some imps as stated in quest

Champion (server chat): the staff of agris

Champion (server chat): this quest

Player 6 (server chat): imp wizards...the ones with staff

Player 6 (server chat): no clue then, i cant see your quest

Player 4 (normal chat): i dont know it cause im kinda new

Champion (server chat): sad

Player 5 (server chat): google?

Player 4 (normal chat): if u google it u will fins smthin

Champion (server chat): same bruh

Champion (server chat): thx anyway

Player 4 (normal chat): nop :)

Player 8 (server chat): I have a lot of steel impz here

Champion (server chat): can i have one

Champion (server chat): only one bruh

Champion received more help than he expected because he was using the wrong chat channel. Anyone available in his server could see his request for help. However, his aim was to contact player 4 only and player 4 was using the correct chat channel (the normal one, only players near him can see what he wrote); thus, intersubjectivity was established with him only. When Champion realised that player 4 could not help him he turned to player 8 thinking that he has steel imp staff. However, the steel imp staff is a lockable item (i.e. it cannot be traded because it is a quest item). Thus, he did not receive a reply from player 8. Eventually, the item dropped for Champion and he completed the quest (see Appendix E.1.3).

Stringth also had occasions in his live stream where intersubjectivity was established with his viewers. In his second observation session, he had difficulty defeating an opponent because it was a tank which has strong resistance to damage (from Appendix E.6.2). Intersubjectivity was established once his spectators informed him to use the ability elemental drain (see Figure 4.5) to weaken his resistance and make him easy to defeat. Evidence of this is available in his interview:

Excerpt 31 (from Appendix G.6)

Interviewer: Okay, oh yeah. Over here, you were attacking a tank and people told you over here that you should use Elemental Drain on tanks. Do you remember it?

Stringth: Yeah, because tanks have a lot of resistance. Like I said, they have lots of HP. Elemental drain is a skill in this game. When you apply the skill on your opponent, especially tanks, it will reduce their resistance by 5,000. It's a whole buff [debuff]. So, if

they forgot their buffs and got Elemental Drained, they will be so squishy, easy to kill.

So, they were guiding me.

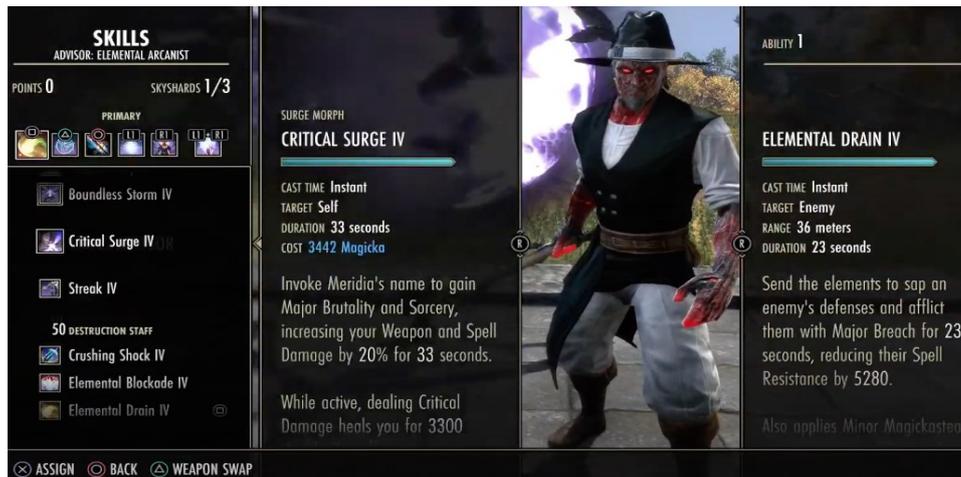


Figure 4.5 Explanation of ability Elemental Drain VI

Intersubjectivity was also established once Stringth requested help from his viewers to explain the ability critical surge which he received. In addition, intersubjectivity was established again once Stringth encounters words he fails to understand. As explained earlier, because the videos were deleted in Stringth's profile the transcript data cannot be obtained. However, all of these encounters were documented in the interview:

Excerpt 32 (from Appendix G.6)

Interviewer: I see, okay. So over here at 09:56, you asked your followers what this skill does. I don't know if it's... it's Critical Surge, I think.

Stringth: Yes, true. I wasn't really sure about the skill. I was like, "What does this skill do?" I read that it can heal you when you hit a critical hit. But does it heal me per second? Every hit? I was asking them for information about the skill to know if there anything I don't know about it they didn't write

Excerpt 33 (from Appendix G.6)

Interviewer: I'll show you. Maybe... no. It's about four. Right here. A-S-M-R.

Stringth: Oh yeah, I was asking the chat, what does that mean?

Interviewer: Oh, you tried to know what it meant?

Stringth: Yeah.

Interviewer: Okay. Do you usually ask your viewers what does it mean or no?

Stringth: Yeah, if I see a word I didn't recognize, I ask them.

Because Stringth can learn new words from his spectators, his vocabulary improved (see Excerpt 144). He claims once he encounters a word he fails to understand, he asks his spectators to establish intersubjectivity. The last instance of establishment of intersubjectivity was during Sama's recording session (from Appendix E.3.1). He and his online friend were discussing strategy to effectively defeat multiple enemies in order to complete a mission. However, due to a technical issue the voice chat was not available in Sama's videos. Therefore, the transcription cannot be provided. Evidence of this interaction is available in the interview:

Excerpt 34 (from Appendix G.3.1)

Interviewer: Yeah. You were stopped; you and your friend. You stopped here for a moment. I don't know why.

Sama: Yeah. We were shouting and we were actually discussing. As you can see, we started moving after a couple of seconds. We were chatting and about how to approach the next level and we were trying to keep ahead with strategy.

The mission required Sama and his companion to collect loot from mutant angler fish (see Appendix E.3.1). They discussed between themselves how to best approach the situation. They decided that Sama will aggro (see Glossary of Terms) the boss while his online friend attacks the multiple smaller mutant angler fish (see Excerpt 9).

In conclusion, accounts of intersubjectivity being established and maintained was available in Champion's, Stringth's, and Sama's recordings. These participants developed a shared communicative context for interaction, which is necessary for participants to engage in the target language (see heading 2.2.4 for more info).

4.2.5 Failed Communication Attempts

The majority of interactions involving certain participants was not successful. Most requests for assistance were not met with a response. They occurred with both novice and experienced participants. For instance, Champion wanted a mount so he could travel the virtual world of Azeroth at a quicker pace however all of his attempts to acquire information on receiving one were ignored. In Champion's observation, he made his first attempt towards a high-level player but it failed (from Appendix E.1.1). Evidence of this interaction is available in Champion's interview:

Excerpt 35 (from Appendix G.1.1)

Interviewer: Okay. At 34:55, why did you say hello?

Champion: I was trying to communicate with any player in front of me so I can possibly use their help, because I'm very new to this game and I can see them using some pets [mounts]. Large pets [mounts] too. So, I was wanting to use their help. But no one was responding to me. So, then I was sad a little bit.

Interviewer: Is this common in MMORPGs?

Champion: Well if I am a pro, when I see a rookie trying to use my help, I will ignore him. Just like what happened to me.

Interviewer: Why?

Champion: I don't have time for rookies. But maybe some other guy will have.

This high level player was not moving when Champion contacted him, it could be because he was away from his keyboard (AFK). In the same observation, Champion met an intermediate level player and attempt to communicate with him but was ignored again. The transcript was as follows:

Excerpt 36 (from Appendix E.1.1)

Champion: hello?

Champion: how can I have a pet [mount]

Despite Champion attempting to start a communication, the player ignored him and took off. When asked how it made him feel, he replied as such:

Excerpt 37 (from Appendix G.1.2)

Interviewer: Yah, over here. You wanted a mount.

Champion: Yes, I remember that. I was angry with those people with ~~pets~~ [mounts]. I was asking them for ~~pets~~ [mounts] on how to acquire these fast ~~pets~~ [mounts]. But they were arrogant to answer me. So, I picked the solo way and which I'm going to try to find the ~~pet~~ [mount] myself and be the ultimate player with no help of anybody. Even though it was a co-op game but, sometimes you find some arrogant people. They make you hate the cooperation.

The participant was slightly agitated that he was ignored and called them arrogant for not replying. He claims he will reach the max levels and obtain a mount without help from any other players. These interactions are interesting because they highlight how novice players encounter difficulty at the beginning due to experienced players not wanting to help them. For players who are motivated to play for relationship purposes, it might be a reason for them to stop playing as is the case with the participant San (see headings 4.1.2).

Champion was ignored again once he accused another player of cheating in a duel. The transcript is provided below:

Excerpt 38 (from Appendix E.1.2)

Champion: dude

Champion: ~~you~~ [you're] cheating

The online player did not reply to Champion but attempted to start another duel with him but Champion declined to accept it. I asked Champion about this interaction in the interview and his reply was as follows:

Excerpt 39 (from Appendix G.1.2)

Interviewer: Okay. You were telling him he was cheating. He didn't reply to you. How did it make you feel?

Champion: Well, he had acknowledged that he was a liar and a cheater. Then he ran away not replying to my answers.

Champion's opponent in the duel was a rogue class and used the ability "stealth" which made him disappear, the participant lost the duel and claimed that he was a cheater for disappearing. However, the online player was merely using an ability available in his class. Therefore, he was not cheating. Although Champion does not know about this ability.

Another participant Deman was also ignored once he made a communication attempt. He was furious a sign was placed on him during a dungeon raid (see Figure 4.6), he was ignored once he inquired about it. This sign was placed on him because, according to the party members, Deman did not effectively keep the dungeon boss in check. They claimed that he should keep his line of attack opposite of theirs. The transcription was as follows:

Excerpt 40 (from Appendix E.5.1)

Player 9: oof

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Player 10: uhhh

Player 10: ouch?

Player 10: lol

Player 11: wt about the rocks?

Player 12: would help of tanks would keep him to a single side and NOT face him towards the rest of us

Player 9: yeah pls face him away from the group

Demán's Arabian friend (player 13) explained to him their concerns through voice chat in Arabic; however, he ignored them and cited that he fought with this specific boss multiple times and he was not at fault. During the 2nd try, Demán ignored their suggestions, but they succeeded in defeating the boss. However, when player 12 realized the participant was ignoring his suggestion, he placed a sign on him to agitate him (see Figure 4.6). Once the boss was defeated, the following exchange took place:

Excerpt 41 (from Appendix E.5.1)

Demán: who put rhe [the] signal on me? (Once Demán wrote that, player 10 marked him with a plus sign. The participant laughed)

Player 10: gg [good game]

Player 13: gg i appreciate the help

Player 10: here to help



Figure 4.6 Demán with a stop sign on the middle of his screen

Player 12 left the party and did not reply to Demán, although Demán was not aware who put that sign on him. In the interview, I asked the participant how he felt about the criticism received:

Excerpt 42 (from Appendix G.5.1)

Interviewer: One of your party members was talking about you and saying that if you could have made the boss focus on one side and not to focus on them, they wouldn't have died.

Deman: It's common that players comment on each other. If he said good advice, I'd thank him. But if he was not, I'd tell him to play the tank role and show us his skills. In general, failure is possible and I lost six or seven times from other bosses. That is how you'll learn; the game is all about the challenge. It won't be a nice game if it was all easy.

Interviewer: Was the comment said by that player a helpful comment or it was not?

Deman: It was not because I did my job and I kept him in the middle which is the best spot to avoid the boss's strikes, even if the boss succeeded to strike him, he won't be kicked out from the map. I played many times against this boss and I have a successful strategy. But this boss is really tough, and you may have noticed that all the team died and only I was left at the end.

Interviewer: I've noticed that, on minute 32, I noticed something weird which pissed you off.. that sign with number 1 on the top.

Deman: Haha, yes.

Interviewer: What does that sign means?

Deman: Ok, I'll tell you. In the game players can communicate through voice, but some players don't use voice communication, so instead they use signs inside the game. For example, when we fight four monsters; I'd put #1 sign on one of the monsters and that means I want them to target that monster first. But I don't know why that player put that sign on me, I can't remove it. Maybe he is provoking me or maybe he is a toxic player, I don't know why he did that.

There were no exchanges concerning this topic after the dungeon was completed. This encounter shows how cooperation is important in FF14, especially in dungeons. It is possible that a whole party fails because of the acts of one party member. When that happens party members attempt to give feedback to the player on how to improve. Although sometimes that feedback can be blunt and disrespectful (see Excerpt 41). Therefore, knowing the game's language, most likely English, is paramount in accomplishing dungeons. Party members need to cooperate, critique, and give feedback if they intend to successfully raid it. Without knowledge of the game's

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language, players could be kicked out of the party due to not following party members guidelines, which happened to myself once I began playing MMORPGs.

The most social participant, Stringth, also had a failed communication attempt but to a lesser extent than the other participants. In his guild he asked for a soul gem, a material needed in ESO to gain access to certain abilities, and he asked his guild members if they can send one his way. Evidence of this is available in his interview:

Excerpt 43 (from Appendix G.6)

Interviewer: Did they help you?

Stringth: I don't know really because I didn't notice my mail.

Interviewer: Oh, comes on your mail?

Stringth: Yes.

No matter the type of guild, guild members can ask other members for help, such as the one presented above (see heading 1.4.4 for more info). Despite asking for a soul gem in the observation, Stringth did not receive a response from guild members (see Appendix E.6.2). However, it is possible that one member sent one his way through mail outside of the recording timeline.

In conclusion, participants Stringth, Deman, and Sama's social interactions were mostly successful. Although Deman's social interactions were mostly in Arabic and Sama's social interactions cannot be heard due to a technical issue. The participant Champion's social interactions have mostly failed. Despite that, it did not deter Champion from trying to establish successful communication attempts.

4.2.6 Summary

The results above reveal other findings. The novice participant Champion preferred text chat and did not engage in voice chat during his observations (see Appendix E.1). This could be because Champion, in all his observations, did not join a guild thus not developing meaningful relationships with other players. Furthermore, voice chat is generally considered more difficult and demanding to players whereas text chat gives them more time to prepare their own response (see Excerpt 66).

On the other hand, the experienced participants Stringth, Deman, and Sama preferred voice chat over text chat. Stringth engaged in voice chat because of the live streams he publishes on his

online profile. Many spectators watch him play and comment on his gameplay while he replies and makes small talk. The discourse that resulted from Stringth's voice chat was, in some ways, similar to face-to-face conversations.

As evident from the observations, Deman's voice chat was only in his native language, Arabic. However, his text chat was in his second language, English (see end of Appendix F.17 for evidence). His observations showed second language production was higher in text chat than during voice chat (see Appendix E.5). This is most likely because speaking for Deman is more difficult than writing; as he was one of the two participants whose interview was in Arabic. Speaking is also more personal with Deman, he would mostly participate in voice chat with his friends and rarely engages with foreigners (see end of Appendix F.17 for evidence). Sama's MMORPG did not support textual chat, therefore he could only have voice chat with his companion.

4.3 Usability Features that Scaffold L2 Development

Two participants who were observed and interviewed are considered beginners compared to the other participants; they are San and Champion. They showed data that was unique compared to the rest of the observed participants. They were both beginners (i.e. level 1) in the MMORPGs they played: WoW and BDO and they both never played an MMORPG before. Therefore, their recordings showed how these MMORPGs "scaffold" gameplay for them (read heading 2.1.5 for more info). This heading analyses the usability features presented in WoW then BDO and make an argument on how MMORPGs can scaffold language learning for new players. Because both participants played the same MMORPGs and experienced the same usability features their data is presented together.

The usability features are either notifications, pop-ups, or both. Notifications are windows that appear on the screen that the player must read to continue (since it partially blocks the screen) (see Figure 4.11); whereas pop-ups are small windows that do not require the player to read them (see Figure 4.8).

Whenever possible images, taken from the recording, are displayed to further illustrate examples of usability. Furthermore, excerpts from both participants are presented to demonstrate how these usability features helped them understand the game's mechanics or possibly the game's language.

4.3.1 World of Warcraft

All data from this heading has been acquired from Champion's 1st and 2nd observational recording and San's 1st observation (see Appendix E.1.1, E.1.2 & E.2.1). When first launching WoW, both participants were required to choose the gender, race, and class of their avatar (see Figure 1.2). Champion picked a human warrior while San chose a night elf druid. Then both participants were required to choose the facial features and skin colour of their avatar (see Figure 4.1). Once the avatar has been made, a cutscene appears that explains the current situation of the chosen avatar's race.

Once the game begins, the first usability feature appears as a notification to teach the participants how to obtain their first quest (see Figure 4.7). If the participants click on the quest giver, a quest text appears to inform the player what is the objective of the quest, why he should do it, and what is the prize for accomplishing the quest alongside a usability feature that informs them how to accept it (see Figure 4.8). After accepting the quest, a usability feature appears explaining to the participants how to open the map so they can know where the quest area is located (see Figure 4.9). The area is highlighted in blue, through another usability feature, and another pop-up appears to explain how to close the map (see Figure 4.10).



Figure 4.7 Usability feature informing players how to acquire 1st quest



Figure 4.8 Usability feature informing players how to accept quests



Figure 4.9 Usability feature informing players how to open the map



Figure 4.10 Usability feature highlighting the quest's location

Although San was not very clear on how these specific usability features were helpful to him during the interview, Champion was. I asked him about it during the interview. He said:

Excerpt 44 (from Appendix G.1.1)

Interviewer: Okay. How did you understand what was needed of you to do?

Champion: It was written to me in the hints of the game that was showing right in front of me popping up. So, I thank them for it.

According to Champion, these usability features helped him understand the game's interface. Research shows the importance of usability features in informing novice players how to understand the game (see heading 2.1.5).

As evident in the images above, these usability notifications may have helped the participants understand what is required of them even if their language proficiency in English is low. These notifications also could have helped the participants unconsciously understand the meaning of new vocabulary words through making associations. For instance, in Figure 4.9 players are encouraged to press M to open the map. They could have made a connection of what map means once they press M in Figure 4.10. In addition, in Figure 4.7 the game offers new players a notification informing them to right click on the quest giver. The notification has a visual representation of a mouse with its right click highlighted in red to further scaffold the meaning to the participants.

There are many examples of usability features that helped the beginner participants understand what is required of them. For instance, after closing the map a pop-up appears to teach participants how to move in the game, select targets, jump, use abilities, and turn (see Figure 4.11). These usability features can also help both participants make associations between the L2 word, the visual representation of them, and the action.

Once San and Champion had a good understanding of the game's controls, they went to complete the quest's objective. Because San is a druid (i.e. a type of wizard) he should not move while casting spells. In his observation he moved while casting a spell and a usability feature appeared informing him not to move while casting spells. San immediately understood not to move once casting. This usability feature could have helped him acquire new L2 words, such, as moving and interrupt (see Figure 4.12). On the other hand, Champion is a warrior. A type of class that needs to be in melee range to attack. If Champion is not in melee range to attack, the game notifies him that he is out of range; it also informs him how to loot corpses (see Figure 4.13). Once Champion and San did the action of "looting" they could have acquired a new L2 word. What is special about

Champion's observation, was that the creatures he should kill were also being attacked by the city's guards (i.e. NPC characters) and they would provide written discourse encouraging Champion to help them defeat the creatures (see Figure 4.14).



Figure 4.11 Usability feature explaining to players how to manoeuvre



Figure 4.12 Usability feature explaining how to attack and not to move whilst casting a spell



Figure 4.13 Usability feature informing Champion to be in melee range and how to loot corpses

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Figure 4.14 NPC asking Champion for help defeating quest objective

After defeating the number of creatures required to complete the quest, a usability feature appears informing the player to press M again to inform them of the location of the quest giver (see Figure 4.15). Once meeting the quest giver, a notification appears explaining how to complete the quest and receive the reward (see Figure 4.16).



Figure 4.15 Usability feature informing participants of the location to turn in quest



Figure 4.16 Turning in quest to receive reward

All these notifications have helped the beginner participants understand the game play and the game's interface. As mentioned earlier, these usability features WoW provides to new players may enable them to understand what is required of them even if they have low proficiency in English. The availability of pictures, highlighting points of interest, using videos, and more could help the beginner participants learn new words.

These usability features informed participants what to do if they receive a new item, how to equip recently acquired gear, form parties, and more despite having low proficiency in the game's language. For instance, once both beginner participants completed the quest; they received XP, a monetary reward, and a new item. After receiving the new item, the game informed them through a notification to open their bag by pressing B and how to equip the item (see Figure 4.17), also how to view their equipped item (see Figure 4.18).



Figure 4.17 Usability informing San of a new item he received and how to equip it



Figure 4.18 Usability feature notifies San where to find his recently equipped armour

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San and champion could have made an association between the word bag once they pressed B and the picture of a bag on the screen. Furthermore, they could have made an association between equipped items and the screen the shows them where the equipped items are. I asked Champion how he knew how to equip armour during the interview and his reply was as follows:

Excerpt 45 (from Appendix G.1.2)

Interviewer: Okay. At 11:45, how did you know that you should add armour to your character?

Champion: It was written right in front of my face in the pop-ups, the hints that the game's given to you.

Interviewer: So, the game tells you.

Champion: Yes, the game was very helpful.

According to Champion, these usability features informed him how to play the game despite his intermediate proficiency in English (no placement test was taken, only the researcher's perspective on his English skills). The visual representations, highlighting of key words, and associations made him understand what is required even if his proficiency in L2 is not high.

There are also other ways WoW taught these beginner participants how to play the game instead of using notifications and pop-ups. For example, if a player is planning to attack a creature he is far away from, the game notifies him through spoken discourse to get closer. The same also applies if the participant decides to use their abilities without targeting someone or something first (see Appendix E.1.1 & E.2.1). Video illustrations of the quest's target are sometimes provided so the participants can know what the target looks like (see Figure 4.19).



Figure 4.19 Video illustration of the target

If there is no video illustration, the quest would give the creature a unique name to make it easier for players to distinguish it from other enemies. This has happened to Champion, and I have asked him about it in the interview:

Excerpt 46 (from Appendix G.1.1)

Interviewer: Okay. At 29:55 you had a quest to kill Kurtok the Slayer. How did you know that that person was Kurtok the Slayer?

Champion: Well, this is the first quest they gave me a name of the enemy. So, I thought I was going to find him easily. That did happen. I went inside the cave and I found a big monster or a beast which was right on top of him. His name, Kurtok the Slayer. And he was easy.

However, this particular usability feature does not seem to have any linguistic benefit to it. As informing the player of the name of the enemy does not necessarily teach him new words.

Spoken discourse, video illustrations, visual representations, making associations, and/or highlighting key words through notifications or pop-ups are all used to inform new players how to manoeuvre in WoW if they are novice players. These multiple usability features may enable the beginning participants to understand the goal of the game and how to communicate with the game's interface while having minimum proficiency in the game's language. Other usability features include how to make an Inn your home (see Figure 4.20), how to use the flight map (see Figure 4.21), and forming parties (see Figure 4.22).



Figure 4.20 Usability feature to make an Inn your home



Figure 4.21 The game teaches new players how to use the flight map to reach places faster



Figure 4.22 The game informs players how to form parties with other online players

Participants can use a certain item to teleport back home if they are far away (see Figure 4.23); I asked Champion how he knew this, and his reply was:

Excerpt 47 (from Appendix G.1.1)

Interviewer: Okay. At 30:25, how did you know what to do?

Champion: Well, again, they gave me a new item. Whenever something new comes to you, they give you a hint how to use it. They gave me a pop-up which said: "Press right-click to use the Hearthstone."



Figure 4.23 The game informs players how to teleport back home

This particular usability feature only appeared to Champion, the visual representations of the hearthstone and what to do with it (right-click) could have helped him understand the meaning of bag, teleport, and right-click.

Other interesting features that occurred during the 1st observation was when San encountered an NPC that explained to him how the profession system works in WoW (see Figure 4.24). This specific NPC offered to help San in picking the appropriate profession for him. However, the language used lacked any scaffolding material (e.g. highlighting key words, video illustrations, pictures, etc); therefore, it is not necessarily a good usability feature for new L2 players.

Furthermore, when Champion distanced himself away from the village, he encountered a guard that was willing to offer directions to the participant (see Figure 4.25); however, it lacked scaffolding material. But an interesting finding was when Champion stumbled upon a bandit camp and they threatened his avatar with death (see Figure 4.26); alas, it also lacked scaffolding material to the L2 despite being a usability feature.



Figure 4.24 NPC teaching professions to San



Figure 4.25 NPC giving directions to Champion



Figure 4.26 Enemy NPCs threatening Champion's avatar

In conclusion, all the usability features in WoW could have enabled the beginning participants to understand the game's interface even if they had low proficiency in the game's language. Additionally, the use of pictures, videos, highlighting points of interest, guides, and more could have enabled the participants to learn new vocabulary words.

San self-perceived himself as good in terms of English proficiency (see Appendix H) but this did not align with his communication competence during the interviews (see heading 3.4.5.2). The 1st observation showed that he benefited from the usability features more than Champion as he would take time to read them and understand what is required from him.

Table 4.2 presents the different usability features encountered by participants in WoW, and signifies if they had a linguistic benefit or not. The linguistic benefit from the scaffolding material

in these usability features could have been through visual representations (i.e. pictures), highlighting key words, video illustrations, and/or making associations.

Table 4.2 Usability features in WoW and their linguistic benefit

Usability feature	Description	Possible Linguistic Benefit?
Acquire 1 st quest (Figure 4.7)	Notification explaining to right click (with picture) a NPC with the yellow exclamation mark (!)	Yes; teaching new vocabulary words through visual representation and making associations.
Accept Quest (Figure 4.8)	Pop up explaining how to accept a quest	Yes; teaching new vocabulary words through highlighting key words, video illustrations, and making associations.
Open Map (Figure 4.9)	Notification explaining what button opens the map	Yes; teaching new vocabulary words through highlighting key words and making associations.
Quest objective Location (Figure 4.10)	Pop-ups explaining where the quest is located, where the participant is, and how to close the map.	Yes; teaching new vocabulary words through highlighting key words and making associations.
Movement (Figure 4.11)	Pop-up explains how to move in the game and select creatures.	Yes; teaching new vocabulary words through visual representation, highlighting key words, and making associations.
First Fight (Figure 4.12)	Notification appears explaining you cannot cast a spell if moving. Also, a pop-up explains how to cast.	Yes; teaching new vocabulary words through visual representation and highlighting key words
Acquire Items (Figure 4.13)	Notification appears explaining how to loot corpses	Yes; teaching new vocabulary words through visual representation, highlighting key words, and making associations.
Turning in Quest (Figure 4.16)	Pop-ups explain how to return to quest giver and receive reward	Yes; teaching new vocabulary words through visual representation, highlighting key words, and making associations.

Usability feature	Description	Possible Linguistic Benefit?
Equip an item (Figure 4.17)	Notification and pop-up explain how to equip new items	Yes; teaching new vocabulary words through visual representation, highlighting key words, and making associations.
Scroll Equipment (Figure 4.18)	Notification and pop-up explain how to view equipment list	Yes; teaching new vocabulary words through highlighting key words and making associations.
New Home (Figure 4.20)	Notification explains how to make an Inn your home	No; the feedback from this usability feature is not immediate.
Transportation (Figure 4.21)	Pop-up explains how to fly to new locations	Yes; teaching new vocabulary words through highlighting key words and making associations.
Forming Parties (Figure 4.22)	Notification explains how to invite players to a group	Yes; teaching new vocabulary words through visual representation, highlighting key words, and making associations.
Return Home (Figure 4.23)	Notification explains how to use an item to teleport home	Yes; teaching new vocabulary words through visual representation and making associations.
Learning Professions (Figure 4.24)	Notification explains how to learn professions	No; lacks scaffolding material
Receiving Directions (Figure 4.25)	Notification informs where you would like to go	No; lacks scaffolding material
Receiving Threats (Figure 4.26)	Pop-up from NPCs threaten player	No; lacks scaffolding material

4.3.2 Black Desert Online

All data from this heading have been acquired from Champion's and San's third observational recording (see Appendix E.1.3 & E.2.3). Champion did not enjoy playing WoW for specific reasons (see Excerpt 4); whereas San's motivation to play was not fulfilled in WoW so requested the game be changed (see heading 4.1.2). Therefore, I suggested they play another MMORPG BDO. Champion enjoyed it and reached max levels, whereas San did not enjoy playing it too perhaps due to it not fulfilling his motivation to play. Both participants started playing this MMORPG during beginning levels (i.e. level 1). However, unlike WoW, BDO did not have many usability features; the game did not "scaffold" as much as WoW. Both participants used their own ways to try and understand what was required of them to advance in the game.

Similar to WoW, participants first had to choose a class then choose facial features, star sign, and other options (see Figure 4.1). When participants finished customizing their avatars, a confusing cutscene begun. Once the cutscene finishes, participants are greeted by a Black spirit which is the avatar's constant companion. The Black spirit encourages the participants to obtain their first quest and teaches them how to navigate in BDO (see Figure 4.27).



Figure 4.27 Usability feature explaining to participants how to move in BDO

Champion mentioned to me during his interview how he knew the Black spirit was the avatar's companion:

Excerpt 48 (from Appendix G.1.3)

Interviewer: Okay. But over here at 08:00, how did you understand the dialogue between you and this creature?

Champion: The black spirits? Yes. The black spirit was actually a friend of any new player, which I understood immediately while having the beginning pop ups that teaches you how to play.

When both participants started, the game was easy to understand but quickly became overwhelming with the amount of information given to the beginner participants. Champion complained that it was difficult for him to understand what to do in his interview:

Excerpt 49 (from Appendix G.1.3)

Interviewer: If you have difficulty understanding, what do you normally do?

Champion: Normally I'd open a YouTube video. And I did that quite a lot to be honest, in this game specifically.

Interviewer: Why?

Champion: Because I encountered a lot of stuff that was actually not explain to you how to do it.

Champion: And I found a lot of people actually struggling like me in YouTube.

Champion was forced to search on YouTube to find explanations on the game's interface as the game did not provide much usability features. San, on the other hand, did not use any external methods. He learned the game controls by clicking each and every button. This was evident during his observation as the avatar was reacting to the buttons he pressed. I asked him why he did it during his interview and his reply was:

Excerpt 50 (from Appendix G.2.3)

Interviewer: Okay. I realized over here that you were trying different moves. Why were you doing that?

San: I was exploring. It said, risk control.

Interviewer: See? [shows video clip]

...

San: There's a new keypad and I want to understand the keypad.

In spite of that, learning the game controls alone is not enough. BDO offers menu options on skill list, inventory, and gear equipped that requires easy-to-understand usability features to inform. San, during his observation, did not show awareness of these options. While the game notifies players if they acquire new skills and new armour; due to the sheer number of notifications and pop-ups, most of them useless, participants ignored them. This made Champion turn to other methods to understand the game's interface (e.g. YouTube) and San only paid attention to the

usability features provided if he encountered difficulty proceeding. Champion mentioned this in his interview:

Excerpt 51 (from Appendix G.1.3)

Interviewer: Okay. What were you exploring here? You were reading this, why?

Champion: I'm going to be honest, there were a lot of pop ups that came in this game, most of it was useless.

Interviewer: Okay.

Champion: Because they give you a lot of stuff that way, that are out of your league. They think that this is your... like old experience, they don't know you're a new guy. And those stuff are for players, that are old in this game.

According to Champion, these usability features should only arrive once he reached a certain level of experience since most of them were considered difficult to a beginner player to comprehend. As a gamer myself, I agree with Champion's statement. The usability features in BDO were difficult to understand and required someone who had experience playing MMORPGs to comprehend them.

San in his 1st observation in WoW was very observant to usability features; however, in BDO because of their sheer number he decided to ignore them. He only paid attention to them after he could not defeat his enemies. The following is an excerpt from his interview:

Excerpt 52 (from Appendix G.2.3)

Interviewer: It was asking you to equip it, but you didn't.

San: I didn't pay attention, so I realize I have to equip it, maybe after five minutes or two minutes.

Interviewer: How did you realize that you have to equip it?

San: I just saw it and I equip it.

Interviewer: I think it was because the enemies were difficult. I remember when you equipped it, you were having difficulty and when you equipped it, it became easier for you.

San: Yeah, that was it.

San was given armour to withstand damage but failed to realize until he became desperate. In comparison to WoW's usability features, BDO is mediocre. In WoW, participants did not have any difficulty understanding the game's interface and how to play in the game. The usability features were simple, easy to understand, and clear. Whereas in BDO, most usability features were targeted to experienced players in MMORPGs. Therefore, it was not easy to understand, and there was too much of it. This may be due to Blizzard entertainment's vast knowledge in the MMORPG genre, WoW's developers. Whereas Pearl Abyss, BDO's developers, are relatively new.

In addition, the usability features in BDO did not seem to have any linguistic benefit, except Figure 4.27. However, I should mention that one usability feature in BDO was unique. Champion mentioned how he enjoyed the video display of abilities in BDO in his interview:

Excerpt 53 (from Appendix G.1.3)

Champion: Every time you buy one, they show you a cutscene of how to use [it], and what it does, and how much damage it gives. I would say-

Interviewer: And it's all in English. So how do you know which ones is good for you?
Does the video help you?

Champion: 100%. The video actually shows you how many players or how many enemies you can put in one attack. Some videos you can only take crowd control, control only one enemy.

BDO offers new players a showcase of a skill they intend to learn. This way participants can know if that skill is beneficial for the role they intend to take (tank/healer/DPS; see Glossary of Terms). It also provides multiple information, in English, about damage percentage, attacks one opponent or multiple, how much mana (see Glossary of terms), etc. When English language learners encounter this information, it could encourage them to know the meaning of the different explanations.

In conclusion, BDO usability features are lacking compared to WoW. From the data acquired from BDO's recordings and interviews, I suspect new players with weak English skills need a good deal of knowledge in the game's language unlike WoW. WoW offers multiple easy-to-understand usability features that enable new players to learn the game's interface and mechanics. Therefore, new players do not need to fully understand the game's language as the usability features help them in WoW. It also helps them in learning new L2 vocabulary words (see heading 5.2.1). On the other hand, since BDO's usability features are not as effective as WoW's, new

players with weak English skills may encounter difficulty understand the game's interface and mechanics.

4.4 Role of Language in MMORPGs

This theme examines if participants needed to learn the language of the game if they intended to move forward in the MMORPGs they played. In other words, because MMORPGs are essentially "social games" it investigates if participants needed adequate proficiency in the game's language to win tournaments, understand the narrative, develop relationships, broadcast live streams, etc. This theme also investigates the use of code-switching but not all participants have been asked a question relating to code-switching (see heading 3.6.2 for more info).

4.4.1 Role of L2 to Progress in the MMORPG

Six participants expressed situations where learning the language was required for them to advance in the MMORPG. For instance, 07-EXP explained that having a basic level of English language proficiency is required to play MMORPGs. He emphasized that he had to learn English in order to progress in the MMORPG Dream of Mirror Online (DoMo) (Softstar, 2005). Evidence of this is available in his interview:

Excerpt 54 (from Appendix F.7)

Interviewer: Do you think that you could learn a second language from MMORPGs?

07-EXP: Yes, sure. First you have to want to learn the language. I mean, you can't just jump into the game wanting to learn the language without knowing anything about it. You need to know, basics about it, at least. Then you need to want to learn the language, so ~~we~~ [you] can actually develop yourself. If you don't have the motive, you won't be able to learn it.

...

Interviewer: I see. This one's the other way around. Did you ever learn something from classrooms, or college, that benefited you in language learning in MMORPGs?

07-EXP: Yeah. I would say learning the basics. If I didn't have the basic and I just went to the game, I wouldn't know what to do. I will just be clicking around and I wouldn't actually progress or develop at all, neither in the game, nor in the language, itself.

According to 07-EXP, playing an MMORPG without any knowledge of the game's language would not be helpful since the player would not know what to do and what is required of him to advance in the game. Despite this claim there are certain studies that mention how MMORPGs can be helpful to L2 learning despite the player's proficiency level in English (see heading 2.2.3). Nonetheless, having beginner proficiency in L2 is better than having no proficiency at all.

08-EXP stressed that L2 proficiency is required to advance in the game through levelling up. He explains that MMORPGs require players to interact with other online players in order to level up. For instance, in raiding dungeons, completing hard quests, or asking for help. During the interview, I asked him if someone can acquire a second language from playing MMORPGs and his reply was:

Excerpt 55 (from Appendix F.8)

Interviewer: Do you think you can learn a second language from MMORPGs?

08-EXP: Yes, for sure. Definitely.

Interviewer: How?

08-EXP: MMORPG games usually require the player to interact with others, communicate with others in order to level up. Interaction, communication, language is an important part of the game. I believe that English language in general has huge impact on levelling up. Learning English made the levelling up much easier.

In 08-EXP's perspective, levelling up can be done faster if you have good proficiency in the L2. As a gamer myself, quests that give high XP and better gear are usually difficult and require cooperation. These quests usually involve raiding dungeons (see Glossary of Terms) which is best done with a party.

MMORPGs are fundamentally social games; if players want to communicate with other online players, they need to have a certain amount of proficiency in the game's language. 09-EXP mentioned that in order to communicate with other players he had to learn their language, English. Evidence of this claim is available in his interview:

Excerpt 56 (from Appendix F.9)

Interviewer: Okay. Do you remember a couple instances when you learned something in a second language from MMORPGs?

09-EXP: Yeah, sure. When I wanted to play with a team, they don't want me if I'm not talking their language. So, they can't tell me what to do, and I can't talk to them about what they are doing. So, I had to learn their language to get in with them, in the team. We have to teamwork. Yeah, so I have to learn their language. I didn't want to, but I have to. Yeah.

According to 09-EXP, if he intends to become a part of a team whether that is a party or a guild; he should have knowledge of the team's language. In "endgame" levels, players need to have adequate L2 proficiency to progress in the game through acquiring gear or weapons. These items are mostly available in places that demand teamwork, either dungeons or tournaments.

Teammates can also help you understand game mechanics, such as what happened with Sama:

Excerpt 57 (from Appendix G.3.1)

Interviewer: Did it also benefit your language, like the Pip-Boy?

Sama: Yeah, definitely. Some new stuff, when I tried to read them and decipher them, it will instantly tell me that your level is not that high in English. So, you have to rely on your teammate and ask him about it what does this mean and how do you use it to your benefit. So, I would have to communicate with my friends in English to ask them about it and try to understand.

Sama claims that venues for reading available in MMORPGs can indicate your L2 level. If you do not understand the majority of them, your L2 proficiency could be low. Therefore, he relied on his teammates for help. This shows that MMORPGs do not only expose players to rich sources of written L2 output but also provides access to contexts supporting peer-based learning.

There are occasions where participants end up learning new vocabulary words. 04-EXP expressed a situation during the interview where he learned a word in the second language:

Excerpt 58 (from Appendix F.4)

Interviewer: Okay, do you remember a couple times where you learned something in the second language from MMORPGs?

04-EXP: Yes, definitely. I remember I was trying to get someone to help me doing a quest online and that person was telling me: "What's the name of that quest?" And there was that word "knife" in the quest and, during that time, I just couldn't spell that word. So, I kept telling that person, with my poor spelling, to come help me with that quest. But he eventually get it and then he came in and helped me. And then he told me

that's [how] you spell this quest, not the way I used to spell it. So, yeah, that stuck with me.

Because 04-EXP did not spell the quest correctly, he did not get the help he wanted to complete it. Apparently, the same online player eventually understood what he meant and helped 04-EXP complete the quest and explained to him how to spell the quest correctly. 04-EXP mentioned that because of this, he always remembers how to spell the word knife correctly. Knowing the name of a quest that another novice player requires help on is useful for an experienced player to know, so he/she can search for the quest's objective or recall how he completed through memory. Thus, a novice player should know how to spell the quest correctly when asked by a more experienced player.

Champion mentioned that he learned what a water hose is from MMORPGs. Evidence is available in his interview:

Excerpt 59 (from Appendix F.13)

Interviewer: Okay. How do you move ahead in MMORPGs when it is in a language that's not your language?

Champion: Well, I can use a lot of examples in here. One, I can say the context of the game, the environment can tell you what is the objective to use. I remember giving me a hose, a water hose. Well, that's why I was saying sometimes the context of the game helps you to overcome this barrier. Which, once I got a water hose, I didn't even know what is the meaning of a water hose. Which, when I continued playing the game, I saw some raging fire, which way I use the conclusion that the water hose is something that fires water to kill the fire. This is one example. I have another one which is the most common to use a Google translator or maybe dictionary.

Participants do not only have to rely on translators to know the meaning of words, occasionally the context can help them understand the meaning of newly encountered L2 words. Champion was required to put down a fire using a water hose and that was how he understood the meaning of the word (see Appendix E.1.1).

4.4.2 Role of Abbreviations in MMORPGs

Three participants also learned the specific abbreviations related to digital games. These abbreviations are used in a variety of situations. For instance, if a participant defeats an online

player in a duel, he will likely say GG meaning good game. Stringth mentioned he learned these abbreviations from playing ESO in his interview:

Excerpt 60 (from Appendix F.18)

Interviewer: Okay. Do you remember a couple of instances where you learned something in a second language while you are playing?

Stringth: Yes, of course, especially the shortcuts. When I kill someone or beat them in the game, when you [they] say GG and I don't respond to him; he think that I'm a rude person. I think is that I didn't know what it was mean. So, I was asking like: "What's the GG mean?" Dude you say like: "It's good game or good fight." For GF. And well played for WP and other mini shortcuts. Even outside of the duelling or fighting shortcuts like for your information, FYI and other mini shortcuts. I learned to do in my playtime.

These are only a few abbreviations. MMORPGs are filled with abbreviations used for multiple purposes. For an L2 speaker to learn them signifies his ongoing development in the L2 and the game. 08-EXP also mentioned in his interview that he learned a few abbreviations from playing MMORPGs:

Excerpt 61 (from Appendix F.8)

Interviewer: Okay. Do you remember a couple instances where you learned something in a second language from MMORPGs?

08-EXP: Yes, for sure. For example, abbreviations. We used to ask for other members to join the party, and we used to write the job then LF. LF is an abbreviation for "looking forward". Also, a lot of abbreviations like BTW, by the way; in addition, to many others like TBH is to be honest. Abbreviations, I learned them from friends where I used to read those and I didn't really know what they actually referred to. So yeah, that's it.

While learning these abbreviations are not necessary to advance in MMORPGs, it can help participants understand the social norms of the game. These internet abbreviations are usually said on the internet as 04-EXP claimed:

Excerpt 62 (from Appendix F.4)

Interviewer: And can you speak more about that? Have they ever helped you learning a second language? Or learning a few words in the game?

04-EXP: Yeah, sure, sure, sure. Because, sometimes, you resort to a guide that explain you the specific terminology that's used in an MMORPG. For example, there are some slangs and some words you don't hear it in the real world. It's just specific for Internet and for MMORPGs. So, yeah, sometimes, like you'll pick a few things up from watching somebody go through a content or someone uploaded his clear on YouTube. You can see how they're talking, how they're speaking, what the terminology they're using.

...

Interviewer: Have you ever self-reflected on what you learned in MMORPGs?

04-EXP: Yes, definitely. You learn a lot of terminology, a lot of things. You learn about the Internet culture. You don't see that seeps here into the real world, but when you play in a virtual MMO, as I mentioned, certain terminology is basically the Internet language now. So, you hear about memes, trolls, all these terminology; and all that Internet culture is plugged away in that MMORPG. And you can't get it in the real world.

Not only can you learn abbreviations from MMORPGs but about memes and trolling which are terms that originated from internet forums.

4.4.3 Learning Other Languages besides English

MMORPGs also offered participants the opportunity to make friends with players from other countries and possibly learn some of their language. Three participants mentioned how MMORPGs enabled them to meet players from all over the world. For instance, 02-EXP mentioned that depending on the MMORPG he played he met players from different nationalities in his interview:

Excerpt 63 (from Appendix F.2)

Interviewer: Okay. Do you think that you could learn a second language from MMORPGs?

02-EXP: Yeah, I think it is possible.

Interviewer: How?

02-EXP: Well, when playing MMORPGs, you get to play with people all around the world and they speak all different languages. Depending on the game you are playing, it might attract people from different countries. When I played Final Fantasy, for example, I played with Japanese players. In all of the games, I've met people from Europe, like

Germany and French and ... But of course, English is the major language all over the world. That's why it's easier to learn this.

According to 02-EXP, it is possible to learn a second language instead of English from MMORPGs. The MMORPG WoW has servers available in Chinese, Russian, French, German, Spanish, Korean, etc. If a player wishes to learn a certain language whilst gaming, they can join a specific server in that language (see YouTube [video](#)). Stringth mentioned that before he had the aim of learning different languages, so he made friends with players who speak different languages in ESO:

Excerpt 64 (from Appendix F.18)

Interviewer: Yeah. Do you think you could learn a second language from MMORPGs?

Stringth: Yes, of course I can. I can even learn more than a second language. At some point in my life, I wanted to learn Spanish and French and a bit of Dutch, because I had other friends. I even have them on Snapchat or other social medias. And I learned some slangs from them on other languages. So, I even learned more than English, I know some slangs, French slangs and Dutch and other languages, European languages.

Their friendship was not only restricted to the MMORPG they played together. Implying that if players who have friends who speak different languages they can possibly learn it from them in MMORPGs. One participant claimed having friends abroad could possibly benefit him in the future, besides learning an L2 from them:

Excerpt 65 (from Appendix F.7)

Interviewer: I see. You said that you had language goals after a while, that you said that I wanted to learn the language and have fun at the same time. Could you tell me more about that?

07-EXP: At first, I just wanted to have fun as I said. But then I figured out that I could actually learn the language and it will help me a lot to play other games, to make connections overseas. For now we have, actually, friends in other countries who doesn't speak Arabic, neither English as their first language. But then we played games together from outside Saudi and now I have good connection with them. I have actually met some of them as well. I can be social and I can meet people from overseas, so why don't I just do it. It will help me, as well, and real world here in Saudi, for my future if I want to get a job or anything like that.

It is regular for players to encounter other players who speak a different first language and they cooperate together to learn the game's language whilst playing. Their aim is to enjoy and complete the game therefore this cooperation leads to the co-construction of knowledge.

4.4.4 Interaction Channels Require L2

This constant exposure to L2 input eventually leads to L2 output as specified by O2-EXP (see Excerpt 85). According to O2-EXP, these games improve all main skills of the L2 starting from writing and reading skills then eventually listening and speaking. This statement is supported by research, since the majority of players prefer to communicate through text chat but as they level up they encounter situations where instant communications is needed so they resort to voice chat (see heading 2.2.3). I asked O2-EXP about the advantages and disadvantages of text chat and voice chat:

Excerpt 66 (from Appendix F.2)

Interviewer: What are the differences to you between MMORPGs that use text chat and MMORPGs that use voice chat? What do you think is more beneficial in language learning?

O2-EXP: Well, all MMORPGs have text-based chats. Very little of them have a built-in voice chat, however most players use a third-party software to use voice chats. I prefer the text-based because it's easier to take my time reading and replying to these messages that I receive.

Interviewer: You said that in text chat, it takes you time to reply. Can you explain more?

O2-EXP: I don't mean it takes time. I mean I have more time to read and think about the message and finding the best words to reply with.

Interviewer: You don't have this option in voice chat.

O2-EXP: Yeah, you can't just pause in front of someone. You have to just speak without the ... like, not keep the other person waiting for you to understand what they're saying, or maybe you missed what they said. That's why text chat is much easier to deal with.

Interviewer: To you, what do you think the benefits of voice chat are?

O2-EXP: Voice chat would help in understanding the pronunciation of the language and the... It will also help for speaking and interacting with other people. It's basically

practicing the language from home, I guess, without going to the country and meeting the natives and so on.

Compared to the rest of the participants, 02-EXP's communication competence during the interview was native-like despite never visiting an English-speaking country during his preadolescence and adolescent years. He compared learning the language by playing MMORPGs to visiting the country where speakers of that language reside in. He claims text chat gave him time to correctly respond to messages whereas voice chat can help him develop his L2 pronunciation and learning the social norms.

03-EXP claims you have to learn the L2 if you intend to communicate as well:

Excerpt 67 (from Appendix F.3)

Interviewer: Oh. Do you think text chat helped you learning the language?

03-EXP: Oh, of course. Sure! Because the text chat ~~are~~ [is] created for the purpose of communicate with other people. So, if I want to communicate; I have to learn their language, I have to understand them.

As mentioned earlier, MMORPGs are social games that require cooperation to raid dungeons, win tournaments, complete difficult quests, etc. Therefore, players need to learn the game's language in order to progress faster and/or obtain optimal gear. For example, 06-EXP is an advanced gamer in the MMORPG he plays WoW. He reached one of the highest stages in the PvP tournaments, an impressive feat. He explained that voice chatting was important for the instant communication in his interview:

Excerpt 68 (from Appendix F.6)

Interviewer: How do people learn English in these games?

06-EXP: Like you should talk to people to communicate with your teammates to win the game or you should use mic, so you need to learn some word to use to win the match. So that's gonna help you to learn English.

06-EXP claims he learned some words in the game's language in order to effectively win tournaments. His online friends would correct him if he pronounced a word wrong so he can pronounce it correctly next time so they would not be confused during a match (see Excerpt 138). This shows that learning the L2 is fundamental if participants intend to obtain titles, optimal gear, or high-end items from competing in tournaments at WoW.

Players also learn how to politely greet other players and make small talk with them as seen in heading 4.2.1. The way they introduce themselves mimics real life introductions:

Excerpt 69 (from Appendix F.7)

Interviewer: Do you remember a couple instances where you learned something from the second language through MMORPGs?

07-EXP: Mostly, to learn something you want... When you meet someone, at first you would like to introduce yourself, ask them how they are and try to have a small chat. I learned that from the beginning. When you meet someone who will be like: oh, hi, how are you? Then ask where they're from and try to learn a little bit about them. I would say that was the most instances or the things that you could actually learn and try to repeat over time, on a daily basis.

The constant exposure to multiple greetings and small talk could have led to this participant understand how to properly greet others in the L2. The multiple repetitions of this act have led to him acquiring this social skill and expressing it correctly in the L2.

4.4.5 Code-Switching

During the observation of Stringth, an example of code-switching appeared when he had to explain to his followers that “Q8” stands for the country Kuwait (see Appendix E.6.1). Therefore, I decided to ask the participants during the interviews if they encountered any examples of code switching whilst they play or if they use code-switching while they play. However, because this was a theme that appeared late during data collection, I was only able to gather data about code-switching from six participants (see heading 3.3.2.2). Stringth during his interview, gave some examples of code-switching used while he plays ESO:

Excerpt 70 (from Appendix F.18)

Interviewer: Okay. We've talked before about code-switching. Could you give me examples that you use English words. What words do you use?

Stringth: With some Arabic words, I say, "Get the healer down" or for example, “{تنكاه}”, like tank him. Well, many, many other words. t's really hard to count.

Interviewer: How did you learn these words?

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Stringth: While playing for months. When I play with my Arab friends, I want to get it. I want to say to him, "Heal me, heal me." But it's just too much talking. So, I just say, "{هيلني}" Like this.

Stringth claims using code-switching is faster than saying one full complete English sentence. In the first word {تتكه}, he uses it if he wants his teammate to focus on one opponent and keep him busy. The equivalent of that word in English is: tank him. The second word {هيلني}, is used if he wants to receive a heal from his teammate. The equivalent of that word in English is: heal me. These words are English but meshed with Arabic grammar. The reason Stringth uses code-switching is because he could communicate faster in the heat of battle.

San gave more examples of code-switching. He claims he learned them from friends and the gaming community. Data from code-switching were gathered during his interview:

Excerpt 71 (from Appendix G.2.3)

Interviewer: Okay. How about code-switching? Do you use any code-switching while you're playing video games?

San: For example, in Dead by Daylight, I said: "{كجالك Killer}" It means the Killer is coming. And in Overwatch I said: "{كولعب Coop}" Like let's play cooperative. And "{game خلص}" ; it means the game is finished. So, this are my examples.

Interviewer: How did you know that these words represent these meanings? Like {كولعب} means cooperative. How did you know that this is what it means?

San: I hear it from other friends and the community. So, I asked them and I asked anyone to and he told me what does it mean.

The first two code-switching examples are game based, meaning they are only used in a certain game. Whereas the third one can be used in any game. In all three examples, one word was English whereas the other was Arabic. The code-switching words are normally, as San claimed, learned from constant participation with the gaming community.

Champion also had examples of code-switching:

Excerpt 72 (from Appendix G.1.3)

Champion: And sometimes we use this quite often too; "{heal ابي}" , which means I need. "{heal me}" , which is the definition of heal, we use that quite a lot. This is just two basic examples; we use it quite a lot.

If Champion desires to receive a heal from fellow players who speak the same first language, he would code switch English and Arabic to receive a heal from his teammates. A similar example is available in Agmi's interview:

Excerpt 73 (from Appendix F.16)

Interviewer: So do you ever use code switching in video games?

Agmi: Yeah, a lot of times. Maybe I add an Arabic word to English word. So, it's very normal.

Interviewer: What kind of words do you use in gaming?

Agmi: In gaming like... Okay. Give me heal.

Interviewer: Giving me heal?

Agmi: Yeah. I say: “{heal عطني}”.

Champion prefers to use the Arabic word {ابي} whereas Agmi prefers {عطني}; both words mean give or want depending on context. The other word is the English word heal. The last example is from 11-EXP's interview:

Excerpt 74 (from Appendix F.11)

Interviewer: Code switching. That displays both English and Arabic in the meantime. For instance, I play call of duty, then, I say: “{انتبه للنوب يمكن يقتلك}” The word noob is in English that I use in an Arabic context.

...

11-EXP: Yeah, well. “{احتاج help}” words like that. At this moment, my mind is blank and can't give further examples. There are so many words that we use a lot.

In this excerpt, 11-EXP used an Arabic word and an English word in one sentence. {احتاج} means need and “help” is an English word. Alas, because this theme appeared late during data collection not much data has been gathered about it since most of the participants have already been interviewed. However, it is an interesting area to investigate further in later studies.

In conclusion, this theme focused on how learning the L2 is important if a player intends to progress in the MMORPG. Data shows that they need the L2 to understand quest objectives, join guilds, establish parties, raid dungeons, win tournaments, and make new relationships in the game. As a gamer myself, I agree with 02-EXP statement that playing MMORPGs is similar to

visiting another country and engaging with native speakers of that country (see Excerpt 66). If the game is in English then participants are put in a virtual world utilizing the English language; communication is in English, text stimuli is in English, and once they need to utilize voice chat then they hear and speak English as well.

4.5 Perceived L2 Outcome from Playing MMORPGs

The focus of this theme is how playing MMORPGs has influenced participants English language proficiency in the long run. Some participants claimed that certain language skills, if not all, have improved after extended amounts of playing (see Table 4.3). Other participants mentioned that they stopped using a translator after playing for so long, as they understood what was said or written without the need of a translator. Certain participants mentioned that due to playing MMORPGs, pedagogical assignments relating to English have become easier. However, other participants have explained that not only gaming has influenced their English language proficiency; school, movies, or family helped as well. All these claims are presented with evidence from participant's interviews below.

4.5.1 MMORPGs helped in English Subjects

To start with, four participants expressed that playing MMORPGs has significantly helped them in passing English subjects at a university level. For instance, Deman mentioned that English subjects were far easier for him than other core subjects, because of MMORPGs, whilst his colleagues complained about English subjects and found them harder. Evidence of this is available in his interview:

Excerpt 75 (from Appendix F.17)

Interviewer: You said that you learned a lot about language from video games, did learning language from games influenced your learning for the second language in school?

Deman: I have bachelor's degree in management systems and human sciences with a very good grade and I studied English since preparatory school. In <university name> we had three English courses which I passed their exams in only one year without reading a single page from the syllabus. I mastered English while other colleagues had serious issues with English courses, they were even worried about English subjects more than other hard subjects like statistics and accounting. But for me, I've never worried about

English and I literally didn't open the English syllabus book and all the credit goes for video games. The school English lessons were just remedial.

Demian also mentioned that because of gaming, his vocabulary improved drastically. He no longer had a need for a dictionary since the number of words he knew in English improved greatly (see Excerpt 140). Playing MMORPGs has resulted in increased confidence in the L2 for Demian, but Demian was not the only participant whose L2 confidence increased: 03-EXP, 06-EXP, and 12-EXP all mentioned that their L2 competence increased from gaming.

03-EXP explains that his English language was poor during high school; however after playing MMORPGs, he became proficient in English which made his studying for a medical degree much easier:

Excerpt 76 (from Appendix F.3)

Interviewer: Okay. Do you think the way you played MMORPG and you learning the language through MMORPG helped you learn the language in the classroom and in college?

03-EXP: I have a... Now I am studying in medical school. Before, towards English was very bad to me in the high school because of the weak studying in high school. But, when I started playing, I feel like it will be good for me in the future when I go to medical school. Now, in medical school, I don't face a lot of problems because the language is easy to me. Even if they give me a word in another language, not in English, like in Latin or Greek; I can translate it from Latin or Greek to English and understand it in English. Not even I have to translate it to Arabic.

03-EXP is aware that playing MMORPGs has resulted in his L2 competence increasing; to the point that he no longer needs to translate Latin or Greek words to his native language but to his second language.

06-EXP claims that because of MMORPGs he was placed on intermediate level during an English placement test during his scholarship. Furthermore, he claimed MMORPGs improved his speaking, reading, writing, and listening skills:

Excerpt 77 (from Appendix F.6)

Interviewer: I see. I've done this interview with a few people and they said that while we play this game, we played it for fun, but also to learn English, were you the same?

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06-EXP: No. I usually played for fun, not to learn English. So, I think that helped me to learn the English while I'm done. I quit playing these games and I travel to USA, they put me at like level three. So, what I find myself from this game. Like I just studied only six months, like good.

...

Interviewer: Have they ever corrected your spelling or writing?

06-EXP: Yes, the game usually have a game chat and mic, so we used both. So, you improved your talking, your speaking, your writing, and even your listening.

Level 3 in American placement tests is seemingly intermediate level. 06-EXP believes his L2 competence was greatly improved by WoW which resulted in him being placed in level 3. He claims most of his L2 skills have improved from WoW.

The last participant, 12-EXP claims that English language subjects during high school and university were too easy because he played numerous digital games in English which facilitated him acquiring the language:

Excerpt 78 (from Appendix F.12)

Interviewer: Okay. Do you think the way you play MMORPGs, these games, you think the way you play them, has it inspired the way you study a second language?

12-EXP: Yeah, it did help me in great ways. Most of my high school days I didn't study English but then high school was easy, too easy for me to study. Even now, I'm in fourth year now [at the university], the first year was mostly English; about 70% was English. Yeah, that is also, I need to study English all the time. I used to go out, play more video games. My English level is very good.

When 12-EXP said "Yeah, that is also, I need to study English all the time. I used to go out, play more video games" he meant that because of his chosen major, English, he needed to study English; but because he was already proficient at it from digital games, instead of studying he would rather play digital games or go outside. These four participants: Deman, 03-EXP, 06-EXP, and 12-EXP all claimed that MMORPGs increased their L2 competence which helped them in pedagogical contexts.

4.5.2 Playing Increases L2 Competence whereas Not Playing Decreases It

One participant, 09-EXP, gave an estimated time of how long it took him to be able play MMORPGs without a translator. He claims that after six months of playing MMORPGs he stopped using the installed translator *Golden Alwafi*. He also stressed that because of MMORPGs, his speaking skill has improved from voice chatting with his foreign friends. Evidence is available in his interview:

Excerpt 79 (from Appendix F.9)

Interviewer: When you say that you're doing the translating, do you think that you reached a stage later that you don't need to use a translator?

09-EXP: Yeah, after maybe six months. I didn't have to use a translator at all.

...

Interviewer: So, you told me that you use a translator to understand some stuff in the second language. Is there any other actions you take besides the translator?

09-EXP: No, that was my only method to improve my language. Translator and the... After I downloaded the Skype, and I started to add my foreign friends so I can talk to them in groups. That's how I improve my speaking, even if it's not that good. But I can talk to them in voice chat.

While the amount of time it takes for an L2 player to improve his/her L2 competence is different from one person to another. Nonetheless, six months is a very short time to become proficient in the L2 to the point that a translator is not needed. However, it is likely that other factors also contributed to his increased L2 competence. What is rather interesting thou is that 09-EXP noticed that his L2 competence decreased after he stopped playing MMORPGs:

Excerpt 80 (from Appendix F.9)

Interviewer: How do you think, you know, right now your language is very good. How do you think that you still know what you learned?

09-EXP: Actually, my language was a lot better. Was a lot better, like six years ago. But now it may be decreased. Yeah, because I didn't communicate with others like before. I get engaged with college, with everything, you know? So, I can't talk like before. Before I had no problems at all at talking for hours. But now, you know, I had to remember some vocab and you know. So, it's maybe difficult for me now. My level maybe goes from

seven to five. If you are talking about out of 10. So, I have to keep on track with the games, but I didn't have time, unfortunately.

It is possible that MMORPGs were the sole defining factor in increasing 09-EXP L2 competence. Whereas other factors (e.g. school) could have played a more minor role if his L2 proficiency decreased after he stopped playing. Another participant who realised his L2 proficiency decreased once he stopped playing was Stringth:

Excerpt 81 (from Appendix F.18)

Interviewer: Do you ever keep track of your second language progress while you play?

Stringth: Sadly, I don't. Because one year ago, my English was way much better than now. But now it's not really that good, I forgot so many of grammar. Because I didn't have time to talk to people, to twist from people to my friends. But that's the thing, that's why I... The symbol that I didn't improve a lot. They even got a little bit rusty, the language.

Interviewer: Yeah, okay. When you leave the game, you believe that your language deteriorates? Like gets worse.

Stringth: Yeah.

Both participants: Stringth & 09-EXP claimed that their L2 deteriorated after they stopped playing. This could be because MMORPGs are the only place where they constantly practice their L2. They claimed in their survey result that they played every day; hence, they practiced their L2 very frequently (see Appendix H). Once they stopped, they do not frequently practice it as much as they used to which likely resulted in it deteriorating.

Stringth claimed that speaking and reading were the two major L2 skills that improved from gaming in ESO:

Excerpt 82 (from Appendix G.6)

Interviewer: So over here, I was asking did it improve your English language?

Stringth: Yes, because I'm talking with other people on the stream. They are chatting with me; I'm responding to them. And yeah, definitely improved me.

Interviewer: What skills do you think it improved the most? There's listening, speaking, reading, and writing.

Stringth: I think that's it improves the speaking and reading. But not listening because you're not hearing.

Speaking improved for Stringth because he would make commentary during his live streams for his spectators. Reading could have improved because MMORPGs are rich with written input. He claims listening has not improved and this was because he was not exposed to spoken input.

4.5.3 Perceived L2 Skills that Improved

Multiple other participants explained which language skills they have developed as they played MMORPGs [speaking (S), listening (L), reading (R), and/or writing (W)]. Some participants mentioned that certain language skills improved while others did not, while other participants claimed that all language skills have improved (see Table 4.3). The cores of language, grammar (G) and vocabulary (V), were also mentioned. The majority of participants claimed that their vocabulary improved, while a minority said that their grammar improved (see Table 4.3).

4.5.3.1 Grammar

Only two participants mentioned that their grammar improved, 01-EXP and 05-EXP. 05-EXP claimed to have used a program to help him structure grammatically correct sentences:

Excerpt 83 (from Appendix F.5)

Interviewer: Okay. Do you think that you could learn a second language from MMORPGs?

05-EXP: Yes, but with some tools and some professional or grammars, like Cheat Cheat.

Interviewer: What is Cheat Cheat?

05-EXP: It's kind of a grammar describe or a summary of most of well-known grammars to make sure that what you are write is the right thing. If you used to do the bad grammar, you will learn the wrong way.

This program (the researcher failed to find it) helped 05-EXP construct grammatically correct sentences once he is communicating with other players. It helped him improve his L2 grammar. The other participant, 01-EXP, did not mention the use of any program:

Excerpt 84 (from Appendix F.1)

Interviewer: Do you think the way you play MMORPG's inspires or impacts the way you study second language?

01-EXP: It is, because when I play MMORPG, and during the play I have learned about like 50 word. And then go to the school, and see the books, I can know like; Oh, I recognize this word. So, this word mean this thing, and this mean this thing. So, I gather them up together and I came with a sentence, so I can answer better and know exactly what they talking about even in the grammars or the vocab reading.

It appears as if school has helped 01-EXP improve his grammar alongside MMORPGs. Although I am not aware exactly how.

4.5.3.2 Listening

Three participants mentioned that their second language listening skill improved: 02-EXP, 06-EXP, and Champion. On the other hand; one participant, Stringth, claimed that listening cannot be improved in MMORPGs (see Excerpt 82). What 02-EXP said in his interview is representative of what the 06-EXP said, so 06-EXP excerpt is not be shown. However, 02-EXP excerpt is not representative of what Champion said, so his excerpt is presented next:

Excerpt 85 (from Appendix F.2)

Interviewer: Do you remember a couple instances where you learned a second language from MMORPGs, yourself?

02-EXP: Well, I can't remember a single instance, but I think the overall experience and the continuous exposure to the language certainly has improved my language and not only by... Mainly, we communicated by text. So, my writing skills and reading skills have improved much, much more than the other skills like listening and speaking. But later on, when I started using voice chat, it also improved. Yeah.

02-EXP and 06-EXP listening skills improved once they started participating in voice chat with other players. Champion, on the other hand, explains that his listening skill improved from listening to NPCs speech:

Excerpt 86 (from Appendix G.1.2)

Champion: Well... I can say reading, listening, because there are a lot of conversations you have to listen to. There are some conversations are a little bit like important, so you have to either draw or something mechanical in this game so you have to listen to a conversation to; two people they don't know about you, so you have to listen carefully what they say.

Interviewer: Yeah, eavesdropping.

Champion: Yeah, that's it. This actually improved my listening. 100%.

Interviewer: Okay.

Champion: Reading 100% too because every item has like 10 lines of read the law.

Where did it come from? What is the benefits? Attack power, everything.

The above mentioned participants are all aware which L2 skill has improved and, sometimes, which did not. This results in increased confidence once they are required to communicate in the particular skill they are proficient in.

4.5.3.3 Writing

Five participants claimed that their L2 writing skill improved from playing MMORPGs. They are: Stringth, Deman, 02-EXP, 05-EXP, and 06-EXP. Both 02-EXP and 06-EXP mentioned that their writing skill, in general, improved. What 02-EXP claimed in Excerpt 85 is representative of what 02-EXP & 06-EXP said in their interview, so an excerpt is not provided for them. However, Stringth, Deman, and 05-EXP were very specific that their spelling skill during writing has improved drastically. What 05-EXP said in his interview is representative of what Stringth and Deman said. Below is an excerpt from 05-EXP:

Excerpt 87 (from Appendix F.5)

Interviewer: Okay. You know, I've met some people and they said that I played MMORPGs for fun and to learn English. How about you?

05-EXP: Yes, but fun is first. The learn English is a good deal. If you play Call of Duty or any game that you will only play and don't know that much of words, you could not chat with people, especially with spelling skill. My spelling skill is very, very good.

05-EXP claims that certain video games do not provide a chat box, but MMORPGs do. He claims chat boxes greatly improved his writing skill alongside Deman and Stringth.

4.5.3.4 Reading

Six participants mentioned that their L2 reading skill improved. They are: Stringth, Champion, Agmi, 01-EXP, 02-EXP, and 08-EXP (Stringth's claim is in Excerpt 82 – 01-EXP claim is in Excerpt 84 – 02-EXP claim is in Excerpt 85 – and Champion's claim is in Excerpt 86). Agmi's claim is representative of 08-EXP claim, so only his excerpt is presented:

Excerpt 88 (from Appendix F.16)

Agmi: But my English speaking is not very good, but my reading is better. Yeah.

Interviewer: Why is your reading better than you're speaking?

Agmi: Because I don't speak a lot English but I read it a lot. Yeah.

Interviewer: So, because all these games are full of English.

Agmi: Yeah. But I don't... I play with my Arab friends so we speak Arabic all the time.

Research shows that MMORPGs are full of written L2 input (see heading 2.2.3). This exposure has led to those six participants improvement in their L2 reading skill.

4.5.3.5 Speaking

Eight participants claimed that their second language speaking skill has improved. They are: Stringth, Deman, Sama, 02-EXP, 06-EXP, 07-EXP, 08-EXP, and 09-EXP. Only one participant claimed that his speaking skill has not improved from gaming and he is Agmi (see Excerpt 88). However, this was the result of him cooperating with players who speak the same L1. He also avoids opportunities for social interaction with players who speak a different L1, likely because he prefers playing with his real-life friends (see heading 4.1.3).

Three from the eight participants were specific that their English language pronunciation has improved from gaming, they are: Deman, Sama, and 02-EXP. Among those three, and all other participants, 02-EXP L2 proficiency was native-like. However, he gave credit for his L2 fluency to a variety of input, including his family, movies, and gaming (see Appendix F.2). On the other hand, Deman's L2 speaking skill was considerably weak compared to the rest of the participants (see heading 3.4.5.5). What 02-EXP said in Excerpt 66 is representative of what all the other seven participants said.

4.5.3.6 Vocabulary

In terms of vocabulary, eight participants mentioned that their vocabulary improved. They are: Stringth, Deman, Champion, Sama, 01-EXP, 06-EXP, 07-EXP, and 10-EXP. Among them, 10-EXP, Champion, and Stringth gave examples of when they learned new words (see Excerpt 59 – Excerpt 144 & Excerpt 145). Deman explained that he benefitted from his dictionary whilst playing MMORPGs to the point where he did not need to use it anymore to learn new L2 words (see Excerpt 140). 01-EXP claimed that the numerous L2 words he learned in MMORPGs benefitted him in school (see Excerpt 84). 06-EXP claims that he learned new L2 words from interacting with

his friends online in MMORPGs (see Excerpt 138). 07-EXP and 10-EXP played for fun and to learn new L2 words, below is an excerpt from 07-EXP interview which represents what 10-EXP said:

Excerpt 89 (from Appendix F.7)

Interviewer: Do you know, exactly, how many years it took you or how many months from playing the game for fun, to playing the game for fun and language learning?

07-EXP: When you want to speak another language, it's fun to have another language to speak, and you have to feel proud about yourself just by speaking more than one language. When I started playing again I wanted to play for fun, but then I found out I get actually an English from it, know some words and just repeating it and using it in days forward. Yet, became like that maybe it was like maybe a month or two months, at most, because when you see that you can actually learn to do something, you just want to improve.

07-EXP and 10-EXP both realised they can enjoy the game and learn from it, therefore they used these games to improve their L2. 10-EXP used a notebook to memorise and understand the words he failed to know in the MMORPGs he played (see Excerpt 149). The last participant, Sama, claimed he can learn new L2 words just from playing:

Excerpt 90 (from Appendix F.15)

Interviewer: Okay. Do you think you could learn a second language from MMORPGs?

Sama: Definitely. I can learn a lot of vocabulary through it. I can learn new words, such as sit or trap or I can learn... maybe I can learn describe or explain or talk to.

In conclusion, participants mentioned in their interviews that the second language outcome of playing MMORPGs is remarkable. Four participants mentioned how they benefitted pedagogically in school from MMORPGs. 09-EXP gave a rough estimate of how long it took him to stop using a translator, he claims six months and he stopped relying on it. Two participants claimed that because they stopped playing MMORPGs, their language proficiency has decreased. Finally, numerous participants mentioned how playing MMORPGs benefitted them in the four language skills and/or in the language cores.

The table below shows which participant perceived which L2 skill/core improved. **However, it is important to note that since this was an unexpected finding, I did not aim to know which L2 skill improved from participants. Hence, some participants have not mentioned which L2 skills improved, if any.** I also added their reported frequency of playing, when they started playing

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MMORPGs (or any other digital games), and which MMORPG (or any other digital game) they played from the background survey (see Appendix H) (see Table 4.3).

Table 4.3 Participants perceived L2 skill/core outcome from playing MMORPGs

Participant	Which L2 Skill/Core Improved?	Started Playing MMORPGs for...	Frequency of Playing MMORPGs	Which Digital Game Played?
01-EXP	(V) – (G) – (R)	4 – 6 Years	Everyday	ESO, BDO, WoW, FF14
02-EXP	(S) – (L) – (R) – (W)	6 Years or above	Everyday	WoW, FF14
03-EXP	–	4 – 6 Years	Everyday	FF14
04-EXP	–	6 Years or above	Everyday	WoW, FF14, Guild Wars 2
05-EXP	(G) – (W)	6 Years or above	Everyday	DOMO
06-EXP	(V) – (S) – (L) – (W)	6 Years or above	Everyday	WoW
07-EXP	(V) – (S)	4 – 6 Years	Everyday	DOMO
08-EXP	(S) – (R)	6 Years or above	Less than once a month	DOMO & Aura Kingdom
09-EXP	(S)	6 Years or above	Everyday	WoW, Silkroad
10-EXP	(V)	6 Years or above	few times a week	EDO, FF14
11-EXP	–	1 – 3 Years	few times a week	FPS game
12-EXP	–	4 – 6 Years	few times a week	Adventure game
Champion	(V) – (L) – (R)	6 Years or above	few times a week	WoW, BDO
San	–	Less than a year	Everyday	WoW, BDO
Agmi	(R)	6 Years or above	Less than once a month	BDO
Sama	(V) – (S)	6 Years or above	Everyday	ESO, Fallout 76
Demam	(V) – (S) – (W)	6 Years or above	Everyday	FF14
Stringth	(V) – (S) – (R) – (W)	6 Years or above	Everyday	ESO

4.6 Perceptions of MMORPGs vs. Traditional Methods of L2 Learning

In this heading, MMORPGs are compared to traditional methods of L2 learning according to the participants perspective. A couple of participants mentioned the highlights of MMORPGs in L2 development. For instance, two participants expressed that MMORPGs are entertaining. Therefore, they are learning the language while having fun whereas school is considered dull. One participant explained that MMORPGs give players the chance to learn a type of language not available in pedagogical situations. Two participants also expressed that language development in MMORPGs is unforgettable. Once you learn a new word, it becomes nearly impossible to forget.

However, there was one participant who claimed that because of how he learned the L2 in MMORPGs, he struggled in grammar related subjects. Despite that, the majority of participants expressed that MMORPGs benefitted them and helped them progress in school or university L2 classes. All these claims are provided with their supporting excerpts below.

First, participants who expressed that language learning in MMORPGs is unforgettable are presented. Two participants: Deman and 07-EXP gave examples of how learning in school is different than learning in MMORPGs. For instance, 07-EXP explains that teachers cannot concentrate on him specifically since there are many other students. Furthermore, the level of English proficiency between students varies. Therefore, the teacher would have to explain a concept multiple times wasting class time. However, in MMORPGs the player has to seek the knowledge by himself and occasionally use it. Therefore, it becomes hard to forget. Below is the excerpt from his interview:

Excerpt 91 (from Appendix F.7)

Interviewer: I agree. Do you think the way you play MMORPGs, changed the way you learn the language in classrooms or in college?

07-EXP: Yes, it did change it a lot. Because in classrooms, on college, the teacher doesn't actually pay attention to you. He doesn't concentrate, only on one person, he only has like 45 minutes to one hour and that's it. He can't actually focus on the whole class. Even if he does explain something, he will have to repeat it over and over again. Even if you do get it, some people wouldn't and they will ask about it. You won't be able to get the full knowledge about the thing that he explained. When you play a game, you'll have to actually know it by yourself. If there's something that you didn't understand, you will have to look it up yourself, and once you do that, it will just be in your mind, and you won't forget it.

In MMORPGs, if 07-EXP faces an L2 barrier then he is motivated to overcome this barrier in order to complete the quest, obtain an item, or defeat an opponent. Therefore, it becomes an experience that is hard to forget due to how rewarding it is. In classrooms, he does not experience the same phenomena. Deman makes a similar claim. He sees school as supplementary whereas the real L2 learning takes place in MMORPGs, because learning there is an unforgettable experience. He claims that the credit to his L2 proficiency is thanks to MMORPGs and because of them he never had to worry about English subjects (see Excerpt 75 for further evidence):

Excerpt 92 (from Appendix F.17)

Interviewer: I met people who used to play games for the purpose of having fun and for learning language, what's your opinion about that?

Deman: That's the right purpose for playing games. It won't be fun to play games based on stories without understanding their stories. These games aren't a shooter game and you may notice that game reviewing websites put game's story reviewing on the top, and that's the main reason for me to learn the language. I wanted to understand what's happening around me and thanks to god; my language skills are excellent and I can understand the language of any game which makes me happy and makes playing more fun. I studied in a private school in Saudi Arabia where we are being taught English from the first class of elementary school, but the school was just a matter of factor I would say it was just remedial lessons. But I actually learned English from playing games and all the credit goes to the games. The games provide the correct spelling, correct pronunciation, and make it easier to memorize. As you make an effort to find its meaning, then you'll never forget it.

According to Deman, the main L2 learning took place in digital games and not in school. He considered English language classes supplementary. He was motivated to learn the L2 in order to fulfil his motivation to play: immersion (see heading 4.1.5). Digital games provide correct spelling, pronunciation, and is an unforgettable experience.

Three participants: 06-EXP, 03-EXP and 10-EXP explained because MMORPGs are entertaining, it becomes enjoyable to learn the L2 whilst they play. 06-EXP believes classroom teaching is dull compared to MMORPGs. Evidence is available in his interview:

Excerpt 93 (from Appendix F.6)

Interviewer: Okay, how about the other way around? Has learning the English language in classrooms, has it helped you in learning the English language in MMORPGs?

06-EXP: Yes, of course. But not very much, because learning English in the classroom will be more grammar, usually more grammar than speaking or something like that. Yeah.

Interviewer: Okay, but in MMORPGs, it's more communicative?

06-EXP: Yes.

Interviewer: How so?

06-EXP: Because in RPG games, you're gonna use everything about the language, speaking, listening, and it's entertainment. It's gonna be more easy than a classroom. Like in the classroom, you're gonna be more boring to learn. Understand me, right?

According to 06-EXP, L2 classrooms tend to teach deductively but it appears he prefers to learn the L2 inductively in an entertaining environment which MMORPGs provide (see heading 2.2.3). 03-EXP shares 06-EXP's belief, he claims learning from MMORPGs is an entertaining experience, unlike pedagogical situations:

Excerpt 94 (from Appendix F.3)

Interviewer: It's okay. Do you have any recommendations for people you know, playing MMORPGs to learn English?

03-EXP: Some people think that it's very difficult to learn English in a class or in a university. If they identify the pleasure of studying it, you can't find the pleasure of playing and study in the same time. And this is a good way to learn English with MMORPG games. Very, very good way.

10-EXP, on the other hand, differs slightly. He believes learning the L2 has become more enjoyable after playing MMORPGs, augmenting L2 learning in classrooms:

Excerpt 95 (from Appendix F.10)

Interviewer: Excellent, okay. Do you think that playing MMORPGs inspires how you study a second language?

10-EXP: Yes, because I'm enjoying it. At the same time playing and learning. Best way.

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Interviewer: Do you think it makes your learning a second language in class more enjoyable?

10-EXP: Yes, certainly.

Apparently, playing the MMORPG has motivated 10-EXP to boost his L2 proficiency (see Excerpt 149). The L2 words he learns from classrooms can be applied in the MMORPGs, which made the experience of learning the L2 more enjoyable.

Another participant 04-EXP explains that language in MMORPGs is different than language learned in classrooms. As a gamer myself, I agree with 04-EXP's statement. There are words (e.g. noob, camp, tunnel, farm, buff, debuff, Aggro, etc) that are not used in real life. Evidence of this is available in his interview:

Excerpt 96 (from Appendix F.4)

Interviewer: How about the other way around? Have you ever learned stuff in the real world, in real classrooms, and adopted it in your MMORPG language learning?

04-EXP: Not really.

Interviewer: Not really?

04-EXP: Yeah, because, as I mentioned earlier, in an MMO you use a certain language, a certain variant of English language, and what you learn in class doesn't necessarily help you in.

The above mentioned words (e.g. camp, tunnel, farm, buff, debuff, Aggro, etc) are not used in real life. However, they do have meaning in the internet culture as claimed by 04-EXP (see Excerpt 62). L2 learners in EFL settings can only be exposed to the L2 normally through the internet. Therefore, it is beneficial to know these terms.

Champion claims that teaching English in school was poor compared to digital games and movies. However, he believes college, not school, was as beneficial to him in L2 development as movies and digital games:

Excerpt 97 (from Appendix G.1.2)

Interviewer: Okay. And how did you learn how to read? You learned it from, I realize your reading is pretty good. Did the games help or no?

Champion: Oh, 100% actually I can say games and videos and even movies taught me English more than school, but college is equal to the games and videos and movies.

In Champion's perspective, his L2 development in digital games was more advantageous than in school. However, it appears that college benefitted him in an equal manner. Nonetheless, it is beneficial to practice the L2 in pedagogical contexts and extramural contexts. Research shows that more exposure to the L2, leads to acquiring it (see heading 2.2.3).

Stringth partially agrees with Champion's statement. He explains his English teacher at school was not qualified for L2 teaching and because of that he struggled in school (see Excerpt 144). He claims he learned more from MMORPGs than from school. In spite of that, he struggled in grammar related subjects during university since the way he learned grammar was inductive in MMORPGs. Therefore, he did not always know the rules of sentence structuring:

Excerpt 98 (from Appendix G.6)

Interviewer: Do you think it's possible to learn the language only from MMORPGs?

Stringth: That's impossible. Because here in university, the only thing I was losing marks, that was grammar. Even though I got A+, but I was mistaken like two questions, three questions. Even though all of the grammars I got right, it's because I know how the sentence will go because I always say it in MMORPG. But I didn't know how it came, like with "has" instead of "have".

MMORPGs are not designed for L2 learning purposes so grammar, unsurprisingly, is not taught. However, it is possible to acquire the L2 inductively (see heading 2.2.3). In spite of that, potential L2 learners can learn grammar in pedagogical situations and practice their L2 in MMORPGs as 10-EXP has done (see Excerpt 95).

While there is a lack of research claiming that grammar can be acquired in MMORPGs, it can still help in developing the L2 as these four participants claimed: 01-EXP (see Excerpt 84), 03-EXP (see Excerpt 76), 08-EXP, and 12-EXP (see Excerpt 78). 08-EXP claims that he has seen improvement in his L2 development but does not know whether credit is from MMORPG gameplay or school. Nonetheless, he does say that MMORPGs have improved his English:

Excerpt 99 (from Appendix F.8)

Interviewer: Okay. Do you ever self-reflect on what you learned from these games?

08-EXP: Yeah, so basically, in the long run, I found myself to be, I have seen improvements, but I don't know if I should relate it to playing the games or is it just like studying? I don't know how to differentiate, to say whether playing games actually have improved or not for sure in the long run. In the short run, I'm not so sure, but I saw some improvements especially when communicating with the same person for a long time.

Interviewer: Okay. Do you think the way you played MMORPGs and learned the language from them impacted the way you study a language?

08-EXP: Yes, for sure.

Interviewer: How so?

08-EXP: I found it much easier to learn a language before playing when I thought that learning a second language, a new language was much, much more difficult, especially when studying. In intermediary school, secondary school, so much barriers were there, but after playing and using the language, speaking with others, improving reading, helped much.

Finally, 04-EXP believes that people who learn from educational institutions learn faster than people playing MMORPGs. Evidence is available in his interview:

Excerpt 100 (from Appendix F.4)

Interviewer: Yeah. I heard that some people, they set specific second language goals when they are playing MMORPGs. They play for fun and they play for learning. What do you think about that?

04-EXP: Honestly, yeah sure. But I think when you want to play an MMO, I think your main objective should be having fun. If you want to learn the language, I think there are alternative efficient way that can help you improve your language in the time. If you compare, like someone who want to learn the language from MMORPG and someone who want to learn, for example, going to schools or an institute that helps them. I think the person who only, sole focus is learning the language, would improve faster than the one who utilized MMORPG to improve his language.

While O4-EXP believes you can learn an L2 from MMORPGs (see Excerpt 106), he thinks people whose sole focus in L2 improvement and enrol in educational institutions learn faster. In conclusion, Table 4.4 shows the range of reasons why participants perceived MMORPGs are better than other pedagogical methods for L2 development.

Table 4.4 Participants perceptions on MMORPGs vs. traditional methods of L2 learning

Positive Findings	Negative Findings
Entertaining environment that facilitates autonomous L2 learning	Lack of grammar
Hands on L2 learning that creates unforgettable L2 learning experiences	Slower L2 learning
Exposure to a type of L2 language not found in pedagogical situations	Certain words used in MMORPGs are not used in real life
Supplements L2 learning in school	

4.7 Attitudes toward L2 Learning in MMORPGs

During the interview, participants were asked if they have any recommendations for players aiming to learn an L2 from MMORPGs. Participants explained what they found useful, what they recommend, and occasionally what they recommend avoiding. Deman, for instance, advises language learners to focus on role-playing aspect in games as they give them the opportunity to enjoy themselves while learning. He also mentions that digital games give players the opportunity to learn languages other than English:

Excerpt 101 (from Appendix F.17)

Interviewer: What's your advice for those who play games for the purpose of learning language?

Deman: I advise them to play classic RPG games, classic RPG games are the best choice if you want to have fun and to learn English at the same time. These games don't include a lot of action, all dialogues appear on the screen inside dialogue boxes. He will be able to live the story, listen to the pronunciation, and read the dialogues. It will be useful from all aspects. Now it's easier compared to days when we were young, where we had to use dictionaries. But nowadays even for people with very poor English skills, which is very rare, they can only take picture of the text and google will translate it.

...

Interviewer: Before we end that interview, would you like to add anything we didn't mention during the interview?

Demam: I'd like to highlight that video games are a huge world. I wonder when some parents or other people still think that people who play video games have nothing to do, are still little boys, or it will ruin their minds. Contrary to that, these games open your mind and develop your imagination, and we may notice that the game programmers and producers are very successful and that they make billions from these games, and we need to motivate ourselves and our future generations for success and to practice what they love. I'm thirty years old and I'll keep playing until I'm fifty years old. When I have kids, I'll play with them. Games became a lifestyle for me like Boxing, which I practice, and like eating and drinking as I mentioned before, games are part of my life, I even designed a PC game on 2010 with a team called <deleted> and in future I may release another game, it's a hobby. Don't underestimate the games world, it will help you in learning the world's first language, English, and you may learn other languages like German, Russian, and many other. Nowadays, games allow you to choose the running language at the beginning which may help you practice any desired language. I strongly advise fathers to let their sons play suitable games for their ages for a limited time and under their supervision. I already do that with my nephews, I prevent them from playing games like Red Dead and I let them play games like Crash and Final Fantasy. Thank you

MMO[RPGs] are also role-playing games. Therefore, a person can be immersed into the gameplay through the avatar he created. Benefits of avatar customisation in MMORPGs were mentioned above (see heading 1.4.1). Demam's attitude towards MMORPGs as a L2 learning environment is positive, he claims it can help you acquire any language including English; but advises parents to choose suitable games depending on the age of their child.

4.7.1 Play with Gamers from different Linguistic Backgrounds

Two other participants 07-EXP and 09-EXP strongly encourage to play with speakers of a different first language than the language learner. 07-EXP also mentions the importance of motivation to language learning as evident from his interview:

Excerpt 102 (from Appendix F.7)

Interviewer: Okay. What are your recommendations for people playing in the MMORPGs, to learn English?

07-EXP: I would say try to play with friends and try to make friends with some native speakers. Not only native speakers just try to make friends with people who doesn't speak the language as their first spoken language. Because those people want to learn

as well, and you will learn with them. If you have friends who was Arabic as well, and you will play with him, if there's anything you would encounter, like a language barrier, it would just speak in Arabic, and that wouldn't help you at all. So, try to speak with a French speaker or German speaker, even a Spanish speaker, for example. They will just try to get to a conclusion that both of you would understand what you're speaking about and the only thing that you will have is the English language. So, try to make friends with some people who doesn't speak your language and you will improve, for sure.

Interviewer: Okay. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

07-EXP: Not we have not talked about, because we pretty much spoke about everything about this. Mostly, I would say, if anyone wants to learn English; the only way that they would be able to learn it, is actually to have the motive and to learn in a fun way. Some people in classes just don't have fun and if you don't have fun doing something, you won't to benefit from it at all.

07-EXP encourages players aiming to learn an L2 to make online friends with players who speak a different L1. Previous research has shown that MMORPGs give access to contexts supporting peer-based L2 learning (see heading 2.2.4). 09-EXP shares 07-EXP advice, evidence is available in his interview:

Excerpt 103 (from Appendix F.9)

09-EXP: Actually, I would like to tell everyone that who's into games and into some things, to try to avoid Arab people. Not for the [inaudible 00:10:22], but to learn English. You have to get in with the foreign players. No matter who they are, just play with foreigners to learn language.

09-EXP advice is aimed towards native Arabic speakers. Research shows MMORPGs provide a collaborative environment leading to the co-construction of L2 knowledge with speakers of a different L1 (see heading 2.2.4). That is why he encourages Arabic players to avoid speakers of the same language.

4.7.2 Maximize L2 Intake

Champion's English language proficiency during the interview was good, and he gives credit to digital games and movies more than school (see Excerpt 97). He believes that if you read everything the game has to offer then it will develop your L2 considerably:

Excerpt 104 (from Appendix F.13)

Interviewer: Okay. What are your recommendations for people playing these games to learn English?

Champion: Read everything you get. The objectives, letters, even context with all the characters. Talk to anybody you see in the game. That develops you a lot.

During the observations, I noticed MMORPGs exposes players to rich sources of L2 written and oral input (see Appendix E). According to Champion, he believes reading those written inputs greatly enhances your L2 proficiency.

4.7.3 Socialise with Other Players

Participants 04-EXP and 08-EXP both encourage L2 learners to be social in MMORPGs. 08-EXP encourages communication and interaction with other players, using the dictionary, using words recently learned, and relying on other input:

Excerpt 105 (from Appendix F.8)

Interviewer: Okay. What are your recommendations for people playing MMORPGs to learn English?

08-EXP: I would say try to interact as much as you can with others. Seek help and use a dictionary if you do not understand. Never, ever ignore others because it's a huge chance to improve your language. Also, use as much as you can from your language that you have learned all throughout the game and in your real life. And also try to read and watch movies. Listen to songs in order to improve your language.

The benefits of social interaction were listed previously (see heading 2.2.4). However, 08-EXP goes beyond simply the social interaction. He advises L2 players to use dictionaries, watch movies, and listen to songs. Research shows that the continued exposure to the L2 increases one's L2 proficiency (see heading 2.2.3).

04-EXP believes that if you **only** become social with other players, L2 development comes naturally:

Excerpt 106 (from Appendix F.4)

Interviewer: White Knight Chronicles, okay. What are your recommendations for people playing MMORPGs to learn the English language?

04-EXP: First of all, have fun, enjoy the experience. Enjoy the MMO experience, enjoy interacting with people. It's a massive multiplayer online game, so don't play it solo. Be social. Talk to people. Fight with people. Just live their entire experience and, with time, language will come to you naturally.

04-EXP encourages interaction with other players since MMORPGs are essentially social games. He suggests in time the L2 will increase naturally since the environment is inherently full of L2 input and collaborative opportunities. His attitude towards L2 learning in digital games mirrors Stringth's, 06-EXP, and 12-EXP. 06-EXP excerpt is presented, and it represents what 12-EXP and Stringth said:

Excerpt 107 (from Appendix F.6)

Interviewer: Okay. What are your recommendations for people playing MMORPGs to learn English?

06-EXP: Like don't think about learning, just enjoy the game. Everything gonna be more easily to learn. Like if you love the game, you're gonna learn everything about it. You're gonna learn how to communicate with people, it's online game, so you have to.

Interviewer: Yeah, okay. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

06-EXP: Yes. In my opinion, entertainment is helping people to learn more about their second language, it's more easily than a classroom. That's my opinion.

06-EXP, 12-EXP, and Stringth believe that L2 comes naturally after playing; that once you enjoy the game the L2 eventually develops since you need to communicate with other players to win tournaments, battles, raid dungeons, and obtain rare gear.

4.7.4 Passion and Patience to Learn

Sama claims players aiming to learn a language from MMORPGs should be passionate about L2 learning. He believes that people who are passionate about learning will succeed in learning another language from MMORPGs:

Excerpt 108 (from Appendix F.15)

Interviewer: What are your recommendations for people playing MMORPGs to learn English?

Sama: For people who want to learn the English language just to play MMORPG games. My recommendations for them is you have to play with passion or you have to learn the English language with passion. Even though it is for gaming and that is acceptable because if you want to improve yourself in English language or you want to improve yourself at gaming. You have to improve your English language. Because almost all of the games is based in the English language and you have to learn the skills or you have to know the techniques of how to communicate with other people throughout written form or speaking form. It depends on the person himself if he has the passion to learn the English language, he will surely succeed in learning the second language.

According to Sama, being passionate about gaming leads to being passionate about L2 learning since games are normally in English. He says if players want to improve themselves at the game, then they should improve themselves in the L2. That is why 01-EXP advises L2 players to be patient:

Excerpt 109 (from Appendix F.1)

01-EXP: Well, first recommendation, be patient. Because it's gonna take you a long time. I'm not saying it is impossible, but in the same time it's not easy. Because you will have to dig into the dictionary and don't look to the YouTube; it's gonna ruin what you have learned. And just be patient.

Interviewer: Okay, so your recommendation is for people to be patient. But, do you think playing for fun plays a big role in language learning?

01-EXP: Maybe. But some of them, when they play for fun; they gonna skip what the characters say.

Interviewer: Yeah, that's true.

01-EXP: Like: "Oh, I'm playing for fun, I don't care what they say." And you gonna skip, skip, skip, and some moment he gonna recognize that he don't know what to do. And there is something he skipped and then he will stuck here. Then he will go back into the forum, or the dictionary, or YouTube.

01-EXP argues that relying on walkthroughs and finding the answer directly from YouTube or Twitch due to not understanding the quest objective is not the same as actively using a translation service or seeking help from fellow gamers to understand the quest objective. The opportunities offered from the latter, in terms of language development, outweigh the former (see heading

4.8.4). He encourages L2 players to be immersed in the language learning process instead of skipping it and relying on walkthroughs.

4.7.5 Take Note of Unknown L2 Words

10-EXP recommends that players do a similar self-regulated language learning strategy as him. They place words they do not comprehend into a notebook, translate them, then memorize them. 10-EXP claims to have learned more than 500 words this way (see Excerpt 149):

Excerpt 110 (from Appendix F.10)

Interviewer: What are your recommendations for people playing MMORPGs to learn English?

10-EXP: To memorize the word, put it in a notebook the words that you don't know. Translate it and memorize it. It helped me very much.

Research shows how deliberate vocabulary learning is considered more goal-oriented and focused than incidental vocabulary learning; thus, making it more effective (see heading 5.3.4).

4.7.6 Basic L2 Knowledge to Play

Finally, the last recommendation is from 07-EXP who stresses the importance of knowing basic knowledge of the second language before playing:

Excerpt 111 (from Appendix F.7)

Interviewer: Do you think that you could learn a second language from MMORPGs?

07-EXP: Yes, sure. First you have to want to learn the language. I mean, you can't just jump into the game wanting to learn the language without knowing anything about it. You need to know, basics about it, at least. Then you need to want to learn the language, so we can actually develop yourself. If you don't have the motive, you won't be able to learn it.

Once having basic knowledge of the L2 language, 07-EXP encourages players to be social with others who speak a different L1 in order to improve their L2 (see Excerpt 102). Below Table 4.5 presents the different attitudes by participants towards learning an L2 in MMORPGs in this heading:

Table 4.5 Participants attitudes toward learning an L2 in MMORPGs

Participant(s)	Recommendation for Acquiring L2
01-EXP	Patience leads to acquiring L2
04-EXP & 08-EXP	Be social with other players to acquire L2
06-EXP, 08-EXP, 12-EXP, Stringth	Enjoy the game and eventually L2 develops naturally
07-EXP & 09-EXP	Play with gamers who speak a different L1
10-EXP	Use logs to note L2 words
Champion	Read all L2 written input
Demam	Immerse into the story (i.e. live it)
Sama	Be passionate about learning the L2

4.8 Self-Regulated Language Learning in MMORPGs

This heading investigates the type of self-regulated language learning (SRLL) strategies participants used whilst playing MMORPGs. Excerpts from participants interviews are presented to describe each SRLL strategy they undertook while playing an MMORPG that is not in a language they are proficient in. Some SRLL strategies were used more than others. For instance, the SRLL strategy help-seeking was used the most, while the SRLL strategy self-evaluation was used the least (see Table 4.7).

4.8.1 Goal Setting

The aim of this theme is to know what L2 goals participants set for themselves during their gameplay. In the interview, the researcher asked every participant if they set specific L2 learning goals before or while they play MMORPGs. Their answers are displayed under this theme. Only six participants expressed that they had language goals once they were playing MMORPGs. For instance, 01-EXP had the goal of translating each sentence from NPC characters so he can understand the narrative storyline of the MMORPGs he was playing. There is evidence in the interview taken with him:

Excerpt 112 (from Appendix F.1)

Interviewer: Have you had any language goals with playing?

01-EXP: There were a goal a long time ago; it was to translate each sentence that each character says. I know it took me a long time, but at the end I've learned everything about it.

Interviewer: Wow. Was it written or was it spoken?

01-EXP: No, it was written.

Interviewer: It was written, yeah that makes it simple. Could you tell me what program you used for the translation?

01-EXP: A notebook and a pen.

01-EXP translated sentences from NPC characters encountered during his gameplay. Translation is a good starting point for L2 learners at beginner levels (see heading 5.3.1).

03-EXP claims he placed language goals as he did not simply play for entertainment. I asked him a similar question and his answer during his interview was:

Excerpt 113 (from Appendix F.3)

Interviewer: You know... Do you, when you play, do you ever put language goals? You know that you want to play for fun and for learning the language?

03-EXP: Yes, sure, sure. That's why I play MMORPG, because it's more than just a game or just for fun, just to waste my time on it. I try to create a relationship with other people, understand some new vocabularies, and of course some fun.

03-EXP played MMORPGs to create new friendships, improve his L2 vocabulary, and to enjoy himself while playing. Enjoying the L2 learning process makes it more likely to acquire it (see heading 5.3.1).

08-EXP had a goal to learn the language because he needed to level up in the game. During the interview, I asked him if someone can acquire a second language from playing MMORPGs and his reply was:

Excerpt 114 (from Appendix F.8)

Interviewer: Okay, I heard that some people set specific second language goals. They play the game to learn the language and to have fun. Are you similar?

08-EXP: Not really. I learn the language just to level up in the game. That was my main goal. Currently, after, or right after, I have seen improvement in my language. I try to seek it more improvement, the language, and like studying aspects of others.

In 08-EXP's perspective, levelling up in the MMORPG requires a certain amount of L2 proficiency. Therefore, he set up a goal to improve his L2.

12-EXP expressed that while he did not have the goal of learning the language, he had to learn it in order to progress in the game. More participants expressed similar perceptions to 12-EXP, namely: Champion & 10-EXP. But 12-EXP excerpt is representative of what they said, so only his is presented:

Excerpt 115 (from Appendix F.12)

Interviewer: Have you ever had a specific second language goals you were playing MMORPGs?

12-EXP: Do it as to learn English?

Interviewer: Yeah.

12-EXP: No, I'm mostly in it for the fun game. I wasn't intending on learning English. I was just in it for the fun. I wanted to play the game, so I had to learn English to play the game.

Champion, 10-EXP, and 12-EXP all "learned L2 to game". They did not have the intention to learn the L2 but in order to progress in the games they played they had to improve their L2; hence, they set goals to improve it.

In conclusion, 01-EXP had the goal of learning the games storyline and he did it through translating what he did not understand. 03-EXP knew the potential of L2 learning while playing so he decided to try to learn the L2 and have fun as well. 08-EXP, 12-EXP, 10-EXP, and Champion planned to learn the L2 in order to progress in the game.

4.8.2 Environmental Structuring – Time Management

This heading focuses on how participants actively adapt their environment or manage their time to suit their L2 learning requirements. For instance, if a participant is using earplugs, wants a quiet place to be able to listen, or seeks out tools for L2 learning then they are regulating their environments to suit their needs. If they are playing at a certain time to boost their L2 acquisition then they are actively managing their time.

In the interview, I asked every participant where and when they prefer to play to learn and if the environment and/or time they play in can further help them in learning. Most participants expressed that playing at home is more convenient to them. For instance, O2-EXP explained why playing at home is better for learning if he is playing digital games:

Excerpt 116 (from Appendix F.2)

Interviewer: I see. Tell me a little bit about when and where do you usually play MMORPGs.

O2-EXP: I used to play it during the weekends and at home.

Interviewer: At home. Does this help in you learning the game's language? Do you think if you play it somewhere else, for example in a commercial place where they play MMORPGs, do you think this will help you more in learning the game's language, or at your own house at the weekend helps more?

O2-EXP: I think if I played it at home it would help my language more because I'll be more inclined to ask my family if I had difficulty understanding a word, for example. But when playing in a group in a network for example, network café, and so on, it really removes the reliance on the language because you are interacting with the people you're playing with in real life.

O2-EXP claims that when playing at home he has his family members available for help if he encounters a language barrier. Whereas in commercial places (e.g. internet cafés) he would be playing with the person sitting beside him and interacting in their first language. Therefore, he plays at home since he has family members to help him once he encounters an L2 barrier. Furthermore, he plays during the weekend but it is not clear how beneficial that is to his L2 acquisition since I have not asked. O8-EXP also expressed that playing at home is more convenient for him in learning the language:

Excerpt 117 (from Appendix F.8)

Interviewer: Okay. Tell me a little bit about when and where do you play these games.

O8-EXP: When? Mostly when... most of the day actually. Like my first or in my early beginnings; I used to play like six, seven hours a day, mostly at home. Yeah, that's it.

Interviewer: Did this help you in your language learning?

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08-EXP: Yeah, playing at home had a major impact in improving the language. Whenever I play outside my home, I find it distracting to improve the language or to even translate it basically. That's it.

According to 08-EXP, playing outside of his home is distracting for him. He also cannot access his dictionary away from home. Thus, he is actively managing a convenient environment to play in and learn the L2. Champion also expressed he prefers playing at home because it is quiet.

Evidence of this is available in his interview:

Excerpt 118 (from Appendix F.13)

Interviewer: Okay. Tell me a little bit about when and where do you play MMORPGs.

Champion: Well, when... every day. Where in my room right next to my bed.

Interviewer: Does this help you in learning the games' language?

Champion: Oh yeah, 100%.

Interviewer: Why?

Champion: Playing in coffees, it's a little bit noisy and you can't have your personal space. The environment helps 100%, I can agree with that.

Champion claims that the quiet environment of his house helps him in L2 acquisition since it is not noisy and he has his personal space. Being in an environment where you're comfortable to play and learn can affectively lower a person's affective filter. 01-EXP also expressed he prefers a quiet room to help in L2 acquisition. Evidence of this is available in his interview:

Excerpt 119 (from Appendix F.1)

Interviewer: Okay. Tell me a little about when and where do you usually play MMORPGs?

01-EXP: I play, usually, in a quiet room. So, if I didn't catch up what they say, at least I can hear a little about what they say, and it should be quiet so that I'm not have another person to disturb me.

01-EXP prefers a quiet room so he can focus better on what NPCs or other online players say once they speak. The above-mentioned participants all play at home and have mentioned how it is beneficial for their L2 learning to play at home. Two other participants expressed that they also play at home. However, they have not mentioned if he it better for L2 acquisition or not. These

participants are: 11-EXP and 12-EXP. In addition, two participants claimed the place they game in does not influence their L2 learning (i.e. it makes no difference to them): 04-EXP and 06-EXP.

Two participants expressed that they use certain technological tools to further benefit their L2 acquisition. For instance, 09-EXP explained in his interview that he uses two screens to help him proceed in MMORPGs. Evidence of this is available in his interview:

Excerpt 120 (from Appendix F.9)

Interviewer: So, every time when you see something you don't understand in this game, you use a translator to help you.

09-EXP: Yes, yes.

Interviewer: That's how you moved ahead.

09-EXP: Yeah, I told you. My screen was split into two screens, so I can use the translator at the same time when I'm playing the game. So that's how I learned.

09-EXP would play with two screens: one for translation and the other for playing the game. It made it faster for him to progress in the game as he could immediately translate any sentence he does not understand. This is a prime example of effective environmental structuring.

10-EXP also expressed that playing on a laptop helps him more than playing on his PS4 console, as he could use the laptop to access the translator. Evidence of this is available in his interview:

Excerpt 121 (from Appendix F.10)

Interviewer: Where do you play MMORPGs?

10-EXP: In laptop, or a PS4.

Interviewer: Which one of them makes learning the English easier to you?

10-EXP: I think it's laptop.

Interviewer: Why?

10-EXP: Because you can access translator.

In terms of environmental structuring, most participants expressed that playing at home is preferable to them. However, four of these participants explained that playing at home is more beneficial for L2 learning. Two participants (09-EXP & 10-EXP) used technological tools to help them access the translator more quickly. **In terms of time management, there was not sufficient**

data to prove that participants actively manage their gameplay in a manner that further helps their L2 acquisition.

4.8.3 Self-Evaluation

The aim of this theme is to know how participants self-assess aspects of their L2 acquisition during their gameplay. In the interview, the researcher asked every participant how they reflect on what they learned whilst they play MMORPGs. Only three participants expressed that they actively self-assess their second language acquisition, making it the least used SRL strategy. For instance, Stringth is a participant who publicly live streams his gameplay to viewers on YouTube. He would rewatch his streams to improve his pronunciation:

Excerpt 122 (from Appendix F.18)

Interviewer: Well, this is great insight. I told you before that, have you ever heard of people who set specific language goals before they play? What do you think about people who do that?

Stringth: I don't know anyone would do that. For myself, I check my streams. I try to hear myself and sometimes I don't understand some of the words I said. Like: "What did I say here?" I want to fix, so I go back in slow motion; I want to get what I said. If that counts, yes, I do that. I repeat my streams and see how I talk because that's important for me. But I don't know anyone who do that. And if there is someone doing it, he's doing great.

While Stringth does not put language goals for himself, he re-watches his live streams to self-assess his pronunciation. Another participant does something similar, 11-EXP would record her gameplay to improve her gaming and once interacting with speakers of another language. Evidence of this is available in her interview:

Excerpt 123 (from Appendix F.11)

Interviewer: Ok, excellent. Do you go for the game seeking the language education or you just started playing for fun and then started grasping the language on your way?

11-EXP: Well, see... At the beginning, I just played for fun; meanwhile, I realized that there are a lot of many things that I don't understand. Then, I started recording the games.

Interviewer: You started what?

11-EXP: I started recording the game while I play audio and video and when I have time, I go and see how it went? What was said? How well I did?

...

Interviewer: Well, you save your games in order to see how well you do in the language or what?

11-EXP: Yeah, I do.

Interviewer: As most people would save their games to see their progress in the game.

11-EXP: I do save my games anyway, generally, for both purposes. I remember I once played with a foreign person and I recorded everything. As I finished, I went to check my language and how I was talking and if there were some mistakes. I went to check it all.

11-EXP once encountering a player who spoke her target language decided to record her interaction with him so she can check her target language use and if she has said any mistakes. The benefits of recording oneself for improving L2 pronunciation is mentioned below (see heading 5.3.3). The last participant who would self-assess his language acquisition is 07-EXP. Once he learns new English words in school, he would try to use them whilst he is playing an MMORPG. Evidence of this is available in his interview:

Excerpt 124 (from Appendix F.7)

Interviewer: You said that you play at home, and after you come after school. Did this help you more in learning the language of the game?

07-EXP: Yes, actually it did. Because sometimes I have English classes at school and I tried to learn as much as I can from my teacher and I tried to take some notes, some new words that I can use, and I tried to actually use it during the game. If there's any chance to use it, I will just use it, and if I have any question regarding some stuff that I had inside the game, I would ask my teacher about it.

07-EXP explains that once he learns new words in school, he tries to correctly use them whilst he plays the MMORPG DoMo. Using L2 words recently learned in authentic settings helps with remembering them for extended periods of time (see heading 5.3.3). In conclusion, not many participants self-assess their language learning. Stringth and 11-EXP would record their gameplay once interacting with speakers of other languages so they can further improve themselves while 07-EXP would try to use new words he learned in the virtual world he plays in.

4.8.4 Help Seeking

The aim of this sub-heading is to focus on instances where participants relied on websites, dictionaries, forums, friends, family, or walkthroughs to overcome a L2 barrier in MMORPGs. This self-regulated language learning strategy was the most widely used strategy among participants. There are three types of help seeking strategies used: Help from walkthroughs, help from friends/family, help by translation (see Table 4.6).

Help from walkthroughs is the least used among participants. If a participant relies on a recorded video on how to overcome a problem or if the participant reads a detailed guide on how to finish objectives, then he is seeking help from walkthroughs. Some participants expressed that seeking help from walkthroughs is the last option in their “arsenal” if they do not understand an objective due to their L2 proficiency. I suspect this is the least used strategy as it eliminates the aspect of surprise and the satisfaction of completing an objective.

Help from friends or family is the second widely used help seeking SRL strategy. Any instance where a participant asks his friends, family, guild members, or fellow online players for help in understanding an objective and/or for help completing an objective falls under this sub-theme. The most used help seeking strategy is help by translation. If a participant faces a L2 barrier and they rely on an online translation service (i.e. Google Translate) or a dictionary, it falls under this sub-theme.

4.8.4.1 Help from Walkthroughs

Digital game walkthroughs assist players in completing the digital game they are playing or parts of it. They are considered guides to help players unlock trophies, enhance their experience, or a chance to socialise with other players, particularly in streaming videos. Walkthroughs first started as text-based but with the popularity of multi-modals it expanded into digital formats. In this sub-theme, the focus is on walkthroughs to understand the objective. 04-EXP explained that he uses walkthroughs because the MMORPG is not in his native language. Evidence of this is available in his interview:

Excerpt 125 (from Appendix F.4)

Interviewer: You're the first participant that could remember a couple instances. How do you move ahead in an MMORPG when it is in a language you are not familiar with?

04-EXP: Well... you can always google stuff and see guides, see other playthroughs, see what other people did. And even if you don't understand what they're saying, usually

pick up a few things or "He picked up that item in that spot, so I should do the same" and I'll get past that quest.

However, walkthroughs have the problem of not benefitting a player's language learning. 01-EXP explained in his interview that walkthroughs simply give you the answer to your problem instead of helping you solve it. The following is an excerpt from his interview:

Excerpt 126 (from Appendix F.1)

Interviewer: Okay. What kind of actions do you do when you overcome second language barriers?

01-EXP: Well, I have two methods. Back then I had two methods and today I have like three methods. The first one is a dictionary, and the second is using help from other person. From maybe, the game forum website; and the third method is YouTube.

Interviewer: YouTube?

01-EXP: Yes. But, it doesn't help you YouTube doesn't help you.

Interviewer: How come?

01-EXP: It's not helping you, because it's give you the answer. It's not giving you how to get the answer, it's give you the answer directly.

01-EXP explains that seeking help from means other than walkthroughs is more helpful for L2 gain since it gives you the answer rather than providing hints. As an alternative, he recommends relying on gaming forums in his interview:

Excerpt 127 (from Appendix F.1)

Interviewer: These game forums, are they the community of that game that you play?

01-EXP: Mm-hmm [affirmative].

Interviewer: How do you seek help from them in terms of second language?

01-EXP: It is easier when you go to the forum because some of those subjects have pictures included. And even when they don't have pictures, you will have those short sentence. So, when you stuck like in a puzzle or in a mission; you will see a long sentence, a long speech, so you can lose it. But, when you go to the forum it's gonna shortcuts. And you're gonna know what they say and what they mean. It's a lot easier than the game itself.

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He explained that seeking help from forums is better than watching walkthroughs since there are pictures attached with sentences. It has the potential of improving L2 reading skills.

11-EXP commented that there are walkthroughs available in her native language. She would visit it to ask questions when faced with a challenging objective. Evidence is available in her interview:

Excerpt 128 (from Appendix F.11)

Interviewer: Nice, have you ever gone and asked on the game forum?

11-EXP: Yeah, yeah, we have in Saudi. Sort of game forums that include all players.

Where I visit, see, and ask questions. I ask all the time when there is something hard.

Research shows that interactions with other players in gaming forums can result in language learning (see heading 5.3.5).

As a gamer myself, I am aware that walkthroughs eliminate the “suspense”; therefore, some participants have mentioned they only use it as a last resort:

Excerpt 129 (from Appendix F.16)

Interviewer: How about if you're having difficulty? Google translate doesn't help you and the dictionary doesn't help you.

Agmi: Maybe go to the YouTube and see a game play.

It can be infuriating to not be able to complete a certain objective, therefore once all options have been used and still the objective cannot be completed, they then resort to walkthroughs. As explained by 03-EXP:

Excerpt 130 (from Appendix F.3)

Interviewer: Okay. What kind of actions do you take to overcome second language barriers?

03-EXP: Some people, especially my, some of friends, if they see a hard mission; they can't understand it, they quit the game. They say they don't want to play it anymore.

But, in my case and some other people, they try their best. They even have, if you... if it's very, very difficult to solve that quiz or solve what they want from you in the game, you can find a guideness in the YouTube or in Wikipedia.

During the 3rd observation, Champion relied on walkthrough to understand the game BDO since it lacks sufficient and easy to understand usability features (see heading 4.3.2 for more info). In

conclusion, not many participants relied on walkthroughs compared to other help seeking methods. Most of the participants that did explain that they used it as a last resort.

4.8.4.2 Help from Friends, Family, Teachers or Other Players

MMORPGs are social digital games. Certain quests can only be completed with the help of other online players. Legendary equipment is obtained inside difficult dungeons where participants should cooperate with five, ten, or twenty other online players. This need for interaction with other online players can only happen when participants understand the game's language, normally English. Even if participants do not wish to interact with other players, they need English to understand quest objectives, compare equipment, and understand abilities.

Most participants have mentioned that they relied on friends, family, or other online players for help once they encounter a language barrier. For instance, O2-EXP explained that because of the slow internet connection at home, he relied on his parents for help once he encountered a language barrier. In addition, he played with relatives who would cooperate to understand what is required of them. Evidence is available in his interview:

Excerpt 131 (from Appendix F.2)

Interviewer: How do you decide on these tactics; going to Google and searching for the word or asking your family member? How do you decide on what tactics you will use?

O2-EXP: It depends. Sometimes for example, I wouldn't even bother to google the word if I don't think that I need to know this word. Google is faster, but when I was younger and the internet wasn't that fast, my family was faster to respond.

...

Interviewer: Do you talk to your friends, family, or anybody when you encounter a second language barrier during gameplay? For example, you're in a guild in a certain game and there's something that you couldn't understand. Do you talk with them about it so they could help you?

O2-EXP: Yeah. Yeah, I guess. I played for example, Final Fantasy until I was maybe 16 years old. I did face these problems and I had my family, my uncle, my sister who also played the game to help me. Of course, we cooperated to understand these challenges together and we overcame them together.

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Because of 02-EXP slow internet connection, he would rather seek help from family members instead of Google translate. He also played with his sister and uncle to cooperate and negotiate meaning once they faced L2 barriers. This develops their L2 (see heading 5.3.5).

Agmi explained that he would rely on his big brother because his L2 proficiency is high. Evidence is available in his interview:

Excerpt 132 (from Appendix F.16)

Interviewer: Okay. Do you ever talk to your friends, your family?

Agmi: About?

Interviewer: If you're having difficulty understanding a word.

Agmi: Yeah, maybe I go to my big brother because he's a medical student and his English is perfect.

Relying on a person with a higher proficiency level has been shown to produce positive results in L2 development (see Rankin's (2009) study in heading 2.2.3.1). 12-EXP would contact his mother or his cousin for help:

Excerpt 133 (from Appendix F.12)

Interviewer: I see. You know what kind of action do you take when you have second language barriers in these games?

12-EXP: I use Google translator a lot. I use the help of my mom. She knows English so I ask her: please translate this to me. I used to live beside of my cousin, so I used to call him in the middle of the night. He comes and translate for me, also.

...

Interviewer: You told me that you sometimes you speak with your mother or your cousin when you have a problem in the game in terms of language. Could you tell me more about that?

12-EXP: I don't necessarily with me. I just invite them, I ask them to translate, "What do you think this means?" I explain the level, I explain the puzzle, and I explain. What I ask them to do is to translate the text. Sometimes in some games they give you a tutorial or something to pass the level. That was the biggest barrier in completing the game, the tutorials so I have to ask this person help.

Similar to Agmi, 12-EXP would rely on his mother or cousin who have higher L2 proficiency levels. 11-EXP claims that depending on the difficulty, she would either ask her father or she would search for the translation on her phone. In addition, she would occasionally record her play time then go to her father so he can explain for her anything she did not understand. She explains it more precisely in her interview:

Excerpt 134 (from Appendix F.11)

Interviewer: Excellent. Well, you mentioned asking someone big and that you have your phone next to you. When do you decide asking someone and when do you decide checking your phone?

11-EXP: When? Well, I can ask someone if it is something easy for them; one word or two; a sentence. But if it is something hard or long, then I don't; I find it necessary to check my phone and see what it means. It has to be correct.

...

Interviewer: Nice, you have previously mentioned that you talk to someone older, when something is hard to understand. Who is that older man?

11-EXP: Either a friend, a brother, but most definitely my father. Every day, I record everything on my phone and at the end of the day, I go to my father to explain to me.

11-EXP is one of the participants who played the game in order to enjoy herself and learn. She would record her gameplay for her father to explain to her what she failed to understand. The majority of participants mentioned that they relied on their friends for help. San, 01-EXP, 02-EXP, 03-EXP, and 08-EXP all expressed that they contact their real-life friends for help once they encounter a language barrier. 01-EXP's interview excerpt is representative of what the other participants have said on their interviews. The following is his excerpt:

Excerpt 135 (from Appendix F.1)

Interviewer: I see. You told me before that you talked with your friends when you have a second language barrier during game play; could you tell me a bit more about that?

01-EXP: Some of my friends have better knowledge than me in the second language. So, when I have barrier, and it's not all the time, I'm gonna give them a call and say like: "Hey, I'm stuck in this game; please help me. This is blah-blah-blah. So, do you know what they mean?" And this is one of those situations I have with.

It was mentioned previously that relying on people with better L2 proficiency can lead to better L2 growth. These participants have all sought help from friends to overcome L2 barriers.

Some other participants even play the MMORPG with their real-life friends. For instance, 07-EXP, 09-EXP, and Sama all play MMORPGs with their real-life friends. They cooperate in the game and help each other to overcome L2 barriers. 09-EXP's interview excerpt is representative of what the other participants have said on their interviews. The following is his excerpt:

Excerpt 136 (from Appendix F.9)

Interviewer: So how do you decide on the tactics you use when you encounter a second language?

09-EXP: When I talk to them in voice chat with my foreign friends, I had maybe two or three Arab friends, so I could ask them before talking to the foreign. Like when I hear a word that I don't know, I ask my Arab friends: "What does they mean?" So, I didn't has to use the translator after eight month, nine months. I could just talk to my Arab friends and they can tell me what the English people are saying. Yeah, and some words, some difficult words.

09-EXP explains that he relied on his friends once chatting with foreigners in the MMORPG. Having friends who play the same game with you can lead to peer-based L2 learning and co-construction of L2 knowledge. However, it is much better to have friends who speak a different L1 (see heading 4.7.1).

The following participants relied on friends who speak a different L1 for help: Deman, 04-EXP, 05-EXP, and 06-EXP have all made English native speakers as online friends in the MMORPGs they play and would rely on them for information and correction. Among them, 04-EXP's explains that he relies on his guild members for help, the following is an excerpt from his interview:

Excerpt 137 (from Appendix F.4)

Interviewer: Do you think you, becoming in a guild, helped you learn a language?

04-EXP: Yes, yes, definitely.

Interviewer: Definitely?

04-EXP: Okay, when you become a part of a guild and you get involved, especially when you start doing adventures together, going to raids, or going to dungeons together. And you have to go into team speak and have to work together, and everyone puts his two

cents into figuring out the mechanics and how to get the raid cleared. I think, yeah, definitely that helps; rather than somebody who only self-involved and not being involved with anybody and not being involved with any guild.

Deman, 05-EXP, and 06-EXP's teammates would sometimes correct them or help them whilst they are speaking or writing. 06-EXP's excerpt is representative of what the other two said. In 06-EXP's excerpt, because he competes in high level tournaments, instant and correct communication is important. He explains in his interview that he has been corrected by his teammates:

Excerpt 138 (from Appendix F.6)

Interviewer: Yeah. You told me before that you talked with your friends when you find something you don't understand, could you tell me more about that?

06-EXP: Yes. Like when we played the game and we are in the game much, yeah.

Sometime I say something wrong or... So, after the game, they said: "You were wrong.

We didn't understand you." So, they correct my mistakes. Other match, other games, so I will say it, I will pronounce the word correctly.

06-EXP shows the role of the L2 in MMORPGs. If players partake in high level dungeon raids or tournaments, then they need a good L2 proficiency to communicate with their team members. Therefore, partaking in these raids or tournaments usually leads to L2 growth. Although 06-EXP did not seek help, he says he was corrected by his teammates during tournament matches.

The only two participants who rely on their teachers were Champion and 07-EXP (see Excerpt 124). both mentioned in their interviews that they have asked their teacher for help. Only Champion's excerpt is shown since it is representative of what 07-EXP said:

Excerpt 139 (from Appendix F.13)

Interviewer: Okay. Do you talk to your friends, family, or anybody when you have a second language barrier while you're playing?

Champion: I used to talk to one of my doctors in this college. He was really helpful. I thank him for that. But I passed the semester so I can't see him anymore.

It appears that Champion does not know anyone with a higher L2 proficiency than himself. Therefore, he relied on his L2 teacher for help. In conclusion, four participants explained that they have relied on family members or relatives for help in understanding words in a different language. Whereas the vast majority of participants expressed that they relied on friends they know in real life. Five participants would ask native speakers of English in the game for help once

they encounter a language barrier and two participants have relied on their English teacher for help.

4.8.4.3 Help from Translation Services

The most widely used type of help seeking SRL strategy is seeking help by translation (see Table 4.6). Participants would either have a smartphone translation application ready to use, a dictionary, or they would split the screen on their computer with the game in one screen and the translation website on the other. Smartphone translation applications and translation websites are placed in one sub-theme, while the use of the dictionary is placed on a different sub-theme.

4.8.4.3.1 Dictionary

Participants used dictionaries because they are simple to use due to words being arranged alphabetically. They also include definitions, pronunciation, etymologies, usage, and possibly translations. On the other hand, some participants used dictionaries due to having a slow internet connection or before the creation of translation websites. Deman mentioned in his interview that he used a dictionary to understand terms in the digital game Final Fantasy 8 since there was no translation website:

Excerpt 140 (from Appendix F.17)

Interviewer: True, could you tell us an English word that you learned through playing games or a situation you had while playing?

Deman: The words?

Interviewer: No, I mean a situation you had.

Deman: When I was in elementary school, in 1998, I used to play Final Fantasy 8. The game contained many terms which I didn't understand and I wanted to know the story of the game. So, I bought a dictionary which I still keep until now as a memory, if you would like, I could take picture for it and send it to you. After I bought that dictionary, I started searching for these words and searching during that period was different compared to nowadays, now it's easier to just type the word on Google Translation and click search. While with the dictionary you need to turn pages searching for the first letter then start searching for the next letter and sometimes you need to search for the third letter of the word, it would take two, three, four, and sometimes five minutes to find the word I'm searching for and this long process make you memorize the word and never to forget it. That was my beginning and the first situation for me, when a game

character speaks, a dialog box pops up and sometimes I didn't understand the whole speech and I had to translate the whole dialog box text, with time passing by and step by step, I improved. My searching speed in dictionary increased, my understanding for words improved, and now I even don't need to use dictionary when playing.

Interviewer: Did searching the meaning of each word caused to lose the game excitement?

Deman: Honestly it was fun, because I was playing and learning at the same time. It would be fun with classic games which aren't based on action, hack and slash like Final Fantasy, or with Turn-Based RPG Games like Final Fantasy 8, 9, and earlier versions where your character is just standing waiting for its turn as you give it the order to hit and then wait again. However, it wouldn't be fun with games based on action, jumping, kicking, hack and slash, like Devil May Cry or Final Fantasy 7 Remake. Using dictionary with Final Fantasy 8 taught me the game language that I didn't had to use it anymore with Final Fantasy 9 when was released in 1999.

Deman was invested in learning the story of the game that he bought his own dictionary to try and understand the story. His motivation to play is immersion, therefore he needs to understand the story to fulfil his motivation to play (see heading 4.1.5). This eventually led him to understanding the meaning of several words to the point that he did not need a dictionary anymore.

01-EXP claims that he relied on the context to understand the meanings of words or on his dictionary (see Excerpt 155). Another example is available in his interview:

Excerpt 141 (from Appendix F.1)

Interviewer: Okay. Do you remember a couple instances where you learned something from a second language through MMORPG's?

01-EXP: Yes. There ~~were~~ [was] a puzzle, of course, the puzzle made to be solved. And with the puzzle ~~they were~~ [there was] a hint favour. And I didn't know what's that mean? What's the hint mean itself? So, I went online and I didn't find anything. So, I took the dictionary and I start digging through and looking at each word, and then make them together and then I find out how to solve this puzzle.

01-EXP claims that he understood the meaning of hint and the objective of the puzzle from the dictionary. Thus, dictionaries are helpful to players who manoeuvre in a game that is not in their

L1. 01-EXP excerpt is representative of other participants who use the dictionary, namely: Agmi, 07-EXP, and 10-EXP.

08-EXP would remember the words he failed to understand to look them up later on the dictionary. Below is an excerpt from 08-EXP's interview:

Excerpt 142 (from Appendix F.8)

Interviewer: When do you use the dictionary?

08-EXP: I do not use it at the same time actually. Basically, what I do is I try to remember. I'll see a word in a paper, then when I finish or before going to sleep, I open the dictionary and I try to look for the word.

In conclusion, Deman used the dictionary due to no translation website available on the internet. Both Deman and 01-EXP give examples of situations where the dictionary benefitted them. 08-EXP would use it later to understand words he did not understand whilst playing. The rest of the participants claimed that they would use the dictionary as they play the game.

4.8.4.3.2 Machine Translation

All participants in the study, except 01-EXP, expressed that they have used a translation website as they played MMORPGs. The majority of the participants expressed that they have used Google translate. Other participants have used different translation services, such as, Golden Alwafi or Almutarjim. 04-EXP explained in his interview that Google translate is the most effective strategy in overcoming language meaning barriers. Evidence of this is available in his interview:

Excerpt 143 (from Appendix F.4)

Interviewer: Okay, how do you decide on the tactics you want to use when you encounter a second language barrier? For example, maybe when you're with friends, you would prefer to ask them. But, when you're alone, what do you do?

04-EXP: Googling stuff.

Interviewer: Googling, it's your...

04-EXP: It's the way to go.

Interviewer: It's the most common method for you.

04-EXP: It's the most common method and the most reliable and efficient. With the press of a button, you get what you want.

What 04-EXP said is representative of what San, Champion, Sama, Agmi, 02-EXP, 03-EXP, 08-EXP and 12-EXP said. These participants all consider Google translate their go to method once they fail to understand the meaning of a word. Two participants recall examples of how Google translate helped them understand a word in the game. For instance, Stringth explains that because of Google translate he understood what new moon means:

Excerpt 144 (from Appendix F.18)

Interviewer: Yeah, okay. When you first started playing this game, how did you move ahead when it's not in your language?

Stringth: The game was full English or other European languages. Like it's not Arabic because not many Arabs play it. So, I was looking at some things like a set up name. For example, a new moon, I was like; "What's that new moon mean?" So, I just go to Google translator, I translate it and I get a new vocab, new words, new sentences. With time, I was playing for three years or even more. So, during this time, I learned a lot of English. And for your information, in high school, my teachers were really bad. I respect all the countries, but he was an Egyptian and he was feared. But he don't know the language. So, that made me struggle.

Interviewer: You think these games helped you more than the teacher?

Stringth: Yes, of course.

The other participant was 10-EXP, he explains that he understood the meaning of inventory because of Google translate:

Excerpt 145 (from Appendix F.10)

Interviewer: Do you think you could learn a second language from MMORPGs?

10-EXP: Certainly, yes.

Interviewer: How?

10-EXP: How from the world's you see in games. Like for example, when you open inventory at first, I didn't know what inventory means. Then I go to Google Translator, then I learned the meaning. The meaning stayed in my mind, because I play the game. That's what I know lots of words, because of the MMORPGs.

Both Excerpts 144 and 145 show how beneficial Google translate is in helping participants understand new L2 words. It also makes it an unforgettable experience (see Excerpt 91 & Excerpt

92). Two other participants express that their use of Google translation is situational. For instance, Deman expresses that if the game can be paused than he uses Google translate to comprehend the meaning of certain words. On the other hand, if the game cannot be paused, he tries to know the meaning from the context (see Excerpt 154). 05-EXP is similar to Deman, he claims that he tries to know what is required of him from the context, if it fails than he uses a translation service:

Excerpt 146 (from Appendix F.5)

Interviewer: Okay, you said that you have three ways: either you ask a friend, either you translate, either you guess from the context. How do you decide on which one to use?

05-EXP: Ah... If I am in party or with my close friends who I could ask them, I would put the word directly, or if I'm with them in a call like Skype, I will say it. If I don't have anyone with me, I will go right to translator. Firstly, I will try to understand it from the context. But if I didn't understand it from the context, I will grab the translator. Sometimes I want to get the meaning of the word, even if I understand the context, but I want the real meaning, the specific. I will grab the translator.

Above are all the participants that have used Google translation's software. The other participants used other translation services, either Golden Alwafi or Almutarjim. 11-EXP is the only participant who claims to use Almutarjim. She explained numerous times in her interview how important translation is to her to overcome language meaning barriers. She would also check with several sources to see if the meaning is correct. Evidence of this is available in her interview:

Excerpt 147 (from Appendix F.11)

Interviewer: Excellent. Well, you mentioned asking someone big and that you have your phone next to you. When do you decide asking someone big? And when do you decide checking your phone?

11-EXP: When? Well, I can ask someone if it is something easy for them; one word or two; a sentence. But if it is something hard or long, then I don't. I find it necessary to check my phone and see what it means. It has to be correct.

Interviewer: Well, what program do you use on the phone?

11-EXP: Al-Mutarjem [the translator] Al-Mutarjem all the time. It is quite accurate.

Interviewer: Yeah, do you usually find the exact translation on that program without errors or is it, not all the time, exact?

11-EXP: No, not error. The program can suggest several meanings to a certain word; some are not the exact same meaning of the game. Then, I judge and take the closest meaning. I usually check several sources: the phone, someone, some friend who knows the game well, like that.

This website is specifically made for translations from English to Arabic. Other participants used different software for English translations. 07-EXP, 08-EXP, and 09-EXP all used a translation software called Golden Alwafi. It is a software that should be installed into the computer to be able to use its services. 09-EXP expressed earlier that he would have two screens, one for the software Golden Alwafi and the other for the MMORPG he is playing. What 07-EXP said in his interview is representative of what 08-EXP and 09-EXP said. Below is an excerpt from his interview:

Excerpt 148 (from Appendix F.7)

Interviewer: Okay. How do you move ahead in MMORPGs, and it's not in the Arabic language? It's in English?

07-EXP: You have to have a dictionary beside you. I used to use an application or program which helped me. I tried to translate only one word each time. If there's a sentence and there is only one or two words that I don't know, I try to get what it means. Then I tried to translate it if I really don't know what it means. It is tough, but I used to play with my friends, and we tried to solve the puzzles together. What I mean by puzzles is the language itself, if we have a barrier. Uh-huh. Usually, more like teamwork.

Interviewer: I see. You told me that you use an application. Can you tell me what it is?

07-EXP: The name was Alwafi Gold, it's an old one. I don't think it exists now because it was more like five to six years ago and it was on the PC itself, you have to install it and then you have to use it.

In conclusion, all of the participants, except 01-EXP, sought help from a translation software to overcome language barriers. The majority of them used the translation software Google translate, whereas three used Golden Alwafi, and one used Almutarjim. Judging by the number of participants who used this SPLL strategy, it was the most useful between all SPLL strategies.

4.8.4.4 Summary

Data shows that between all help seeking strategies, translation was the most widely used among participants with seeking help from people a close second. Seeking help through walkthroughs was the least used among participants (see Table 4.6).

Table 4.6 Number of coding references in NVivo for the SRL strategy help seeking

Participant	Help from People	Translation	Walkthroughs	Total
01-EXP	1	7	3	11
02-EXP	3	3	0	6
03-EXP	2	3	2	7
04-EXP	3	2	1	6
05-EXP	4	4	0	8
06-EXP	2	1	0	3
07-EXP	3	4	0	7
08-EXP	2	5	0	7
09-EXP	2	7	0	9
10-EXP	0	3	0	3
11-EXP	3	8	1	12
12-EXP	3	2	0	5
Champion	3	3	4	10
San	3	3		6
Agmi	1	2	1	4
Sama	2	1	0	3
Demam	1	5	0	6
Stringth	6	1	0	7
Total	44	64	12	120

4.8.5 Task Strategies

This theme focuses on what strategies do participants employ when faced with a L2 barrier. Strategies mentioned under this heading, did not fall under any of the aforementioned SRL strategies but are worth noting. For example, if a player relies on subtitles to help him understand or relies on contextual cues then these strategies could be incorporated under this theme. Other participants use a strategy in which they write down the words they do not understand on their phones or a notebook for future reference. For instance, 10-EXP explained in his interview the following:

Excerpt 149 (from Appendix F.10)

Interviewer: Excellent, okay. What kind of actions do you take when you don't understand a word or something in the second language in these games?

10-EXP: I used to have a notebook, when I encountered something I didn't know I'd write it, then translate it. I take my free time to memorize it, that's how I improved.

Interviewer: Wow you said that you write the words that you don't understand in a notebook.

10-EXP: Yes.

Interviewer: Okay, with it did you used to write lots of words or were there a few words?

10-EXP: More than 500 words.

Interviewer: Wow, and you memorized every single one of them?

10-EXP: Every single one of them.

Interviewer: With the meaning?

10-EXP: With the meaning.

Interviewer: Have you applied these words in MMORPGs?

10-EXP: Yes. Most of them, and outside.

10-EXP would write words he encounters and does not understand on a notebook. He would write down the meaning and try to memorize it. He claims he wrote more than 500 words. This

method has been praised by researchers in the field of L2 vocabulary learning (see heading 5.3.4).

11-EXP would do a similar strategy as evidenced from her interview:

Excerpt 150 (from Appendix F.11)

Interviewer: Well, in case you face some difficulty and the phone was not sufficient, nor the people you ask, what do you do?

11-EXP: In what sense? What do you mean by asking “what do you do?” What do I do about the game or about the language?

Interviewer: Well, both; the game and the language? Do you continue... go on...

11-EXP: Yeah, I continue, for sure. As I told you, the words that I don't understand, I write it down; all of it to check it in the future and try to understand it in some other time.

These two are not the only participants who would write down words to try and understand them later. 03-EXP would also do the same. However, 03-EXP claims he memorized more than 5,000 words from this strategy, evidence is available from his interview:

Excerpt 151 (from Appendix F.3)

Interviewer: Oh, I see. Okay. You know, have you ever kept track of your second language learning while playing?

03-EXP: I didn't understand that questions?

Interviewer: You know... one guy, he said that every word I learn, I write it in a notebook.

03-EXP: Oh, oh! Yeah, yeah. I don't use this method. My method is when I read the word, I try to memorize it. Because I will face it again and again. This in MMORPG games. I will face a lot of words and the same words.

Interviewer: Do you use any stuff to monitor the words you learn?

03-EXP: Maybe on the... in my computer, I used to save it.

Interviewer: How many words have you saved?

03-EXP: Before, I stopped now. Because there is no more words I can't understand it. Because, every word I face it now, it's like an easy for me, to understand it. But, before I used to write, I wrote maybe ... 5,000 word or something like this.

Interviewer: Whoa. Do you memorize every word and what it means?

03-EXP: Yes, sure.

Interviewer: Wow, and you encountered them when you're playing?

03-EXP: Yes, yes, yes, sure.

This is a self-reported claim by 03-EXP and no evidence backs this up besides his report. But using this method is one of the strategies of learning new L2 vocabulary words (see heading 5.3.4).

Champion mentioned in his interview that he would resort to using the context of the game as means to understand the meaning of new L2 words:

Excerpt 152 (from Appendix F.13)

Interviewer: Okay. So, what actions do you take to overcome second language barriers in MMORPGs?

Champion: Well, as I said before; translation, dictionary, even the context of the game. I remember once giving me a goal in the game called Bully, famous game, where the objective is to go to the prime minister room. At that time, I didn't know what is the prime minister. But walking in the school, I saw a room; it was written in big, bold letters, it was Prime Minister Room. So, I went there and I saw the prime minister is the leader of the school.

...

Interviewer: What is your most common method do you use?

Champion: The context of the game.

Champion explains he understood that “prime minister” meant the leader of the school once he saw the words written above the largest room in the school. His example shows how digital games are full of contextual cues to help players understand the meaning of new L2 words. In addition, Agmi also explains in his interview that he relies on contextual cues to understand what is required of him.

Excerpt 153 (from Appendix F.16)

Interviewer: Can you give me a couple examples how you learned a second language from these video games?

Agmi: Maybe if I don't understand the word, I can understand it from the ~~concept~~ [context].

Interviewer: Context.

Agmi: Context. Yeah, so this is how I developed in the English. Yeah.

...

Agmi: Because the whole game is need English. Because maybe if you read a word you can't understand, like in standard English. You can read, you can understand it from the ~~concept~~ [context].

Champion & Agmi are not the only participants who rely on contextual cues, Deman does as well. As a gamer myself, I understand how they rely on context to understand the meaning of new L2 words; since MMORPGs are usually full of them. For instance, usability features (see heading 4.3 for examples).

Deman mentions in his interview that the strategies he uses depends on the game's genre. For instance, if the game is online and does not have a pause option, he would rely on contextual cues. Whereas if it is not an online game, he would pause the game and search Google for the meaning:

Excerpt 154 (from Appendix F.17)

Interviewer: If you met a new word which you don't know and which represents a barrier for understanding the game, what procedures you may take in order to understand it?

Deman: Sweet, if the game type allows me to pause it, I'd pause the game and search for the word on Google. If the game doesn't allow pausing, I'd use the classic method we learned in school by guessing the word meaning from the context, and the result of this method always works and helps me to understand the meaning and to continue playing.

Finally, 01-EXP explains that he relies on contextual cues and he also relies on subtitles. He mentioned in his interview that having subtitles on helps him locate the "important" words in a sentence. Below is the excerpt:

Excerpt 155 (from Appendix F.1)

Interviewer: Okay. Can you learn a second language from MMORPG's?

01-EXP: Yes, of course.

Interviewer: How?

01-EXP: By looking into the sentence and by seeing the way, how the sentence told you.

And also, have a dictionary with you so that you can know what these words and what they meant.

...

Interviewer: I see. How do you move ahead in MMORPG's when it is in a language you are not familiar with?

01-EXP: By listening and listening more and more and more and trying to have some other friends, there to help you. And also try to make the subtitle on, so you can see what's the words and what's important.

In conclusion, three participants (10-EXP, 11-EXP, & 03-EXP) relied on saving words for future reference. Other participants (01-EXP, Champion, Agmi, & Deman) depend on contextual cues to help them understand what is required of them. Only one participant (01-EXP) mentioned that he uses subtitles as a strategy to help him understand.

4.8.6 Concluding Remarks

It is evident from the data that the most used SRLL strategy among participants is help-seeking. Task strategies is a far second then environmental structuring is the third. Despite self-evaluation having more coding references than goal setting, it is the last one since the number of participants who used it is lower. In Table 4.7 it shows that cognitive strategies (help-seeking & task strategies) are used more than meta-cognitive strategies.

Table 4.7 Most code references in NVivo for all SRLL strategies

Participants	Environmental	Goal Setting	Help Seeking	Self-Evaluation	Task Strategy	Total
01-EXP	3	3	13	0	3	12
02-EXP	2	0	6	0	0	8
03-EXP	1	1	7	5	2	16
04-EXP	3	0	7	0	1	11
05-EXP	2	1	8	0	2	13
06-EXP	1	0	3	0	0	4
07-EXP	2	0	9	3	4	18
08-EXP	3	1	9	0	3	16
09-EXP	3	0	9	1	1	14
10-EXP	3	2	4	8	1	18
11-EXP	2	0	12	4	0	18
12-EXP	1	1	5	0	2	9
Champion	7	4	10	2	8	31
San	0	1	6	1	2	10
Agmi	2	1	4	0	3	10
Sama	1	0	7	1	7	16
Deman	1	1	6	4	2	14
Stringth	0	3	9	1	4	17
Total	37	19	134	30	45	265

Chapter 5 Discussion

The discussion chapter presents answers to the research questions, provides implications, suggests recommendations, and, whenever possible, links how the answers are compatible with existing knowledge in this field of study. The research questions are:

1. What are the significant features of participants' social linguistic interaction in the target language in MMORPGs?
2. What features in MMORPGs support second language development?
3. What self-regulated language learning strategies do participants utilize as they engage in MMORPGs?

This chapter begins by addressing the first research question together with the associated themes which have emerged from the data. It follows a similar pattern for the second and third research question (see Figure 3.1).

5.1 Research Question #1

The first research question aims to investigate the kinds of target language social linguistic interaction was taken by participants. This heading begins by briefly restating the relevant findings in heading 4.2, linking the relevant findings in that heading to relevant literature; stating whether the findings are consistent with existing literature or whether they differ. Mainly, the findings related to this research question compare itself to Peterson's studies (2011, 2012b, 2012a, 2012c) (see page 35); since they both aimed to analyse social linguistic interactions albeit with different methodologies. After that, an implication of how motivation to play can affect participants willingness to communicate is presented alongside relevant literature (see heading 5.1.2). Finally, the implications of the results are presented and how they shed light to the research question.

5.1.1 Social Interaction in MMORPGs

Sociocultural theory (SCT) in language learning focuses on L2 development based upon interactions in a social context (Vygotsky, 1978). MMORPGs contain a social context for players to experience (Peterson, 2016) (see heading 2.2.4). In this study, the participants linguistic and social interactions were analysed in an MMORPG setting. Certain participants showed appropriate use of positive politeness. One type of positive politeness that was featured during the recordings was the use of greetings. For instance, during Champion's recording, he met another online player

who had an avatar name of a manga series he follows (see Excerpt 20). The only other participant whose transcript data confirmed the use of informal greetings was Stringth (see Excerpt 21). Due to the absence of social cues that influence face-to-face communication, these two participants could have relied on positive politeness to reduce threats to face and to facilitate social communication (Brown and Levinson, 1987). Consistent findings were observed in Peterson (2011, 2012c, 2012b).

The informal nature of the communication during greetings was also witnessed during leave takings. In Stringth's live streaming chat catalogue, one viewer engaged in leave-taking once he left Stringth's live stream (see Excerpt 22). In addition, the viewers engaged in leave-takings once Stringth said he was going to end the stream (see Excerpt 23). Not only with viewers, Stringth also engaged in leave-taking with online players he dueled with (see Excerpt 24). The only other participant whose transcript data confirmed the use of informal leave-takings was Deman. However, Deman was not actively engaged in the leave-taking (see Excerpt 41). Similar findings were obtained from the previously mentioned studies (Peterson, 2011, 2012c, 2012b).

In Peterson's (2011, 2012c, 2012b) studies, participants target language developed and they engaged in lengthy leave-takings and informal greetings associated with small talk as the study reached its final stages (see page 35). Compared to one of Peterson's studies (2012c), who took 16 sessions in a **controlled environment** with all participants; this study was restricted to approximately three recordings per participant in an **uncontrolled environment** (see heading 3.4). Participants in this study could have shown more extensive social linguistic interactions if more recordings were obtained from them. The aim of this research was for the observational data to be as naturalistic as possible instead of in a classroom. In other words, the research design is intended to replicate the experience of playing MMORPGs in one's free time, doing it solely for entertainment purposes. Nonetheless, this exploratory research study and Peterson's (2011, 2012c, 2012b) experimental studies yielded similar social linguistic results.

Another type of positive politeness encountered during the sessions was the use of informal language (Peterson, 2012c). Champion had an encounter with an online player and they had an informal communication (see Excerpt 25). The other type of positive politeness incorporating informal language was in Stringth's live streams with his viewers (see Excerpt 27 & Excerpt 28). He would occasionally engage in small talk with his viewers which has been identified as playing a key role in establishing and maintaining social cohesion for successful target language interaction (Rintel and Pittam, 1997). Similar findings were found from the previously mentioned studies (Peterson, 2011, 2012c, 2012b).

A feature in the sociocultural accounts of SLA is the establishment and maintenance of intersubjectivity (see heading 2.2.4). An example of this collaborative interaction happened at the end of Champion's observation, when he had a quest that required him to obtain an item from imp wizards. He defeated many imp wizards, but the item did not drop. Therefore, he requested help from online players (see Excerpt 30).

In addition, Stringth also had occasions in his live streams where intersubjectivity was established with his viewers. For instance, when his spectators told him how to weaken his opponent's resistance to make him easy to defeat and when they explained a particular ability to him (see Excerpt 31 & Excerpt 32). The last instance of establishment of intersubjectivity was during Sama's observation (see Excerpt 34). The establishment and maintenance of intersubjectivity was also observed in Peterson's studies (2012a, 2012c, 2012b). Participants in his study established states of shared understanding to complete quests.

Peterson (Ibid) claims that maintaining intersubjectivity appears to be challenging, since MMORPG players do not have social cues inherent in face-to-face communication. Therefore, they actively monitor the chat box to make sense of multiple text messages from different platforms (e.g. server, trade, yell, whisper, normal, guild). Champion did something similar; he monitored the chat box to seek help in obtaining the Imp staff (see Excerpt 30).

However, the majority of social interaction in the observations from other participants was voice-based (i.e. voice chat) whereas in Peterson's it was text-based (i.e. text chat). While voice chat also lacks social cues inherent in face-to-face communication, it benefits from instant feedback (see Excerpt 138), similar to face-to-face discourse (see Appendix E.6), and improves L2 speaking and listening skills (see Excerpt 66, Excerpt 79 & Excerpt 85).

During Champion's observations in WoW (see Appendix E.1.1 & E.1.2), he was constantly ignored whenever he attempted to request help in obtaining a mount (see Glossary of Terms) (see heading 4.2.5). In my opinion as a previous advanced player in WoW, this is because Champion was not aware of proper social conventions in WoW. If he used the chat whisper function, it would have been better, and a more sophisticated greeting would have also helped. While there is little research that backs up the upcoming claim, some MMORPGs are known to have helpful communities whereas others do not (Poor, 2015). In my and Champion's experience in WoW, the online community there is not very helpful to new players (see Excerpt 35 & Excerpt 37).

In spite of that, Champion was not ignored in BDO despite not using appropriate social conventions. For instance, requesting help in the wrong chat channel and mostly ignoring online players who provided answers (see Excerpt 30). Therefore, it can be implied that not knowing

proper social conventions does not necessarily lead to being ignored when trying to make contact with other online players. While there is no research to back up this claim, BDO is generally known amongst gamers to have a very helpful community.

A further interesting implication during Deman's observations (see Appendix E.5) was him not needing the L2 (English) to progress in the game as he was mostly playing with his Arabic friends (see heading 4.2.6). According to Poor (2015), levelling up can be done solo whereas social activities (e.g. raiding, tournaments, etc) can only be done in groups. During these social activities, Deman would have one of his Arabic friends with him and they would translate for him whenever problems occurred (see Excerpt 40). It is likely there is no L2 social linguistic interaction that is definitely needed in order to participate in social activities as long as you have a companion who speaks the same L1.

In conclusion, MMORPGs are complex, rich environments that provide a slice of social life to its player base (see Excerpt 66). It is hard to summarize if players need to know the appropriate social conventions in order to not be ignored. It heavily depends on the situation, platform, or the player contacted. It is also difficult to summarize if players need to know the L2 in order to participate in social activities once they have an L1 companion with them. However, certain participants recommend avoiding speakers of the same L1 if you intend to improve the L2 in MMORPGs (see Excerpt 102 & Excerpt 103).

5.1.2 How Motivation to Play Could Affect Willingness to Communicate

Two participants, San and Agmi, did not engage in any social linguistic interaction during all of their observations. Noteworthy, they were the only two participants whose self-reported motivation to play did not align with their in-game behaviour (see Table 4.1). On the other hand, the other participants' motivation to play did reflect their in-game behaviour and engaged in social linguistic interaction with varying amounts (see heading 4.2).

First, there is evidence to suggest that the MMORPGs San and Agmi played did not fulfil their motivation to play (see headings 4.1.2 & 4.1.3); therefore they apparently played for data collection purposes only, to fulfil a request from Champion to join the study (see headings 3.4.1.2 & 3.4.1.4). This influenced the data negatively as it was difficult to build rapport during interviews as they did not seem to be interested in MMORPGs (see headings 3.4.5.2 & 3.4.5.3). Both stopped playing MMORPGs after data collection was completed, whereas the other participants continued playing even after data collection was completed; except for Sama who started playing other genres of digital games because he fully completed Fallout 76 (see Appendix I).

Second, because they played for data collection purposes, it is safe to assume San and Agmi were **extrinsically** motivated to join the study; whereas the other participants were **intrinsically** motivated to join the study (see heading 2.3.1). In other words, San and Agmi played to provide the researcher with data and not for personal entertainment, as evidenced by them not playing anymore after data collection was completed (see Appendix I). On the other hand, the rest of the participants either regularly upload their gameplay onto their social media profiles (Deman & Stringth), continued playing after data collection was completed (Champion), or successfully completed the game (Sama). The latter participants enjoyed playing MMORPGs and kept playing without the researcher's interference (see Appendix I).

Third, according to Kong, Kwok, and Fang (2012) players who are extrinsically motivated tend to learn individually whereas players who are intrinsically motivated tend to learn collaboratively. Both participants, San and Agmi, played individually whereas the other participants played collaboratively. Another study claims that players need to be motivated in order to be willing to communicate with other online players (Lee and Drajati, 2019), evidently San and Agmi lacked motivation in their recordings.

However, seemingly the lack of motivation does not influence the receptive informal digital learning of L2 (Lee and Drajati, 2019). Those two participants receptive language skills, reading and listening, was not greatly influenced by them not communicating with other players since they had interactions with NPCs whom they listened to or read quest text from. Nonetheless, Wu, Richards, and Saw's (2014) study showed that the built in features in MMORPGs that facilitate teamwork, socializing, and relationship are perceived to be the best to facilitate second language productive practice (i.e. speaking and writing). Therefore, it is important for L2 learners to be motivated to play if they intend to learn another language's productive skills in MMORPGs.

In conclusion, this study, according to the researcher's knowledge, is the first to make a relationship between Yee's (2006b) motivation to play and willingness to communicate in MMORPGs. It makes a claim that if players are not motivated to play then they will learn L2 less effectively, from this virtual environment, compared to players who are motivated to play. It also further contributes to research that if players are not motivated to play then that does not necessarily mean there is no L2 development. As both San and Agmi were exposed to numerous second language stimuli (e.g. reading quests, watching cinematics, etc); and in the case of San the usability features could have provided the necessary scaffolding for L2 vocabulary learning (see heading 5.2.1) (Wu, Richards, & Saw, 2014).

5.1.3 Answer to Research Question #1: What are the significant features of participants' social linguistic interaction in the target language in MMORPGs?

Research question number one aimed to chart the general nature of the participant's target language social and linguistic interaction in MMORPGs. Analysis of the transcript data, researcher observations, and stimulated recall interviews shows that noteworthy features of the interaction in the target language involves the extensive use of positive politeness in the form of small talk, leave takings, and greetings as a means to build rapport. Another significant feature of the interaction was when participants made requests for help, occasionally assistance is provided by other online players. The data showed that the provision of assistance was maintained by clarification requests or the co-construction of knowledge. Both provided an effective means to establish and maintain intersubjectivity in order to facilitate a collaborative social interaction.

Communication breakdowns were frequent in this study especially for the beginner participant, Champion. According to the participant's reasoning, this was due to his low level. While analysis reveals multiple collaborative social interactions, data was not sufficient enough to contain evidence for the operations of ZPDs. However, this was unsurprising as the study was limited in duration. Analysis also revealed that participants who were motivated to play are more likely to be willing to communicate with other online players. In addition, the availability of online friends who speak a similar L1 impedes the need to communicate in the target language.

5.2 Research Question #2

The 2nd research question examines the features in MMORPGs that can lead to L2 development. This heading begins by briefly restating the results in heading 4.3, then linking the results to relevant literature. The next heading implies that playing an MMORPG and learning the language in the MMORPG seemingly go hand-in-hand. Participants claimed that they needed to know the language used in the MMORPG to progress in the game (see heading 4.4). The results from heading 4.4 are linked to relevant literature to see whether the findings are consistent with existing research, or whether they differ.

After a period of time playing MMORPGs, certain participants mentioned how their second language has developed tremendously; this is investigated in the 3rd heading. After that, the 4th heading presents the perceptions of participants on L2 learning in MMORPGs against L2 learning in pedagogical settings. Both headings are linked to relevant literature to see whether the findings are consistent with existing research, or whether they differ. Finally, the results from the above themes are presented together and how they shed light to the 2nd research question.

5.2.1 Usability Features in MMORPGs that scaffold in L2 development

Usability features in WoW were abundant, easy to learn, and organized. Usability features are designed to help novice players learn the game's interface, mechanism, and goal (Song, Lee and Hwang, 2007) (see heading 2.1.5). However, they seemingly present an extra advantage of being scaffolding tools for L2 development. Scaffolding in digital games is central to the operation of ZPD which allows players to conceptualize the developmental process involved in L2 learning (Sylvén and Sundqvist, 2012). For instance, when participants San and Champion first began playing WoW, they encountered a notification with text and pictures on how to obtain a new quest (see Figure 4.7). This notification taught new players how to right-click their mouse and who to press right-click on to receive their first quest. The beginner participants could have made an association between the word right-click and the act of right-clicking their mouse to receive their first quest.

There are 17 different usability features obtained from the two beginner participants' observations in WoW (see Table 4.2). They all served the purpose of informing the two novice participants how to play WoW. The ones with possible linguistic benefit can be argued to be scaffolding tools to teach the two novice participants new L2 vocabulary words. For example, in Figure 4.11 participants were taught how to use abilities, move their avatars, select targets, and jump. They could have made a link between these words and their meanings from pressing each button displayed in the pop-up. Although the participants in this study did not claim these usability features were useful for L2 learning, a study by Bytheway (2015) showed that players learned new L2 vocabulary words from the usability features encountered as they played WoW. **Her study shows how usability features in WoW can be useful for L2 learning, whereas this study shows the variety and richness of the different usability features.**

One of Bytheway's (2015) participants mentioned how these usability features provided necessary hints to manoeuvre in the game therefore they had to read them, a similar claim was also made by Champion (see Excerpt 44 & Excerpt 45). Rott (1999) indicated that exposure to new L2 vocabulary words through reading significantly improves L2 vocabulary knowledge. However, she found that the majority of her participants did not retain these newly acquired vocabulary words after 4 weeks. However, this is an area the researcher did not investigate with the participants in this study. In spite of that, certain participants mentioned how L2 vocabulary learning in MMORPGs is an unforgettable experience (see Excerpt 91 & Excerpt 92).

Multiple researchers have mentioned how MMORPGs improve the L2 vocabulary of players (Sundqvist and Sylvén, 2012; Sylvén and Sundqvist, 2012; Bytheway, 2015; Sundqvist and Wikström, 2015; Zheng, Bischoff and Gilliland, 2015; Tsai and Tsai, 2018; Sundqvist, 2019). The

majority of L2 vocabulary knowledge acquired from MMORPGs are seemingly learned incidentally (Sundqvist, 2019), and one of the ways they are learned is through the numerous usability features (Bytheway, 2014). In Ahmad's (2012) study, participants who incidentally learned L2 vocabulary statistically performed better than participants who intentionally learned L2 vocabulary. However, another study comparing incidental vocabulary learning against deliberate vocabulary learning showed that deliberate vocabulary learning is more effective (Nation and Meara, 2010). Nonetheless, incidental vocabulary learning can be improved if there are contextual clues (Stuart Webb, 2008; Nation and Meara, 2010). The usability features in WoW contains contextual clues through the use of pictures or videos, and often highlighting key words (see Table 4.2). By highlighting these key L2 vocabulary words, participants can be made aware of them and thus use dictionaries or translation websites to know their meanings (Nation and Meara, 2010) (see heading 4.8.4.3).

A pitfall in usability design is overwhelming players with too many of them or not having an adequate number of them (Cornett, 2004). In BDO, the two beginner participants were overwhelmed with the amount of usability features. Most usability features failed to inform the two beginner participants how to understand the game's interface, goal, and mechanism (see Excerpt 49 & Excerpt 51). This made San and Champion rely on different methods. However, not all usability features were useless to the participants. For instance, Champion mentioned how the first usability feature taught him how to move in the game (see Excerpt 48); and another one which is unique to BDO is showcasing skills before learning them (see Excerpt 53).

Champion relied on YouTube videos to understand BDO. He stated that there were many other players who also struggled at the beginning of the game (see Excerpt 49). Ryu (2013) observed the online communities of online digital games where the players can discuss game-related issues, enrich their gaming experience, learn from other players, etc. He claims engagement in online gaming communities are closely related to influencing L2 learning through collaborative interactions and repeated practices. On the other hand, San did not rely on external methods. He simply started mashing each button to try and figure out the controls of the game by himself. According to Soylu & Bruning (2016) this self-regulated learning action is normally done by expert digital game players. However, there seems to be no L2 gain from it.

In conclusion, it is important to note that this theme was an unexpected finding (see heading 3.6.3); thus, participants were not specifically asked if these usability features led to L2 learning. Nonetheless, Champion mentioned how these usability features helped him learn the meaning of one new L2 word (see Excerpt 59 & Appendix E.1.1); and this is supported by Bytheway's (2015) claim that players learn new L2 vocabulary words from usability features.

5.2.2 Role of L2 in MMORPGs

Playing an MMORPG and seemingly gaining the language incorporated in the MMORPG are two sides of the same coin (Kongmee *et al.*, 2012; Pasfield-Neofitou, 2014; Strachan, Kongmee and Pickard, 2016; Scholz, 2017; Scholz and Schulze, 2017). An online player needs the game's language to progress in the game through levelling up (see heading 4.4.1), joining guilds or groups (see Excerpt 56 – Excerpt 79 & Excerpt 137), developing friendships (see Excerpt 64 – Excerpt 65 – Excerpt 102 & Excerpt 113), and communicating with other online players (see Excerpt 69 – Excerpt 136 & Excerpt 138). The following studies also had relevant results (Lee & Pass, 2014; Peterson, 2010b, 2016; Wu *et al.*, 2014). Without basic knowledge of the game's language, it is seemingly difficult to be involved in the social aspect of the MMORPG (see Excerpt 54 & Excerpt 111) (Lee & Gerber, 2013; Monem, 2015; Rama *et al.*, 2012). However, in Kongmee *et al.* (2012) study, one participant improved his L2 from reading quests despite not being as social as the other participants.

Certain participants have mentioned how levelling up in the MMORPG simultaneously developed their second language. For instance, 08-EXP mentioned that the more levels he gained the more his English language improved (see Excerpt 114). Levelling up requires XP which are commonly gained from quests, among other things. To receive a quest, a player speaks with a quest giver and reads the quest text which is fully authentic (see heading 2.1.4 & Figure 4.8) (Thorne, Fischer and Lu, 2012). The constant repetition of this task to reach the max level could be the reason 08-EXP proficiency in L2 increased as he levelled up (Newgarden and Zheng, 2016). MMORPGs offer players the space and opportunity to practice a second language, through questing participants acquired new L2 vocabulary words (see Excerpt 58 – Excerpt 59 – Excerpt 152 – Excerpt 144 & Excerpt 145). Participants in other studies also reported learning new L2 vocabulary words from questing (Rankin *et al.*, 2009; Bytheway, 2015; Zheng, Bischoff and Gilliland, 2015).

Participants even developed relationships with online players outside of the game or met with other online players who also spoke English as an L2 in the game (see heading 4.4.3). 02-EXP claims that certain MMORPGs attract people from certain nationalities. However, **he states that English is the lingua franca used in the majority of MMORPGs he played** (see Excerpt 63).

Stringth has basic knowledge of Spanish, French, and Dutch from playing MMORPGs (see Excerpt 64). He made friends from these countries as he played ESO; but English is the main L2 that he developed (see Table 4.3). 07-EXP claims that making online friends who speak English as a L2 but speak a different L1 made it possible for him to develop his L2 more efficiently (see Excerpt 102).

To communicate with other players, players could either text chat or voice chat. 02-EXP claims that because of his continuous exposure to the L2 and communication through text, his reading

and writing skills improved. As he progressed, he needed to use voice chat and that improved his speaking and listening skills. **He compared playing MMORPGs as practicing a L2 without going to the country and meeting the natives** (see Excerpt 66). To date, no study has attempted to make an association between learning the L2 in MMORPGs and learning the L2 in its native country. In spite of that, as a gamer and L2 learner myself, I believe MMORPGs can be better suited for L2 learning for the following reasons:

- ❖ Highly motivating settings for autonomous learning (see Excerpt 91 & Excerpt 92) (Chik, 2014; Lee & Pass, 2014).
- ❖ Communication in L2 is required to progress in the game (see Excerpt 69 – Excerpt 136 & Excerpt 138) (Chotipaktanasook and Reinders, 2018).
- ❖ Exposure to multiple sources of oral and written L2 input (see Excerpt 66 – Excerpt 69 & Excerpt 106) (Thorne, 2008; Thorne, Black and Sykes, 2009; Newgarden and Zheng, 2016).
- ❖ Supports peer-based learning and co-construction of knowledge (see Excerpt 57 – Excerpt 102 & Excerpt 136) (Peterson, 2011, 2012b, 2012a, 2012c).

5.2.3 Perceived L2 Outcome from Playing MMORPGs

Multiple participants mentioned how their L2 improved after a period of time of them playing MMORPGs (see heading 4.5). Among those participants, 06-EXP had a placement test after he quit playing WoW because of his scholarship abroad in USA. He claims he was placed on the intermediate level and believes WoW helped him accomplish this (see Excerpt 77). Studies that have done a pre-test and a post-test investigating the L2 development of participants in MMORPGs showed that the participants vocabulary, writing, listening, reading, and speaking skills have improved (Rankin *et al.*, 2008, 2009; Suh, Kim and Kim, 2010). Participants in this study also reported multiple L2 skills improving after they have played (see Table 4.3).

Another participant, 09-EXP claims it took him approximately six to eight months to stop using a translator service whilst playing MMORPGs (see Excerpt 79). In addition, Deman explains that he benefitted from his dictionary to the point where he did not need to use it anymore to learn new L2 words (see Excerpt 140). Lee & Gerber's (2013) study shows that players target language output improves as time passes while playing. They found evidence that MMORPGs support the language socialization identified as playing a central role in L2 learning in sociocultural second language acquisition research (see heading 2.2.4).

Two participants, Stringth and 09-EXP felt that their perceived L2 proficiency has decreased after they stopped playing MMORPGs (see heading 4.5.2). This could be because MMORPGs are the only arenas they can practice their L2 in. Once they stopped playing them, they experienced L2

attrition. Not practising ones' L2 is one of the reasons for language attrition (Bardovi-Harlig and Stringer, 2010).

On the other hand, there is evidence to suggest that the frequency of playing leads to more L2 development. The majority of participants in this study claimed they played MMORPGs every day and mentioned multiple L2 skills improving (see Table 4.3). A couple of studies also showed relevant results (Sylvén and Sundqvist, 2012; Sundqvist and Wikström, 2015; Sundqvist, 2019); indicating that the frequency of gaming develops the L2 at a faster pace. Among the participants, O2-EXP played MMORPGs ever since he was young (see Appendix H), his L2 proficiency is native-like compared to the other participants. Research suggest that playing MMORPGs at an early age can be important for L2 acquisition (Sylvén and Sundqvist, 2012). Although he did mention that there were other factors that contributed to his L2 proficiency level (see Appendix F.2).

Among the different L2 skills, most participants reported that vocabulary was developed the most after playing for a period of time (see heading 4.5.3.6). Participants mentioned occasions where they learned new L2 words (see Excerpt 59 – Excerpt 144 & Excerpt 145); either from interacting with online players (see Excerpt 138), or from translation sources (see Excerpt 140). A meta-analysis study on L2 vocabulary learning in digital games suggest they enhance L2 vocabulary learning greatly (Tsai and Tsai, 2018); with certain studies explaining how vocabulary learning strategies are implemented in MMORPGs (Bytheway, 2014; Zheng, Bischoff and Gilliland, 2015), while this study explains how MMORPGs can scaffold L2 vocabulary learning (see heading 5.2.1).

Speaking was the second skill claimed to be developed by participants from MMORPGs (see heading 4.5.3.5). This is not in line with previous research, as other studies found that speaking does not noticeably improve from MMORPGs (Suh, Kim and Kim, 2010; Rogers, 2017). This could be because those experimental studies were implemented in controlled environments. Studies conducted in controlled environments noticed that participants rarely engage in L2 speaking as it is more threatening (Reinders and Wattana, 2014, 2015b). O2-EXP explained those sentiments in Excerpt 66. Despite that, one study claimed that if participants engage in more communication activities in MMORPGs then their L2 speaking naturally improves (Newgarden and Zheng, 2016). Participants in this study could have improved their L2 speaking skill because they played for longer periods and engaged in communication activities with other online players more frequently (see heading 4.5.3.5).

Reading was the third L2 skill claimed to be developed by participants from MMORPGs (see heading 4.5.3.4). This is consistent with previous research investigating MMORPGs as supplementary tools for developing reading skills (Suh, Kim and Kim, 2010; Sylvén and Sundqvist, 2012; Kim, 2015). MMORPGs are filled with written texts that require participants to read in order

to progress in the game (e.g. quests) (see Excerpt 86). Writing was the fourth skill developed by participants (see heading 4.5.3.3). One study indicated that MMORPGs increase L2 writing skills (Suh, Kim and Kim, 2010). Online players need to learn how to write in order to interact with other players through text chat (see heading 4.4.4 & 4.7.3).

Only three participants reported their L2 listening skill improving (see heading 4.5.3.2), which is consistent with previous research (Suh, Kim and Kim, 2010; Sylvén and Sundqvist, 2012). Whilst one participant claimed it cannot be improved in MMORPGs, without specifying why (see Excerpt 82). To develop L2 listening skills, a player needs to be regularly engaged in voice chat while playing MMORPGs which happens more often once the player reaches max level (see Excerpt 85). Finally, grammar was only improved by one participant using a program to help him construct grammatically correct sentences (see Excerpt 83). Whereas one participant claims MMORPGs by themselves do not improve grammar (see Excerpt 98). No study to date examines if MMORPGs improve L2 grammar knowledge.

5.2.4 Perceptions of MMORPGs vs. Traditional Methods of L2 Learning

A couple participants compared learning an L2 in MMORPGs against other pedagogical methods of L2 learning. 07-EXP and Deman both commented on how L2 gain in MMORPGs is an unforgettable experience. 07-EXP claims that classrooms tend to have a large number of students with different levels of proficiency and a limited time frame. However, in MMORPGs the online player makes an effort to understand what he could not. Therefore, making what he learned unforgettable (see Excerpt 91). Deman makes a similar claim (see Excerpt 92).

Suh et al (2010) study indicated that students studying L2 in MMORPGs performed better in areas of writing, reading, and listening than their counterparts in traditional L2 learning classrooms. However, an earlier study comparing students learning L2 from an MMORPG against students in a traditional L2 classrooms showed that students in the traditional classrooms performed better than their counterparts in most areas (Rankin *et al.*, 2008). The students in MMORPGs have only performed better once native speakers of said L2 participated in the MMORPG with them (Rankin *et al.*, 2008, 2009). This echoes the recommendations of participants 07-EXP and 09-EXP (see Excerpt 102 & Excerpt 103). They both believe that avoiding speakers of the same language eventually benefits you more in terms of L2 development. Therefore, it is recommended that L2 learners playing MMORPGs try to interact with native L2 speakers to develop their L2.

Participants 06-EXP and 03-EXP both commented on how L2 gain in MMORPGs is engaging whereas in pedagogical situations it tends to be unexciting (see Excerpt 93 & Excerpt 94). Gee (2007) claims that digital games are not only a form of entertainment, but they also have the

potential to evolve into effective learning environments. Entertainment in digital games maintains player interest and engagement during gameplay (Prensky, 2001). Prensky (2001) emphasizes the central role of fun in human learning. It puts students in a relaxed receptive state of mind for learning. Play, in addition to providing pleasure, increases our involvement; which also helps students learn (Prensky, 2001).

Participants in this study mentioned how MMORPGs benefitted them in L2 subjects at high school and/or college. They have realised that their L2 improved drastically from MMORPGs and made L2 subjects easier. Four participants believed L2 subjects in educational setting were supplementary, whereas the real L2 gain took place in MMORPGs (see Excerpt 75 until Excerpt 78). The following studies have recommended that MMORPGs be used as supplementary material for L2 learning alongside pedagogical contexts; since they create a virtual environment where learners can practice, develop, and test their L2 skills. In other words, they function as an arena for an immersive L2 experience (Sundqvist and Wikström, 2015; Strachan, Kongmee and Pickard, 2016; Scholz, 2017).

Other studies incorporating MMORPGs into regular L2 teaching courses have resulted in a considerable increase in L2 interaction, more confidence from learners, more competence, and less anxiety (Reinders and Wattana, 2011, 2014; Chotipaktanasook and Reinders, 2018). One of the disadvantages of L2 gain in MMORPGs to certain participants is the absence of grammar. Stringth stated that L2 grammar acquisition in MMORPGs is non-existent and that traditional methods of language teaching are needed to acquire grammar (see Excerpt 98). It is recommended that educators encourage their students to play MMORPGs to bolster their L2 skills whilst teaching grammar explicitly/implicitly in class. One study incorporating RPGs into a Latin grammar and composition course did this and was successful (Gellar-Goad, 2015), participants in that study became proficient in Latin grammar.

5.2.5 Attitudes toward L2 Learning in MMORPGs

Participants had similar attitudes toward L2 learning in MMORPGs. They recommend that if players want to learn an L2 then they should either be social, play with different L1 speakers, use notes to log unknown L2 words, be exposed to L2 input, or be immersed into the storyline (see Table 4.5). 04-EXP and 08-EXP both recommended that learners be social and actively participate in the “MMO experience” (i.e. join guilds, conduct group raids, participate in tournaments, etc). Their recommendation aligns with the sociocultural account that views L2 learning as a social process (Mitchell and Myles, 2004). Thorne, Black, & Sykes (2009) argue that from the perspective of sociocultural SLA research, MMORPGs offer many advantages as arenas for L2 learning. They

claim that the social nature of interaction in MMORPGs as the primary driver for L2 learning. They draw on situated learning and language socialization theories to support their claim (see heading 2.2.4).

Multiple researchers have mentioned how playing MMORPGs can lead to gaining the language incorporated in the MMORPG (Kongmee *et al.*, 2012; Pasfield-Neofitou, 2014; Strachan, Kongmee and Pickard, 2016; Scholz, 2017; Scholz and Schulze, 2017). The participants 01-EXP, 06-EXP, 08-EXP, 12-EXP, and Stringth all recommended that playing MMORPGs leads to eventually acquiring the language used in the MMORPG (see Table 4.5). Lee & Gerber's (2013) longitudinal study shows that players target language output improves as time passes while playing. They found evidence that MMORPGs support the language socialization identified as playing a central role in L2 learning in sociocultural second language acquisition research. Champion, in particular, recommended that learners read all written language stimuli to eventually improve their L2 (see Excerpt 104). Previous research has shown that players are exposed to rich sources of oral and written L2 input as they play (Thorne, 2008; Thorne, Black and Sykes, 2009; Newgarden and Zheng, 2016).

Two participants, 07-EXP and 09-EXP, recommend to play with speakers of a different L1 but not necessarily speakers of the L2 the learner aims to acquire. 07-EXP explains that they also have the motive of learning the language of the game and since both of you do not speak a similar L1, you will negotiate meaning using the L2 (see Excerpt 102). Previous research has shown that communication in the L2 is required to progress in MMORPGs (Chotipaktanasook and Reinders, 2018), and that they support peer-based learning and co-construction of knowledge (Peterson, 2011, 2012b, 2012a, 2012c).

Deman recommends learners to be immersed into the story of the MMORPG. This is likely because Deman's motivation to play is immersion (see Appendix I). He explains if learners are immersed into the story then it motivates them to read dialogues and improve their pronunciation (see Excerpt 101) (for more info on the benefits of immersion read heading 2.1.1). Lastly, 10-EXP recommends that players use logs to note unknown L2 words for future reference. This strategy to write the words to be learned to translate them later strengthens the connection between the form of the word and its meaning (Nation and Meara, 2010). This deliberate vocabulary learning is considered more goal-oriented and focused than incidental vocabulary learning; thus, making it more effective (Nation and Meara, 2010).

5.2.6 Answer to Research Question #2: What Features in MMORPGs Support Second Language Development?

The aim of the second research question was to investigate what features are available in MMORPGs that encourage L2 development. The most noteworthy feature was the **prevalence of usability tools** in MMORPGs. Usability features act as scaffolding material to new players and can act as L2 scaffolding for L2 learners. They provide pictures, videos, guides, and/or highlight words and materials in the virtual world. The two beginner participants observed have mentioned how these usability features have taught them how to play and could have enabled them to learn new L2 vocabulary words as they made associations between the objective and the usability tool (e.g. picture, video, or highlighted material). However, it appears that BDO's usability features did not help the participants as much as the usability features available in WoW. Therefore, it is recommended that educators prioritise MMORPGs that have useful, numerous, and non-confusing usability features.

Playing an MMORPG and gaining the L2 incorporated in the MMORPG are apparently two sides of the same coin. Participants reported that they needed the game's language to progress in the game through levelling up, joining guilds or groups, developing friendships, and communicating with other online players. Without basic knowledge of the game's language, participants claimed that it is difficult to be involved in the social aspect of the MMORPG and since MMORPGs are fundamentally social games, online players need to be social to raid dungeons, win tournaments, complete certain quests, etc. Therefore, **the social requirement in MMORPGs** create a collaborative environment that leads to peer-based L2 learning.

Even if participants are not entirely social, they have mentioned that they were **exposed to rich sources of oral and written target language input. The immersive and highly motivating environment** has even encouraged certain participants (e.g. 10-EXP) to autonomously learn the L2.

5.3 Research Question #3

The 3rd research question examines what SRLL strategies participants use once they played MMORPGs. SRLL consist of multiple strategies (goal setting, environmental structuring & time management, self-evaluation, task strategies, and help seeking) (Zheng *et al.*, 2016). The participants in this study used either one or more of these SRLL strategies during their gameplay in MMORPGs (see Table 4.7). This heading begins by briefly restating the results in heading 4.8; discussing each SRLL strategy, and linking the relevant findings for each SRLL strategy to relevant

literature. After that, the implications of the results are presented and how they shed light to the research question.

5.3.1 Goal Setting

A common self-regulated learning strategy reported in digital games is goal setting (Zap and Code, 2009; Soylu and Bruning, 2016; Nietfeld, 2018). In this study, six participants set goals for themselves to accomplish as they played MMORPGs. These goals were linguistic in nature or had unintended linguistic benefits. 01-EXP had the goal of translating each sentence from characters he encounters during his gameplay (see Excerpt 112). 01-EXP relied on his L1 to comprehend what he read therefore it allowed him to acquire new vocabulary words in L2. Previous research has claimed that L2 to L1 translation can feed learners further vocabulary knowledge in the L2 (Mahmoud, 2006). 03-EXP claims that playing MMORPGs is not only for entertainment purposes, but he also aims to learn new vocabulary words from his gameplay. He set goals to enjoy himself, improve his vocabulary, and develop relationships (see Excerpt 113). According to research, MMORPGs are highly motivating venues for learner-centred autonomous learning (Chik, 2014; Lee & Pass, 2014). Therefore, this could have made the MMORPG 03-EXP played in an effective L2 learning environment. It allowed him to notice that he can develop his L2 vocabulary knowledge as he played the game, therefore he set linguistic goals alongside non-linguistic ones.

Four participants: 08-EXP, Champion, 10-EXP, and 12-EXP did not set linguistic goals as they played an MMORPG. 08-EXP goal was to level up in the game whereas the rest was to enjoy the game. However, they both claimed that the goals they set required them to improve their L2 to achieve it. Therefore, they possibly set linguistic goals for themselves without being aware. SRLL goal setting strategies in digital games have been confirmed in previous research to occasionally be an unconscious process (Zap and Code, 2009). In Soylu & Bruning's (2016) study, a similar phenomenon happened where several participants noticed that they set up goals as they played digital games without being aware. The reason is possibly that playing digital games is not considered a serious task but a recreational activity. Therefore, they would not set goals in a similar fashion as in academic contexts. This could explain why these four participants set linguistic goals despite not being aware of them since they needed it to achieve their non-linguistic goals.

Whilst 10-EXP did not set any linguistic goals, he did consciously aim to improve his L2 whilst playing. He would use a laptop, or a notebook and a pen translate words he fails to understand (see Excerpt 149). Previous research has shown that goal setting by the learners is considered more effective than goal setting by an academic, particularly in digital games. This is due to

learners using more variables in strategy when they set goals for themselves (Künsting, Wirth and Paas, 2011; Feng and Chen, 2014).

5.3.2 Environmental Structuring

Environmental structuring is a self-regulated strategy in video games that six participants in this study used (Zap and Code, 2009; Soylu and Bruning, 2016). Four participants claimed they prefer to play in their homes to avoid distractions (see Excerpt 117), have their own personal space (see Excerpt 118), to hear other players (see Excerpt 119), or because family members are nearby to provide help (see Excerpt 116). If these participants are aware that they need a quiet place to focus, use attention monitoring strategies such as finding a suitable environment to listen to other players, or seek out an environment where more experienced L2 speakers are readily available then they are actively regulating their environment to meet their learning needs (Zap and Code, 2009). This SRLL environmental structuring strategy could have been an unconscious process for the participants (Zap and Code, 2009). For instance, 08-EXP mentions that he had no linguistic goals; however, he structured his environment to avoid distractions and be able to translate words he failed to understand. He claims this environmental structuring played a major role in improving his L2 (see Excerpt 117).

Two other participants, 09-EXP and 10-EXP structured their environment in a way that was unique compared to the rest of the participants. 09-EXP would use two screens; one to play the game, while the other to translate whatever he could not understand (see Excerpt 120). He claims he no longer needed the translator screen after approximately six to eight months of playing (see Excerpt 79). This continuous exposure to rich sources of written and oral output and the need for communication in the L2 in order to advance in the MMORPG seemingly played a major role in developing 09-EXP L2 (Zhao and Lai, 2009; Chotipaktanasook and Reinders, 2018). 10-EXP claims playing MMORPGs on the laptop instead of the PlayStation console makes learning the L2 easier since he can readily access the translator. He would also keep a notebook and pen beside him to write any words he fails to understand so he can learn the meanings and memorize them later. He claims to write the words with their meanings and tries to apply them in the virtual world or the real one (see Excerpt 149). This strategy by 10-EXP is one of the confirmed L2 vocabulary learning strategies used by gamers in which they use words recently learned in order to effectively memorise them and learn their usage (Bytheway, 2015).

5.3.3 Self-Evaluation

Researchers have reported that self-evaluation is a self-regulated learning strategy in digital games (Zap and Code, 2009; Soylu and Bruning, 2016). Only three participants in this study claimed to self-evaluate their L2 development after gameplay, making this self-regulated language learning strategy the least used among participants (see Table 4.7). Stringth claims to rewatch his live streams to check his L2 pronunciation (see Excerpt 122), and 11-EXP would record her gameplay once she encounters a native speaker to check her L2 use (see Excerpt 123). Previous research claims that self-assessment on pronunciation alone is not sufficiently reliable (Dlaska and Krekeler, 2008). Therefore, an educator or a native speaker should be available to recognise faulty pronunciation. Thus, it is recommended that educators encourage gamers to make native speaker friends in the MMORPG, if his gamer students want to improve their L2 pronunciation.

The last participant to self-evaluate, 07-EXP, would aim to use the L2 words he learned from school in the MMORPG he played; so, he can self-assess his L2 vocabulary knowledge (see Excerpt 124). According to Nation & Meara (2010) learning new L2 vocabulary words is a cumulative process, using newly acquired words can help enrich knowledge of the word. Furthermore, since 07-EXP learned new vocabulary words deliberately from school. There is evidence that deliberate vocabulary learning is more beneficial than incidental learning (Nation and Meara, 2010). Educators can encourage students to apply recently learned L2 vocabulary words in MMORPGs.

5.3.4 Task Strategies

Task strategies is reported to be an online SRLL strategy (Zheng *et al.*, 2016). Digital game players also use task strategies as a self-regulated learning strategy (Soylu and Bruning, 2016). Among the strategies participants use is writing down words they fail to understand for future reference. 03-EXP, 10-EXP, and 11-EXP typically use this strategy once they encounter an L2 word they fail to understand. This strategy to write the word to be learned to translate it later strengthens the connection between the form of the word with its meaning (Nation and Meara, 2010). This deliberate vocabulary learning is considered more goal-oriented and focused than incidental vocabulary learning; thus, making it more effective (Nation and Meara, 2010).

Four other participants (01-EXP, Champion, Agmi, & Deman) rely on contextual clues to understand the meaning of a word. Guessing the meaning of a word from context is considered the most useful strategy between vocabulary learning strategies (Nation and Meara, 2010). However, if educators intend to encourage learners to guess from context then learners must have an adequate proficiency level in their L2 (Nation and Meara, 2010). Among those four participants, 01-EXP claims to keep subtitles on to comprehend important words. Subtitling

facilities L2 development by helping players visualize what they hear, improves listening comprehension skills, and leads to additional cognitive benefits, such as greater depth of processing (Danan, 2004). In spite of that, players and/or learners should be trained to develop active viewing strategies to effectively use this method (Danan, 2004).

5.3.5 Help Seeking

Help seeking is reported to be an online SRL strategy (Zheng *et al.*, 2016). Digital game players also use help seeking as a self-regulated learning strategy (Soylu and Bruning, 2016). Help seeking as a SRL strategy was used by all participants in this study; therefore, making it the most used SRL strategy (see Table 4.7). There are three types of help seeking: seeking help from walkthroughs, translation, or other people (see heading 4.8.4). The least used among them was help through walkthroughs (see Table 4.6). The majority of participants that relied on walkthroughs have mentioned that it was a last resort. This is because walkthroughs do not help players solve a puzzle but give them the answer directly (see Excerpt 126). Therefore, it is recommended that players aiming to learn another language from MMORPGs not use this method or only use it as a last resort if they are stuck at a certain point in the game.

The other type of help seeking was seeking help for other players, game forums, family members, teachers, or friends. Two participants in this study have commented that they participate in game forums to help themselves (see Excerpt 127 & Excerpt 128). Though participants engage in game forums to enhance their skills as gamers, interactions with other players can result in language learning (Ryu, 2013; Chik, 2014). Most participants relied on friends, teachers, family members, or other players once they encounter L2 difficulty that impedes their progress in the game. Studies emphasized how MMORPGs are a collaborative environment that leads to the possibility of co-construction of knowledge (Peterson, 2012b, 2012c). It also provides access to contexts that support peer-based learning (i.e. ZPD) (Thorne, 2008; Rama *et al.*, 2012). Many participants in this study used the SRL strategy help seeking to improve their L2 whether their goal was to actually improve it and/or to progress in the game (see Table 4.6).

Using a translation service, either a dictionary or a translation website, was a SRL strategy the participants used to seek help. It was the most widely used help seeking strategy among participants seemingly because of its convenience and it offers different meanings to each word (see Excerpt 147) (see Table 4.6). When encountering new words during playing MMORPGs, multiple participants tried to find the meaning through looking them up in dictionaries or translation websites. The vocabulary words they searched for are likely to be unfamiliar to them; this could be because the words they encounter in MMORPGs are not included in the Saudi

English books taught to students. In addition, English is a foreign language in Saudi Arabia.

Therefore, the findings indicate that playing MMORPGs could enable language learners to learn new and diverse vocabulary not normally taught in EFL pedagogical contexts (see Excerpt 62).

Seven participants mentioned using dictionaries. Studies of dictionary use suggest that not many language learners use dictionaries as effectively as they could (Nation and Meara, 2010). Thus, training in strategies of dictionary use by educators to gamers reliant on dictionaries is recommended. The dictionary contains subskills, such as, grammatical information, phonemic transcription, generalizing from example sentences (Nation and Meara, 2010). If players are taught how to use dictionaries effectively, they could further develop their SLA. The same training can be applied to machine translation which has the added bonus of being free, readily available, and judging by the number of participants who used it; very useful (Groves and Mundt, 2015).

5.3.6 Answer to Research Question #3: What self-regulated language learning strategies do participants utilize as they engage in MMORPGs?

Research question three investigated the SRL strategies participants used as they played MMORPGs. When participants played MMORPGs they reported using the following SRL strategies: goal setting, environmental structuring, self-evaluation, task strategies, and help seeking. In terms of time management, there was not sufficient data that participants actively manage their time during gameplay in a manner that further helps their L2 acquisition. In brief, the cognitive SRL strategies (help-seeking & task strategies) were used more than the meta-cognitive SRL strategies (goal setting, environmental structuring, self-evaluation). The reason is probably because most participants had no conscious intention to improve their L2 (i.e. they *learn to game*); whereas a small minority had a conscious intention to improve their L2 (i.e. they *game to learn*).

These SRL strategies made it possible for them to be identified as **autonomous** L2 learners. It showed the willingness of participants to use these strategies to advance in the game and to learn the language. According to the data, the key SRL strategy is help seeking; if educators intend to encourage students to learn from these virtual environments then they should ensure the help is readily available through informing students to learn from colleagues, other players, the teachers themselves, and/or how to use translation services effectively. They can also provide advice to students on how to effectively self-evaluate themselves, structure their environment to be suitable for L2 learning, or how to set appropriate goals.

Chapter 6 Conclusion

The goal of this thesis was to understand the relationship between MMORPGs and language learning. In particular, to understand what ways this virtual environment supports L2 learning, and how gamers themselves use this virtual environment to learn an L2 whether consciously or unconsciously.

It is evident from the discussion chapter that MMORPGs are a user-friendly environment that encourages naturalistic language learning, especially if players are motivated to play. Furthermore, the abundance of usability features in certain MMORPGs (e.g. WoW) can scaffold L2 development through videos, pictures, and/or highlighting key words to make associations. In addition, participants used multiple SRL strategies to successfully manoeuvre in this virtual environment. For example, when 09-EXP used two screens: one to play the game and the other to access a translation service (see Excerpt 120) or when 05-EXP used a program to structure grammatically correct sentences once communicating with other players (see Excerpt 83). In brief, these commercial MMORPGs were made for entertainment purposes, but as this study shows there are many advantages offered for L2 learning. Participants played for the game, but they also learned an L2.

This chapter starts with presenting the validity, reliability, and generalisability of the study. Then details the contributions this study offers to the DGBLL research field. After that, it presents the implications and applications of this study for readers interested in this field along with suggestions for future research and the limitations of this study. Finally, the last heading provides the final remarks of the researcher.

6.1 Validity, Reliability, and Generalisability of the Study

Lewin (2005) refers to research validity as whether the data collection methods appropriately answer the research questions. To answer the research questions of this study, semi-structured interviews, background surveys, and observations were utilized (see heading 3.3 & 3.4). By gathering data from different participants using a variety of data collection methods the researcher was able to obtain different perspectives; this process is called triangulation. Furthermore, the data was reviewed with participants to guard against bias in October 2021. These steps were taken to enhance the confidence in the validity of the results so they can be warranted, valid, and credible (Greene, Kreider and Mayer, 2005).

Research reliability refers to whether or not the same results can be achieved if the data collection methods are applied repeatedly (Lewin, 2005). It is not considered in this study since it is purely qualitative. Because of the qualitative nature of the methodology; this study cannot seek unitary, objective, or verifiable truths rather it focuses on the meanings participants attach to the realities they construct (Hood, 2009). In addition, as a gamer myself, I assume it is nearly impossible for participants observed to play the MMORPGs similar to how they played it during the data collection of this study. Thus, achieving reliability in this multiple case study is incredibly difficult (see heading 3.4.3.2).

In terms of generalisability, case study research typically involve a single or few cases; because it is lacking in sufficient numbers it cannot provide a generalising conclusion (Tellis, 1997). This research utilizes qualitative case studies, it does not attempt to prove hypotheses or apply scientific experiments; rather it focuses on the in-depth understanding of the process of L2 development of a few case studies in MMORPGs. The low number of case studies (6 observed and interviewed; 12 interviewed only) is not a sufficient number to represent a population or form a generalised conclusion.

6.2 Contributions, Implications, and Applications of the Study

This heading highlights the results of the discussion in Chapter 5.

6.2.1 Contributions of the Study

This research responds to the call by other researchers to address gaps in knowledge based on the recommendation of previous researchers:

In Peterson's (2016) analytic review of the use of MMORPGs in CALL, he has called for more research and additional investigation in the nature of the relationship between language learning and MMORPG playing in extramural contexts. This study was done at an uncontrolled, extramural environment mostly in participants homes' (see heading 4.8.2). It explores participants perceived L2 outcome from playing MMORPGs in extramural contexts. One of the multiple ways participants learned an L2 is through translation, socialising with other players, reading L2 stimuli (e.g. quests), etc (see heading 5.2.3). In addition, it explored a new area of research on **how motivation to play affects players willingness to communicate in MMORPGs** (see heading 5.1.2). It makes a claim that if participants are not motivated to play, they will learn L2 less effectively from players who are motivated to play.

Hung, Yang, Hwang, Chu, & Wang (2018) carried out a scoping review of research into digital game-based language learning. According to them, one of the research gaps in current literature is related to explaining how language learning happens during gameplay. This study extensively explored a relatively new area of research on **how usability features in MMORPGs support L2 development** (see heading 5.2.1). It makes a claim that usability features are one of the multiple ways players can learn an L2 from gaming. Furthermore, socially interacting with other players in this virtual environment is identified as beneficial in the sociocultural account of L2 development (see heading 5.1.1).

Sourmelis, Ioannou, & Zaphiris (2017) carried out a comprehensive research review on MMORPGs. They call for more research concerning MMORPGs and metacognition, and since to date there was no studies relating to self-regulated language learning (SRLL) & MMORPGs this research thesis focused on that aspect. This study explored **how players self-regulate their L2 learning in order to progress within the game**. It was identified that these SRLL strategies utilized by participants made them autonomous L2 learners. It showed the willingness of participants to use these strategies to advance in the game and to learn an L2 (see heading 5.3 for more info).

6.2.2 Implications of the Study

There are also a number of practical and pedagogical implications:

- Educational practitioners planning to use MMORPGs to promote language learning should note that the effect of affective variables on willingness to communicate in MMORPGs. If L2 learners are not motivated to play then they will learn L2 less effectively, from this virtual environment, compared to L2 learners who are motivated to play (see heading 5.1.2).
- Data from this study should inspire educators to introduce MMORPGs as L2 learning environments to encourage students to play at home. This can bridge the gap between students intramural L2 learning activities (e.g. in the classroom) and extramural L2 learning activities (e.g. playing MMORPGs). This research shows that students can develop L2 skills that are not easily obtained extramurally, especially in a foreign language setting (see heading 5.2.4).
- Those interested in gamification and language learning (e.g. Duolingo) should take into account the usability features which have been shown in this study to support language learning (see heading 5.2.1 & 1.2).

Usability features, in particular, make players more comfortable in the virtual environment if done correctly (see heading 2.1.5). The participant Champion mentioned how the usability features in

WoW made the MMORPG easier to manoeuvre (see Excerpt 44 & Excerpt 45). Whereas both participants had difficulty manoeuvring in the other MMORPG, BDO, due to the overwhelming number of them which made them rely on other methods to understand the games interface (see heading 5.2.1). Therefore, a pitfall in usability design is overwhelming players with too many usability features or not having an adequate number of them (Cornett, 2004).

Another advantage of usability features is how they scaffold L2, Champion acknowledged how a usability feature in WoW helped him learn a new L2 word (see Excerpt 59 & Appendix E.1.1). Previous studies also support the claim that usability features enable players to acquire new L2 words (Bytheway, 2014, 2015). Therefore, game design programmers can learn from the usability features which have been shown in this study to support language learning (see Table 4.2). For instance, take advantage of the subtle highlighting of key words and visual representations for players to make associations between the word and its visual illustration.

6.2.3 Applications of the Study

From this study, I suggest the following methodological and pedagogical applications. In terms of methodological applications for future research, instead of actively interacting with participants to record their interactions and store data to track their learning process or assess their learning outcomes. They can take advantage of third party software tools that could easily record participants gameplay without the researcher actively engaging in the gameplay, as done in this study. Websites, such as, YouTube or Twitch are conveniently available in gaming consoles for players to easily upload their recordings and luckily their servers can handle large hours of recordings. Privacy is not an issue as these websites offer the option of sharing uploaded gameplay with one account or more (see heading 3.4.4.3). These websites can also be used by participants as a self-assessment tool to review their learning process (see heading 5.3.3).

In terms of pedagogical applications, DGBLL can help address a challenge confronting educators, a lack of engagement by students (see heading 5.2.4). This study gives further support to research claiming DGBLL can be an alternative tool for educators to engage the young learners (Reinders and Wattana, 2015a) (Sylvén and Sundqvist, 2012). These games can be introduced to students in class so they can practice the L2 outside of class. Doing this could possibly give students the tool for life-long learning.

However, educators need to be wary of participant's individual motivation to play, if it is not fulfilled then they will learn L2 less effectively, from this virtual environment, compared to players who are motivated to play (see heading 5.1.2). In addition, it is recommended that educators prioritise MMORPGs that have useful, numerous, and non-confusing usability features (see

heading 5.2.1). The usability features not only help novice players learn the game's interface, mechanism, and goal (Song, Lee and Hwang, 2007) (see heading 2.1.5). It can also scaffold L2 vocabulary learning as shown in this study and Bytheway's (2015) study.

Multiple participants in this study mentioned how MMORPGs developed their L2 skills (see Table 4.3). However, while I recommend educators to encourage their students to play MMORPGs to bolster their L2 skills, they should teach grammar explicitly/implicitly in class. As MMORPGs lack meaningful L2 grammar input (see Excerpt 98). One study incorporating RPGs into a Latin grammar and composition course did this and was successful (Gellar-Goad, 2015), participants in that study became proficient in Latin grammar.

Educators can also encourage their students to make native speaker friends in the MMORPG they are playing or play with speakers of a different L1 but not necessarily speakers of the L2 the learner aims to acquire. 07-EXP explains that those players typically have the motive of learning the language of the game and since both of you do not speak a similar L1, you will negotiate meaning using the L2 (see Excerpt 102). Previous experimental research comparing MMORPGs vs. traditional methods of L2 learning found that MMORPG players performed better in L2 learning (see heading 5.2.4).

Educators could raise awareness to participants L2 vocabulary learning strategies, since they could be doing it unconsciously (Zap and Code, 2009). These autonomous learning behaviours could possibly be transferred to other vocabulary learning contexts (e.g. classrooms) or vice versa. Educators should encourage their students to apply recently learned L2 vocabulary in classrooms in the MMORPGs they are playing. Doing so will effectively reinforce their memory of that L2 word (Nation and Meara, 2010). In addition, if educators intend to encourage learners to guess from context then learners must have an adequate proficiency level in their L2 (Nation and Meara, 2010). Lastly, if educators intend to encourage students to learn from these virtual environments then they should ensure the help is readily available through informing students to learn from colleagues, other players, the teachers themselves, and/or how to use translation services effectively. They can also provide advice to students on how to effectively self-evaluate themselves, structure their environment to be suitable for L2 learning, or how to set appropriate L2 goals.

6.3 Limitations and Suggestions for Future Research

This study has certain limitations: 1) the sample size is relatively small thus it is difficult to generalize the findings to the whole population of L2 speakers who play digital games; 2) the

frequency of gaming sessions and the duration of gameplay is small compared to the number of hours gamers regularly play; 3) among the 18 participants, the method relied on 12 of them to explore their L2 development through game play was self-reporting. Thus, their self-reporting might differ from their actual experiences; 4) the phase two participants, except for Deman and Stringth, could have possibly changed their behaviour due to the observations (Deman & Stringth already had recordings uploaded to YouTube).

Future research could focus on the self-regulated language learning process in all recreational digital games instead of a particular game genre. For instance, in FPS games (e.g. Overwatch) players must become familiar with the weapons and practice using them. They also need to strategize with their fellow teammates if they aim to win and gain rank. In addition, future research can benefit from an increased sample size and longer duration of gaming sessions. Furthermore, a mixed variety of gamers who speak different L1s may provide interesting results. Lastly, future case studies implementing observations of gameplay can take advantage of previously recorded observations uploaded onto Twitch or YouTube which removes the Hawthorne effect (see Glossary of Terms).

6.4 Final Remarks

When playing MMORPGs (most likely in English), L2 gamers are playing for entertainment and are not aware of the process of L2 learning taking place. Because they play these games for enjoyment no incentives are required to keep them engaged. Results claim that MMORPGs offer gamers multiple advantages for L2 learning, such as, scaffolding L2 development through usability features, authentic L2 interactions from social communication, and gamers exercise self-regulation by managing their gameplay both as L2 learning and leisure practices. As one participant in this research study suggested, playing an MMORPG is equivalent to immersing yourself in a country that speaks the language you aim to acquire (see Excerpt 66). This is helpful for L2 learners who do not have the time or means to travel to the country where the L2 is practiced. Finally, playing digital games are now a large part of students' lives (Yee, 2006b). There are pedagogically sound ways of incorporating them into the classroom without the need of investments or extensive technical knowledge (Peterson, 2013; Reinders & Wattana, 2015a for examples related to incorporating MMORPGs into pedgogical contexts). Incorporating them may lead to gamers increased awareness that they are playing consciously but learning unconsciously.

Appendix A Song et al. (2007) Usability in WoW

Table 1. The fundamental tasks of the MMORPG game WOW

No	Task	Detailed description
Task 1	Acquire items	Right-click a dead body, and then right-click items on loot panel.
Task 2	Skilled-Attack	Use a relevant skill after generating a rage.
Task 3	Chat with NPCs with !	Right-click a NPC with an orange exclamation point (i.e., !).
Task 4	Equip an item	Right-click an item on the backpack panel.
Task 5	Trade items	Click a merchant NPC, and then right-click an item on the backpack.
Task 6	Identify quest	Click a Holy Grail shaped-icon on the right button part (Menu Bar) in the Interface.
Task 7	Adjust Viewpoint	Hold down the left mouse button to look around the world. Hold down the right mouse button to turn your character using the mouse.
Task 8	Find Inventory	Click a backpack shaped-icon on the right bottom part (storage) of the Interface.
Task 9	Register the ability	Drag the ability to your action bar (i.e., quick slots).
Task 10	First fight	Right-click the enemy and approach it.
Task 11	Movement	Movement driven by mouse right-click, Movement driven by keyboard (Press ←↑↓→, AWS D)
Task 12	Select a Target	Left-click the target.
Task 13	Learn abilities	After going looking for Lein Bishare NPC, gamers learn the ability suited for his or her own level.
Task 14	Find party fellow	Chat with other PCs or use the community function.
Task 15	Party Play	Join party, and conduct the role of warrior for party play.

Appendix B Soylu (2014) Interview Guide

1. Tell me a little bit about when and where do you usually play a video game?
2. How do you describe yourself as a video game player?
 - a. What makes do you think a video gamer an expert?
 - b. What do you think expert video gamers do to become an expert?
3. What kind of actions do you take to understand rules and/or characters of the game?
 - a. What do you do in your mind or what plays do you make to understand rules and/or characters of the game?
4. How do you decide how you move ahead in the game?
 - a. I have heard that some people set specific goals before they start playing video game or as they play one. What do you think about that?
 - b. How do you decide on the tactics you will use to win the game you play?
5. How do you keep track of your progress during your play?
 - a. Do you use any tactic to monitor how you play the game? Please talk to me about that.
6. How do you decide what to do or not to do for the next time you play?
 - a. Do you talk to your friends or anybody about the game you played? Tell me about that.
7. Which game or games were you thinking while you were answering my questions?
8. Do you think the way you play video game inspires or impacts the way you study? Any relation there?
9. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

Appendix C Ethical Approvals

C.1 Ethical Approval for Pilot Study



ERGO II – Ethics and Research Governance Online <https://www.ergo2.soton.ac.uk>

Submission ID: 40947

Submission Title: The Role of Self-Regulation in Massively Multiplayer Online Role-Playing Games (MMORPGs)

Submitter Name: Ziyad Alsaleh

Your submission has now been approved by the Faculty Ethics Committee. You can begin your research unless you are still awaiting any other reviews or conditions of your approval.

Comments:

-

[Click here to view the submission](#)

TId: 23011_Email_to_submitter__Approval_from_Faculty_Ethics_committee__cat_B__C__Id: 20934

Z.Alsaleh@soton.ac.uk coordinator

C.2 Ethical Approval for Pre-study



ERGO II – Ethics and Research Governance Online <https://www.ergo2.soton.ac.uk>

Submission ID: 40947.A1

Submission Title: The Role of Self-Regulation in Massively Multiplayer Online Role-Playing Games (MMORPGs) (Amendment 1)

Submitter Name: Ziyad Alsaleh

Your submission has now been approved by the Faculty Ethics Committee. You can begin your research unless you are still awaiting any other reviews or conditions of your approval.

Comments:

-

[Click here to view the submission](#)

TId: 23011_Email_to_submitter___Approval_from_Faculty_Ethics_committee__cat_B__C_ Id: 85551

Z.Alsaleh@soton.ac.uk coordinator

C.3 Ethical Approval for Phase One



ERGO II – Ethics and Research Governance Online <https://www.ergo2.soton.ac.uk>

Submission ID: 40947.A2

Submission Title: The Role of Self-Regulation in Massively Multiplayer Online Role-Playing Games (MMORPGs) (Amendment 2)

Submitter Name: Ziyad Alsaleh

Your submission has now been approved by the Faculty Ethics Committee. You can begin your research unless you are still awaiting any other reviews or conditions of your approval.

Comments:

-

[Click here to view the submission](#)

TId: 23011_Email_to_submitter___Approval_from_Faculty_Ethics_committee__cat_B___C_ Id: 102630

Z.Alsaleh@soton.ac.uk coordinator

C.4 Ethical Approval for Phase Two

UNIVERSITY OF
Southampton

ERGO II – Ethics and Research Governance Online <https://www.ergo2.soton.ac.uk>

Submission ID: 40947.A3

Submission Title: Gaming to Learn, Learning to Game: Language Learning through Digital Games

Submitter Name: Ziyad Alsaleh

Your submission has now been approved by the Faculty Ethics Committee. You can begin your research unless you are still awaiting any other reviews or conditions of your approval.

Comments:

-

[Click here to view the submission](#)

C.5 Consent Form

CONSENT FORM

Study title: Gaming to Learn, Learning to Game: Language Learning through Digital Games

Researcher name: Ziyad Alsaleh

ERGO number: 40947.A3

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (05/11/2019 /version no. 3) and have had the opportunity to ask questions about the study.	
I agree to take part in this research project and agree for my data to be used for the purpose of this study.	
I understand that should I withdraw from the study then the information collected about me up to the point mentioned in the participation information sheet may still be used for the purposes of achieving the objectives of the study only.	
I understand that I may be quoted directly in reports of the research but that I will not be directly identified (e.g. that my name will not be used).	
I agree to take part in the interview for the purposes set out in the participation information sheet.	
I understand that taking part in the study involves video recording my gameplay which will be destroyed after analysis for the purposes set out in the participation information sheet.	

Name of participant (print name)

Signature of participant.....

Date.....

Name of researcher (print name)

Signature of researcher

Date.....

Optional - please only initial the box(es) you wish to agree to:

--	--

C.6 Participant Information Sheet

Study Title: Gaming to Learn, Learning to Game: Language Learning through Digital Games

Researcher: Ziyad Alsaleh

ERGO number: 40947.A3

You are being invited to take part in the above research study. To help you decide whether you would like to take part or not, it is important that you understand why the research is being done and what it will involve. Please read the information below carefully and ask questions if anything is not clear or you would like more information before you decide to take part in this research. You may like to discuss it with others but it is up to you to decide whether or not to take part. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

My name is Ziyad Alsaleh and I am a graduate student at Southampton University conducting my dissertation research in partial fulfilment of the requirements for my doctoral degree in Applied Linguistics.

This research is about the use of self-regulated language learning strategies while playing MMORPGs. The objective of this research is to understand how MMORPG gamers use English as a tool and a resource for gaming. So, I can understand how these gamers negotiate and develop their English language use through the game and how they interact with and support other gamers in this.

Why have I been asked to participate?

You have been asked to participate because you met the necessary requirements for my study:

- 1) You are a non-native speaker of English who plays/played MMORPGs.
- 2) You are over 18 years old.

What will happen to me if I take part?

You will take part in an online survey that will last approximately 5 minutes to gather background data about you: what MMORPG(s) you play, and the current level of your English language. However, I will collect your emails at this stage.

After that I would like you to video record one hour or less (whichever is convenient for you) of your gameplay in an MMORPG. Once you finish recording your gameplay you can send it to me privately on YouTube, Twitch, or a cloud storage service (e.g. Dropbox). If you're a player who regularly uploads his/her gaming into YouTube or Twitch publicly, please send me the link of your profile page so I can observe the videos you have already uploaded.

After analysing your gameplay, I will conduct a Skype interview with you. During the interview, I will ask you questions concerning your gameplay, beliefs, feelings, relationships and strategies you used while gaming. I would like your permission to audio record this interview, so I may accurately document the information you convey. This is optional, if at any time during the interview you wish to discontinue my use of the recorder or the interview itself, please feel free to let me know.

My aim is to understand how you navigate in an MMORPG that is in a language you're not proficient in. In order to understand that I would need to follow you for a period of months (max 3 months). The frequency of these online recordings and Skype interviews can be every 2 weeks or 4 weeks, whichever you feel more comfortable with.

Are there any benefits in my taking part?

There may be no direct benefit to you other than the sense of helping the public at large and contributing to knowledge.

Are there any risks involved?

The study involves minimal risk to you (i.e., the level of risk encountered in daily life).

What data will be collected?

Survey: The survey link will be sent by me to you. It will collect non-personal background information about you: what MMORPG(s) you play, the current level of your English language, etc. The only personal information is your email. Your email will be kept in a password protected University of Southampton email account and will be deleted after the study is finished. Your email will be needed to maintain contact with you during the study.

Video recordings of your gameplay: I will request that you video record 1hour or less of your gameplay in an MMORPG. Once you finish your recording, you can privately upload them on YouTube, Twitch, or a cloud storage service then give me permission to analyse them. Once I have finished analysing your video, I will inform you so you can delete it or you can give me the

Appendix C

authorisation to do so. If you're a gamer who regularly and publicly uploads his/her gameplay into Twitch or YouTube I ask that you send me the link of your profile page.

Interview: The interview conducted by me will be regarding your experience of how you typically approach playing MMORPGs. This research doesn't have the goal of evaluating your second language competence or techniques of playing a MMORPG. Rather, I am trying to understand your beliefs, feelings, relationships and strategies you used while gaming. Again, I will not use your name (instead I will use a pseudo name, if I want to quote) or any other identifiable information that could make it known who you are.

After data analysis, I would contact you by the email. So, I can review the data with you in order to guard against any personal biases. Your questionnaire, interview transcriptions, and email will remain strictly confidential and securely stored on a password protected computer in a locked office. Data can only be accessed by the principal investigator, Ziyad Alsaleh. I can be reached at za2e16@soton.ac.uk

All personal data will be deleted immediately after the end of the study.

Will my participation be confidential?

Your participation and the information we collect about you during the course of the research will be kept strictly confidential.

Only members of the research team and responsible members of the University of Southampton may be given access to data about you for monitoring purposes and/or to carry out an audit of the study to ensure that the research is complying with applicable regulations. Individuals from regulatory authorities (people who check that we are carrying out the study correctly) may require access to your data. All of these people have a duty to keep your information, as a research participant, strictly confidential.

All electronic data will be securely stored on a password protected computer in a locked office while consent forms will be stored in a locked cabinet. I will use an audio tape for our interview. However, your answers will remain pseudonymised and I will only use the code you were given for the study. After your recording has been transcribed, the recording will be destroyed then the transcription will be placed in the password protected computer.

All personal data will be deleted immediately after the end of the study. Furthermore, it will only be accessed by the principal investigator, Ziyad Alsaleh. He can be reached at za2e16@soton.ac.uk

Do I have to take part?

No, it is entirely up to you to decide whether or not to take part. If you decide you want to take part, you will need to sign a consent form to show you have agreed to take part.

What happens if I change my mind?

You have the right to change your mind and withdraw at any time without giving a reason and without your participant rights being affected. It should be noted that data can be withdrawn before completing the 1st interview. If you withdraw from the study after the 1st interview, I will keep the information about you that I have already obtained for the purposes of achieving the objectives of the study only.

If participants wish to know how to withdraw from this study, they may contact the principal investigator, Ziyad Alsaleh at za2e16@soton.ac.uk

What will happen to the results of the research?

Your personal details will remain strictly confidential. Research findings made available in any reports or publications will not include information that can directly identify you without your specific consent.

The results of the interview analysis will be transcribed, written up, and shared with you through email using the pseudo name you were given for the study, so I can review the data with you in order to guard against any personal biases.

The information obtained in this study may be published in scientific journals or presented at scientific meetings but the data will be reported as aggregated data. Again, I will not use your name (instead I will use a pseudo name, if I wish to quote) or any other identifiable information that could make it known who you are.

Where can I get more information?

If participants have further questions about this study, they may contact the principal investigator, Ziyad Alsaleh at za2e16@soton.ac.uk

What happens if there is a problem?

If you have a concern about any aspect of this study, you should speak to the researchers who will do their best to answer your questions.

Appendix C

If you remain unhappy or have a complaint about any aspect of this study, please contact the University of Southampton Research Integrity and Governance Manager (023 8059 5058, rgoinfo@soton.ac.uk).

Supervisor: Professor Vicky Wright at V.M.Wright@soton.ac.uk

Principal investigator: Ziyad Alsaleh at za2e16@soton.ac.uk

Data Protection Privacy Notice

The University of Southampton conducts research to the highest standards of research integrity. As a publicly-funded organisation, the University has to ensure that it is in the public interest when we use personally-identifiable information about people who have agreed to take part in research. This means that when you agree to take part in a research study, we will use information about you in the ways needed, and for the purposes specified, to conduct and complete the research project. Under data protection law, 'Personal data' means any information that relates to and is capable of identifying a living individual. The University's data protection policy governing the use of personal data by the University can be found on its website (<https://www.southampton.ac.uk/legalservices/what-we-do/data-protection-and-foi.page>).

This Participant Information Sheet tells you what data will be collected for this project and whether this includes any personal data. Please ask the research team if you have any questions or are unclear what data is being collected about you.

Our privacy notice for research participants provides more information on how the University of Southampton collects and uses your personal data when you take part in one of our research projects and can be found at <http://www.southampton.ac.uk/assets/sharepoint/intranet/Is/Public/Research%20and%20Integrity%20Privacy%20Notice/Privacy%20Notice%20for%20Research%20Participants.pdf>

Any personal data we collect in this study will be used only for the purposes of carrying out our research and will be handled according to the University's policies in line with data protection law. If any personal data is used from which you can be identified directly, it will not be disclosed to anyone else without your consent unless the University of Southampton is required by law to disclose it.

Data protection law requires us to have a valid legal reason ('lawful basis') to process and use your Personal data. The lawful basis for processing personal information in this research study is for the performance of a task carried out in the public interest. Personal data collected for research will not be used for any other purpose.

For the purposes of data protection law, the University of Southampton is the 'Data Controller' for this study, which means that we are responsible for looking after your information and using it properly. The University of Southampton will keep identifiable information about you for 10 years after the study has finished after which time any link between you and your information will be removed.

To safeguard your rights, we will use the minimum personal data necessary to achieve our research study objectives. Your data protection rights – such as to access, change, or transfer such information - may be limited, however, in order for the research output to be reliable and accurate. The University will not do anything with your personal data that you would not reasonably expect.

If you have any questions about how your personal data is used, or wish to exercise any of your rights, please consult the University's data protection webpage (<https://www.southampton.ac.uk/legalservices/what-we-do/data-protection-and-foi.page>) where you can make a request using our online form. If you need further assistance, please contact the University's Data Protection Officer (data.protection@soton.ac.uk)

Appendix D Data Collection Methods

D.1 Survey and Consent Form for Pilot Study

21/05/2018

The Role of Self-Regulation in MMORPGs

The Role of Self-Regulation in MMORPGs

Please read this information carefully before deciding whether to take part in this research:

1) You must be a non-native speaker of English who plays MMORPGs.

2) Also, you must be aged over 16 to participate.

By taking part in this survey, you are indicating that you are aged over 16, and you are consenting to participate in this survey.

In this study, I hope to learn without prejudice if non-native speakers of English use self-regulated language learning strategies while playing MMORPGs. You were selected as a possible participant in this study because you're a non-native speaker of English whom plays MMORPGs. If you decide to participate, please complete the enclosed survey. Your return of this survey is implied consent. The survey is designed to investigate if you use self-regulated language learnings strategies while playing MMORPGs. It will take about 5 minutes of your time. No benefits accrue to you for answering the survey, but your responses will be used to add knowledge to second language acquisition field. Any discomfort or inconvenience to you derives only from the amount of time taken to complete the survey. If you decide to participate, you are free to discontinue participation at any time without prejudice.

Data collected as part of this research will be kept confidential and published results will maintain that confidentiality. We will submit the results of this study for publication in its entirety. Please keep a copy of this email for your records. If you have any questions regarding this project feel free to contact Ziyad Alsaleh at za2e16@soton.ac.uk

The Role of Self-Regulation in MMORPGs

1. What is your Gender?

Mark only one oval.

- Male
 Female

2. What is your age?

Mark only one oval.

- Under 18
 18-24
 25-34
 35-44
 45 and Above

3. How would you rate your overall English language level?

Mark only one oval.

- Excellent
 Very Good
 Good
 Fair
 Poor

4. When did you start playing MMORPGs?

Mark only one oval.

- Less than a Year
- 1-3 Years
- 4-6 Years
- 6 Years and Above

5. What MMORPG games did you play?

6. How frequently do you play MMORPGs?

Mark only one oval.

- Everyday
- A few times a week
- About once a week
- A few times a month
- Once a month
- Less than once a month

7. How much has playing MMORPGs improved your English language?

Mark only one oval.

- A Great Deal
- A Lot
- A Moderate Amount
- A Little
- None at All

8. What was your motivation for playing MMORPGs?

Check all that apply.

- I play MMORPGs because it is entertaining
- I play MMORPGs because I want to learn English
- I play MMORPGs because I enjoy the competitiveness
- I play MMORPGs because I enjoy the social aspect of the game
- Other: _____

21/05/2018

The Role of Self-Regulation in MMORPGs

9. Have you ever employed any of the below strategies towards the English language while playing MMORPGs?

Check all that apply.

- Self-evaluation (evaluations of your progress e.g. "I check how much I learned today.")
- Organising and transforming (arranging of instructional materials e.g. "I make a plan of what to learn before playing.")
- Goal-setting (putting goals for you to accomplish e.g. "once I finish this game my vocabulary will improve.")
- Seeking information (using other means to further your understanding e.g. "if I encounter a word I don't understand, I check the dictionary.")
- Keeping records and monitoring (recording your learning and/or thoughts e.g. "I can a notebook of all the words I learned from the game.")
- Environmental structuring (arranging the physical setting to make learning easier e.g. "I isolate myself from anything that distracts me.")
- Self-consequence (putting rewards and/or punishments for one's self e.g. "If I learn a new language skill, I'll treat myself to a snack.")
- Rehearsing and memorising (using covert or overt efforts to memorise materials e.g. "I keep writing the new words down until I understand it.")
- Seeking social assistance (asking help from peers, the teacher or an adult e.g. "Once I stumble upon a word I don't understand I ask my friend for help.")
- Reviewing records (using efforts to reread materials you previously encountered e.g. "I reread the words I learned so it can make the quest easier for me.")

10. What are your recommendations for people using MMORPGs to learn English?



D.2 Background Survey for Phase 1 and 2

The Role of L2 Self-Regulation in MMORPGs

Please read this information carefully before deciding whether to take part in this research:

- 1) You must be a non-native speaker of English who plays/played MMORPGs.
- 2) You must be aged over 18 to participate.

I am Ziyad Alsaleh a PhD Applied Linguistics student at the University of Southampton. I am requesting your participation in a study regarding if non-native speakers of English use self-regulated language learning strategies while playing MMORPGs. The study should last approximately 5 minutes. You will be asked to fill out a short background questionnaire. Personal information will not be released or viewed by anyone other than researchers involved in this project. As with any piece of research it is important to consider whether there are any risks to participants. The study involves minimal risk to participants (i.e., the level of risk encountered in daily life). There may be no direct benefit to you other than the sense of helping the public at large and contributing to knowledge. Visitors to this website are welcome to complete the study, although they will receive no credit or monetary compensation. Participation is voluntary, refusal to take part in the study involves no penalty or loss of benefits to which participants are otherwise entitled, and participants may withdraw from the study at any time without penalty or loss of benefits to which they are otherwise entitled.

All responses are treated as confidential. Email addresses will be recorded in order to review the data with the participant to guard against any personal biases (after data analysis). This will be stored on a password protected University of Southampton computer. All personal data will be deleted immediately after the end of the study. Furthermore, participants should be aware that the questionnaire is being run from a 'secure' https server of the kind that typically is used to handle credit card transactions. Finally, your email address will not be linked to your data. Rather, all data will be pooled and published in aggregate form only.

If participants have further questions about this study, they may contact the principal investigator, Ziyad Alsaleh at za2e16@soton.ac.uk. If participants have further questions about their rights or if they wish to lodge a complaint or concern, they may contact RIG Manager, RIG Team, University of Southampton, Southampton, SO17 1BJ. (Phone: 02380 595058, Email: rgoinfo@soton.ac.uk)

* Required

1. Email address *

Consent Form

I have read and understood the information about this study. In consenting, I understand that my legal rights are not affected. I also understand that data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. I finally understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact Prof. Fiona Woollard, the Chair of the Ethics Committee, Faculty of Arts and Humanities, University of Southampton, SO17 1BJ, UK. Email: F.Woollard@soton.ac.uk

I certify that I am 18 years or older. I have read the above consent form and I give consent to participate in the above described research.

Faculty of Arts and Humanities - Consent Form for Research Participants (ERGO ID 40947)

2. What is your gender? *

Mark only one oval.

- Female
 Male

3. What is your age? **Mark only one oval.*

- 16-24
 25-34
 35-44
 45 and above

4. How would you rate your overall English language level before playing MMORPGs? **Mark only one oval.*

- Excellent
 Good
 Fair
 Poor

5. How would you rate your overall English language level after playing MMORPGs?*Mark only one oval.*

- Excellent
 Good
 Fair
 Poor

6. When did you start playing MMORPGs?*Mark only one oval.*

- Less than a Year
 1-3 Years
 4-6 Years
 6 Years and Above

7. What MMORPG(s) did you play?

8. How frequently do you play or used to play MMORPGs?*Mark only one oval.*

- Everyday
 A few times a week
 About once a week
 A few times a month
 Once a month
 Less than once a month

9. How much has playing MMORPGs improved your English language? **Mark only one oval.*

- A Great Deal
 A Moderate Amount
 None at All

10. What was your motivation for playing MMORPGs? **Check all that apply.*

- I play MMORPG(s) because it is entertaining
 I play MMORPGs because I want to learn English
 I play MMORPGs because I enjoy the competitiveness
 I play MMORPGs because I enjoy the social aspect of the game
 Other: _____

D.3 Interview Questions

1. How do you describe yourself as an MMORPG player?
 - a. Can you learn a second language from MMORPGs? If yes, how?
 - b. Can you remember a couple instances where you learnt something from a second language through MMORPGs?
2. How do you move ahead in MMORPGs when it is in a language you are not familiar with?
 - a. I have heard that some people set specific second language goals before they start playing MMORPGs or as they play one. What do you think about that?
3. Tell me a little bit about when and where do you usually play MMORPGs?
 - a. Does this help you in learning the game's language?
4. What kind of actions do you take to overcome second language barriers in MMORPGs?
 - a. How do you decide on the tactics you will use when encountering a second language barrier?
 - b. What if you are having difficulty? Is there any particular method you use?
5. How do you keep track of your second language progress during your play?
 - a. Do you use any tactic to monitor your second language learning process in MMORPGs? Please talk to me about that.
6. Do you talk to your friends, family or anybody when encountering a second language barrier during gameplay? Tell me about that.
 - a. Do you seek help from the dictionary or the game's forums when encountering a second language barrier during gameplay?
7. Do you self-reflect on what you learned in MMORPGs?
8. Do you think the way you play MMORPGs inspires or impacts the way you study a second language? Any relation there?
 - a. Have you ever used any real-world language learning strategies and adopted it in MMORPG language learning?
9. Have you ever used code-switching whilst playing MMORPGs? Please tell me about it.
10. What are your recommendations for people playing MMORPGs to learn English?
11. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

D.4 Final Survey

Gaming to Learn, Learning to Game: Language Learning through MMORPGs

This form is to check whether you still play the MMORPGs even after the data collection process. It also aims to know what your motivation to play digital games are.

* Required

1. Do you still play MMORPGs after the completion of the data collection process? *

Mark only one oval.

- Yes
- No
- Other: _____

2. What is your motivation to play digital games? *

Check all that apply.

- Advancement: Players desire to become powerful in the MMORPG by reaching the last level, collecting "endgame" gear, and achieving difficult goals.
- Relationship: Players desire to be social with other players and build meaningful relationships with them.
- Manipulation: Players desire to manipulate other players for personal gain or satisfaction.
- Immersion: Players desire to be engaged to the fantasy world of the MMORPG, and the degree to which they enjoy being part of it as a fictional character.
- Escapism: Players desire to use the MMORPG in order to forget, avoid, or escape real life stress or problems.

This content is neither created nor endorsed by Google.

Google Forms

D.5 Preliminary Observation Field Notes

No.		Date		Time		Place	
-----	--	------	--	------	--	-------	--

Category	Comments	Reflections
Participant 1		
Participant 2		
Participant 3		
Participant 4		
Participant 5		
Participant 6		
Overall Comments		

D.6 Preliminary Observation Checklist

No.		Date		Time		Place	
-----	--	------	--	------	--	-------	--

Category to observe		Details to observe	Comments
Observation Items	Goal setting		
	Environmental structuring		
	Time management		
	Task strategies		
	Help seeking		
	Self-evaluation		
Other Items			
Overall Comments			

D.7 Final Observation Field Notes

No.		Date		Time		Setting	
------------	--	-------------	--	-------------	--	----------------	--

Category to observe		Details to observe
SRLL Observation Items	Goal setting	
	Environmental structuring	
	Time management	
	Task strategies	
	Help seeking	
	Self-evaluation	
Other Items	Attitudes or Perceptions	
	Social Interaction	
	Language Learning Features	
Overall Comments		

Appendix E Field Notes From Observations

E.1 Champion's Observational Field Notes

E.1.1 Champion's 1st Observational Field Notes

Observation 1 WoW

Wednesday, 15 January 2020 1:40 pm

SRLI Items:

1. Goal setting

- 09:45 How did you know you were supposed to kill 6 worgs?
- 14:30 What happened here?
- 29:55 How did you know he was Kurtok the Slayer?

2. Environmental structuring

- 06:25 Why did you want to change the Map's button?

3. Time management

- 52:50 Why did you not attack?

4. Task strategies

- 18:55 How did you know how to use the charge?
- 44:20 Why did you kill the mage 1st?

5. Help seeking

6. Self-evaluation

- 11:45 How did you know you should add armour? Did you understand the pointers?
- 21:30 How did you know which items to equip?

Other Items:

1st. Attitudes

- 01:23 Why did you pick the Human race and a Warrior class?
- 03:15 Why did you pick Champion then Gundyr as a name?
- 23:35 Why were you surprised here?
- 37:20 Why did you enjoy riding the horse?
- 54:20 Why were you surprised? (scroll)

2nd. Social Interactions

- 25:07 Why did you help her?
- 34:15 What was happening here?
- 34:55 What did you say "hello?"

3rd. Language Learning Features

- **00:40 (Pop-up) English is used to describe each class and the properties of each race. H the role, and power of the class.**
- **01:45 (Menu) Is used to describe the facial figures of the avatar. For example, face, col**
- 05:00 In spoken discourse, describes the fate of humans in the current era

- 05:45 A pop-up tutorial with pictures show what you're supposed to do.
- **7:50 A pop-up tutorial with pictures describes which keys move and what the mouse k**
- **08:20 NPCs in written chat vocalise if they require help defeating monsters. I believe tl newcomers in the game since the NPC is battling the monster the newcomer should kil**
- **08:25 A pop-up tutorial shows which keys are used for attacking.**
- **08:50 a pop-up tutorial explains which key is used for looting defeated enemies.**
- 11:14 a pop-up explains what rewards the player will receive for completing the quest, a giver. Once accepting a quest it will also show how many XP will be received, what price available. With the quest givers plea.
- **11:25 (pop-up) Once you receive a new gear as a newcomer the game explains how to**
- **12:00 The map details which place the player should go to in English.**
- 12:50 NPCs have a chat between them in English. The NPC character does what he is tol
- 13:50 Quest objectives are similar to the NPCs name.
- **15:40 Loot is named after the picture it represents: money, cloth, etc.**
- **15:47 Human NPCs express their hate of the player through written chat.**
- 17:58 Quest objectives are highlighted.
- **18:25 A pop-up shows the player how to use a new ability.**
- **19:40 The player vocalises why he cannot use an ability.**
- 21:40 Each gear is represented with its level, defence, type, etc.
- 23:30 A written notification appears if the player discovers a new place.
- 23:40 Hostile NPCs are red, Neutral are Yellow, Friendly are Blue.
- 24:20: Quest materials are given with instructions with how to use them. When it reache it becomes highlighted and a notification appears.
- 26:30 a written notification appears if you cannot loot an item.
- **30:17 if far away from home, a written notification appears to teach the player how to**
- 40:59 Quests chosen in the map will be highlighted at the text to tell you their objectives
- 44:17 If an enemy is chanting a spell it is shown to the player.
- **45:57 If the character is stunned it shows as a pop-up.**
- 54:22 The participant received a rare item, it was a map. It displays sell price, weight, its
- 56:55 Animals are available, each with his respective name.
- **59:40 You can ask an NPC if you're lost or looking for something.**

Notes:

- The NPCs have a name that co-relates with the quest objective. If they're humanoid, the attacked but in written. On the other hand, if the quest requires you to aid NPCs they wi
- Once doing a quest a pop-up will show up occasionally telling you how much progress is
- Players can challenge other players to a duel testing their skills.
- At the bottom-left is a box used for recording written chat, actions, announcements, etc
- The game provides a great deal of context for the target language. For instance it says lo "!" on top of his head. It shows you the map with his location. Giving you pictures to help you pointers.

E.1.2 Champion's 2nd Observational Field Notes

Observation 2 WoW

Wednesday, 15 January 2020 1:41 pm

SRLI Items:

1. Goal setting

- 01:04:15 Why did you scroll between quests and why did you read the gold dust exchange?
- 01:15:00 What did you learn from reading this quest?

2. Environmental structuring

- 01:13:00 What were you doing here? (sorting items)

3. Time management

- 4. 01:15:40 What is happening here? (doesn't want to leave quest location)

5. Task strategies

- 01:35:53 Why did you make this Inn your home? What did you learn from the description?

6. Help seeking

7. Self-evaluation

- 01:07:50 Why did you cancel tailoring as a profession?
- 01:21:05 What did you realize when you equipped the sword? And why did you choose 1

Other Items:

1st. Attitudes & Perceptions

- 01:02:45 Why did you get scared? (slowed down)
- 01:08:25 Why did you hesitate to complete the quest? (kids around)
- 01:24:10 Why were you afraid to die?
- 01:38:30 Why did you learn cooking as a profession?

2nd. Social Interaction

- 01:20:30 What were you curious about? (met a warlock)
- 01:27:50 Why did you want a pet?
- 01:32:35 Why did you accept the duel?
- 01:34:15 Why did you cancel the duel? Why did you think he was cheating?
- 01:44:50 Why did you whisper to the other character?

3rd. Language Learning Features

- **01:04:19 You can choose to untrack or abandon a quest.**
- **01:04:49 Text quest offers hints to where the objective is.**
- 01:07:53 The game warns the participant about learning a profession, since he can only
- 01:12:41 If an item binds while equipped, it informs the player.
- 01:15:27 Once you interact with a flight master, a menu will pop up to teach you how to

- 01:07:53 The game warns the participant about learning a profession, since he can only learn two professions.
- 01:12:41 If an item binds while equipped, it informs the player.
- 01:15:37 Once you interact with a flight master, a menu will pop-up to teach you how to use it.
- **01:17:30 Once underwater, a breath timer appears.**
- 01:20:55 If you equip the shield the two-handed weapon unequips.
- 01:23:36 Enemy NPCs threaten the player I written chat before attacking.
- 01:24:45 Using a potion heals your HP.
- 01:32:39 If challenged to a duel a notification appears.
- **01:39:50 The game explains how to start a party with a pop-up tutorial with pictures.**
- **01:40:00 The participant was chatting with another player. The subject was needing help.**
- 01:45:35 The player learned how to whisper.
- **01:46:55 Player learned how to make avatar roleplay.**

Notes:

- There are also animals with their names in English.
- One quest asked for wood, and the wood was highlighted for the player.
- Different buildings are given names: restaurant, inn, market, etc.

E.1.3 Champion's 3rd Observational Field Notes

Observation 3 Black Desert

Sunday, 26 January 2020 1:45 pm

SRLL Items:

1. Goal setting
 - 12:00 What is your goal?
2. Environmental structuring
3. Time management
4. Task strategies
 - 16:30 How did you know how to attack?
 - 34:00 Why don't you want to attack the large tree spirits?
5. Help seeking
6. Self-evaluation
 - 29:15 What are you doing here?

Other Items:

- 1st. Attitudes and Perceptions
 - 01:13 Why did you chose the dark knight?
 - 03:30 Why did you chose the key?
 - 17:30 Do you pay attention to dialogue? If not, why not?
 - 21:00 How did you feel with what happened here?
 - 22:15 Why were you interested in this dialogue?
- 2nd. Social Interaction
 - 34:37 Why were you helping her?
- 3rd. Language Learning Features
 - 00:00 The settings are all in English.
 - 00:25 The character selection menu shows the different classes, stats of each class, and strengths.
 - 01:22 Once a class has been selected; the player can choose which horoscope the avatar can customise the looks of the avatar, and clothes it wears, etc.
 - **05:15 The game makes you chose which navigation you can pick with pictures.**
 - 06:43 a cutscene appears with English subtitles.
 - 07:26 A written monologue between the player and his companion.
 - 08:22 a pop-up appears once you accept a new quest.
 - 08:39 a pop-up appears telling the player how to manoeuvre in the game.
 - 08:50 a pop-up appears if you accomplish the quest in English.
 - 08:53 a cutscene between the NPCs occurs in English with English subtitles.

- 10:20 an interaction between the player and NPC occurs. The written subtitles do not cover the spoken monologue.
- 13:35 another interaction between the player and a different NPC occurs. The written subtitles do not cover the spoken monologue.
- **15:07 once you level up, a pop-up appears to show how much the player improved**
- 15:47 The companion explains to the player that the more certain enemies he kills tell him about them.
- 16:39 a notification appears to teach the player how to move faster.
- 19:48 While the NPC informs the player to leave, the companion asks him to stay so he can help.
- 22:10 The NPC explains to the player what his companion is and how dangerous it is.
- 34:06 The companion explains to the player that info about the enemy only shows up in a pop-up number (pop-up).
- 35:19 a pop-up appears explaining the next steps for the player.
- 37:00 a menu appears once you learn a new skill by levelling up.
- **37:20 a menu explains what the new skill does.**
- 38:12 a pop-up appears if you do a back attack.
- **42:38 a notification appears if you enter a safe zone.**
- 43:15 a cutscene appears in English.
- 45:15 a map details all the places with field bosses.
- 48:20 an interaction between the player and an NPC occurs.
- 52:00 The player had difficulties understanding that a passive skill is something you can use at any time.
- 55:16 a pop-up appears teaching the player how to use a new skill.

Notes:

- 00:00 How did you know the meaning of the settings?
- The game offers the player a chance to change the weather, hair style, and star symbol. The subtitles help the player to know the meanings of these words.
- The names of animals, trees, etc is available in the game.
- Lots of dialogue in English.
- 08:00 How did you understand what was said?
- 45:40 What are you doing here? (map?)

Observation 3.5 Black Desert

Monday, 27 January 2020 1:42 pm

SRLL Items:

1. Goal setting

- 1:12:00 What is your goal? you seem confused.
- 1:17:10 Why didn't you follow the objective?

2. Environmental structuring

3. Time management

4. Task strategies

5. Help seeking

- 1:01:40 You seem confused to learn about the variety of stuff in this game, why didn't
- 1:36:50 People provided the player options for help and instructed him to Google for l

6. Self-evaluation

- What were your options when you didn't get the Wizard's staff?

Other Items:

1st. Attitudes and Perceptions

- 1:39:33 How did you feel once you receive the staff? Did anyone help?

2nd. Social Interaction

- 1:03:40 Why did you say hello & ask for help?
- 1:05:20 For what reason are you chatting with him? (similar interest in anime show)
- 1:31:00 Why were you helping her? Your attacks didn't work against the opponent.
- 1:36:10 Many people contacted you to provide help. They told you to keep on killing t staff. Why didn't you listen?
- 1:43:55 You receive help from many people, how did it make you feel?

3rd. Language Learning Features

- 1:01:00 Weapons shows many descriptions: weight, attack power, etc.
- 1:01:07 If a item has a time period it warns the player through a pop-up.
- **1:02:10 Abilities have videos showing what they do and a written description.**
- 1:03:55 You can whisper to players if you click their names in chat.
- 1:04:00 The player was chatting with a person about anime due to the person's name
- **1:05:42 there is a detailed interaction between the participant and another player. \ reference.**
- **1:06:00 Clans can advertise through general chat.**
- 1:06:50 Player replied to a general conversation that there was nobody around in this

- 1:04:00 The player was chatting with a person about anime due to the person's name referring to an anime series.
- **1:05:42 there is a detailed interaction between the participant and another player. You could use it for reference.**
- **1:06:00 Clans can advertise through general chat.**
- 1:06:50 Player replied to a general conversation that there was nobody around in this server but he claimed he was online, however this was said in a different channel.
- 1:07:55 The player attempted to learn cooking, however a notification told him that requires prerequisites.
- **1:09:11 Players can learn what an option in a menu is by exploring it.**
- 1:10:53 You can learn to cook too.
- **1:11:44 You can buy food, supplies, or drinks at a bar.**
- 1:13:55 an interaction with an NPC helps the player in finishing his quest.
- 1:15:53 Sometimes the game writes the body language NPCs use.
- **1:18:29 There are animals to help the player associate the English name with the animal.**
- **1:21:30 a random player decided to help the participant.**
- **1:35:31 Player wanted an item that drops from a certain enemy, he asked for help and another player agreed.**
- **1:36:10 Players told him to kill a certain imp as stated in the quest. Others told him where to find the imp, and some told him that they have imps around them.**
- 1:44:00 The participant received help from random players against the boss.

Notes:

- Bars in the game resemble real life bars with people talking, drinking, etc.
- Too much input in the game, I considered it very confusing.
- There are different chat channels: server, alliance, whisper, group, etc.
- 1:15:40 Why do you think this lizard was afraid?
- The participant was chatting with a player on how to receive an item he has been looking for.

E.1.4 Champion's 4th Observational Field Note

Observation 4 Black Desert Online

Monday, 2 March 2020 1:57 pm

SRLL Items:

1. **Goal setting**
 - What was the goal of the recording?
2. **Environmental structuring**
 - 01:35 What were you saying about VAL 3?
 - 11:40 Why are you discarding items?
3. **Time management**
4. **Task strategies**
 - 00:50 Why do you go back then forward to attack?
 - 05:18 What do you do once your health lowers?
5. **Help seeking**
 - Are there any tanks and healers or does everyone take care of himself only?
6. **Self-evaluation**
 - 7:30 Why did you die again?

Other Items:

- 1st. **Attitudes or Perceptions**
- 2nd. **Social Interaction**
 - Why is everyone attacking this boss? Are you guys together in a guild? If not, how did you interact between yourselves?
 - Why are there some guys lying about the boss's health? Are they trying to convince others why?
- 3rd. **Language learning Features**
 - 00:00 Participant was helping other online players vs. boss.
 - 1:38 Participant came to another server to help defeat the boss and get loot. He was in chat.
 - 2:04 Participant replied "good" to a player who tried to lie in order to get more player health.
 - 5:34 If a skill is not available due to a cooldown, a notification will appear.
 - 6:50 Once the avatar dies, the player has certain choices to make.
 - 9:28 If health is less than 20%, the player will receive a notification informing him to reposition.
 - 13:39 After more than 10 minutes of battle, participants of the battle expressed their feelings given once the boss was defeated.

E.2 San's Observational Field Notes

E.2.1 San's 1st Observational Field Note

Observation 1 WoW

Wednesday, 15 January 2020 1:40 pm

SRLL Items:

1. **Goal setting**
2. 06:20 What was your goal when you first starting playing?
3. **Environmental structuring**
 - 21:35 Why did you not put the leggings in the control list?
4. **Time management**
 - 38:29 Here the NPC told you where to go, why weren't you paying attention?
5. **Task strategies**
 - 20:12 Why did you decide to attack from far away?
6. **Help seeking**
7. **Self-evaluation**

Other Items:

1st. Attitudes or Perceptions

- 25:20 Why did you attack the animal?
- 47:53 Why did you decide not to destroy the Phial?
- 55:40 Why did you make this Inn your home?
- 01:40 Why did you chose the race Night elf?
- 4:50 Why did you chose the name Elfyz?

2nd. Social Interaction

- 10:05 How did you feel when you received help?

3rd. Language Learning Features

- 0:13 Every race and class has in front of him his special attributes. Important ones are
- 2:02 Able to choose gender, facial recognition, etc.
- 5:25 A cutscene appears to explain the fate of Night elves in spoken English.
- **6:13 a notification teaches you how to accept a new quest.**
- **6:53 quest text offers what is the objective, why you should do it, and what is the pr game teaches you how to accept a new quest.**
- **7:24 The game informs you through a notification to open the map so you know whi located. The area is highlighted in blue.**
- **7:37 A pop-up appears to teach you how to close the map.**
- **7:42 A pop-up appears to teach the player how to move in the game. Also, a notifica target characters.**

- **9:22 A pop-up teaches you how to attack.**
- **10:29 The game teaches the player that if he moves the spell is interrupted through**
- **10:47 - 14:23 A notification appears to teach the player how to loot.**
- **12:41 Once you complete the quest, a pop-up shows up in the map to tell you where**
- **13:06 A pop-up shows up to tell you how to complete the quest.**
- 14:15 a pop-up tell us the bar of your health and mana.
- **14:30 a pop-up explains how to equip gear.**
- **14:55 a pop-up explains where the equipped item is.**
- 15:56 Animals are available with their names.
- 16:19 quest objectives are highlighted so the player can know what they are.
- 20:00 if the enemy is far away for an attack, a notification appears to the player to tell discourse.
- 20:17 If you use a spell without a target the game notifies you to target an enemy first
- **21:35 a pop-up appears to tell the player what he can press to see where the equipp**
- **26:44 a pop-up appears to teach you how to use a new ability.**
- 32:10 The game can compare you current gear with other similar gear so you can know
- **32:56 Sometimes quest text offers a video showcasing the enemy to defeat.**
- **33:04 If you have a new item, a notification appears so you can see it.**
- 38:29 Sometimes NPCs can offer guidance of where to go through written discourse a
- 42:23 If it is too early for training, the class NPC trainer will tell you to appear once the
- 45:06 There are weaponsmiths, clothiers & bowers in the game with wares to buy if th
- 46:07 the player can exercise with training dummies.
- 46:50 The player can chose to untrack or abandon a quest.
- 51:59 The player can heal himself using herbs in his bag.
- 54:40 If you arrive at an inn, you can buy browse goods, make it your home, and more
- **55:14 a notification appears to the player to make an inn his home.**
- **55:35 a pop-up appears to teach the player what to choose.**
- **56:41 a pop-up appears teaching the player how to make a party.**
- 1:08:22 profession trainers give you hints on how to pick professions.

Notes:

- Every race has in front of him his special attributes. Important ones are highlighted in
- Customising the avatar allows the player to understand what skin colour, face, hair sty hair mean.
- There are contextualization cues to help the player understand what is required of him
- The map shows the player where his objective is.
- The avatar customisation also helps the player understand what head, neck, legs, arm

Observation 2 Destiny 2

Sunday, 19 January 2020 3:22 pm

SRLL Items:

1. Goal setting

- 02:30 What is the goal?
- 13:35 Why should you defeat the Sun Eater?
- 19:10 What are you doing at this place? What was the goal of the infusion?
- 26:30 What is your goal?
- 35:10 Why choose the arena?

2. Environmental structuring

3. Time management

4. Task strategies

- 07:37 You didn't attack him before, but now you are, why?
- 14:23 Why do you attack these foes with your fist?
- 17:40 What is your goal now?
- 33:38 Why do you keep changing your gear?

5. Help seeking

- 03:35 Why did you die?

6. Self-evaluation

- 00:20 On what basis do you pick quests?
- 01:15 How do you decide what gear to wear?

Other Items:

1st. Attitudes or Perceptions

- 21:20 How did the game benefit your reading skills?
- 06:23 The game is fast paced; how do you keep up?
- 16:16 Why did you like the weapon?
- 23:05 Why do you plan on abandoning the quest?

2nd. Social Interaction

- 02:40 What is your role in the group? What are your teammates roles? How does an e
- 07:05 How do you get revived?
- 05:00 Why isn't there any coordination between the players?
- 09:56 Why does the group need to be split?
- 29:35 Why is reviving your teammate a priority?
- 45:44 Many players were not active. why?

- 45:44 Many players were not active, why?

3rd. Language Learning Features

- 0:05 a menu screen of the different planets in the universe appears.
- **1:09 each weapon comes with descriptions: range, reload speed, handling, etc. Whereas armour comes with: mobility, resilience, etc.**
- The roster option in the menu offers you a glimpse of the teammates you're playing with, friends online, and clan members.
- 2:35 a voice dialogue with written subtitles happens.
- 3:37 once the player dies, he has to await revival from another teammate.
- 3:53 a voice dialogue with written subtitles happens.
- 5:55 going to a teammates corpse and pressing revive allows you to revive them.
- 7:54 a voice dialogue with written subtitles happens.
- 8:33 team members along with the player rally along a flag.
- 13:36 quest objective is placed on the top left of the screen.
- 13:49: a voice dialogue with written subtitles happens.
- **19:13 the player visits a vendor to decrypt materials he has.**
- **19:46 the player visited another vendor to dismantle unwanted armour and weapons. He can use the materials to make other armour and/or weapons.**
- 22:30 a voice dialogue between two people with written subtitles happens.
- 24:20 a voice dialogue between multiple NPCs with written subtitles happens. This mission is interesting, they chase after an enemy. All dialogues after this signals the same thing.
- 26:59 a voice dialogue between multiple NPCs with written subtitles happens.
- 31:35 a voice dialogue between multiple NPCs with written subtitles happens.
- 33:00 team members collected loot from chest box. a voice dialogue between multiple NPCs with written subtitles happens.

Notes:

- All quests show English dialogue.
- 00:36 What is the difference between normal & legend difficulty?
- All gear shows stats such as, mobility, resilience, intellect, etc. Weapons show different stats: range, handling, reload speed, etc.
- 02:35 Do you understand what the narrator is saying?
- 03:50 How about here, do you understand what the narrator is saying?
- 05:35 What happened here?
- Bottom left is a record of what happened in English
- 22:35 What are these two narrators discussing? Why?
- 38:10 You came to this place before; why are you doing it again?

Observation 3 Black Desert

Wednesday, 5 February 2020 11:47 am

SRLL Items:

1. **Goal setting**
 - 35:35 What is your goal now? Why are you not completing the quest?
2. **Environmental structuring**
3. **Time management**
4. **Task strategies**
 - 45:45 Why did you not finish the opponent?
5. **Help seeking**
6. **Self-evaluation**
 - 15:45 Why can't you learn the skill?
 - 1:00:45 Why did you use the Value pack?

Other Items:

1st. **Attitudes or Perceptions**

- 41:00 You laughed here, why?
- Why did you choose the name Zeppliz?
- 00:50 Why did you choose the 2nd server?
- Why did you choose the Berserker?
- 02:30 Why choose the name "Gyrozzy"?

2nd. **Social Interaction**

- 59:45 Why are you helping her?

3rd. **Language learning Features**

- 1:35 Once you choose a class, you can change the facial features of the character.
- 3:30 a cutscene appears.
- 4:25 The character begins forgetting his past memories. As evidenced in the dialogue.
- **4:45 The game teaches you how to manoeuvre and an auto-walk system through a pop-up.**
- 5:10 a cutscene appears with subtitles.
- 6:30 a dialogue with an NPC character helps the player understand where he is.
- 8:10 a dialogue with an NPC character reveals that the ancient ruins are

- 8:46 a pop-up appears telling you to press CTRL.
- 10:25 the NPC character requests that you slay grey foxes.
- 10:57 a pop-up reveals that the avatar's companion is annoyed with the princess.
- **12:08 - 13:05 a dialogue with the companion reveals to the player that after killing a certain amount of monsters, the player can gain knowledge about them.**
- 13:30 Once you level up, the player is notified how his avatar improved.
- 14:02 a pop-up shows how you can view info or navigate.
- **14:35 a player is notified if he learns a new skill.**
- **14:39 a player is notified if he gains knowledge about a certain enemy.**
- 15:40 in the skill menu, players can chose which skill to invest on. Every skill has info, video presentation, and what is required to learn it, etc.
- 19:23 a request from your companion to investigate the ruins.
- 20:03 a cutscene appears. It implies the avatar's memories were lost because of the companion.
- 22:00 a dialogue reveals the drawbacks of "dark powers" from your companion.
- 30:40 the quest requires you to gain knowledge of certain monsters. The monsters name appears above it so you know which you should attack.
- 39:00 a cutscene appears.
- 39:57 different quest pictures offer different mediums: video, chatting, or objective.
- 40:00 dialogues was about how to defeat leader of the imps. He requested you get the appropriate gear.
- 46:50 a pop-up appears if you have better gear so you can equip it.
- 47:34 Health potions are readily available to take once you have low health. The player knew them from the description.
- **50:03 sometimes videos are offered once you learn a new skill to teach the player how to use them.**

Notes:

- 3:30 Did you pay attention to the cutscene? Did you understand it?
- 4:30 How about here do you understand the dialogue? If yes, how?
- 6:00 How about this dialogue?
- 20:15 What did you understand from this cutscene?
- 39:30 Did you understand this cutscene? What was the problem here?
- 40:30 Did you understand the dialogue after?
- 43:03 Why didn't you equip the armour?
- 47:30 Did the game help you in finding the healing potion?

E.3 Sama's Observational Field Notes

E.3.1 Sama's 1st Observational Field Note

Observation 1 Fallout 76

Wednesday, 15 January 2020 1:40 pm

SRLI Items:

1. Goal setting

- 00:00 What was your goal when you started recording your gameplay?!
- 07:05 What is your goal now?
- 14:30 What is your goal now?
- 22:30 Why were you attacking the mutants?
- 41:35 Why are you looking at the map?

2. Environmental structuring

- 10:00 Why did you not take that specific loot?
- How did you learn to use the pip-boy?! (ask how it developed his language)

3. Time management

4. Task strategies

- 00:47 What were you not attacking the feral ghoul?
- 08:33 Why did you decide to see the map?
- 09:30 Why did you decide to use a grenade?
- 16:00 Why did you take on all those enemies? How did you manage to defeat them efficiently?
- 23:30 Why did you decide to use a missile launcher?
- 25:25 What did you want the fusion core for? Do you know what a fusion core is? Has the understand its meaning?!

5. Help seeking

6. Self-evaluation

- 20:15 Why were you looking at your apparel items?
- 28:00 Is it hard for you to pick a perk?
- 30:20 What are you doing in this screen? (perk loading screen)
- 31:00 Why did you repair this particular weapon while there were other weapons that req
- 36:00 Why did you eat food and drink water here?

Other Items:

1st. Attitudes or Perceptions

- Why were you using a melee weapon instead of a ranged weapon?
- 46:20 How did you feel when you saw that your weapon was no use against this enemy?
- 56:10 Why did you use this gesture?
- 59:00 How did you feel once you defeated the boss?! The loot was stuck, how did that ma

2nd. Social Interaction

- 04:30 Why did you decide to help your friend here?
- 12:05 What is happening to your friend?
- 22:03 Why are you helping your friend? (completing his quest)

3rd. Language Learning Features

- The screen shows radiation level, HP, compass, power left in core, quests, party members, condition of power armour. If attacking monsters, the screen also shows their name, level, & HP.
- 0:55 Once defeating an enemy, you can loot it. Loot rarity varies depending on monster's strength.
- **1:04 Pip-boy offers the following options: stat, item, data, radio. Under each one are subcategories. For example, item has: weapons, apparel, aid, hollo, misc. each subcategory has items under it. For example, aid has items relating to boosting, healing health and more.**
- 1:20 lockpicking requires bobby pins.
- 1:50 - 1:53 you can close doors you opened, or sit on chairs.
- 6:21 loading screens offer info, tip, and advice.
- 7:36 you get a notification if you discover a new area.
- 8:41 the map shows the area you can go to.
- 10:08 if you're in a party with another player, you can help him complete his quests. His quests are shown in your screen.
- 10:55 The map can be used to fast travel in exchange for money.
- 13:49 You can invite other players to trade with you.
- 22:10 Enemy NPCs if humanoid can be capable of speech.
- **27:34 Levelling up can enable the player to increase one of the following stats and gain certain perks. The stats are: strength, perception, endurance, charisma, intelligence, agility, and luck (SPECIAL). Every stat is accompanied with a brief explanation of what it can offer to the player. If a player chooses a certain stat, he can choose which perk to increase under said stat. perks are offered with descriptions and a picture highlighting what it does.**
- 36:37 Typically enemy NPCs name reflects their appearance.
- 39:18 Players can play the piano.
- 40:45 players can use a chemistry station to create chemicals.
- 40:54 If at a high area, the game offers the player a chance to survey the area.
- 45:26 a tinker station can be used to scrap materials.
- 48:50 players are able to harvest vegetables.

Observation 2 Warhammer: Vermintide

Sunday, 2 February 2020 12:56 pm

SRLL Items:

1. **Goal setting**
 - What is the goal when you started recording?
2. **Environmental structuring**
3. **Time management**
4. **Task strategies**
 - 5:32 What is this pop-up menu?
 - 7:35 You were closing to dying, what did you do to avoid that?
 - 10:15 Why did you ask them to stick together?
 - 16:21 Did you die because you were alone? Why didn't you wait for your teammates?
5. **Help seeking**
6. **Self-evaluation**

Other Items:

- 1st. **Attitudes or Perceptions**
 - 8:50 Why did you say no?
- 2nd. **Social Interaction**
 - 13:40 What happened when you died?
- 3rd. **Language Learning Features**
 - 00:00 Quest objective appears as a notification. Party members appear on the left of t
 - 0:12 dialogue with written subtitles.
 - **0:26 players can communicate through a communication wheel to pick what to say.**
 - 1:31 objects that are useable are highlighted with a name.
 - 2:35 players notify other players through the communication wheel.
 - 3:56 communication wheel.
 - 4:31 & 4:51 the NPC advices players of loot he sees if he has enough of them.
 - 10:10 NPC warns other player if a strong enemy appears.

Notes:

- 00:25 What is this pop-up menu? How do you know what each symbol means?
- Do you pay attention to the dialogue in the game?
- 01:49 How about this chat box?
- The goal is in English from it you know what the aim is. Items are in English, once the p

E.4 Agmi's Observational Field Notes

E.4.1 Agmi's 1st Observational Field Note

Observation 1 BDO

Tuesday, 25 February 2020 1:59 pm

SRLL Items:

1. Goal setting

- What was the goal of the recording?

2. Environmental structuring

- 00:30 How did you know how to lower the music?

3. Time management

- 19:20 Do you pay attention to dialogue?

4. Task strategies

- 01:25 Is Ice the only weapon you have?

5. Help seeking

6. Self-evaluation

- 09:00 Why do you want to teleport?
- 13:00 It told you the mount was too far away. Why didn't you go and get your mount?
- 28:00 The quest mentions you get the black mushroom from the orc berserker, why d

Other Items:

1st. Attitudes or Perceptions

- 14:25 Do you gain anything from attacking the orcs?
- 33:15 The map showed you where your mount was. Were you planning on going there for another reason?
- 00:05 Why did you receive rewards, and why did you claim that one?
- 04:25 Is it hard to play with a high ping?
- 23:05 Why did you decide to put health potions?
- 34:35 What were you doing? (scrolling items?)
- 42:30 Why was it scary?
- 1:02:55 Why do you really need gold?

2nd. Social Interactions

3rd. Language Learning Features

- **00:00** If the player completes challenges, he receives rewards. The challenges can be
- **0:20** There is an attendance reward, the more you are active the more rewards you
- **0:30** The menu contains options to fix audio, screen, etc. The player used it to lower
- **0:40** A pop-up recommends the player put potions in the quick access so he can use
- **1:17** You gain knowledge after defeating monsters

- **0:30** The menu contains options to fix audio, screen, etc. The player used it to lower the music.
- **0:40** A pop-up recommends the player put potions in the quick access so he can use it quickly.
- 1:17 You gain knowledge after defeating monsters.
- **2:57** The player was choosing a skill to learn in the skill tree, each skill has a description and video.
- 4:40 the participant's internet connection became slow, therefore it occurred him to die.
- **4:55** If you die, you're given three choices. Revive at a safe place, a town, or at your location. At your location requires materials. You lose XP once dying.
- 7:01 The player was looking at his inventory and equipment.
- 7:42 a notification appears if you enter a combat zone.
- **7:57** The player is able to gather herbs once he finds them. A notification appears of his progress in said profession.
- 10:30 The player was looking at a menu of his accepted quests. You can auto walk to a quest location.
- **12:30** The player whistled to call his mount, but because it was far away it couldn't hear him. The game notified him that if you have a certain item, you can call the mount from further distances.
- 14:49 Once you level up, a sudden light appears engulfing the player. The system informs him how much he progressed and if he has a skill point.
- 19:10 a dialogue happened with the quest giver.
- 22:50 The player is gathering the quest objective.
- 23:14 The player put the HP potion at the quick access bar the game recommended for him.
- 24:10 cooldowns on the player's abilities appear on the screen.
- 33:09 In the map, the player found his mount. But it was too far away so he left it.
- **33:48** if an item has a time period. It will warn the player once he uses it.
- **36:09** the player received a notification saying that monsters become more dangerous at night, but give more XP.
- 59:00 If there is a back attack or a critical it will write it.
- **59:47** while interacting with a ladder, an interface appears to tell you the controls.
- **1:00:25** the player found an unlocked treasure chest.
- **1:00:40** the player is gathering loot from the cove.
- 1:03:17 if a war breaks out between two guild the game will notify players.

E.4.2 Agmi's 2nd Observational Field Note

Observation 2 BDO

Tuesday, 25 February 2020 4:26 pm

SRLL Items:

1. Goal setting
2. Environmental structuring
3. Time management
4. Task strategies
5. Help seeking
6. Self-evaluation
 - 11:50 Why did you unlock black spirit rage?

Other Items:

1st. Attitudes or Perceptions

- 1:15 Why are you excited to fight the boss?
- Did you enjoy the cutscenes? What did you understand from them?

2nd. Social Interactions

3rd. Language Learning Features

- 3:33 dialogue happened with quest giver.
- 7:26 quest dialogue happens.
- **7:41 there is a guild announcement.**
- 8:19 a cutscene appears.
- 11:55 the player knew how to unlock a hidden power within the avatar from reading a book. The power appeared when he unleashed it.
- 14:00 quest dialogue and cutscene.
- 20:02 another cutscene.
- 28:53 another cutscene
- 32:20 the player levelled up and learned a new skill.
- 41:30 cutscene.
- 44:33 player gets to choose 1 of 3 rewards.
- 48:11 these are the options for a quest.
- 54:38 quest dialogue.
- 54:43 player chooses 1 quest reward.
- 1:01:00 another quest dialogue.
- 1:02:41 quest dialogue.
- 1:04:08 the game tells you which skills become learnable once the player levels up.

Observation 3 BDO

Wednesday, 26 February 2020 7:13 pm

SRLI Items:

1. Goal setting
2. Environmental structuring
3. Time management
4. Task strategies
5. Help seeking
6. Self-evaluation

Other Items:

1st. Attitudes or Perceptions

- 4:25 Why is it a boring task?

2nd. Social Interactions

3rd. Language Learning Features

- 2:25 quest dialogue.
- 3:10 the player is exploring a medieval like town with castles, inns, bars, etc.
- 4:09 quest dialogue.
- 5:29 quest dialogue.
- **6:57 cutscene. A religious guy wants the food to be blessed before distribution, but the farm doesn't see it necessary.**
- 10:00 another cutscene.
- 26:08 quest dialogue.
- 29:49 cutscene.

Notes:

E.5 Deman's Observational Field Notes

E.5.1 Deman's 1st Observational Field Note

Observation 1 FF14 (2nd clip)

Wednesday, 15 January 2020 1:40 pm

SRLI Items:

1. Goal setting

- What is your goal when you first started recording?
- 14:50 What is your goal now?
- 24:20 What is your goal now?
- 38:00 What is your goal now?

2. Environmental structuring

- 11:42 What were you doing here? (selling items?)

3. Time management

- 13:34 Why did you decide to do the quests for the company?

4. Task strategies

- 01:00 Why were you attacking the "dark sprites"?
- 04:37 What were you doing here?
- 48:52 Why do you keep clicking the clock symbol?

5. Help seeking

- 24:46 He understood the dialogue box from his friend. Who explained it in Arabic. (no

6. Self-evaluation

- 00:04 How do you understand all that is written in English in front of the screen?!
- 02:03 Why was the duty failed?
- 06:12 How did you understand what he is saying?

Other Items:

1st. Attitudes or Perceptions

- What is your role in the game?!
- 10:00 How did you feel when the quest was completed?
- 55:32 What are fates and why did you attack it? Did you understand what was require
- 56:45 How do you know which attacks to use?!
- 59:55 How did you feel when the fate was completed?

2nd. Social Interactions

- 00:03 Why did this player say he is sorry?!
- 22:08 Where did this guy come from?
- 26:30 When was a party created? Why does this opponent require an 8 man party? W
How do you guys coordinate between yourselves? Why did you guys fail?!

- 22:08 Where did this guy come from?
- 26:30 When was a party created? Why does this opponent require an 8 man party? What is your role in the party? How do you guys coordinate between yourselves? Why did you guys fail?!
- 30:55 Was the party member's feedback helpful?
- 32:00 What is the meaning of that sign?
- 35:00 Why did you want to know who put the sign?
- What is required to enter a dungeon?

3rd. Language Learning Features

- 0:00 When a duty starts, the game announces it to the player along with the objective.
- **0:19 each attack is given a written description once the player uses it on an enemy NPC.**
- 1:25 the friendly NPC and enemy NPC have a dialogue between them.
- 2:00 If the duty failed, it announces it to the player.
- 5:43 if duty is completed it is announced to the player.
- **6:06 a dialogue appears between the player and other NPCs.**
- 10:00 if a quest is completed it is announced to the player.
- 10:40 Player was invited to a party, they mainly speak Arabic.
- 12:21 The player was handing over quest item to the NPC that required it. Then a dialogue happened between them.
- **15:27 The player is comparing between two items.**
- 16:47 - 42:14 The player is looking at a description of a quest.
- 18:58 The player is informed if he progresses in his quest.
- 24:19 The player used sprint to walk faster.
- **24:47 before a dungeon raid commences, players are checked if they're ready or not through a notification. The participant didn't understand it, therefore he received an explanation in Arabic from another party member.**
- 26:20 The dungeons name is announced once they start.
- 26:27 Players can choose to skip the cutscene.
- **26:30 Party member can make their avatars roleplay a gesture like hello.**
- **30:27 The party died, they complained to the participant to keep him on one side and not face him towards team members since he was the tank.**
- 35:11 Player was irritated a red mark was put on him.
- **36:23 player received a "gg" after completing dungeon.**
- **37:56 Player is observing a menu full of emotes.**
- 47:00 The player is using the compass to complete a quest objective.
- 52:14 The player is leaving the party.
- 55:28 The player is informed if there is a fate nearby. Due to his higher level, it was reduced so the fate can be a challenge to him.

E.5.2 Deman's 2nd Observational Field Note

Observation 2 FF14 (7th clip)

Tuesday, 21 January 2020 1:11 pm

SRLL Items:

1. Goal setting

- What is your goal when you first started recording?

2. Environmental structuring

- How do you manage "buffs & debuffs"? (example 29:53)

3. Time management

4. Task strategies

- 25:00 What abilities do you normally use against opponents?
- 31:25 On what basis do you pick what opponent to attack first? (shifted from hypocrisy)
- 32:25 Why did you stay in the circle? (buff?)
- 33:20 Do you change your attack pattern when you face multiple opponents?

5. Help seeking

- 16:50 He asked his friend how to finish a particular quest. The book to finish the quest friend how to finish it

6. Self-evaluation

- 15:15 What are you doing here? (replacing item) How do you know what a potion does

Other Items:

1st. Attitudes or Perceptions

- 02:50 Why did you choose this option? Did you understand what he was saying?
- 22:00 Why are you attacking these opponents? What is a "duty"?
- 06:40 - 42:00 Are these cutscenes important to you? What happens if you do not understand?
- 10:15 How did you acquire this achievement? How did it make you feel?
- 34:00 How did finishing the "duty" make you feel?

2nd. Social Interaction

3rd. Language Learning Features

- 0:00 The participant's friend was talking about an experience in which he had difficulty wondering if the participant who suffers from asthma always has this feeling. The character
- 1:29 The player interacts with an object that lets him teleport to other cities.
- 2:35 a dialogue happened.
- 2:46 choice dialogue.
- 5:20 a cutscene occurs.
- 6:10 The participant was talking with his friend about his girlfriend's health.

- 1:29 The player interacts with an object that lets him teleport to other cities.
- 2:35 a dialogue happened.
- 2:46 choice dialogue.
- 5:20 a cutscene occurs.
- 6:10 The participant was talking with his friend about his girlfriend's health.
- **10:49 the participant is reading a quest description. It logs it in the chat if the player accepts a quest.**
- 11:36 a dialogue happens.
- **15:25 The participant is surveying his inventory of potions. Each, if drunk, can offer benefits.**
- 19:09 a cutscene occurs.
- **21:41 the duty started as it was announced by the game, with the objective.**
- **23:05 The player received instruction of where his enemies were going, but was told to still not leave those in need of aid.**
- **26:00 Many buffs and debuffs occurring.**
- **26:40 The player receives further instructions on where the enemies are.**
- **26:58 The player received instructions that the refugees were safe, but still was told not to let the enemies gain ground.**
- **27:49 The player received further instructions during the duty.**
- 28:17 a cutscene occurs.
- 34:15 a cutscene occurs after the player finished the duty.
- 42:07 a cutscene occurs in where a friendly NPC is said she wasn't useful.
- 49:50 participants friends were talking about PvP in FF14.

Notes:

- All cutscenes are in the English language, therefore you need to have good English listening and reading skills to understand what is said.
- Sometimes dialogue gives you options so you require good English skills.

E.5.3 Deman's 3rd Observational Field Note

Observation 3 FF14 (last clip)

Thursday, 23 January 2020 7:48 am

SRLL Items:

1. Goal setting

- What is your goal in this recording?

2. Environmental structuring

- 50:00 What is you were organizing? (sorting abilities) Were you trying out your abilities were not useful to a tank role, why? (try to put language learning here)

3. Time management

4. Task strategies

- 1:17:15 Why did you gather all enemies than attack?
- 1:24:45 Why were you angry he destroyed the big snowball? What was the tactic to you know it?

5. Help seeking

6. Self-evaluation

- 1:08:07 What is this you're doing? Is it different sets for different scenarios? Why do What is your favourite set & why?
- 1:21:13 What were you checking & why?

Other Items:

1st. Attitudes or Perceptions

- Do you participate in party chat? In what language?
- 1:43:30 What do you receive once you defeat a dungeon boss?
- 1:37:30 Why are you fighting this boss? Why does it require 8 players? What are the
- 1:52:00 Why do you hate Arabs? (do not include in research?)

2nd. Social Interactions

- 54:45 Why are there numerous players at this place?
- 1:17:00 Do you need voice chat for dungeons? Why or why not?
- 1:27:17 What is this need, greed, pass? How did you know how to use it?
- 1:32:00 Your teammate died, why did that happen?
- 1:36:00 What did you write & why?

3rd. Language Learning Features

- 50:00 Players can put shortcuts for their abilities. Every ability has a description in E
- 54:30 Players can create multiple classes, then choose which from the player select
- 55:10 The player is editing his hot bar. This enables him to have quick access to prei

- 50:00 Players can put shortcuts for their abilities. Every ability has a description in English.
- 54:30 Players can create multiple classes, then choose which from the player selection menu.
- 55:10 The player is editing his hot bar. This enables him to have quick access to preferable abilities.
- 1:01:44 The participant was chatting with another player in voice how there are certain abilities that are useless for tanks.
- 1:02:47 The participant was actively editing the "quick access" abilities of different classes he owns.
- 1:16:50 The participant got involved in a dungeon raid with his girlfriend.
- 1:17:53 The participant was talking about the paladins ability shield lob.
- 1:24:55 The participant was using a tactic to defeat a dungeon boss. First, trick the boss into using his abilities to freeze his minions then push the blocks of ice on him.
- **1:27:10 The player participant in a need, greed, pass loot system for dungeon parties.**
- 1:35:25 The participant got involved in another party to raid a dungeon.
- **1:35:55 The player typed his love for the music.**
- 1:43:05 Once the boss was defeated a cutscene occurred.
- **1:45:35 The player was selecting which dungeons he would like to participate in. The player selection screen publicises the participant role in a dungeon.**

Notes:

- Talk about his experience at the last dungeon
- Ask about him changing clans
- 1:35:10 What is this menu? (duty?)

E.6 Stringth's Observational Field Notes

E.6.1 Stringth's 1st Observational Field Note

Observation 1 ESO (DK PvP - 1 hour)

Wednesday, 12 February 2020 5:53 pm

SRLL Items:

1. Goal setting

- What was your goal when you first started recording?
- What is the objective? Are you supposed to gather flags? How did you know this was t

2. Environmental structuring

3. 40:40 What are the circles on the ground?

4. Time management

5. Task strategies

- 13:55 Why were you retreating?
- 15:35 Why did your HP lower?
- 16:10 Why do you need to kill him quickly?
- 53:10 Why did you retreat?

6. Help seeking

- 18:00 Why does your HP regenerate during a battle?
- 31:35 Do you usually ask your viewers what words mean?

7. Self-evaluation

- 30:55 Why did you die?
- 41:00 Why did you die here?

Other Items:

1st. Attitudes or Perceptions

- 46:00 You guys were chatting about magic classes? What about them?

2nd. Social Interactions

- 2:20 Who were you talking to?
- 7:55 Why are people like him ruining PvP?
- 9:05 Why did you decide to help?
- 24:35 Why were you attacking these guys?
- 25:08 Why did you want to know if he is a fanboy?
- 27:20 Why did he chase you?
- 44:00 Why were they attacking you?

3rd. Language Learning Features

Notes:

Observation 2 ESO (best yada yada)

Monday, 17 February 2020 2:56 pm

SRLI Items:

1. **Goal setting**
 - What was your goal when the recording started?
2. **Environmental structuring**
 - 00:05 What were you doing here? How did you understand what it meant?
3. **Time management**
4. **Task strategies**
5. **Help seeking**
 - 9:56 Why did you ask your followers what this skill does?
6. **Self-evaluation**
 - 26:45 Why did you die?
 - 32:50 Why did you die? The guy in stream said you should use elemental drain against

Other Items:

- 1st. **Attitudes or Perceptions**
 - Do you guys normally discuss class balance? Why is balance important?
 - 10:45 Why is this campaign empty?
- 2nd. **Social Interactions**
 - 15:00 Why do you need soul gems? Would your guild help you?
 - 23:40 What were you guys talking about?
 - 49:35 Why is interesting he was playing in EU?
 - 54:00 Do you guys normally discuss about the famous players in stream?
- 3rd. **Language Learning Features**

Notes:

- Do you get the comments on YouTube?
- Did streaming improve your English language? If yes, how? I suspect it improved your
- I realize there are a lot of abbreviations: m8, tbh, 50K, and lag. How did you understand
- Why did you join the guild SNL Show No Love?

E.6.3 Stringth's 3rd Observational Field Note

Observation 3 ESO (DK PvP 3 hour)

Tuesday, 18 February 2020 11:40 am

SRLL Items:

1. Goal setting

- What was the goal of this recording?

2. Environmental structuring

3. Time management

4. Task strategies

- 2:12:50 When you put a camp, your group members can come to you? How did you ki
- 2:35:00 How do you guys manage against many opponents?

5. Help seeking

- 2:10:00 The coordination between you too looks good! Do playstyles like this require
- 02:23:00 What did you just know?

6. Self-evaluation

- 2:05:00 What were you doing here? Why were you relocating points?
- 2:12:00 You guys died because you had too many opponents?
- 2:14:25 Why do the opponents attack your friend first?

Other Items:

1st. Attitudes or Perceptions

2nd. Social Interactions

- Who is "DeadsinRE"? How did you get to know him? Was it difficult communicating w
- 2:02:30 What were you guys chatting about?
- 02:07:00 Do you two work well together?

3rd. Language Learning Features

Notes:

- Can you voice chat with viewers?
- What are the gauges below? Red, blue and green.
- 2:11:15 What do you mean by ganker?
- 02:20:00 Why did Viraky whisper lol?

Observation 4 ESO

Saturday, 4 July 2020 13:46

Notes:

- He spoke Arabic with his party member but English with his viewers.
- Streamers chat with themselves too.

Affordances:

- Quest objective on the right side of screen.
- 1:05 map shows areas that belong to enemy and allies.
- 1:32 menu shows abilities equipped.
- 4:58 player received a comment during stream. He asked why he was sad (for no a
- **5:24 the player was talking in Arabic and received a comment to speak English.**
- **7:10 Player replied that the guy in his party was Arab therefore they spoke in Ara there are many Arabic players claiming the "Q8" on the enemy's name stands for**
- **9:45 player wanted to PvP with someone, tried to whisper to his online friends. I from a menu. However, he was refused, his friend was busy with another party.**
- 13:46 Streamers were chatting about how bad the participant has become. Comm because he became slow.
- 14:44 Streamers were asking him who was in party.
- 19:00 Streamer was asking that he should play another game.
- **36:50 Streamers and participant were chatting about how they don't play the ga occasionally, others for PvP.**
- **39:40 Players were commenting on the weak gear of the participant. One stream**
- **1:07:02 Players were commenting on the participant wanting to go duel, that the duelling in ESO.**
- 1:09:50 If you kill a player who killed you earlier the game notifies you that you got
- 1:42:11 Participant was chatting with other players.
- 1:47:28 after participant won a few duels, he said he had to go after one asked for

E.6.5 Comments from Viewers During Stringth's 4th Observation

3:59 Viewer #1: Shalom maleykum

4:46 Viewer #1: Why r u sad

5:23 Viewer #1: This is a english stream I'll report u if u keep speaking Arab

7:11 Viewer #1: Is ur language even a language ? It sounds so weird

7:40 Viewer #1: Tell him mashallah inshallah from me

8:29 Viewer #2: kjerba

8:59 Viewer #2: 😊

9:30 Viewer #2: no yubel is yellow now

9:41 Viewer #1: String go do something or am I watching riding simulator

12:48 Viewer #1: Bro

13:04 Viewer #3: Alhamdulillah Mein Bruder

13:11 Viewer #1: Do u lost 6 fingers or why u s bad wow

13:26 Viewer #3: Who's in the party?

13:36 Viewer #1: Mohammed in party

13:44 Viewer #3: Stro he has 2 left hands

14:00 Viewer #1: Who's Stro?

14:28 Viewer #1: Excuse string excuse

14:35 Viewer #3: Strin who's in party?

14:46 Viewer #1: Mohammed in party

15:03 Viewer #3: Ah ok

15:11 Viewer #1: Bdo Friends imagine

15:14 Viewer #1: elbowcough:

15:48 Viewer #1: String sorry I'll take my leave it's like I'm watching a 100 cop guy

16:30 Viewer #1: Doyler u still playing ESO tho ?

16:37 Viewer #1: pls dnt say yes

17:08 Viewer #1: Or should u call u now jburke

17:30 Viewer #1: How y'all still playing this game

17:56 Viewer #1: Like when I quit ? 2 years ago i think n u still playing this cancer game

18:22 Viewer #1: Play goat simulator

Appendix E

18:49 Viewer #1: String....

19:00 Viewer #1: Why u die against 40 ppl

19:09 Viewer #1: Lol

19:19 Viewer #1: Why u have so many simulator games

22:11 Viewer #1: How u feel now ?

23:25 Viewer #1: Yh string maybe stop with drugs

23:38 Viewer #1: Dinosaurs jumping on ur house

25:39 Viewer #1: I think ur friend gonna be sad if u only speak English now

26:06 Viewer #1: So ur alone

27:58 Viewer #1: Join lgnds Zerg Hes 100% still zerging after 2years

28:41 Viewer #1: Ur to bad u think

29:03 Viewer #1: I think*

29:28 Viewer #1: Looks like a lot of fun

29:31 Viewer #2: true

29:42 Viewer #2: to gud to zerg

29:46 Viewer #1: U kill everyone but I just see u dead

29:52 Viewer #1: elbowcough:

30:04 Viewer #1: I need twitch emojis here

30:10 Viewer #1: Shitty YouTube

32:28 Viewer #1: Yh use negate and Werwolf

32:35 Viewer #1: My new build I just made rn

33:36 Viewer #1: Lol

33:38 Viewer #1: Racist

33:44 Viewer #2: bro why u play solo during the event it's nearly impossible alone

34:15 Viewer #2: SAMISLIKIVANDER the snakessss

34:22 Viewer #1: Imagine dnt having friends in eso

34:26 Viewer #1: String....

34:59 Viewer #1: Lier

35:33 Viewer #2: everyone quit dc because it suck exept legend and his 20men group zerg
Wonder why 🤖

35:54 Viewer #1: Bro I'm chilling in bdo

36:30 Viewer #1: Nah im standing afk around atm

36:31 Viewer #3: Yo stro, was afk, I still play but nowhere near as much

36:44 Viewer #1: But I reached a point where I can just play pvp now

37:40 Viewer #1: Strin....

37:48 Viewer #2: 😊 rip

37:48 Viewer #1: We waiting fir content

38:03 Viewer #2: u play lord's build?

39:11 Viewer #1: Purple gear in 2020

39:16 Viewer #1: I'm done

39:18 Viewer #1: Bye

40:00 Viewer #2: omg this manco running yolo staff --'

40:43 Viewer #2: i Switch my whole char yellow

40:56 Viewer #2: but i wish my nb still blue :/

41:51 Viewer #2: red=Abdi/dutch/la horde

41:56 Viewer #3: Use molag kena, eg is shit in openworld, you streak n its gone

42:15 Viewer #2: yellow= legends + lot of e-girl healer 😊

42:39 Viewer #3: I sustain with kena

43:41 Viewer #3: I'm using lich spinners molag n the torc of constancy ring

43:54 Viewer #3: Bonjour Titou

43:59 Viewer #2: bro in 1day i'm already in a yellow's zerger Guild full of e-girl if u don't Switch yellow there is no Hope for u

44:10 Viewer #2: yo doyler

44:38 Viewer #3: I'm High elf on my sorc

44:52 Viewer #3: try that setup, although u kinda need the ring

44:59 Viewer #2: me too really op on ssorc

45:26 Viewer #3: You 5 star yet?

45:40 Viewer #2: doyler u play 1shield or 2

46:00 Viewer #2: yh finaly but im only lvl 49 so i'm a fake 5*

46:09 Viewer #3: I use no pet so 2

46:19 Viewer #3: Nice

46:35 Viewer #3: My plars always gonna be 4

Appendix E

46:48 Viewer #4: Hello Stringth

46:48 Viewer #2: 😏 people can't unlock achievement if they kill me ez pz

47:50 Viewer #3: I dont like pet, it just gets concentrated hard when I'm in pvp

48:00 Viewer #4: Back then sorc shields were uncrittable and they didn't have/need resistances too

48:03 Viewer #3: Just rather a constant reliable heal

48:17 Viewer #4: I'm good bro, wbu?

48:56 Viewer #3: Games different now, back then burst meta was a thing, now it's a pressure meta cause of sets cp etc everyone's tankier

49:14 Viewer #2: string try tk+tri food+eternal vigor on magsorc snb ez unkillable sorc

49:26 Viewer #4: 😏😏

49:31 Viewer #4: Yes Viewer #2

50:01 Viewer #2: 😏 only OP build here but watchout 4k frag

50:05 Viewer #3: Like 2+ years ago every sorc duel would end with someones whole hp bar disappearing

51:02 Viewer #2: or with someone out of stam

51:47 Viewer #4: Stringth do you still farm stones

51:54 Viewer #4: How many stones you got

52:23 Viewer #2: i heard he kill someone and got 1MIL tel var

53:15 Viewer #3: Just make a dot proc malacath mag dk dueling build strin

53:50 Viewer #4: Viewer #2 I lost 3m telvar the other day loool. Spawned into IC and got zerged. Didn't even realise I had that much on me 😏😏

54:36 Viewer #2: 😏 why i didn't zerg u that day :(

55:00 Viewer #4: 🙌🙌❤️

55:40 Viewer #4: Wait stringth, when did you change your psn loool

56:05 Viewer #2: imagine the zerger's party w8 they kill u 😏

56:27 Viewer #3: Inspired by Nij

56:35 Viewer #4: Viewer #2 some of the people were in vortex and they gave stones back. I was sooo lucky. I got like 1.5m back i think

57:51 Viewer #2: wow not enough snake in vortex need to inv jafee again

58:18 Viewer #4: Looooool

58:22 Viewer #5: hello there

58:24 Viewer #2: 😏

58:33 Viewer #4: Stringth you know anyone that would buy my stones? I got like 11m atm

58:40 Viewer #3: Some arse licking going on in vortex

58:51 Viewer #3: what sami do titou?

58:55 Viewer #4: Wdym doyler

59:27 Viewer #5: come play pc with me

59:31 Viewer #3: Taking the piss everyone sending you that much tv

59:44 Viewer #3: Viewer #5 what u playing?

59:47 Viewer #2: he zerg me down with destruction we was 2nb with Lord :(

1:00:14 Viewer #4: Viewer #5 who do you play with on pc

1:00:30 Viewer #3 

1:00:43 Viewer #3: What pvp rank is he now?

1:00:49 Viewer #3: 1 star yet?

1:01:03 Viewer #2: he is siege master for sure

1:01:16 Viewer #5: mostly old PS4 mates atm

1:01:42 Viewer #3: Blackblade on pc?

1:01:55 Viewer #5: ya

1:02:03 Viewer #4: Nice

1:02:30 Viewer #3: U playing some of the older cods or what?

1:02:56 Viewer #5: I built it ready for cyberpunk & baldurs gate but couldn't say no to £5 ESO on steam

1:03:25 Viewer #3: wait cp are u on pc lol

1:03:26 Viewer #4: Lol Stringth, share the discord with all your mates

1:04:04 Viewer #3: 30fps cap physically hurts your eyes when u try it again

1:04:20 Viewer #5: yeah, I haven't grinded tho, just been doing the greymoor story

1:04:34 Viewer #3: Whats your @?

1:05:10 Viewer #5: you have a pc too?

1:05:28 Viewer #3: Yeah i converted a good few months ago

1:05:42 Viewer #4: Stringth do people still duel? 

1:05:53 Viewer #3: Sami probably does

1:05:59 Viewer #2: string bro u know they don't even translate the whole New area in french... same if u become a vampire

1:06:13 Viewer #3: love the guy but he never leaves alikr 

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1:06:55 Viewer #4: Lool duels are so dead man, there's literally no incentive to duel on this game

1:07:02 Viewer #4: Unless it's a tourney of course

1:07:55 Viewer #3: Even still most tourneys end with people taking off like 3 skills to kill each other then even after theres a big argument for like 20 minutes

1:08:20 Viewer #4: Jcan plays eso?

1:08:53 Viewer #4: Yeah true doyer

1:09:27 Viewer #2: tbh this patch is way better than the 4 other patch for duel or ow

1:10:01 Viewer #4: Yeah I like cyro rn, I think last patch was so shit ngl

1:10:17 Viewer #4: How was scalebreaker and dragonhold btw, I didn't play those patches

1:10:35 Viewer #3: Scale was shit dragon was ok

1:10:52 Viewer #3: Scale was when they buffed all dots like crazy

1:11:21 Viewer #4: Damn, that patch sounds broken af

1:11:29 Viewer #2: dragonhold meta dot was autowin for every magplar literally quit the game. scalebreaker only tank everywhere

1:11:48 Viewer #3: during scale magplars were nuking people without jabs

1:11:50 Viewer #2: ho mb scalebraker meta dot

1:12:03 Viewer #3: just potl toppling charge n dots

1:12:29 Viewer #4: That's mad lol

1:14:25 Viewer #3: You down for some fortnite later? 🤔

1:15:26 Viewer #2: doyer how much cp u have on pc?

1:15:34 Viewer #3: 650

1:16:22 Viewer #3: Yeah i'll go in a few minutes then

1:16:23 Viewer #2: op man what class u play

1:16:39 Viewer #4: Stringth go duel ppl first lol

1:16:56 Viewer #3: Mainly stamblade rn

1:17:19 Viewer #3: i have a stamplar stamblade stamcro n magsorc min maxed on pc atm

1:17:41 Viewer #3: havent made a char in ages, i'll probs do a bomblade at some point

1:17:56 Viewer #4: I wanna start playing stam sorc

1:18:06 Viewer #4: Viewer #2 how's your class rn bro?

1:18:32 Viewer #4: I used to play it ages ago when implosion was bugged loool

1:18:45 Viewer #2: shit but i'm so good so it does'nt matter

1:18:56 Viewer #3: Implosion lmao forgot about that

1:19:12 Viewer #2: nah tbh it's good but u need play heavy or everyone os u

1:19:29 Viewer #4: Doyler look at cbfs old vids and you'll see a clip of us abusing the implosion bug

1:19:38 Viewer #4: Basically implosion kept proccing

1:19:49 Viewer #4: Lool Viewer #2, ik

1:19:58 Viewer #3: whats his channel again?

1:19:59 Viewer #2: string i remember i os mcraze nb with implosion and riposte he was like wtf 😏

1:21:05 Viewer #4: Pretty sure I'm Not sure what the name of the channel was but I'll link the vid on discord later

1:21:09 Viewer #4: I'm subbed to

1:21:12 Viewer #4: Him*

1:21:17 Viewer #2: why bro :/

1:21:30 Viewer #2: grind again

1:21:41 Viewer #2: u don't need to farm for good Gear on stamsorc

1:21:59 Viewer #3: Jackbull

1:22:17 Viewer #2: don't switch for redguard again...

1:22:22 Viewer #2: 😏

1:23:12 Viewer #3: Gangster tariqs stamden has the same hp as someone tanking vcr+3 n he still can 2 shot ppl

1:23:18 Viewer #4: 😏😏😏

1:24:48 Viewer #3: He uses malubeth now too 🤔

1:26:15 Viewer #3: People sleep on rossi ngl guy was sick n never had anything min maxed skill lines etc

1:26:15 Viewer #2: go stonefall bro

1:26:26 Viewer #3: he used crown pots too lol

1:26:49 Viewer #3: kill leno

1:26:52 Viewer #3: yeah him

1:27:31 Viewer #3: Grizzly shots had a 1 star stampar without undaunted

1:29:36 Viewer #2: bro tell to mac he is a manco

1:30:08 Viewer #3: idm i'll go on whenever

1:31:21 Viewer #4: I think the animation cancel

1:31:24 Viewer #4: Changes

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1:31:31 Viewer #4: Made sorc boring for me

1:32:40 Viewer #3: Yeah but when i logged onto that patch n saw what happened to block cancelling shields i genuinly wanted to plant my head through my monitor

1:32:54 Viewer #4: Yeah true bro you can bar swap cancel but you can't block cancel nearly every sorc skill

1:33:02 Viewer #4: Yeah doyler loooool

1:33:28 Viewer #4: What patch was that btw

1:33:30 Viewer #3: Only positive i have tbf is camera sense with streak

1:33:38 Viewer #2: same for half class :/ only plar spamming jab don't Care about this 🙄

1:33:45 Viewer #3: last one i think

1:33:52 Viewer #4: Looooool yeah Viewer #2 true 🙄

1:33:55 Viewer #3: forget the name

1:34:04 Viewer #4: Ohh harrowstorm

1:34:18 Viewer #4: That's probably the worst patch I've played

1:34:32 Viewer #3: Harrowstorm i think

1:35:15 Viewer #2: at harrowstorm PvP player went to pve and pve went to PvP lol

1:35:44 Viewer #4: Looooool

1:36:14 Viewer #3: i just lied on pc n said i was a sweaty console pver with all skins n most titles, got in a few guilds n got all my skins before 600cp

1:36:24 Viewer #4: 🙄🙄🙄🙄

1:36:28 Viewer #4: You legend

1:36:34 Viewer #2: 🙄

1:37:12 Viewer #3: i didnt know vcr +3 mechs so i just got an add on what done it for me basically

1:37:27 Viewer #2: doyler the godslayer?

1:37:34 Viewer #4: What did the add on do exactly bro?

1:37:43 Viewer #3: told me when mechanics were happening what to do n a timer on when theyre happening 🙄

1:37:56 Viewer #2: wow...

1:37:58 Viewer #4: That's crazy lol

1:38:13 Viewer #3: nah i just want skins Viewer #2 cba with titles

1:38:56 Viewer #3: got dro destroyer n ir but im not gonna pve anymore

1:39:08 Viewer #3: unless i do undaunted or something

1:39:18 Viewer #2: yh it's boring really fast tbh

1:39:31 Viewer #4: Viewer #2 you play pve?

1:39:37 Viewer #2: pve player have really weak mental bro that's piss me of

1:39:47 Viewer #2: yh bro

1:40:19 Viewer #4: Nice bro, what character do you play

1:41:03 Viewer #2: magcro/magplar mainly and i did some ez pz title on my stamsorc too for pvp 😊

1:41:21 Viewer #4: Looool nice bro, which title? 😊

1:42:03 Viewer #2: the name in english is like storm hoe i think op for sorc imo 😊

1:42:33 Viewer #4: Yeah bro true, it fits the class well

1:43:05 Viewer #3: no

1:43:45 Viewer #2: what u play on pve

1:43:48 Viewer #2: ?

1:44:17 Viewer #4: Magblade bro, I started pve 1 week ago. Still farming gear lol

1:44:23 Viewer #4: Need pfg legs

1:44:41 Viewer #3: sunspire is such a boring trial

1:44:57 Viewer #2: 🤔 omg i swear u miss the pfg arm do u?

1:44:58 Viewer #4: lk loool so dead

1:45:02 Viewer #3: bosses have so much hp

1:45:21 Viewer #3: barely any mechanics too u just sit there n dps

1:45:23 Viewer #4: I have 4 pieces Viewer #2, just need legs now bro

1:45:30 Viewer #4: Yeah doyler that's true

1:45:50 Viewer #3: vas n vcr are the only good ones

1:46:03 Viewer #3: vas is a few minutes

1:46:07 Viewer #2: wow rip

1:46:09 Viewer #4: Vas was fun, I learned vcr mechanics in 10 mins

1:46:20 Viewer #4: Pain taught me mechanics so quickly

1:46:31 Viewer #2: true doyler trial taking 40min are so boring+ full of lag

1:46:45 Viewer #4: Yeah it's so bad on console

1:46:51 Viewer #4: The sound bugs omg

1:47:07 Viewer #3: yeah the new trials horrendous too

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1:47:19 Viewer #3: skin is a dark elf with tattoos

1:47:22 Viewer #4: The new skin looks horrendous too lol

1:47:25 Viewer #2: 🤔 did u get the dragon screaming forever bug too?

1:47:26 Viewer #4: 🤔🤔🤔

1:47:32 Viewer #4: Yeah bro 🤔

1:47:33 Viewer #3: ikr 🤔

1:47:48 Viewer #3: genuinly rather a vamp skin

1:47:54 Viewer #4: 🤔🤔🤔

1:48:23 Viewer #2: doyler bro i did this trial last week was so laggy we finish at 10 people crashing h24

1:48:51 Viewer #2: it's like u end on a barbecue tbh so sad and ugly :/

1:48:59 Viewer #4: Cya everyone

1:49:07 Viewer #2: cyq

Appendix F Interviews from Phase One

F.1 01-EXP Interview

Interviewer: Hello. Nice to meet you.

01-EXP: Nice to meet you.

Interviewer: I want to ask you a few questions.

01-EXP: Alright, go ahead.

Interviewer: How do you describe yourself as an MMORPG player?

01-EXP: I describe myself as MMORPG players, like as a player who looks deep into the game, and search into everything in the game, and try to find hidden things into the game.

Interviewer: I see. Do you think you are a cooperative player, or a competitive player?

01-EXP: Yes, I am competitive player.

Interviewer: Very competitive.

01-EXP: Because, if you're gonna look into something, and hiding things, you should look everywhere; and that's one of the competitive player skills.

Interviewer: Okay. Can you learn a second language from MMORPG's?

01-EXP: Yes, of course.

Interviewer: How?

01-EXP: By looking into the sentence and by seeing the way, how the sentence told you. And also, have a dictionary with you so that you can know what these words and what they meant.

Interviewer: Okay. Do you remember a couple instances where you learned something from a second language through MMORPG's?

01-EXP: Yes. There were a puzzle, of course, the puzzle made to be solved. And with the puzzle they were a hint favor. And I didn't know what's that mean? What's the hint mean itself? So, I went online and I didn't find anything. So, I took the dictionary and I start digging through and looking at each word, and then make them together and then I find out how to solve this puzzle.

Interviewer: Okay. So, you learned the word, "hint?"

01-EXP: Yeah.

Interviewer: I see. How do you move ahead in MMORPG's when it is in a language you are not familiar with?

01-EXP: By listening, and listening more and more and more and trying to have some other friends, there to help you. And, also try to make the subtitle on, so you can see what's the words and what's important.

Interviewer: So, you listen and you read too?

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01-EXP: Yes, of course.

Interviewer: You know, I heard that some people, they set goals ... you know, they want to learn the language and have fun.

01-EXP: Yeah.

Interviewer: What do you think about that?

01-EXP: It's a good idea, unless they were not patient; they should be patient and they should have a good time in their play so they can learn this language.

Interviewer: Have you had any language goals with playing?

01-EXP: There were a goal a long time ago; it was to translate each sentence that each character says. I know it took me a long time, but at the end I've learned everything about it.

Interviewer: Wow. So, you translate every sentence you hear?

01-EXP: Yes.

Interviewer: Wow. Was it written or was it spoken?

01-EXP: No, it was written.

Interviewer: It was written, yeah that makes it simple. Could you tell me what program you used for the translation?

01-EXP: A notebook and a pen.

Interviewer: A notebook and a pen.

01-EXP: Yes.

Interviewer: And you translate through Google translate?

01-EXP: If it was available I will, but if it wasn't I will use dictionary, like old school.

Interviewer: Okay. Tell me a little about when and where do you usually play MMORPG's?

01-EXP: I play, usually, in a quiet room. So, if I didn't catch up what they say, at least I can hear a little about what they say.

Interviewer: Okay.

01-EXP: And, it should be quiet so that I'm not have another person to disturb me. So that's, that's-

Interviewer: Do you have specific times to play or do you play ... ?

01-EXP: Well, I play all the time. So, I don't have a specific time.

Interviewer: Does this help you in learning the games language?

01-EXP: Yes, of course it's help.

Interviewer: Okay. What kind of actions do you do when you overcome second language barriers?

01-EXP: Well, I have two methods. Back then I had two methods, and today I have like three methods. The first one is a dictionary, and the second is using help from other person. From maybe, the game forum website, and the third method, which is new, is YouTube.

Interviewer: YouTube?

01-EXP: Yes.

Interviewer: Okay.

01-EXP: But, it doesn't help you YouTube doesn't help you.

Interviewer: How come?

01-EXP:... It's not helping you, because it's give you the answer. It's not giving you how to get the answer, it's give you the answer directly.

Interviewer: I see. Okay, so you said you have YouTube, you have the game's forums and websites, and you have the dictionary; how do you decide on which one you're gonna use when you have a second language barrier?

01-EXP: So, if I have a second language, in game barrier: first, I will look into the barrier itself. If it was huge, I will try for maybe a half hour using dictionary, and then, if I didn't catch up what they mean, or what I should do, I will go and look to the forum. Then if I had enough and it's be like four hours, and I didn't know what to do, I will go and search on YouTube.

Interviewer: I see. These videos that you search on YouTube, are they in Arabic or English?

01-EXP: No, it is in English.

Interviewer: It's in English, okay. Do you keep track of your second language progress while you're playing?

01-EXP: Yes, you can keep track.

Interviewer: Okay.

01-EXP: By, when you have a puzzle and you look through the dictionary or website or whatever method you're using, you're gonna have another puzzle; and maybe you got the same words on each puzzle. So, if you had the same words you will know what they want and what they mean. But, if it was like other words, maybe other sentence you don't recognize, then you'll go again to the dictionary.

Interviewer: I see. You told me before that you talked with your friends when you have a second language barrier during game play; could you tell me a bit more about that?

01-EXP: Some of my friends have better knowledge than me in the second language. So, when I have barrier ... and it's not all the time ... I'm gonna give them a call and say like, "Hey, I'm stuck in this game; please help me. This is blah-blah-blah. So, do you know what they mean?" And this is one of those situations I have with.

Interviewer: So, you said something interesting; you said that you seek help from game forums.

01-EXP: Yes.

Interviewer: These game forums, are they the community of that game that you play?

01-EXP: Mm-hmm (affirmative).

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Interviewer: How do you seek help from them in terms of second language?

01-EXP: It is easier when you go to the forum because some of those subjects have pictures included. And even when they don't have pictures, you will have those short sentence. So, when you stuck like in a puzzle or in a mission, you will see a long sentence, a long speech, so you can lose it. But, when you go to the forum it's gonna shortcuts. And you're gonna know what they say and what they mean. It's a lot easier than the game itself.

Interviewer: Okay. Thank you.

01-EXP: You're welcome.

Interviewer: Do you ever self reflect on what you learned from these games?

01-EXP: It's hard question. It is affecting.

Interviewer: Okay.

01-EXP: 'Cause you're gonna have another perspective in your mind. For big sentence and what does that sentence mean? Even in your native language. You will have better idea about sentence, because when you learn a second language, you're not learning the language itself, you also learn the perspective; how do they think? So, that's self reflected on me.

Interviewer: Okay, thank you.

01-EXP: You're welcome.

Interviewer: This was a great answer, actually.

01-EXP: Thank you.

Interviewer: Do you think the way you play MMORPG's inspires or impacts the way you study second language?

01-EXP: It is, 'cause when I play MMORPG, and during the play I have learned about like 50 word. And then go to the school, and see the books, I can know like, "Oh, I recognize this word. So this word mean this thing, and this mean this thing." So, I gather them up together and I came with a sentence, so I can answer better and know exactly what they talking about even in the grammars or the vocab reading.

Interviewer: I see. So, it made you better vocab, better grammar?

01-EXP: Yes.

Interviewer: Okay. How about the other way around; have you ever learned something from the real world, in classrooms or whatnot, and adopted it in MMORPG language learning?

01-EXP: Maybe some words, maybe. But, not all the words, not all the grammar itself.

Interviewer: I want to go back to a previous question that you answered, which was the self reflection. You said that you learned, not just what it means, you learned more than that. Can you explain more about that exactly?

01-EXP: See, one of those way of think, in the second language right? The second language give you a more ways of thinking. Maybe he said that, but he doesn't mean that.

Interviewer: Oh, yeah.

01-EXP: Maybe he didn't say that, because he meant that. And so, you got all these information in your head, and explaining this information you will have to use this second language, that's improve it.

Interviewer: Okay, thank you.

01-EXP: You're welcome.

Interviewer: What are your recommendations for people playing MMORPG's to learn English?

01-EXP: Well, first recommendation, be patient, 'cause it's gonna take you a long time. I'm not saying it is impossible, but in the same time it's not easy, 'cause you will have to dig into the dictionary and don't look to the YouTube; it's gonna ruin what you have learned. And just be patient.

Interviewer: Okay, so your recommendation is for people to be patient. But, do you think playing for fun plays a big role in language learning?

01-EXP: Maybe. But, some of them, when they play for fun, they gonna skip what the characters say.

Interviewer: Yeah that's true.

01-EXP: Like, "Oh, I'm playing for fun, I don't care what they say." And you gonna skip, skip, skip, and some moment he gonna recognize that he don't know what to do, and there is something he skipped, and then he will stuck here. Then he will go back into the forum, or the dictionary, or YouTube.

Interviewer: Okay. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

01-EXP: I would like to thank you [inaudible 00:13:11].

Interviewer: Thank you very much. You're welcome. Okay.

01-EXP: And it was great interview. And it's honor to be here.

Interviewer: Thank you so much.

01-EXP: Thank you.

Interviewer: Okay.

F.2 02-EXP Interview

Interviewer: Hello. Nice to meet you.

02-EXP: Nice to meet you.

Interviewer: I'll be asking you a few questions of how you play MMORPGs. Is that okay?

02-EXP: Yeah, that's okay.

Interviewer: My first question is, how do you describe yourself as an MMORPG player?

02-EXP: I think when I first started playing MMOs, I played it just for fun. Eventually, I thought that I would be a hardcore player, but then I came to realize that I'm just a casual player.

Interviewer: By casual player, what do you mean?

02-EXP: I mean just playing for fun, not focusing too much on the competitiveness of the game or achieving the ultimate goal of these games.

Interviewer: I see. Do you think that you're more of a competitive gamer or you're more of a cooperative gamer? What do you enjoy more?

02-EXP: I think I consider myself more of a cooperative gamer. I don't like the competitiveness and the toxic environment that's produced by this competitiveness. That's why I avoid it.

Interviewer: Okay. Do you think that you could learn a second language from MMORPGs?

02-EXP: Yeah, I think it is possible.

Interviewer: How?

02-EXP: Well, when playing MMORPGs, you get to play with people all around the world and they speak all different languages. Depending on the game you are playing, it might attract people from different countries. When I played Final Fantasy, for example, I played with Japanese players. In all of the games, I've met people from Europe, like Germany and French and ... But of course, English is the major language all over the world. That's why it's easier to learn this.

Interviewer: Do you remember a couple instances where you learned a second language from MMORPGs, yourself?

02-EXP: Well, I can't remember a single instance, but I think the overall experience and the continuous exposure to the language certainly has improved my language and not only by ... Mainly, we communicated by text, so my writing skills and reading skills have improved much, much more than the other skills like listening and speaking. But later on, when I started using voice chat, it's also improved. Yeah.

Interviewer: What are the difference to you between MMORPGs that use text chat and MMORPGs that use voice chat? What do you think is more beneficial in language learning?

02-EXP: Well, all MMORPGs have text-based chats. Very little of them have a built-in voice chat, however most players use a third-party software to use voice chats. I prefer the text-based because it's easier to take my time reading and replying to these messages that I receive.

Interviewer: You said that in text chat, it takes you time to reply. Can you explain more?

02-EXP: I don't mean it takes time. I mean I have more time to read and think about the message and finding the best words to reply with.

Interviewer: You don't have this option in voice chat.

02-EXP: Yeah, you can't just pause in front of someone. You have to just speak without the ... like, not keep the other person waiting for you to understand what they're saying, or maybe you missed what they said. That's why text chat is much easier to deal with.

Interviewer: To you, what do you think the benefits of voice chat are?

02-EXP: Voice chat would help in understanding the pronunciation of the language and the ... It will also help for speaking and interacting with other people. It's basically practicing the language from home, I guess, without going to the country and meeting the natives and so on.

Interviewer: Okay. Based on your experience, how did you move ahead in MMORPGs when it was in a language you were not familiar with? Do you remember how you moved ahead?

02-EXP: I think I played the game mostly for the fun of it, and even since when I was young, I played games that I didn't understand English and I played them just for the fun of them. I finished a lot of games that depended on reading and understanding certain puzzles to solve. I did it without reading, just by trial and error. Also, meeting other people from the same country helped in cooperating without knowing the language. Eventually, I had to learn the language.

Interviewer: I heard that some people, they set specific second language goals before they play MMORPGs, or during their playing. What do you think about that?

02-EXP: I think it's ambitious and it's a good thing to set a goal for yourself, but I think if you want to learn the language, you should do more than just play a game.

Interviewer: I see. Tell me a little bit about when and where do you usually play MMORPGs.

02-EXP: I used to play it during the weekends and at home.

Interviewer: At home. Does this help in you learning the game's language? Do you think if you play it somewhere else, for example in a commercial place where they play MMORPGs, do you think this will help you more in learning the game's language, or at your own house at the weekend helps more?

02-EXP: I think if I played it at home it would help my language more because I'll be more inclined to ask my family if I had difficulty understanding a word, for example. But when playing in a group in a network for example, networker phase, and so on, it really removes the reliance on the language because you are interacting with the people you're playing with in real life.

Interviewer: What kind of actions do you take to overcome second language barriers in MMORPGs?

02-EXP: I guess if I had a word that I didn't understand, I would google it for example. I guess that's the easiest way to get the understanding of a certain word.

Interviewer: How do you decide on these tactics, going to Google and searching for the word, or asking your family member? How do you decide on what tactics you will use?

02-EXP: It depends. Sometimes for example, I wouldn't even bother to google the word if I don't think that I need to know this word. Google is faster, but when I was younger and the internet wasn't that fast, my family was faster to respond.

Interviewer: Is there any particular method you prefer?

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02-EXP: I prefer Google.

Interviewer: Okay. Do you keep track of your second language progress during your play?

02-EXP: No.

Interviewer: Never.

02-EXP: No.

Interviewer: No tactic to monitor your second language process in MMORPGs?

02-EXP: I never credited my language to MMOs until after I became very proficient in my language. I think my language came after long exposure to the language through video games, as well as with my family. My family preferred talking English sometimes and also watching movies in English and basically, they have forced English in our household.

Interviewer: Do you talk to your friends, family, or anybody when you encounter a second language barrier during gameplay? For example, you're in a guild in a certain game and there's something that you couldn't understand. Do you talk with them about it so they could help you?

02-EXP: Yeah. Yeah, I guess. I played for example, Final Fantasy until I was maybe 16 years old. I did face these problems and I had my family, my uncle, my sister who also played the game to help me. Of course, we cooperated to understand these challenges together and we overcame them together.

Interviewer: Have you ever sought help from game forums to learn a second language, to overcome a second language barrier?

02-EXP: No I haven't.

Interviewer: Do you ever self-reflect on what you learned in MMORPGs?

02-EXP: Yeah. There are some words that I have been exposed to from these games. If I hadn't played these games, I wouldn't know. I guess this is what I reflect on [inaudible 00:11:04].

Interviewer: Do you have any examples of these words at this moment?

02-EXP: Not at the moment.

Interviewer: Do you think the way you play MMORPGs impacts or inspired the way you study a second language? Do you think there's any relation there?

02-EXP: Can you repeat the question?

Interviewer: For example, let's say you're reading a quest text. You try to only focus on what's important.

02-EXP: Yes.

Interviewer: Did that help you in your real world language learning?

02-EXP: I think one of the things that like, bad habits I picked up from online games, that when I pick up a quest, I immediately pick it up without reading what's needed. Then retrospectively I'm gonna go and read what's required from me.

Interviewer: Okay.

02-EXP: I've found myself sometimes lost because of this habit.

Interviewer: Okay.

02-EXP: So I missed the important text. Basically I tend to rush in reading these quests. I don't really read much of them. Not because I find it hard to read, but I just don't like reading.

Interviewer: I see, I see. Have you ever used any technique in real world language learning and adopted it in MMORPG language learning? You said before, that with your family, they always talk to you in English. When you watch movies, it's only in English. Has these real world language learning strategies ever been ... Do you think that they were beneficial in your MMORPG language learning?

02-EXP: Yeah, because if I didn't have the basically basics of the language, I wouldn't have something to build on. It's really helped me to basically advance my language, having a family that encouraged learning English and I've been exposed to English since at a young age.

Interviewer: Okay.

02-EXP: So it was easier for me to pick up English from MMOs.

Interviewer: Okay. Which MMORPGs were you thinking about while answering my questions?

02-EXP: Phantasy Stars Online, Final Fantasy XI, World of Warcraft, Final Fantasy XIV.

Interviewer: Do you have any recommendations for people playing MMORPGs to learn English, from your previous experience?

02-EXP: Yeah. I think a lot of people who have weak language, or they usually ignore the language barrier and they try to basically overcome the obstacles without learning the language. I think they should be more encouraged to learn the language, 'cause it will be more fun to play the game once they understand.

Interviewer: Yeah. Thank you. Before we conclude this interview, do you have anything you would like to add that we haven't not talked about?

02-EXP: No thanks.

Interviewer: Okay, thank you very much.

02-EXP: Thank you.

F.3 03-EXP Interview

Interviewer: Okay, nice to meet you. Can I ask you a few questions about your MMO or MMORPG playing?

03-EXP: Sure, sure, yes, yeah.

Interviewer: Okay, first of all, how do you describe yourself as an MMORPG player?

03-EXP: First of all, I was new for this kind of games at my, I think 16-years-old, that's when I started to play MMORPG. First, in Arabic, the versions. Then, later when I bought PlayStation four and PC, try another games better and more complicated games. For the [inaudible 00:00:48]

Interviewer: I see. Do you think that you're more of a cooperative player or a competitive player?

03-EXP: Uh, it's depend. If you want to ... if it's in the earlier game, you are cooperate with the other people, but in the later, like in high level ranking, you kinda competitive with them.

Interviewer: I see, do you think that you could learn a second language from MMORPGs?

03-EXP: Sure, you can if you have the will to learn it.

Interviewer: Okay.

03-EXP: You can learn it if there is no problem with you.

Interviewer: You know how people learn a second language from MMORPGs?

03-EXP: Can you repeat it again?

Interviewer: How do people learn English from you know, these games?

03-EXP: It's ... everyone has his methods to do it. Mine, I think, I start to play missions with the English language. Then, if I can't understand what they want from the mission, I try to translate it. If I didn't understand it, I ask my friends.

Interviewer: Okay. My other question is, do you think that ... do you remember sometimes that you learned words from you MMORPG playing?

03-EXP: Yeah, yeah.

Interviewer: You ... yeah?

03-EXP: I don't remember a specific time, and or a specific moment, but there is some time when I can talk with English people from US, from anywhere in this world. They didn't speak with me with Arabic. So, I try my best to speak with them with English.

Interviewer: I see. How do you move ahead in MMORPG when it is in a language you are not familiar with?

03-EXP: As I said before, if I try to play missions, because the missions is have a specific language, it's not hard and not easy. If I can understand it without it translated before, that's good. If I can't, then I go to translate it. Some games use hard vocabularies, so I try to go to a dictionary and find a specific quote.

Interviewer: Okay.

03-EXP: Sorry. What did you say? Excuse me. Hello?

Interviewer: Hello! Sorry.

03-EXP: Yes, yes, no, it's okay.

Interviewer: You know, do you, when you play, do you ever put language goals? You know, that you want to play for fun? And, for learning the language?

03-EXP: Yes, sure, sure, that's why I play MMORPG. Because, it's more than just a game or just for fun, just to waste my time on it. I try to create a relationship with other people. Understand some new vocabularies. And, of course, some fun.

Interviewer: I see. Okay. Can you tell me a little bit about when and where you play MMORPGs?

03-EXP: Before, I used to play it in my weak laptop. That's why it was not that good. But, when I bought my PlayStation 4, I start to play in Final Fantasy.

Interviewer: Yeah?

03-EXP: My favorite game. It was very good. I played with my friend. He's the one who told me to bought it.

Interviewer: Okay.

03-EXP: Then, I moved on to my new PC. I start to play more on difficult games.

Interviewer: Uh-huh. Final Fantasy, is it voice chat? Or, text chat?

03-EXP: I can't remember if they have voice chat, but of course, they have text chat.

Interviewer: Built in text chat in the game?

03-EXP: Mm-hmm (affirmative). Yeah.

Interviewer: Oh. Do you think text chat helped you learning the language?

03-EXP: Oh, of course. Sure. Because, the text chat are created for the purpose of communicate with other people, so if I want to communicate, I have to learn their language, I have to understand them.

Interviewer: Okay. What kind of actions do you take to overcome second language barriers?

03-EXP: Some people, especially my, some of friends, if they see a hard mission, they can't understand it, they quit the game, they say they don't want to play it any more. But, in my case and some other people, they try their best, they even have, if you ... it it's very, very difficult to solve that quiz or solve what they want from you in the game, you can find a guideness in the YouTube or in Wikipedia.

Interviewer: Okay. How about in second language, have you ever encountered words you don't understand in the quest and it caused problems?

03-EXP: Yes, sure, many times. But, this is not a barrier.

Interviewer: Oh, I see. What do you do to understand these words?

03-EXP: If it's like a short moment of quiz like ... they will display the word and what they want for some moments and it will disappear, I take a photo and then translate it on my phone.

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Interviewer: Ah, I see. Do you have any other tactics besides translation?

03-EXP: There is basic technique, that's try and try. Try and try, don't stop until I understand what they want.

Interviewer: Oh, I see, yeah.

03-EXP: That ... yes.

Interviewer: Yeah, that's a good one. But, if you're having like a very hard difficulty, what do you usually do?

03-EXP: Try to find another information, another guideness from YouTube or Wikipedia. There's a lot of websites for MMORPG games.

Interviewer: Are they in English or Arabic?

03-EXP: Oh, of course in English, there's not much source in Arabic.

Interviewer: I see, but because it's in English, and English isn't your first language, how do you understand what they are saying?

03-EXP: Translated it in Google.

Interviewer: Oh, I see. Okay. You know, have you ever kept track of your second language learning while playing?

03-EXP: I didn't understand that questions?

Interviewer: You know, one guy, he said that every word I learn, I write it in a notebook.

03-EXP: Oh, oh, yeah, yeah. I don't use this method. My method is when I read the word, I try to memorize it, because I will face it again and again. This in MMORPG games. I will face a lot of words and the same words.

Interviewer: Mm-hmm (affirmative). Do you use any like stuff to monitor the words you learn?

03-EXP: Maybe on the ... in my computer, I used to save it.

Interviewer: Oh, really? You've done that?

03-EXP: Yeah. I've done that many times.

Interviewer: How many words have you saved?

03-EXP: Before, I stopped now, because there is no more words I can't understand it. Because, every word I face it now, it's like an easy for me, to understand it.

Interviewer: Okay.

03-EXP: But, before I used to write, I wrote maybe ... 5,000 word or something like this.

Interviewer: Wow. Whoa. Do you memorize every word and what it means?

03-EXP: Yes, sure.

Interviewer: Wow. And, you encountered them when you're playing?

03-EXP: Yes, yes, yes, sure.

Interviewer: Okay. Do you ever talk to your friends or your family, you know, you told me that you played with your friend Final Fantasy XIV. Did he ever help you when you had problems with second language?

03-EXP: Oh, yeah, yeah-

Interviewer: Or, you helped him?

03-EXP: This is good way into ... some difficult words, you can ask your friend. Maybe he have the knowledge and didn't have it and you can share the information between each of us.

Interviewer: I see. You know, you're the first one that told me that you use like YouTube if you're having difficulty to know what you ... to do in this quest. Can you tell me like everything you translate everything you say? Or, some of the stuff you know and you only translate the stuff you don't?

03-EXP: Usually I translate stuff that I wanted. Because, if there is more that I don't want it more like a extra, extra, extra mission, unnecessary mission, I used to avoid it until I come to it and then I start to translate it.

Interviewer: Okay. Have you ever you know, self reflected on what you learned? Like, for example, oh, today, I learned these words. Tomorrow, I learned these words. Or, you had never done that?

03-EXP: No, I've never done this before. But, it's good to ... actually good idea to do it.

Interviewer: Okay. You told me before that you, you know, write these words down. Do you think you writing these words down makes you reflect on what you learned?

03-EXP: I didn't get the word reflect. I didn't understand it.

Interviewer: Okay. Reflect means like, oh, today I understood this word.

03-EXP: Okay.

Interviewer: Like you, [Arabic 00:11:46].

03-EXP: Express my emotions, like this.

Interviewer: Like [Arabic 00:11:50].

03-EXP: Oh, yup, yup, yup. Yes, I do it. I did it before and always.

Interviewer: Okay.

03-EXP: To make me feel great of myself.

Interviewer: Oh, could you tell me more about it?

03-EXP: Like, when I finish maybe, I used to play five hours a day before. When I finished maybe 10 words, 11 words, 12 words, then I translate it and to understand it and memorize it.

Interviewer: Okay.

03-EXP: I feel very good with it. I feel like I will need it next in the future, in this game or outside the game in the real world.

Interviewer: Okay. Do you think the way you played MMORPG and you learning the language through MMORPG helped you learn the language in the classroom and in college?

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03-EXP: I have a ... now I am studying in medical school.

Interviewer: Okay.

03-EXP: Before, towards English was very bad to me in the high school because of the weak studying in high school. But, when I started playing, I feel like it will be good for me in the future when I go to medical school. Now, in medical school, I don't face a lot of problems because the language is easy to me. Even if they give me a word in another language, not in English, not even English like in Latin or Greek, I can translate it from Latin or Greek to English and understand it in English. Not even I have to translate it to Arabic.

Interviewer: Okay. How about the other way around? Is there stuff in the classroom or in college that you learned, you know in the second language that benefited you in MMORPGs?

03-EXP: In MMORPGs, not.

Interviewer: No?

03-EXP: No. Because, it have a specific word, it's not used in the classes.

Interviewer: So, you told me before that you played Final Fantasy XIV. Is there any other MMORPGs you played?

03-EXP: Yeah, a lot. I used to play World of Warcraft.

Interviewer: Okay.

03-EXP: Then, their Skulls.

Interviewer: Online?

03-EXP: Yeah, online. And, the last one is, what you call it?

Interviewer: Sordar online?

03-EXP: No, no, not Sordar online, it's the game, forget the game, it's-

Interviewer: It's okay.

03-EXP: It's probably on PC. I forget it.

Interviewer: It's okay. Do you have any recommendations for people you know, playing MMORPGs to learn English?

03-EXP: Some people think that it's very difficult to learn English and in a class or in a university. If they identify the pleasure of studying it, you can't find the pleasure of playing and study in the same time, and this is a good way to learn English with MMORPG games. Very, very good way.

Interviewer: I agree. Okay, before we conclude this interview, is there something you would like to add that we haven't talked about?

03-EXP: I want to add something that ... some people think the video games is more like waste of time for all people. You used to play it because you want to waste your time, you don't have anything to do. I think it's the opposite, the total opposite. I play it for ... of course, for fun. But, not to waste my time. I used to play it ... I used to play it for fun, for learning, for ... some people even make money out of this game.

Interviewer: Yeah.

03-EXP: You can play the game and then sell your account for maybe dollars, \$10. Until, maybe ... my friend sell his account for \$1,000.

Interviewer: Wow.

03-EXP: Yeah. So, it's more than just a game.

Interviewer: Yeah, you could even learn a language from them.

03-EXP: Oh, yeah, of course. This is the point.

Interviewer: Yeah. Okay, thank you. I'm gonna stop the recording now.

03-EXP: Okay.

F.4 04-EXP Interview

Interviewer: Nice to meet you. Thank you for being a participant in this interview.

04-EXP: [inaudible 00:00:07].

Interviewer: Thanks, can I ask you how do you describe yourself as an MMORPG player?

04-EXP: I describe myself as a hard-core MMORPG player. I spend a lot of hour in every game I played and in the virtual world, interacting with people, completing quests, getting into raids, grinding the best weapon and gear for every expansion, so, yeah, I describe myself as a hardcore player in MMORPG.

Interviewer: Okay, are you more of a competitive player or a cooperative player?

04-EXP: More of a cooperative, but sometimes I can enjoy some competitiveness in an MMORPG.

Interviewer: Okay, do you think you could learn something from a second language from MMORPGs?

04-EXP: Yes, yes, definitely. As long as you practice that language, in an MMO. An MMO basically gives you space and opportunity to practice that language. So, by just providing that opportunity, you can do so much learning the language an MMORPG.

Interviewer: Okay, do you remember a couple times where you learned something in the second language from MMORPGs?

04-EXP: Yes, definitely. I remember, I was trying to get someone to help me doing a quest online, and that person was telling me, "What's the name of that quest?" And there was that word "knife," in the quest, and, during that time, I just couldn't spell that word, so I kept telling that person, with my poor spelling, to come help me with that quest, but he eventually get it and then he came in and helped me. And then he told me that that's you spell this quest, not the way I used to spell it. So, yeah, that stuck with me.

Interviewer: You're the first participant that could remember a couple instances. How do you move ahead in an MMORPG when it is in a language you are not familiar with?

04-EXP: Well, you can always google stuff and see guides, see other play-throughs, see what other people did, and even if you don't understand what they're saying, usually pick up a few things or "He picked up that item in that spot, so I should do the same," and I'll get past that quest.

Interviewer: Yeah. I heard that some people, they set specific second language goals when they are playing MMORPGs. They play for fun and they play for learning. What do you think about that?

04-EXP: Honestly, yeah, sure, but I think when you want to play an MMO, I think your main objective should be having fun. If you want to learn the language, I think there are alternative efficient way that can help you improve your language in the time. If you compare, like someone who want to learn the language from MMORPG and someone who want to learn, for example, going to schools or an institute that helps them, I think the person who only, sole focus is learning the language, would improve faster than the one who utilized MMORPG to improve his language.

Interviewer: I see. Okay, tell me a little bit about when and where do you usually play MMORPGs?

04-EXP: Mostly at home, on my computer on my laptop or my PlayStation. And when? I mean, if I have the time, sure, I play all the time, nonstop, keep grinding.

Interviewer: You said that mostly you play at home.

04-EXP: Yes.

Interviewer: Have you ever played in other places?

04-EXP: Yeah, sure, my friend's house, sometimes. Like we gather there and do some questing together. But now that's obsolete. Now, you don't need to meet somebody. You can just go into some voice chat, just call the team, speak, and you're basically there with them.

Interviewer: Do you think it helped you learning the game's language when you played with your friends more, or when you played at home?

04-EXP: I think, with friends. Because, sometimes if you don't get something. Something is not, something is confused with something. That player can ask, and they might clarify things. But if you play alone, usually you don't care what they're saying.

Interviewer: You're just playing for fun.

04-EXP: Yeah, playing for fun.

Interviewer: You know, when you encounter a second language barrier, what actions do you usually take?

04-EXP: Usually, as I mentioned earlier, googling stuff. That helps. Sometimes you can resort to a translator, see what they're saying. And sometimes you can just ask them to rephrase the questions, tell 'em that you don't understand what they're saying. Telling them, "Oh, what do you mean exactly?" And, usually, they rephrase it and simplify it to a simpler language that you can understand.

Interviewer: These people that, have you asked them, were they guild members or clan members or anybody?

04-EXP: It can be guild member. It can be anybody. I mean, I've encountered a lot of people.

Interviewer: Do you think you, becoming in a guild, helped you learn a language?

04-EXP: Yes, yes, definitely.

Interviewer: Definitely?

04-EXP: Okay, when you become a part of a guild and you get involved, especially when you start doing adventures together, going to raids, or going to [inaudible 00:05:33] together, and you have to go into team speak and have to work together, and everyone puts his two cents into figuring out the mechanics and how to get the raid cleared, I think, yeah, definitely that helps, rather than somebody who only self-involved and not being involved with anybody and not being involved with any guild.

Interviewer: Okay, how do you decide on the tactics you want to use when you encounter a second language barrier? For example, maybe when you're with friends, you would prefer to ask them. But, when you're alone, what do you do?

04-EXP: Googling stuff.

Interviewer: Googling, it's your-

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04-EXP: It's the way to go.

Interviewer: It's the most common method for you.

04-EXP: It's the most common method and the most reliable and efficient. With the press of a button you get what you want.

Interviewer: Do you ever keep track of your second language progress while playing?

04-EXP: No.

Interviewer: You've never kept track of it.

04-EXP: No, as I mentioned earlier, my main objective was to have fun, and, at some point, I realized, "Yeah, I feel like my language was improving. It's no longer a difficult task to communicate with somebody." It's just now, it's a second nature to you.

Interviewer: Okay. You told me before that you [inaudible 00:07:01] with friends, you spoke with guild members. Could you tell me a little bit about that? How did that help you learning a second language?

04-EXP: You know, when you're playing an MMORPG, you have a common goal with your guildmates or with your team that you're playing with to clear something or get a certain loot. So, you're in that mindset. You want to help, you want to contribute to clear the content. So I think, yeah, that's definitely motivates you to participate.

Interviewer: Okay, you said before that play-throughs helped you also.

04-EXP: Yes.

Interviewer: And can you speak more about that? Have they ever helped you learning a second language? Or learning a few words in the game?

04-EXP: Yeah, sure, sure, sure. Because, sometimes, you resort to a guide that explain you the specific terminology that's used in an MMORPG. For example, there are some slangs and some words, you don't hear it in the real world. It's just specific for Internet and for MMORPGs. So, yeah, sometimes, like you'll pick a few things up from watching somebody go through a content or someone uploaded his clear on YouTube. You can see how they're talking, how they're speaking, what the terminology they're using.

Interviewer: Have you ever self-reflected on what you learned in MMORPGs?

04-EXP: Yes, definitely. You learn a lot of terminology, a lot of things. You learn about the Internet culture. You don't see that seeps here into the real world, but when you play in a virtual MMO, as I mentioned, certain terminology is basically the Internet language now. So you hear about memes, about [inaudible 00:09:04] online, trolls, all these terminology, and all that Internet culture is plugged away in that MMORPG. And you can't get it in the real world.

Interviewer: Okay, do you think the way you played MMORPGs inspired or impacted the way you learn a second language? Any relation?

04-EXP: Yes, definitely. It helped accelerate the progress. Like you always wanted to improve your language when you're learning it, and when you play an MMO and you [inaudible 00:09:36], you definitely improve drastically.

Interviewer: How about the other way around? Have you ever learned stuff in the real world, in real classrooms, and adopted it in your MMORPG language learning?

04-EXP: Not really.

Interviewer: Not really.

04-EXP: Yeah, because, as I mentioned earlier, in an MMO you use a certain language, a certain variant of English language, and what you learn in class doesn't necessarily help you in ...

Interviewer: I agree. What were the MMORPGs that you were thinking about while answering my questions?

04-EXP: Final Fantasy XIV and the White Knight Chronicles.

Interviewer: White Knight Chronicles, okay. What are your recommendations for people playing MMORPGs to learn the English language?

04-EXP: First of all, have fun, enjoy the experience. Enjoy the MMO experience, enjoy interacting with people. It's a massive, multiplayer online game, so don't play it solo. Be social. Talk to people. Fight with people. Just live their entire experience and, with time, language will come to you naturally.

Interviewer: Okay. Before we conclude this interview, is there anything you would like to add that we haven't talked about?

04-EXP: Actually, yes.

Interviewer: Yeah, go ahead.

04-EXP: When you play an MMORPG, you get involved into the game and into the community, and you sometimes, you get involved in these called channels that help you learn, not necessarily during your play session. Maybe after your play session. Sometimes people go into online forum to read more about the game, to see the latest updates, to see the news, and I think maybe that helped more, actually, in learning the language than actual your play session. Yeah, because you love the game, you enjoy the game, you want to learn more about the game, so that's why you go into these forums.

Interviewer: I see.

04-EXP: Online forums and [inaudible 00:11:45] channels.

Interviewer: Okay, thank you, this was very informative.

04-EXP: Anytime. Happy to help.

F.5 05-EXP Interview

Interviewer: Okay, nice to meet you. I want to ask you a few questions. Number one: how do you describe yourself as an MMO RPG player?

05-EXP: I am not how it's called a player, but I like to play. I fall in love with MMOs for maybe three years, and then I stopped maybe after I finished the high school. I just moderate, I didn't [BAE 00:00:41] that much for the MMO, if you call. The player know this BAE process as micro transaction, make the game maker profit from the game. I didn't go that much. I play for fun. I develop my character. I like too much the commercial part of it.

Interviewer: Yeah.

05-EXP: When you make something and sell it and let the people buy it from you. That stuff especially I like it in the MMO's.

Interviewer: Okay. Do you think that you could learn a second language from MMO RPGs?

05-EXP: Yes, but with some tools and some professional or grammars ... like Cheat Cheat.

Interviewer: What is Cheat Cheat?

05-EXP: It's kind of a grammar describe or a summary of most of well known grammars to make sure that what you are write is the right thing. If you used to do the bad grammar, you will learn the wrong way.

Interviewer: Okay. Do you remember a couple of times when you were playing these games and you learned something new, a new word?

05-EXP: A lot of times.

Interviewer: Can you remember one?

05-EXP: Chief, like the boss. Do you know the chief?

Interviewer: Yeah.

05-EXP: Yes. This one especially, because you could connect it with the boss and the chief. When I translated I remember it for now five years or seven years.

Interviewer: Okay.

05-EXP: The chief.

Interviewer: How do you move ahead in MMO RPGs in a language that's not your language?

05-EXP: If it's English, I was built in English. I built my skills in English due to the study, we study English. We know all the A, B, C, D, E, F, G. We know the grammars. We know a lot of words not that bad, but you will practice the language. If it's a zero language that I don't know, I don't know the way how I will start. Maybe I will start to learn the language like they call ... basics, and then start to play the MMO. That time I could choose the menus and some part I could translate it. I will grab them in memory.

Interviewer: Okay. You know, I've met some people and they said that I played MMO RPGs for fun and to learn English. How about you?

05-EXP: Yes, but fun is first, the learn English is a good deal. If you play Call of Duty or any game that you will only play and don't know that much of words, you could not chat with people, especially with spelling skill.

Interviewer: Yeah.

05-EXP: My spelling skill is very, very good.

Interviewer: Yeah.

05-EXP: Like my level of English. My friends say that for me.

Interviewer: Yeah. Is it good because of MMO RPGs?

05-EXP: Yes.

Interviewer: I see. You know, tell me a little bit about when and where you play MMO RPGs?

05-EXP: After the school and in my home at my office, at my small office.

Interviewer: Ah. Does this help you in language learning in these games?

05-EXP: It give me a familiarity with the language, the bart. Like when we try to talk with another native speaker, I will be better than my friends or who doesn't play MMOs.

Interviewer: Yeah.

05-EXP: I will be a good bart. I will be in the face in front of him I could talk. I have that emotional thing that I could do it because of my experience or my trying. It's not that unfamiliar for me.

Interviewer: Okay. You know, when you see a word that you don't understand in these games, what actions do you do to understand them?

05-EXP: I grab the translator, especially if it's specific words, like related to a planet, related to specific things. Sometimes if it's a new word but it's a connecting word or I don't know what's the right thing to describe it, the word I could guess the meaning of it.

Interviewer: Do you use any tactics besides guessing what the word is and translation?

05-EXP: Is there any?

Interviewer: That's my question to you.

05-EXP: I ask my friend in the game.

Interviewer: That's another one, that's number three.

05-EXP: Yes, yes. It's good.

Interviewer: Okay.

05-EXP: I ask them. They are native, some of them are higher level than me.

Interviewer: Okay, you said that you have three ways, either you ask a friend, either you translate, either you guess from the context. How do you decide on which one to use?

05-EXP: Ah. If I am in party or with my close friends who I could ask them, I would put the word directly, or if I'm with them in a call like Skype, I will say it.

Interviewer: Okay.

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05-EXP: If I don't have anyone with me, I will go right to translator. Firstly, I will try to understand it from the context.

Interviewer: Yeah, yeah.

05-EXP: But if I didn't understand it from the context, I will grab the translator. Sometimes I want to get the meaning of the word, even if I understand the context, but I want the real meaning, the specific. I will grab the translator.

Interviewer: How do you keep track of your second language process while you're playing? Do you ever do that?

05-EXP: What do you mean?

Interviewer: You know, like while I'm playing these games, I keep track of the words I learned.

05-EXP: You keep track of the words you learn.

Interviewer: Have you ever done that?

05-EXP: Yes.

Interviewer: Okay.

05-EXP: I was using the translator. I press enter and to make it close to me when I needed the word.

Interviewer: I see.

05-EXP: After the repetition of doing this, it will stick in my memory more.

Interviewer: Okay. You know, you told me before that if you were in a party or in Skype you ask your friends.

05-EXP: Yes.

Interviewer: Can you tell me a bit more about that?

05-EXP: Some of my friends are not native or from the same language as me, Arabic. Especially when we talk in Skype or in voice chatting, in the game I will get the answer from native or who has more experience in English.

Interviewer: Do you ever self reflect on what you learnt from these games?

05-EXP: Yes, sure.

Interviewer: How so?

05-EXP: Especially the words, the words especially.

Interviewer: Okay.

05-EXP: Also the confidence.

Interviewer: Yeah.

05-EXP: Like what I said, the confidence and the words I learnt from the MMOs, MMO RPG games.

Interviewer: Okay. Do you think the way you learnt the language from MMO RPGs impacted the way you study a second language?

05-EXP: Yes and no.

Interviewer: Okay.

05-EXP: Okay. Some people are getting into the game more.

Interviewer: Okay.

05-EXP: I didn't do that. I was like try to play to minimum, like English understanding from the game. Some guys with me, they are trying to understand the story, they try to talking to each character and start the mission and follow it. I just try to click, click, click. The critical parts I should understand them to finish the challenge or finish the mission.

Interviewer: Yeah.

05-EXP: That's my way. That's why I didn't get the most of MMO skill developing.

Interviewer: Yeah.

05-EXP: Yes. Some people get it right.

Interviewer: Okay. How about the other way around? Have you ever benefited from real world classrooms? You know, you told me that for example you had the basics in English and they helped you in MMO RPGs.

05-EXP: Yes.

Interviewer: Can you tell me about that?

05-EXP: The grammar, the grammar part? When I try to talk to anyone, I could not talk, I will not be able to talk to them if I don't know much grammar. But because I was, or I was have a lot of grammars in my mind, I could express a sentence very, very fast, faster than start of learning English.

Interviewer: Okay.

05-EXP: The grammar part. Also the menu words, the menu words are easy when knowing settings, new game, and the basic words like apple, orange.

Interviewer: Yeah.

05-EXP: Yeah, I will get it right. This what I benefit from my basics in English.

Interviewer: Okay. What are your recommendations for people playing MMO RPGs to learn English?

05-EXP: You ask the ... I think they should enjoy the stories in the game.

Interviewer: Okay.

05-EXP: They try to solve any problem, especially that related to the language barrier, and try to understand details.

Interviewer: Okay.

05-EXP: I was successfully playing the games, but I don't know then 99%. I know 70% of the story or the mission I want to solve, but I could solve it, but I don't know the details 30% remaining.

Interviewer: Okay.

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05-EXP: Yes. I encourage them to do so, to do that.

Interviewer: Okay. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

05-EXP: No, no. You have a nice questions. I like them.

Interviewer: Thank you very much. I'll be stopping the recording now.

05-EXP: Okay.

F.6 06-EXP Interview

Interviewer: Hello, Mohamed, I wanna ask you a few questions about your MMORPG playing, is that okay?

06-EXP: Yeah, sure.

Interviewer: Okay, first of all, how do you describe yourself as an MMORPG player?

06-EXP: I was professional as a RPG player.

Interviewer: I think ... Explain professional to me.

06-EXP: Yeah.

Interviewer: You know, but professional, what do you mean?

06-EXP: Yeah, I was very good as a RPG player, like I enjoyed the game, I loved the game, I like RPG games.

Interviewer: Were you a competitive player or were you a cooperative player?

06-EXP: Competitive player.

Interviewer: I do remember that you reached very high scores in the arena, correct?

06-EXP: Yes. Like 2700 or something like that.

Interviewer: Wow, that's quite the accomplishment.

06-EXP: Yeah, I played as a healer, I remember. Yeah.

Interviewer: Do you think you could learn language from MMORPGs?

06-EXP: Yes, especially English is more easy 'cause it's the common language to use at these games. Yeah.

Interviewer: How do people learn English in these games?

06-EXP: Like you should talk to people to communicate with your teammates to win the game or ... You should use mic, so you need to learn some word to use to win the match. So that's gonna help you to learn English.

Interviewer: Do you remember a couple instances where you learned something in a second language from these games?

06-EXP: Yes. Some things like while chatting or writing some things, my teammates correct me, so they they said, "You're wrong." That's how I learned some words in English.

Interviewer: I see. How do you move ahead in these games, like World of Warcraft that is in a language that's not your language?

06-EXP: Yes, it's not like my language. My main language is Arabic, so it was very difficult at the start, but I enjoyed to play the game, so I should learn some words to communicate with the people there.

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Interviewer: I see. I've done this interview with a few people, and they said that while we play this game, we played it for fun, but also to learn English, were you the same?

06-EXP: No. I usually played for fun, not to learn English, so I think that's helped me to learn the English, while I'm done, I quit playing these games, and I travel to USA, they put at like level three. So what I find myself from this game. Like I just studied only six months, like good.

Interviewer: Yeah. Tell me a little bit about when and where you play MMORPGs?

06-EXP: It was a very long time, I remembered I start playing on ... I was at the middle school, like 16 years old or maybe 17 years old. That's what I remember for it. It's very long time.

Interviewer: Do you play at home?

06-EXP: Yes.

Interviewer: How long do-

06-EXP: But sometimes-

Interviewer:... you play?

06-EXP:... yeah ... Sometimes I'm with my friends outside.

Interviewer: I see. Do you think learning a second language outside at cafés helped more learning the English language than by yourself?

06-EXP: I think the same, because these games is online game at your home or at the café, you should use mics, it's the same.

Interviewer: I see. Okay, what kind of actions do you take while playing if you see something that in a second language you don't understand, what do you do?

06-EXP: I usually use translator programs or maybe asking my friends or my teammates on the game. So that what I used.

Interviewer: But how do you decide on oh, I want to use a translator or no, I wanna ask my friends?

06-EXP: I think I don't know, I don't remember, but all of this help me to learn the word, that my point, using translate or asking my friends, it's the same.

Interviewer: Yeah. Do you remember that you used one particular method more than the rest?

06-EXP: No.

Interviewer: So they were all equal?

06-EXP: Yeah.

Interviewer: Okay, had you ever kept track of your second language progress while you were playing?

06-EXP: I don't remember, it's long time, so ...

Interviewer: Yeah. Have you ever used any tactic to monitor your language learning process in MMORPGs?

06-EXP: Yeah, as I said, I usually played ... I used to play this game for fun, so I didn't think about any tactics. So I just learned, because-

Interviewer: It's okay.

06-EXP:... [crosstalk 00:06:17] to play, I enjoyed the game, so-

Interviewer: [crosstalk 00:06:19] Yeah. You told me before that you talked with your friends when you find something you don't understand, could you tell me more about that?

06-EXP: Yes. Like when we played the game and we are in the game much, yeah, sometime I say something wrong or ... So after the game, they said, "You were wrong. We didn't understand you." So they correct my mistakes. Other match, other games, so I will say it, I will pronounce the word correctly-

Interviewer: Aha.

06-EXP:... correct my mistake from that.

Interviewer: Have they ever corrected your spelling or writing?

06-EXP: Yes, the game usually have a game chat and mic, so we used both. So you improved your talking, your speaking, your writing, and even your listening-

Interviewer: [crosstalk 00:07:28] I see.

06-EXP:... better. Yeah.

Interviewer: You told me before that why you play the game, you unconsciously learned the language, could you tell me a bit more about it?

06-EXP: Like how? What information you want?

Interviewer: I wanna know how you unconsciously learned the English language while you were playing?

06-EXP: I never thought about that. So I enjoyed the game, after I quit, I feel myself very better at the language. I usually enjoyed playing more than learning. So I never think about learning, never thought about learning or something-

Interviewer: Ever?

06-EXP:... yeah, ever.

Interviewer: Yeah. Do you think the way you played MMORPGs inspired or impacted the way you study a second language?

06-EXP: I didn't think so.

Interviewer: Okay, how about the other way around? Has learning the English language in classrooms, has it helped you in learning the English language in MMORPGs?

06-EXP: Yes, of course. But not very much, because learning English in the classroom will be more grammar, usually more grammar than speaking or something like that. Yeah.

Interviewer: Okay, but in MMORPGs, it's more communicative?

06-EXP: Yes.

Interviewer: How so?

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06-EXP: Because in RPG games, you're gonna use everything about the language, speaking, listening, and it's entertainment. It's gonna be more easy than a classroom. Like in the classroom, you're gonna be more boring to learn. Understand me, right?

Interviewer: Yeah. So the only MMORPG you played was World of Warcraft, correct?

06-EXP: Yes, mostly World of Warcraft.

Interviewer: Okay. What are your recommendations for people playing MMORPGs to learn English?

06-EXP: Like don't think about learning, just enjoy the game, everything gonna be more easily to learn. Like if you love the game, you're gonna learn everything about it. You're gonna learn how to communicate with people, it's online game, so you have to.

Interviewer: Yeah. Okay. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

06-EXP: Yes. In my opinion, entertainment is helping people to learn more about their second language, it's more easily than a classroom. That's my opinion.

Interviewer: Yeah. Okay, thank you very much Mohamed, I'll be stopping the recording now.

06-EXP: Okay, thank you very much.

F.7 07-EXP Interview

Interviewer: Okay. Nice to meet you. Can I ask you a few questions about your MMORPG playing?

07-EXP: Yes, sure, go ahead.

Interviewer: Okay. My first question is, how do you describe yourself as an MMORPG player?

07-EXP: First of all, I started playing it, because I wanted to have fun and it started like that, just to have fun at first.

Interviewer: Did it develop?

07-EXP: Yeah, it did. After a while, I want it to be competitive or you wanted to win and be one of the top players at the game. But, I would say I'm medium, because I didn't have that much time to focus in the game.

Interviewer: Do you think that you could learn a second language from MMORPGs?

07-EXP: Yes, sure. First you have to want to learn the language. I mean, you can't just jump into the game wanting to learn the language without knowing anything about it. You need to know, basics about it, at least. Then you need to want to learn the language, so we can actually develop yourself. If you don't have the motive, you won't be able to learn it.

Interviewer: You meant, the motive to learn the language or the motive to play?

07-EXP: No. At first I wanted to play, but then I saw there is a second language that I could learn. So, I was like, yeah, why not? I started playing years ago, there was no game in Arabic. All of them were in English, so, I had to learn the language to play it.

Interviewer: Do you know, exactly, how many years it took you or how many months from playing the game for fun, to playing the game for fun and language learning?

07-EXP: When you want to speak another language, it's fun to have another language to speak, and you have to feel proud about yourself just by speaking more than one language. When I started playing again I wanted to play for fun, but then I found out I get actually an English from it, know some words and just repeating it and using it in days forward. Yet, became like that maybe it was like maybe a month or two months, at most, because when you see that you can actually learn to do something, you just want to improve.

Interviewer: Do you remember a couple instances where you learned something from the second language through MMORPGs?

07-EXP: Mostly, to learn something you want, when you meet someone, at first you would like to introduce yourself, ask them how they are and try to have a small chat. I learned that from the beginning. When you meet someone who will be like, oh, hi, how are you? Then ask where they're from, and try to learn a little bit about them. I would say that was the most instances, or the things that you could actually learn, and try to repeat over time, on a daily basis.

Interviewer: Do you remember any specific words that you learned from the games?

07-EXP: I don't know for sure, but maybe it's something like, words, so you can actually motivate your team. I mean, when you play MMO, there's actually a couple of people who you play with, to achieve a request or to achieve or complete a mission. Most of it you would like to learn how to motivate your team, how to tell them that they're doing good.

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Interviewer: Okay.

07-EXP: Most of it would be just encouraging them, I would say.

Interviewer: Okay. How do you move ahead in MMORPGs, and it's not in the Arabic language? It's in English?

07-EXP: You have to have a dictionary beside you. I used to use an application or program which helped me. I tried to translate only one word each time. If there's a sentence and there's only one or two words that I don't know, I try to get what it means. Then I tried to translate it if I really don't know what it means. It is tough, but I used to play with my friends and we tried to solve the puzzles together. What I mean by puzzles is the language itself, if we have a barrier. Uh-huh.

Interviewer: Usually, more like teamwork.

07-EXP: I see. He told me that you use an application. Can you tell me what it is? The name was Alwafi Gold, it's an old one. I don't think it exists now because it was more like five to six years ago and it was on the PC itself, you have to install it and then you have to use it.

Interviewer: I see. You said that you had language goals after awhile,, that you said that I wanted to learn the language and have fun at the same time. Could you tell me more about that?

07-EXP: At first, I just wanted to have fun as I said, but then I figured out that I could actually learn the language and it will help me a lot to play other games, to make connections overseas. For now we have, actually, friends in other countries who doesn't speak Arabic, neither English as their first language, but then we played games together from outside Saudi, and now I have good connection with them. I have actually met some of them as well. I can be social and I can meet people from overseas, so why don't I just do it. It will help me, as well, and real world here in Saudi, for my future if I want to get a job or anything like that.

Interviewer: Could you tell me a little bit of the, when and where you play MMORPGs?

07-EXP: It was five to six years ago when I started playing, and mostly it was throughout the whole day. When I come back from school I just start playing until I got back to sleep. It was mostly at home and playing it to my PC, my personal computer.

Interviewer: You never went to those cafes, where everybody plays together?

07-EXP: Mostly these cafes doesn't have the MMORPG, it was more like first person shooter, just like counterstrike or something like that. It wasn't really much of a help, because when you played there, you play on [inaudible 00:06:14] Network, and you only play with people who's next to you, so they all speak Arabic, in a way.

Interviewer: I see. You said that you play at your home and when you returned from school. This amount of time, and you play at home, helped you learn the language?

07-EXP: Sorry, come again.

Interviewer: You said that you play at home, and after you come after school. Did this help you more in learning the language of the game?

07-EXP: Yes, actually it did, because sometimes I have English classes at school, and I tried to learn as much as I can from my teacher, and I tried to take some notes, some new words that I can use, and I tried to actually use it during the game. If there's any chance to use it, I will just use it, and if I have any question regarding some stuff that I had inside the game, I would ask my teacher about it.

Interviewer: Okay. What other kind of actions do you take to overcome second language barriers inside these games?

07-EXP: Using my program, which I spoke about earlier, and actually playing with my friends. We actually tried to figure out the whole thing, so if there's a sentence that we don't know, or a word that we don't know, we try to actually figure out what it means. I would say it was more like playing with others and all of us wanted to achieve one goal, which is getting better at the game. Some people have their motives to improve their language and some people just want to play for fun. In the end, we all want to know, what does it mean, or how to overcome these barriers. We actually tried to help each other during that.

Interviewer: How do you decide on the tactics you use when you encounter a second language barrier?

07-EXP: I wouldn't say it was more like a tactic, because I didn't really think it through at the time. I was only trying to play and learn together. I was just writing some words down, trying to memorize them, and sometimes trying to actually speak with my friends in that second language, just so we don't forget about it, or just so we don't forget about the that we just learned. There was no specific tactic, exactly.

Interviewer: You said that sometimes you use a Alawafi, and sometimes you ask your friends. When you're with your friends, you prefer asking your friends, but when you're playing alone you use Alwafi, correct?

07-EXP: Yes, something like that, but it depends on the word itself.

Interviewer: Okay. If you have any difficulty learning something in the language, what is the method that you mostly use?

07-EXP: My father is actually, I think it was teacher. He has a Bachelor's Degree in English. Mostly I go back to him, or as I said, I go back to my teacher in school. After Googling some stuff or using Alwafi, or asking my friends, if there's nothing of this works, so I will just go back to my father or to my teachers.

Interviewer: Do you ever keep track of your second language progress while you're playing? You said that you write down the words?

07-EXP: Yes, I tried to write down the words just so I can memorize them, and know what they mean, but I don't really keep track of my progression, because I just play it on a daily basis. I know if I progress dwell or not, or if I developed or not by speaking with people. Everyday it's easier for me to keep the conversation, to know more about the people that I speak about, to speak about my day, since I am mostly speaking English language for like, five to six hours. It will just develop by itself, as long as I'm just keeping up.

Interviewer: What makes you decide, oh, I'm going to write this word down?

07-EXP: If the word is new to me and if I really liked that word, I would say. If I like how it sounds, or if it's tough, or that I never saw or never heard in movies, or something like that.

Interviewer: I see. You said that you talk with your friends, and your father, when you're encountering a second language, a barrier while playing. Could you tell me a bit more about it?

07-EXP: If I have something inside the game that I don't know, or like some sentences that are tough to understand, usually I would just ask my friends. Usually, I am actually playing with them at the same time, we're doing something together, and you doing the same mission, trying to achieve and accomplish it. When we are playing, we try to figure it out through Skype or through other apps, just like TeamSpeak, or other application that we use at the time. If neither of us

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know it, we will try to use Alwafi. Alwafi didn't, actually, give us what we needed, because it was just a program that you install and there's only one word for every English word, and sometimes that doesn't work at all. Sometimes we just struggled with it and if we struggle, each one of us try to find a way with it. Sometimes, we actually asked some native speakers inside the game, by trying to explain it for us in other words or in other sentences. If we get it and that's it, if we don't, then we will try to use it, to ask our teachers, to use Google, or to ask my father, at the same time.

Interviewer: You said that you asked and native speakers, he's native speakers, were they in your guild or clan and the game?

07-EXP: They were in my guild, or sometimes in the same team to the mission.

Interviewer: Oh, I see. Yeah. Well, you must be a good player in MMO [inaudible 00:11:59].

07-EXP: Well I used to.

Interviewer: Oh, okay. Do you ever self reflect on what you learned in an MMORPGs?

07-EXP: When most people asked me how I learned my language. Whenever I told them that I did learn from games, only a few people believe me. I would say that it's not real and you can't actually learn a language from a game, but actually it did happen to me and to my friends, and everyone that I know who were playing the game with me. Whenever I tell people that, they don't believe me and they just ask, how did my language get so good, and how do I, now, speak English more like, almost fluently, I would say. I'm like, well you can just do it from games, if you want to do that. For the meantime, if you want to play games, you can actually play it by sound or you can just write it down. I mean, if we don't play MMO, you can just play first person shooter and it'll just all improve your language, overall. If you actually have the motive to do it. I would say, if anyone asked me how to learn the language in the easiest way, and in the more, the most fun way I would say, just play games.

Interviewer: I agree. Do you think the way you play MMORPGs, changed the way you learn the language in classrooms or in college?

07-EXP: Yes, it did change it a lot, because in classrooms, on college, the teacher doesn't actually pay attention to you. He doesn't concentrate, only on one person, he only has like 45 minutes to one hour, and that's it. He can't actually focus on the whole class. Even if he does explain something, he will have to repeat it over and over again. Even if you do get it, some people wouldn't and they will ask about it. You won't be able to get the full knowledge about the thing that he explained. When you play a game, you'll have to actually know it's by yourself. If there's something that you didn't understand, you will have to look it up yourself, and once you do that, it will just be in your mind, and you won't forget it.

Interviewer: I see. This one's the other way around. Did you ever learn something from classrooms, or college, that benefited you in language learning in MMORPGs?

07-EXP: Yeah. I would say learning the basics. If I didn't have the basic and I just went to the game, I wouldn't know what to do. I will just be clicking around and I wouldn't actually progress or develop at all, neither in the game, nor in the language, itself.

Interviewer: You think people that don't know the basics of English language can't progress in MMORPGs?

07-EXP: I would say it would actually help them a lot to know the basics, but if not, and they will just go into the game by themselves without anyone to be with them, in a sense, wouldn't help them at all. Unless they use, another applications or programs like Google Translate, for now. That might help them, but if they will just go into the game, I just click around, there's nothing.

They wouldn't get any benefits from it because they don't understand the basics. They don't know what they're seeing, it's like they're seeing some symbols, they don't know what that is.

Interviewer: Okay. Which, MMORPGs were you thinking about during this interview?

07-EXP: Dream of Mirror, online.

Interviewer: Have you played any others?

07-EXP: I did try some others, like Line Age, too. I think Sword Art, online.

Interviewer: Okay.

07-EXP: I don't really remember, but this one was the one that I spent a lot of years, like four to five years.

Interviewer: Okay. What are your recommendations for people playing in the MMORPGs, to learn English?

07-EXP: I would say try to play with friends, and try to make friends with some native speakers. Not only native speakers, just try to make friends with people who doesn't speak the language as their first spoken language, because those people want to learn, as well, and you will learn with them. If you have friends who was Arabic as well, and you will play with him, if there's anything you would encounter, like a language barrier, it would just speak in Arabic, and that wouldn't help you at all. So, try to speak with a French speaker or German speaker, even a Spanish speaker, for example. They will just try to get to a conclusion that both of you would understand what you're speaking about, and the only thing that you will have is the English language. So try to make friends with some people who doesn't speak your language and you will improve, for sure.

Interviewer: Okay. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

07-EXP: Not we have not talked about, because we pretty much spoke about everything about this. Mostly, I would say, if anyone wants to learn English, the only way that they would be able to learn it, is actually to have the motive, and to learn in a fun way. Some people in classes just don't have fun, and if you don't have fun doing something, you won't to benefit from it at all.

Interviewer: Yeah.

07-EXP: So if you want to do something like learning the language, itself or even learning some other stuff, if there is any games involved, you will be able to just do it.

Interviewer: Thank you. This was very informative.

07-EXP: Yes. Thank you for hearing me out.

Interviewer: Okay. I'm gonna stop the recording.

07-EXP: Okay.

F.8 08-EXP Interview

Interviewer: I'll be asking you a few questions about your MMORPG playing. Is that okay?

08-EXP: Yes. It's very nice to meet you too.

Interviewer: Okay, great. First of all, how do you describe yourself as an MMORPG player?

08-EXP: I describe myself as an average MMO player. I used to play for almost three years, starting from intermediate school for two years and a half and then I continued six months for like three years ago. I'm 24 right now.

Interviewer: Okay, when you used to play, do you think you are a more competitive player or cooperative?

08-EXP: Not at the beginning. I used to be not cooperative much, unless I'm with friends who speak Arabic. But recently, I have improved my English. I start small interacting with others.

Interviewer: Do you think you can learn a second language from MMORPGs?

08-EXP: Yes, for sure. Definitely.

Interviewer: How?

08-EXP: MMORPG games usually require the player to interact with others, communicate with others in order to level up. Interaction, communication, language is an important part of the game. I believe that English language in general has huge impact on leveling up. Learning English made the leveling up much easier.

Interviewer: Okay. Do you remember a couple instances where you learned something in a second language from MMORPGs?

08-EXP: Yes, for sure. For example, abbreviations. We used to ask for other members to join the party, and we used to write the [inaudible 00:02:09], then LF, LF is an abbreviation for "looking forward." Also, a lot of abbreviations like BTW, by the way, in addition to many others like TBH is to be honest. Abbreviations, I learned them from friends where I used to read those and I didn't really know what they actually referred to. So yeah, that's it.

Interviewer: Okay. How do you move ahead in these games when it is in a language you're not familiar with?

08-EXP: My main buddy I used to use translating actually was the Google translator or Al-Wafi I believe.

Interviewer: Okay.

08-EXP: Yeah, that's it.

Interviewer: Okay. You said that you used Google Translator and then Wafi. But were they all you used to move ahead in these games?

08-EXP: Not exactly. Sometimes I actually seek help from a friend.

Interviewer: Okay.

08-EXP: Rarely, I use the dictionary.

Interviewer: Rarely.

08-EXP: Rarely, in case of like I didn't find the exact meaning for a word. Also, I sometimes Google it, just Google it, not go through Google Translator. I just put the word into Google search, then I find multiple websites defining the word.

Interviewer: Okay. I heard that some people set specific second language goals. They play the game to learn the language and to have fun. Are you similar?

08-EXP: Not really. I learn the language just to level up in the game. That was my main goal. Currently, after, or right after, I have seen improvement in my language. I try to seek it more improvement, the language, and like studying aspects of others.

Interviewer: Okay. Tell me a little bit about when and where do you play these games.

08-EXP: When? Mostly when ... most of the day actually, like my first or in my early beginnings, I used to play like six, seven hours a day, mostly at home. Yeah, that's it.

Interviewer: Did this help you in your language learning?

08-EXP: Yeah, playing at home had a major impact in improving the language. Whenever I play outside my home, I find it distracting to improve the language or to even translate it basically. That's it.

Interviewer: Okay. What kind of actions do you take when you encounter second language barriers during your playing?

08-EXP: To be honest, my beginnings, I used to just stay calm or be silent. Then, I found out that I actually can reply even if I'm not a native speaker. I started using Google Translator and the Wafi. Sometimes there even was a second [inaudible 00:05:48] that the other person did actually get what I'm saying, and even the same for me. I didn't get what he's saying. After that, after I'm improving the language, it got much easier.

Interviewer: Okay. How do you decide on what tactic you want to use when you have a second language barrier in front of you?

08-EXP: It depends on when and where I am. For example, if I'm outside with a friend, I might ask the friend. If I'm at home, I usually use the Google translator. It's basically about where am I.

Interviewer: What if you're having difficulty? What method do you mostly use?

08-EXP: To be honest, if it's really, really difficult, I just ignore it. Ignore the other player. Sometimes I try to do my best, explain myself to the person and tell him or her that I didn't get what you were saying.

Interviewer: Okay. Do you ever track your second language progress when you play?

08-EXP: Not tracking per se. But actually, seeing the improvement, for example, more interaction with others, more communication. To be specific, the main thing that actually says that whether I am improving English language or not, I would relate to the leveling up in the game, and also making friends. So more friends, better language. Better language, more friends.

Interviewer: I see. Okay. You told me that you talk with your friends when you have a problem with the second language. Can you tell me a bit more about it?

08-EXP: For example, if I found a difficulty, someone is talking to me and saying something I do not understand, I immediately ask a friend that's nearby. Because it's much easier to reach a friend than opening another tab and translating. Instant answer is better than -

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Interviewer: Instant feedback.

08-EXP: Exactly.

Interviewer: Yeah. Does that help you better than translating?

08-EXP: Sometimes yes, sometimes no.

Interviewer: I see. You told me that you sometimes seek help from the dictionary.

08-EXP: Yes.

Interviewer: When do you use the dictionary?

08-EXP: I do not use it at the same time actually. Basically, what I do is I try to remember. I'll see a word in a paper, then when I finish or before going to sleep, I open the dictionary and I try to look for the word.

Interviewer: Okay. Do you ever self reflect on what you learned from these games?

08-EXP: Yeah, so basically, in the long run, I found myself to be, I have seen improvements, but I don't know if I should relate it to playing the games or is it just like studying? I don't know how to differentiate, to say whether playing games actually have improved or not for sure in the long run. In the short run, I'm not so sure, but I saw some improvements especially when communicating with the same person for a long time.

Interviewer: Okay. Do you think the way you played MMORPGs and learned the language from them impacted the way you study a language?

08-EXP: Yes, for sure.

Interviewer: How so?

08-EXP: I found it much easier to learn a language before playing when I thought that learning a second language, a new language was much, much more difficult, especially when studying. In intermediary school, secondary school, so much barriers were there, but after playing and using the language, speaking with others, improving reading, helped much.

Interviewer: Okay. How about the other way around? Did you learning the language from in the real world, from classrooms and stuff, have you ever learned anything from these classrooms and used it in your MMORPGs?

08-EXP: Rarely.

Interviewer: Rarely? I see. Well, what MMORPGs were you thinking about when you were answering my questions?

08-EXP: The game that actually took a huge part of my life was [inaudible 00:11:15] or Dune too. I also played Aura Kingdom for a bit of time.

Interviewer: Okay. What are your recommendations for people playing MMORPGs to learn English?

08-EXP: I would say try to interact as much as you can with others. Seek help and use a dictionary if you do not understand. Never, ever ignore others because it's a huge chance to improve your language. Also, you use as much as you can from your language that you have learned all throughout the game and in your real life. And also try to read and watch movies. Listen to songs in order to improve your language.

Interviewer: Okay. Before we conclude this interview, do you have anything you'd like to add that we have not talked about?

08-EXP: Thank you so much.

Interviewer: Thank you. Okay. Great.

F.9 09-EXP Interview

Interviewer: Hello, nice to meet you. I want to talk about your MMORPG playing. Is that okay?

09-EXP: Yes, okay, sure, thanks. It's okay.

Interviewer: Okay. My first question is, how do you describe yourself as an MMORPG player?

09-EXP: Well, firstly, I have to talk about how did I start MORPGs. I started playing games, many versions of games, many types of games until I get to this MORPG type. So I started playing games when I was, I guess, 12 years old, and I didn't have any learning objectives or strategies that I'm using. I just wanted to enjoy. I just wanted to play.

Interviewer: So, when you play these games, you just play 'em for fun?

09-EXP: Yes, yes. I just play 'em for fun. For making the time goes, and you know.

Interviewer: You know, when you play, do you described yourself as a competitive player, or a cooperative player? What do you think?

09-EXP: Actually, I'm into competitive mode. I'm [crosstalk 00:01:12].

Interviewer: Ah, I see.

09-EXP: Yeah.

Interviewer: Okay. Do you think that you could learn a second language from MMORPGs?

09-EXP: Yeah, sure. I also didn't have plans to learn. I just learnt it, so. Because I have to communicate with others, so the only way was to learn their language, to communicate with them. So I had to download the translator, then I put two screens. One for the translator, and one for the game.

Interviewer: Okay.

09-EXP: And when I'm chatting, I just copy what they are saying, and I write it in the translator. Then I copy back what I'm gonna say in arabic, to give it to them in English.

Interviewer: Ah, I see.

09-EXP: Yeah.

Interviewer: When you say that you're doing the translating, do you think that you reached a stage later that you don't need to use a translator?

09-EXP: Yeah, after maybe six months, I didn't have to use a translator at all.

Interviewer: Six months?

09-EXP: Yeah.

Interviewer: Wow.

09-EXP: On only six months. But I'm playing every day, so, yeah.

Interviewer: Ah, I see.

09-EXP: Three hours a day, so.

Interviewer: Three hours a day.

09-EXP: Yeah.

Interviewer: Okay. Do you remember a couple instances when you learned something in a second language from MMORPGs?

09-EXP: Yeah, sure. When I wanted to play with a team, they don't want me if I'm not talking their language. So they can't tell me what to do, and I can't talk to them about what they are doing. So I had to learn their language to get in with them, in the team. We have to teamwork. Yeah, so I have to learn their language. I didn't want to, but I have to. Yeah.

Interviewer: Do you remember some words that you learned? Or some grammar? Some grammar, you know, structures.

09-EXP: I don't remember specific words or grammars, but with using three times a day, translator, so I can talk to them about everything, and anything they want. So I can give them my point, and they can give me their point.

Interviewer: Okay. I have another question. How do you move ahead in the game when it is in a language that's not your language?

09-EXP: Yeah, that's the point. I had to learn the language so I can get in with them. Yeah. So I had to use the translator to get in with them.

Interviewer: Okay.

09-EXP: Yeah.

Interviewer: So, every time when you see something you don't understand in this game, you use a translator to help you.

09-EXP: Yes, yes.

Interviewer: That's how you moved ahead.

09-EXP: Yeah. I told you, my screen was splitted into two screens, so I can use the translator at the same time when I'm playing the game. So that's how I learned.

Interviewer: You know, I learned that some people, when they play MMORPGs, they also have you know, language goals. I wanna learn English while playing.

09-EXP: Yeah.

Interviewer: Did you have any of that?

09-EXP: No. I just want to have fun. [crosstalk 00:04:23] playing, that's all. That was my point. I didn't plan to improve my language at all.

Interviewer: I see.

09-EXP: Yeah.

Interviewer: Can you tell me a little bit about when and where you play MMORPGs?

09-EXP: I play it at home in my computer. So-

Interviewer: Is it a laptop?

09-EXP: No, it was a PC, desktop.

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Interviewer: Okay.

09-EXP: So I had my own setup, and I just played.

Interviewer: At what time do you usually play?

09-EXP: I actually, from maybe 6 pm to 10 PM, or nine. Yeah, that was my times. Then I get 10 hour sleep.

Interviewer: Oh.

09-EXP: Yeah.

Interviewer: Do you think this helps you when you play at a PC, at this time? That it helps you with your language learning while playing?

09-EXP: Yeah, sure. As I told you, the translator has ... Give me many benefits that I learnt from the language.

Interviewer: So you told me that you use a translator to understand some stuff in the second language. Is there any other actions you take besides the translator?

09-EXP: No, that was my only method to improve my language.

Interviewer: So you-

09-EXP: Yeah.

Interviewer: Yeah.

09-EXP: Translator and the ... After I downloaded the Skype, and I started to add my foreign friends so I can talk to them in groups. That's how I improve my speaking, even if it's not that good. But I can talk to them in voice chat.

Interviewer: I see.

09-EXP: Yeah, that was after eight months, maybe. So I started doing some voice chatting.

Interviewer: Okay.

09-EXP: Yeah.

Interviewer: So how do you decide on the tactics you use when you encounter a second language?

09-EXP: When I talk to them in voice chat with my foreign friends, I had maybe two or three Arab friends, so I could ask them before talking to the foreign. Like when I hear a word that I don't know, I ask my Arab friends, "What does they mean?" So I didn't has to use the translator after eight month, nine months. I could just talk to my Arab friends and they can tell me what the English people are saying. Yeah, and some words, some difficult words.

Interviewer: What do you think in your opinion was the most best method that helped you learn the language?

09-EXP: The translator.

Interviewer: The translator.

09-EXP: Yeah, yeah.

Interviewer: Oh.

09-EXP: 'Cause I didn't know anything before the translator. I only know how to count from one to 10. And yes, know some basic words. Then I improved.

Interviewer: What is that translator?

09-EXP: Name was Golden [inaudible 00:07:10].

Interviewer: Golden [inaudible 00:07:11].

09-EXP: Yes.

Interviewer: How do you keep track of your second language learning while playing?

09-EXP: I didn't have a track or a plan, I just run my translator, run the game, and play. And it comes.

Interviewer: Do you use any tactics to monitor your language learning?

09-EXP: No. I didn't use any tactics. I only just chatting, and voice chatting after getting maybe, a better level than I was.

Interviewer: Okay.

09-EXP: Yeah, so that was all.

Interviewer: You told me that you know you reached a point where you talk with your friends when you have something that you don't understand-

09-EXP: Yeah.

Interviewer: In the second language. Can you tell me more about that?

09-EXP: Yeah, sure. When I get into Skype calling, group calling, I have Arab friends. Like, [inaudible 00:08:05], and maybe from Middle Eastern, okay? So when I'm talking maybe to British guy, or, and they tell me words that I don't know, I just ask a [inaudible 00:08:16] guy, like-

Interviewer: Okay.

09-EXP: What did he mean? Somebody tell me. Yeah. If he has better language than I am.

Interviewer: Have you ever sought help from a dictionary?

09-EXP: No, I didn't use a dictionary. I only use that Golden [inaudible 00:08:34] translator. And sure, it has it's own dictionary. But I was using an application.

Interviewer: How 'bout the games forum?

09-EXP: The game's form was MMORPG. Yeah, so-

Interviewer: You've never used the game's forums to help?

09-EXP: Like, what did you mean exactly?

Interviewer: You know, like [inaudible 00:08:53].

09-EXP: No, no, no, no. No, No, no, I get what you mean. No, I didn't use it.

Interviewer: Yeah.

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09-EXP: Only chatting.

Interviewer: Do you ever self reflect on what you learned?

09-EXP: No. I just close the game, and sleep, and come the other day and continue what I'm doing. I never count the doors, or what did I do. I didn't do anything with that.

Interviewer: How do you think, you know, right now your language is very good. How do you think that you still know what you learned?

09-EXP: Actually, my language was a lot better. Was a lot better, like six years ago. But now it maybe decreased.

Interviewer: Okay.

09-EXP: Yeah, because I didn't communicate with others like before. I get engaged with college, with everything, you know? So I can't talk like before. Before I had no problems at all at talking for hours. But now, you know, I had to remember some vocab and you know. So it's maybe difficult for me now. My level, maybe goes from seven to five. If you are talking about out of 10. So I have to keep on track with the games, but I didn't have time, unfortunately.

Interviewer: Okay.

09-EXP: Actually I would like to tell everyone that who's into games and into some things, to try to avoid Arab people. Not for the [inaudible 00:10:22], but to learn English. You have to get in with the foreign players. No matter who they are, just play with foreigners to learn language.

Interviewer: Okay.

09-EXP: Yeah. If you are playing with your friends you won't learn anything.

Interviewer: You won't learn, yeah.

09-EXP: Yeah. So that's how.

Interviewer: Do you think people can learn from the game's English? I don't have to interact with anybody-

09-EXP: No, actually, you will learn only basic words. Like stars.

Interviewer: Basic words, yeah.

09-EXP: And that doesn't give you anything.

Interviewer: So you learned most from real players.

09-EXP: Yeah, yeah, from real play. From chatting. From voice chatting, that was the point.

Interviewer: I see.

09-EXP: Yeah.

Interviewer: Okay, thank you.

09-EXP: So, thank you. Thank you.

F.10 10-EXP Interview

Interviewer: Hello, nice to meet you. I'll be asking you a few questions. Is that okay?

10-EXP: Yes, that's okay.

Interviewer: My first question is, how do you describe yourself as an MMORPG player?

10-EXP: I describe myself as a cooperative player, I play with my friends, and a veteran of that.

Interviewer: The same, by cooperative what do you mean exactly?

10-EXP: I mean with my friends, everyone has his role as a tank, healer, a damage dealer.

Interviewer: I see.

10-EXP: Like that, the party.

Interviewer: Do you think you could learn a second language from MMORPGs?

10-EXP: Certainly, yes.

Interviewer: How?

10-EXP: How from the world's you see in games. Like for example, when you open inventory at first I didn't know what inventory means. Then I go to Google Translator, then I learned the meaning. The meaning stayed in my mind, because I play the game. That's what I know lots of words, because of the MMORPGs.

Interviewer: You told that you learned the word inventory from MMORPGs, are there any similar instances where you learned another word or some strategies from MMORPGs?

10-EXP: Yes lots of word. Like for meaning Earth, universe, equipment, storage, friends, allies, enemies. Lots of words, was it all learning.

Interviewer: Okay, how do you move ahead in MMORPGs and it isn't a language that you're not familiar with?

10-EXP: At first you need to know a little bit of the language, then you develop yourself with the language, with the words. Because I know lots of words it becomes very easy.

Interviewer: You said that before you need to know a little bit. This little bit, did you learn it from MMORPGs or before?

10-EXP: No from my English classes.

Interviewer: From your English classes.

10-EXP: But MMORPG developed my English skills even more.

Interviewer: Even more.

10-EXP: Yes.

Interviewer: Do you remember when you started playing MMORPGs?

10-EXP: Yes, I think when I was in elementary.

Interviewer: Elementary school, you were very young.

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10-EXP: Yes.

Interviewer: I heard that people put goals, like language goals when they play. Have you ever put language goals when you are playing MMORPGs?

10-EXP: I don't put language goals, but to improve without goals.

Interviewer: I see.

10-EXP: The goals it to be excellent at it.

Interviewer: So what you're trying to say is while you're playing you have a goal to improve your language correct?

10-EXP: Yes that's my goal.

Interviewer: Are there any games that you've played with the goal of improving your language?

10-EXP: Most of them.

Interviewer: Most of them. Well thank you. Another question is when and where do you usually play MMORPGs?

10-EXP: In my free time, in my free time and my friend's free time. As I've said I'm a cooperative with my friends, when we are free we play MMORPGs.

Interviewer: You said that you play with your friends, when they're free you play MMORPGs with them, do you think playing with your friends MMORPGs makes learning the language easier?

10-EXP: Yeah, because if I have difficulty with the language I can ask one of my friends and he will help me.

Interviewer: Where do you play MMORPGs?

10-EXP: In laptop, or a PS4.

Interviewer: In a laptop or a PS4?

10-EXP: Yes.

Interviewer: Which one of them makes learning the English more easier to you?

10-EXP: I think it's laptop.

Interviewer: Why?

10-EXP: Because you can access translator [inaudible 00:04:02].

Interviewer: Excellent, okay. What kind of actions do you take when you don't understand a word or something in the second language in these games?

10-EXP: I used to have a notebook, when I encountered something I didn't know I'd write it, then translate it. I take my free time to memorize it, that's how I improved.

Interviewer: Wow you said that you write the words that you don't understand in a notebook.

10-EXP: Yes.

Interviewer: Okay, with it did you used to write lots of words or were there a few words?

10-EXP: More than 500 words.

Interviewer: Wow, and you memorized every single one of them?

10-EXP: Every single one of them.

Interviewer: With the meaning?

10-EXP: With the meaning.

Interviewer: Have you applied these words in MMORPGs?

10-EXP: Yes. Most of them, and outside.

Interviewer: Okay. How do you decide on what tactic you want to use when you encounter a second language barrier?

10-EXP: I ask my friends or translator, but even someone in my family who will know a lot of English. I ask them and they will help me.

Interviewer: For example, why did you decide on writing in a notebook English words? Why did you decide on doing that? Do you know?

10-EXP: Because I want to know what's going on in the game and the story, I want to understand other players. Because you can encounter lots of English speaking players. They want to learn to speak with them.

Interviewer: Okay, is there any particular method you used more than others?

10-EXP: Memorizing.

Interviewer: Memorizing. How do you keep track of your second language progress during your MMORPG playing? One of them you said was using a notebook, do you use any other methods?

10-EXP: No I think I used only the notebook and the English classes. In class I learned the proper enunciation.

Interviewer: Okay. You said that you talked with your friends when you encounter a second language barrier during game play, but have you ever talked with people inside the game that you don't know when there's something you don't understand?

10-EXP: No, sometimes I don't know many people outside of my friends. If I know that they are English speaking, I think they do know too.

Interviewer: Have you ever went to game forums for the game that you play?

10-EXP: No.

Interviewer: Never happened?

10-EXP: No I don't go to game forums, because I play the game.

Interviewer: Do you ever seek help from the dictionary?

10-EXP: Yes.

Interviewer: Many times?

10-EXP: No not many times, a little times. I memorize words from dictionary too and sometimes the words in the MMORPGs.

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Interviewer: Okay. Do you ever self reflect on what you learned in MMORPGs? By self reflect I mean oh I learned this word, this word means like this. Like for example, you were playing today and you were like these are the words I learned today from my playing. Do you ever do that?

10-EXP: Yes certainly, in my notebook I write everything.

Interviewer: Excellent, okay. Do you think the play MMORPGs inspires how you study a second language?

10-EXP: Yes, because I'm enjoying it. At the same time playing and learning. Best way.

Interviewer: Do you think it makes your learning a second language in class more enjoyable?

10-EXP: Yes, certainly.

Interviewer: I see, have you ever used any real world language learning strategies in MMORPG language learning?

10-EXP: Yeah, for the verb and English classes. And how to speak and the verbs.

Interviewer: I see, grammar structures?

10-EXP: Yes.

Interviewer: Which MMORPGs were you thinking about when answering my questions?

10-EXP: Final Fantasy.

Interviewer: Final Fantasy, 14?

10-EXP: Yeah 14 Online.

Interviewer: Wow, yeah. I'm thinking of playing that.

10-EXP: I recommend it, it's good.

Interviewer: What are your recommendations for people playing MMORPGs to learn English?

10-EXP: To memorize the word, put it in a notebook the words that you don't know. Translate it and memorize it. It helped me very much.

Interviewer: Okay, thank you. Before we conclude this interview do you have anything you'd like to add that we have not talked about?

10-EXP: No it's very good questions.

Interviewer: Okay.

10-EXP: I don't have anything to add.

Interviewer: Thank you very much. It was excellent.

F.11 11-EXP Interview

Interviewer: Hey, the first question is: How do you describe yourself as a video-game player?

11-EXP: How do I describe myself as a video-game player; in what aspect?

Interviewer: I mean, are you the type of person who plays with others?

11-EXP: Yes, I do play with others; a lot of other players.

Interviewer: Do you play for competition and winning or do you just play for fun?

11-EXP: No, I play for fun. I don't care whether I win or not. I don't tend to panic if I didn't win or something. No. I play for enjoyment and fun.

Interviewer: Do you usually play on your own or with others?

11-EXP: It doesn't matter. Sometimes, I play alone, but most of the time with others.

Interviewer: Do you think you can learn a second language while playing video games?

11-EXP: Yeah, sure. Players are from everywhere; from many different countries with different languages. Yes, I can learn. I happen to meet people speaking many other languages. Yes, I can learn.

Interviewer: Well, do you communicate with them verbally or by texting?

11-EXP: Verbally.

Interviewer: Good, are the games you play in Arabic or other languages?

11-EXP: No, the games are never in Arabic; they are rather in English.

Interviewer: Well, can you recall a moment when you could learn something in the game; that is in English?

11-EXP: Yeah, some sentences. In many times, I take the sentence that I don't know and look up its meaning. I never forget those sentences; as they stick to my mind forever. Like that.

Interviewer: Yeah, can you give examples?

11-EXP: Oh, no! I can't recall any examples right now.

Interviewer: That's fine. When you started playing video games, and found them not in Arabic, how did you manage to get started? Knowing what's requested? How to play?

11-EXP: How? What? Would you please repeat the question?

Interviewer: I mean, how do you start playing a new game that is not in Arabic? How do you know its rules?

11-EXP: Well, see, No one can start playing a game without knowing/ understanding all its terminology. One has to search on the internet, read and study everything about that game; to be able to follow through. That's a must. Learn everything about the game first. If one doesn't understand, one couldn't play. That's it.

Interviewer: How do you understand the terminology, then?

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11-EXP: How I understand the terminology? Well, see, on the game, I go listen to the terminology, I go translate them, I take them to the internet, read about it and understand them, like that.

Interviewer: Excellent. Some people that I met say: "I don't play to have fun; I play to learn a language." What's your opinion?

11-EXP: That's nice, but you can't depend on it; as it is not all inclusive. Some people speak a specific accent, not the proper language. That's nice, but not enough. The game doesn't cover all aspects of the language; there are other more important things in the language that we need to learn.

Interviewer: That's right. The games don't cover everything in the language.

11-EXP: Yes, exactly; but it definitely helps a lot.

Interviewer: Well, where and when do you usually play?

11-EXP: Where? I usually play at home (laughing). When? I play during my free time. I never play when I have some work to do or homework to do. I play in my free time; during weekends.

Interviewer: Well, does that thing help you focus on the game? Does it make a difference at all?

11-EXP: Unless, what to say... When I have some free time, I don't have any tasks to do; not a single thing. Then, I spend a lot of time on the game and understand it more.

Interviewer: Well, let's say you met a problem while playing, something that you don't understand; what are your options to understand that thing?

11-EXP: Well, either I go ask someone big about it or check my phone. When I play, I usually have my phone with me. In case there is something that I don't understand, I check my phone right away to translate it and try to understand it.

Interviewer: Excellent. Well, you mentioned asking someone big and that you have your phone next to you. When do you decide asking someone big? And when do you decide checking your phone?

11-EXP: When? Well, I can ask someone if it is something easy for them; one word or two; a sentence. But if it is something hard or long, then I don't; I find it necessary to check my phone and see what it means. It has to be correct.

Interviewer: Well, what program do you use on the phone?

11-EXP: Al-Mutarjem (the translator.) Al-Mutarjem all the time. It is quite accurate.

Interviewer: Yeah, do you usually find the exact translation on that program without errors? Or is it – not all the time – exact?

11-EXP: No. Not error. The program can suggest several meanings to a certain word; some are not the exact same meaning of the game. Then, I judge and take the closest meaning. I usually check several sources: the phone, someone, some friend who knows the game well, like that.

Interviewer: Well, in case you face some difficulty and the phone was not sufficient, nor the people you ask, what do you do?

11-EXP: In what sense? What do you mean by asking "what do you do?" What do I do about the game or about the language?

Interviewer: Well, both; the game and the language? Do you continue... go on...

11-EXP: Yeah, I continue, for sure. As I told you, the words that I don't understand, I write it down; all of it to check it in the future and try to understand it in some other time.

Interviewer: O.K. Excellent. Do you go for the game seeking the language education or you or just started playing for fun and then started grasping the language on your way?

11-EXP: Well, see. At the beginning, I just played for fun; meanwhile, I realized that there are a lot of many things that I don't understand. Then, I started recording the games.

Interviewer: You started what?

11-EXP: I started recording the game while I plan (audio and video) and when I have time, I go and see how it went? What was said? How well I did?

Interviewer: Really! Do you save your games on YouTube, Twitter or Privately?

11-EXP: I prefer saving my games, privately. Sometimes, I put it on Twitter

Interviewer: Well, you save your games in order to see how well you do in the language or what?

11-EXP: Yeah, I do.

Interviewer: As most people would save their games to see their progress in the game.

11-EXP: I do save my games anyway, generally, for both purposes. I remember I once played with a foreign person, and I recorded everything. As I finished, I went to check my language and how I was talking, and if there were some mistakes. I went to check it all.

Interviewer: Nice, you have previously mentioned that you talk to someone older, when something is hard to understand. Who is that older man?

11-EXP: Either a friend, a brother, but most definitely my father. Every day, I record everything on my phone, and at the end of the day, I go to my father to explain to me.

Interviewer: Nice, regards your father, how is his language? Is it excellent?

11-EXP: Yeah, yeah, he's good.

Interviewer: Nice, have you ever gone and asked on the game forum?

11-EXP: Yeah, yeah, we have in Saudi, sort of game forums that include all players. Where I visit, see and ask questions. I ask all the time when there is something hard.

Interviewer: Well, this question is a bit complex. Sometimes, while you play, do you think about the things you've learnt?

11-EXP: Yeah, I tend to use it all the time in order to recall it. Sure, I do think of it.

Interviewer: Aha, that's nice; excellent. Well, do you have some other ways that you use a lot?

11-EXP: As I said, I usually record the games using my phone. Then, if there is something hard, I go check it out, study it, and learn it.

Interviewer: Nice. Well, since you started playing those games, have it impacted your English language study or not?

11-EXP: Definitely, it has impacted, but not to a big extent. I mean, sometimes, during class, I find a lot of words that I understand due to the game I play.

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Interviewer: Nice. Well, is there anything whether in life or in the English class that helped you out during the games?

11-EXP: Well, no. Most of children, my age, especially girls, don't play. I mean girls my age.

Interviewer: Well, but you...

11-EXP: Me what?

Interviewer: Never mind, well, I mean, have you learnt something from real life experience, that you applied during the game, in order to learn the language?

11-EXP: Yeah, I have that all the time, anything that I find hard, I record it using my phone, I write it down and study it; whether that I learnt in real life or during the game. That's how I do it.

Interviewer: That's clear. Which games has the most impact on your English language?

11-EXP: I don't have a specific game. While playing games, I speak a lot with foreign people.

Interviewer: What are your recommendations for other people to learn the language?

11-EXP: That is if they hear any word or any sentence and find it hard to understand, don't let it go. Try, seek, write it down; and as they have some time, to go and check it out and translate it. That is, they don't let go on the things that they don't understand.

Interviewer: Well, this question is a bit complex; let me explain it to you. There is something that most gamers have. There is something called code switching.

11-EXP: What's that?

Interviewer: Code switching. That displays both English and Arabic in the meantime. For instance, I play call of duty, then, I say: "Look at that noob, he is killing. The word noob is in English that I use in an Arabic context.

11-EXP: Yeah, there are a lot of words like that.

Interviewer: Then, do you use that option?

11-EXP: Yeah, the same as when we say "the team" like that. There are a lot of words like that and we use them in a local context. That's something that all gamers do.

Interviewer: Do you have examples? Team is one word. Do you have other examples?

11-EXP: Yeah, well. I need "help;" words like that. At this moment, my mind is blank and can't give further examples. There are so many words that we use a lot.

Interviewer: Nice, before we wrap up this interview, do you have something to describe our conversation?

11-EXP: Well, none.

Interviewer: God bless you. I took a lot of your time.

11-EXP: Never mind. No, that's fine.

Interviewer: Now, I shall stop recording.

F.12 12-EXP Interview

Interviewer: Hello, nice to meet you Nawaf. I'll be asking you a few questions. Is that okay?

12-EXP: Yeah, it's okay.

Interviewer: First of all, would you describe yourself as an MMORPG player?

12-EXP: Like as a good or bad or...

Interviewer: Good or bad, cooperative, competitive, tranquil?

12-EXP: I prefer to play solo mostly.

Interviewer: Okay.

12-EXP: Yeah, I think I'm good in solo. I'm not as good in multiplayer online games.

Interviewer: Are you a casual player or are you more of a hardcore player?

12-EXP: No, I'm more of a hardcore player.

Interviewer: I see. Do you think that you could learn a second language from MMORPGs?

12-EXP: Yeah, sure.

Interviewer: How?

12-EXP: Just depending on the game, depending on the language of the game. If you like the game you're going to invest in it. If you're going to play the game, you're going to try to understand, even though in some cases, some levels you might not understand what's going on with the story so you might search, use outside ways to understand the story. To pass the level.

Interviewer: I see. Have you learned a second language from MMORPGs?

12-EXP: Yeah, English.

Interviewer: Do you remember a couple of instances where you learned something from MMORPGs?

12-EXP: You mean like specific word or sentence?

Interviewer: Yeah.

12-EXP: That I learned that way? Yeah, I learned in Prince of Persia. It's mostly puzzles, so mostly puzzles with words and letters and stuff like that. You actually have to, I can't remember the exact puzzle ... but I had to search in order to understand what they mean or needed to know to pass the puzzle and move on to the next level.

Interviewer: I see. How do you move ahead in MMORPGs when it's in a language you are not familiar with?

12-EXP: I'm sorry, what?

Interviewer: You said you the game is in English and your mother language is Arabic. How do you move ahead in the game when it's not in your language?

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12-EXP: Just like I said, I search and I use outside sources to help me understand what's needed from the game. I mean, if I enjoy games, I'm sure I'm going to get inside it, really get inside the story. I want to find out what happens next so I have to understand.

Interviewer: Have you ever had a specific second language goals you were playing MMORPGs?

12-EXP: Do it as to learn English?

Interviewer: Yeah.

12-EXP: No, I'm mostly in it for the fun game. I wasn't intending on learning English. I was just in it for the fun. I wanted to play the game so I had to learn English to play the game.

Interviewer: Okay. Tell me a little bit about when and where you play MMO?

12-EXP: At home mostly. About 90% of the time at home. When I used to study a lot so I played about four times at a week, every other day.

Interviewer: I see. You know what kind of action do you take when you have second language barriers in these games?

12-EXP: I use Google translator a lot. I use the help of my mom. She knows English so I ask her. please translate this to me.

Interviewer: I see.

12-EXP: I used to live in side of my cousin so I used to call him in the middle of the night. He comes and translate for me, also.

Interviewer: How do you decide about when to use Google translate and when to use for your mother to help you?

12-EXP: It's depending on sometimes my mother can't she can help me with some words. If the word is too hard for her to translate so I use Google translate.

Interviewer: I see. How do you keep track of your second language progress while you are playing? Do you ever do that?

12-EXP: I don't keep track. Like I said I'm just in it for the fun. I'm just playing. If I come across a word that I every word I learn at the next level, in the next game

Interviewer: You told me that you sometimes you speak with your mother or your cousin when you have a problem in the game in terms of language. Could you tell me more about that?

12-EXP: I don't necessarily with me. I just invite them, I ask them to translate, "What do you think this means?" I explain the level, I explain the puzzle, and I explain ... What I ask them to do is to translate the text. Sometimes in some games they give you a tutorial or something to pass the level. That was the biggest barrier in completing the game, the tutorials so I have to ask this person help.

Interviewer: You ever self-reflect on what you learned in these games?

12-EXP: In language terms or ...?

Interviewer: In language.

12-EXP: Sure I self-reflect them. I mean, I learned a lot. Even though when I come across a word, a lot of times I recognize the word actually with and I remember, "Oh, I used to play the game" and I use Google translate and I ask my mother.

Interviewer: Okay. Do you think the way you play MMORPGs, these games, you think the way you play them, has it inspired the way you study a second language?

12-EXP: Yeah, a lot. Yeah, it helped me in studying or

Interviewer: Yeah, it helped you or you no, yeah, exactly.

12-EXP: Yeah, it did help me in great ways. Most of my high school days I didn't study English but then high school was easy. Too easy for me to study. Even now, I'm in fourth year now, the first year was mostly English. About 70% was English. Yeah, that is also, I need to study English all the time. I used to go out, play more video games. My English level is very good.

Interviewer: What are your recommendations for people playing MMORPGs to learn English or games?

12-EXP: I think what worked for me the most is I didn't ... I mean, it's nice to focus on the language, but it's also nice to have fun. Yeah, do make it a goal to learn English but don't make it a priority. That worked for me but it might not work for everyone. But yeah I used to play just for the fun of it and it makes it fun, it makes learning fun if you make the priority is to have fun. You're going to learn English eventually. And another thing is to start early. Start at a younger age. It's easier to learn when you're young.

Interviewer: Before we conclude this interview do you have anything you would like to add that we have not talked about?

12-EXP: No

F.13 Champion's Interview

Interviewer: Hello Champion. Nice to meet you.

Champion: Nice to meet you too, Ziyad. Thank you very much.

Interviewer: How do you describe yourself as an MMORPG player?

Champion: Maybe I'd say the one who finishes the game fully, like I do everything in this game. I'm not the one who's a competitive gamer or the one who just play it for nothing. I play it for the game. I can see it develop my language quite a lot.

Interviewer: Okay. You said that it developed your language a lot. How do these games develop your language?

Champion: Well, I remember watching a movie. Do you want the name of the movie?

Interviewer: Okay.

Champion: It's called Hell Fire, where I saw a scene that said you have to have a pure heart to enter this gate. I was like what is the meaning of pure? When I played MMORPG games, I remember encountering a stone, which was called clear or maybe pure, which was a conclusion I saw the stone was really pure, or even clear, which gave me a thought that pure meaning like very clean. That's only one example.

Interviewer: Okay. How do you move ahead in MMORPGs when it is in a language that's not your language?

Champion: Well, I can use a lot of examples in here. One, I can say the context of the game, the environment can tell you what is the objective to use. I remember giving me a hose, a water hose. Well, that's why I was saying sometimes the context of the game helps you to overcome this barrier. Which, once I got a water hose, I didn't even know what is the meaning of a water hose. Which, when I continued playing the game I saw some raging fire, which way I use the conclusion that the water hose is something that fires water to kill the fire. This is one example. I have another one which is the most common to use a Google translator or maybe dictionary.

Interviewer: Okay. I heard that some people, they set to language goals before they play MMORPGs. What do you think about that?

Champion: Well, this is something maybe the first time I've ever heard about. Goals like what?

Interviewer: Like they play these games to learn English.

Champion: Well, I did learn English but I didn't put in my goals. It was just like from God it happened, and I was so thankful.

Interviewer: Okay. Tell me a little bit about when and where do you play MMORPGs.

Champion: Well when, every day. Where in my room right next to my bed.

Interviewer: Does this help you in learning the games' language?

Champion: Oh yeah, 100%.

Interviewer: Why?

Champion: Playing in coffees, it's a little bit noisy and you can't have your personal space, the environment helps 100%, I can agree with that.

Interviewer: Okay. So what actions do you take to overcome second language barriers in MMORPGs?

Champion: Well, as I said before, translation, dictionary, even the context of the game. I remember once giving me a goal in the game called Bully, famous game, where the objective is to go to the prime minister room. At that time, I didn't know what is the prime minister, but walking in the school, I saw a room, it was written in big, bold letters, it was Prime Minister Room. So I went there and I saw the prime minister is the leader of the school, which why I concluded the prime minister is [inaudible 00:04:22].

Interviewer: Okay. How do you decide what tactics to use? So you said you use context, sometimes you use translation, how do you know oh, I should use, right now, translation, right now I should use something else?

Champion: Oh, it depends on the context of the example of it. Sometimes it's just a plain word. You have to use dictionary or even translate it. Sometimes it's an objective. Objective, most commonly I use the game itself, the environment of the game. Well sometimes I get stuck and I use my brother's help, or maybe anyone who can help me with this, or someone who did this game and YouTube.

Interviewer: What is your most common method do you use?

Champion: The context of the game.

Interviewer: The context.

Champion: [crosstalk 00:05:14].

Interviewer: Okay. Do you keep track of your second language process while you're playing, or no?

Champion: I don't do it intentionally, but I can feel it changing. The track, I can feel, but I don't do it intentionally.

Interviewer: Okay. You said that you don't do it intentionally. What do you mean? That you don't do it in intentionally.

Champion: I don't write, or even put it in my notes, but I can feel that I've developed. I know a lot of words.

Interviewer: Is there anything that you do to realize that oh, I've developed or no?

Champion: Oh yeah. I just try myself talking to anybody in the MMORPG games.

Interviewer: Okay. Do you talk to your friends, family, or anybody when you have a second language barrier while you're playing?

Champion: I used to talk to one of my doctors in this college. He was really helpful. I thank him for that. But I passed the semester so I can't see him anymore.

Interviewer: So you told me before that you use help from dictionary and gaming forums. So could you tell me more about that?

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Champion: Dictionary, gaming forums. I remember once I played Dark Souls, where there was a requirement to upgrade my weapon. I didn't know exactly what was that requirement, so I used the gaming forum in Wikipedia, which why I concluded what I needed.

Interviewer: Okay. I see.

Champion: It was very helpful.

Interviewer: Do you ever self reflect on what you learned in these games?

Champion: I'm sorry, come again. Self reflect? I don't understand that. Yeah, I can feel a difference from before and now. There's a lot of grammar. Not grammar, I'm sorry. I mean vocabulary, which I feel some new words stored in my head, or even watch movies, I can feel more comfortable.

Interviewer: Do you think the way you play these games, has it impacted the way you learn another language?

Champion: Another language like Spanish, maybe?

Interviewer: Any language. Spanish, even English.

Champion: English, yeah. 100%. But another language, I've never tried it that, but English I can feel way much better.

Interviewer: But has it ever impacted the way you study a second language?

Champion: Yeah, maybe sometimes. It gives me an objective, and I get a lot of several objectives, so whenever I get an objective I can see that he gives me a certain context. So I can realize, if it's an objective, the context comes like this, do that. Or sometimes it could write, tells you to bring something with you. I can use that in any language. It's a good method.

Interviewer: Okay. Have you ever used it in real life? These methods.

Champion: Well real life, I don't guess.

Interviewer: You don't think so?

Champion: No.

Interviewer: Okay. Have you ever used any real world language learning strategies in these games or no? Is there something you learned in the real world and used it in these games?

Champion: No, the games teach me more.

Interviewer: Okay. So which games were you thinking about when you were answering my question?

Champion: Dark Souls, 100%. I can say Destiny a little bit. Devil May Cry. I played it recently. It was good. It was helpful.

Interviewer: Okay. What are your recommendations for people playing these games to learn English?

Champion: Read everything you get. The objectives, letters, even context with all the characters. Talk to anybody you see in the game. That develops you a lot.

Interviewer: Okay. So before we finish this interview, is there something you would like to add?

Champion: No. Thank you very much.

Interviewer: Okay. Thank you.

F.14 San's Interview

Interviewer: Hello San. Nice to meet you.

San: Nice to meet you too.

Interviewer: How do you describe yourself as an MMORPG player?

San: I think I'm regular player on MMORPG and I like to play the MMORPG with my friends and it's more competitive to play this game.

Interviewer: Yeah. Do you play regularly like every day or not so much?

San: Maybe, every day. Most every day?

Interviewer: Yeah. Do you consider yourself a cooperative player or a competitive player?

San: No. Competitive player.

Interviewer: Okay. Do you think you could learn a second language from MMORPGs?

San: Maybe learned some words in there, not to learn all the language. You have to study language in the real world, not in MMORPG, the game.

Interviewer: Okay. Why do you think that?

San: Maybe it's hard to me to learn it from the game. I don't know.

Interviewer: Okay. Do you remember examples where you learned a second language in MMORPGs, words for example?

San: Like in the voice lines, in the characters. I heard that, then I do what they say, so I go with it.

Interviewer: When you hear the voice lines, does it also help you to know how the word is pronounced?

San: Just pronounced, it's not, write it down.

Interviewer: Oh, okay. How do you move ahead in MMORPGs and it's in a language that's not your language.

San: Learn. Learn from it. Learn from it. Till I keep it up to a play.

Interviewer: Okay. I heard that some people they have second language goals before they play MMORPG's. What do you think about that?

San: I mean they can do that. They learn the English from, learn the English to play the game.

Interviewer: But do you think it's possible to learn English while they play the game?

San: Yes. Yes they can.

Interviewer: Ah, I see.

San: But not other language?

Interviewer: Yeah. Okay. Why do you think it's not possible to learn all the language?

San: Maybe it's hard. It's hard to me. I think it's you have to study in the school or in high school, I think.

Interviewer: So you think they need help?

San: Yes.

Interviewer: Okay. Tell me about when and where you play MMORPGs?

San: In the PC. I play anytime I can play.

Interviewer: Okay. When you help the PC, do you think it helps you in learning the language or it's the same? You play in PS4.

San: Same.

Interviewer: The same. Okay.

San: [inaudible].

Interviewer: So what actions do you do to overcome second language barriers in MMORPG's.

San: I use the internet to translate it . Like Google over the dictionary in the internet.

Interviewer: Mm-hmm (affirmative), I see. How do you decide on using Google or using the dictionary?

San: If I find the words that I need to learn it, or I know it. I opened Google first. If I didn't find it in Google, I opened the dictionary.

Interviewer: The dictionary. Okay. How about if this word you couldn't know what it is in Google and a dictionary. What do you do?

San: Maybe I ask my friends or someone nearby to ask him.

Interviewer: Okay. Do you keep track of what you learn during your gameplay?

San: No. No.

Interviewer: You never keep track?

San: No.

Interviewer: Okay. So you told me before that you speak to your friends when you, when the dictionary and Google didn't help you. Could you talk more about that and give me examples?

San: Like some more that I find in the game like survive. If I didn't know the game, I write it in the Google and translate it from.

Interviewer: Okay. But if you can't find the word in Google and the dictionary, you said that you ask your friends. Could you tell me about that?

San: I asked my friends if they play with me. I ask him, I ask them and they answer for me.

Interviewer: Hmm. Do you have, do you know any examples of that happening to you?

San: Maybe, I didn't remember, but any [inaudible] maybe in the game, someone translates for me instantly.

Interviewer: Okay. Okay. Do you ever use the games form to help?

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San: No, I don't.

Interviewer: Okay. Do you self reflect on what you learned in MMORPG's?

San: Sometimes, yes, sometimes.

Interviewer: Ah. Could you explain?

San: Like I find a word at that I didn't know and write it down center of my phone.

Interviewer: Okay.

San: to keep it up to...

Interviewer: Okay.

San: [inaudible]

Interviewer: Okay. Do you think the way you play MMORPGs impacts the way you learn another language?

San: Like I read like a sentence and I didn't know the meaning of it and I read the afterwards the sentence and the, it's translated for me then I know what's they're telling me.

Interviewer: I think that's a good, that's so, use the context to learn.

San: Yes.

Interviewer: Yeah. Yeah. Okay. How about the other way around? Have you learned something in real life where it has benefited you in gaming?

San: No, I never do that.

Interviewer: Okay. Okay. What MMORPGs do you thought about when I was asking you these questions?

San: like a games?

Interviewer: Yeah.

San: Maybe all the World of Warcraft or Destiny. I enjoy a lot in the game.

Interviewer: What games, not MMORPGs, made you learn English a lot?

San: Maybe Overwatch.

Interviewer: Overwatch?

San: Dark Souls.

Interviewer: Dark Souls. Okay. Why these 2 games?

San: It's have a lots of words in it and a new word that I don't know in this game.

Interviewer: Yeah.

San: So I learned a lot from this game.

Interviewer: Do you play with people in Overwatch?

San: Yes.

Interviewer: Did this help you in learning English?

San: Yes, yes a lot.

Interviewer: Can you tell me how ?

San: The eye contact with them in the game. How to do the strategies to win.

Interviewer: Mm-hmm (affirmative).

San: I improved my English, my language, like this contact and strategies and like this.

Interviewer: And if you do something or if you don't understand what they're saying in Overwatch, for example. What happens? How do you try to understand what they're saying?

San: I say to them what does this mean? If I didn't know this again, I ignore it.

Interviewer: You ignore it. But do you think Overwatch more than Dark Souls benefited your English?

San: Yeah, yeah.

Interviewer: And because you play with other peoples, so the cooperation helped you a lot?

San: Yeah. The contact is more in the Overwatch.

Interviewer: Is there anything about Overwatch helping you learn English that I should know about ?

San: The contact all over the world. You must contact in this game.

Interviewer: Okay.

San: But I like dark souls. You don't contact with everyone.

Interviewer: What are your recommendations for people playing MMORPGs or any game to learn English?

San: Read, read and translate if they didn't know the game. The mean of the word.

Interviewer: Yeah.

San: And they find the way to learn English.

Interviewer: Okay. Before we finish this interview, is there anything you would like to add?

San: The games, all of the games help you a lot to learn the English, so the games maybe that's positive in life.

Interviewer: Okay. Thank you.

San: Welcome.

F.15 Sama's Interview

Interviewer: Hello, I'll be asking you a few questions about your game playing on MMORPGs. Is this okay?

Sama: Yeah, this is okay with me.

Interviewer: Okay. My first question is, how do you describe yourself as an MMORPG player?

Sama: Well, I can describe myself as an intensive player. I play all the time through MMORPG games like Fallout 76, and Elder Scrolls and other games.

Interviewer: Okay. Do you think that you're more a cooperative player or are you a more competitive player?

Sama: Actually I think I'm more cooperative player, because I play with my friends through a lot of games, such as the ones I described before and mentioned before.

Interviewer: Okay. Do you think you could learn a second language from MMORPGs?

Sama: Definitely. I can learn a lot of vocabulary through it. I can learn new words, such as sit or trap or I can learn ... maybe I can learn describe or explain or talk to.

Interviewer: Can you remember a couple instances where you learnt something from a second language through MMORPGs?

Sama: I think I can remember some of them such as ... I learned a lot of new words from other players when I was talking to them, they were talking to me about new stuff they were doing in their lives. I was talking about something outside the game. You learn a lot from new stuff, such as new words and how to deal with them and what does it mean. That's it.

Interviewer: Okay. How do you move ahead in MMORPGs when is in a language you're not familiar with. You speak Arabic, but the game is in English.

Sama: Well I use dictionary for instance, or I can ask other player, what does this word mean. Or I can just go with the flow. I understand from the context.

Interviewer: Okay. I have heard that some people set specific second language goals before they start playing MMORPGs. What do you think about that?

Sama: Well, it's definitely a good thing. But my experience, I never heard someone talk about this thing, because they always try to play the game, and have fun. That's it.

Interviewer: Okay. Tell me a little bit about when and where do you usually play MMORPGs?

Sama: Definitely in my house. I stay in my home, I play a lot of games. That's it. With my friends.

Interviewer: When is a good time for you to play?

Sama: All the time.

Interviewer: All the time.

Sama: I'm a hardcore gamer.

Interviewer: Does it help in learning the game's language when you play at your house?

Sama: Yeah. Because I use the chat party and I talk with other people.

Interviewer: I see. What kind of actions do you take to overcome second language barriers in MMORPGs?

Sama: There is no barrier if you are using the language, because the language is a tool. If you don't use it, you will lose it.

Interviewer: What tactics do you use when you see something you don't understand in the language?

Sama: As I mentioned before, I talk to other people and ask them about it, what does it mean, or I can use the dictionary, my phone. I can use the internet. Or I can ask other people. Or just go with the flow.

Interviewer: Which method do you mostly use?

Sama: Asking other people.

Interviewer: Okay. How do you keep track of your second language process during your gameplay?

Sama: Through reading, or through listening. If I listen to other people and I understood what they mean, I think that's a good thing. Like a progress thing.

Interviewer: Do you use any tactic to monitor your second language learning process?

Sama: I don't think so. Because as I said before, I go with the flow. If I'm good at understanding other people and they understood me, that's a good sign I think.

Interviewer: You told me before that you ask your friends or your family when you have a second language barrier during gameplay. Could you tell me more about that?

Sama: If I faced a new word or if I faced something I do not understand like a quest, like the quest dialogue or a quest sign or something, I ask them about it. What does this word mean, or do you guys understand what this mean because I don't understand it. If they understood what that thing mean, they told me. They tell me actually. They tell me in Arabic language or they try to explain in English, in a similar English way.

Interviewer: Do you use the game's forums when encountering a second language barrier during gameplay?

Sama: I don't think so because I said before, like I said before, I don't have any problems.

Interviewer: Do you self-reflect on what you learned in MMORPGs?

Sama: I think so. Yeah, I think so.

Interviewer: Do you have an example?

Sama: I don't think anything ... I don't have anything right now. Let me think. I'll have a new one to tell you about later maybe.

Interviewer: Do you think the way you play MMORPGs inspires or impacts the way you study a second language?

Sama: Definitely because I want to learn things, or I need to learn second language so I can use it in the MMORPG games. Like I said before, you have to learn the language because it's a tool. If you don't use it, you will lose it.

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Interviewer: Have you ever used any technique from the real world language learning and adopted it in MMORPG language learning?

Sama: Yeah, listening. If you listen to other people and try to be a good companion to them and good friend, they will try to talk to you about other things outside the game. That's how you will enrich yourself with the English language and vocabularies.

Interviewer: Which MMORPGs were you thinking about while you were answering my questions?

Sama: Actually the best one in my games like Elder Scroll.

Interviewer: Elder Scroll. Before we conclude this interview, do you have anything you would like to add that we have not talked about?

Sama: Not at the moment.

Interviewer: Okay, thank you very much.

Sama: You're welcome.

Interviewer: You were very helpful.

Sama: Thanks.

Interviewer: What are your recommendations for people playing MMORPGs to learn English?

Sama: For people who want to learn the English language just to play MMORPG games. My recommendations for them is you have to play with passion or you have to learn the English language with passion. Even though it is for gaming and that is acceptable because if you want to improve yourself in English language or you want to improve yourself at gaming. You have to improve your English language. Because almost all of the games is based in the English language and you have to learn the skills or you have to know the techniques of how to communicate with other people throughout written form or speaking form and etc. It depends on the person himself if he has the passion to learn the English language he will surely succeed in learning the second language.

F.16 Agmi's Interview

Interviewer: Hello, Agmi. So nice to meet you.

Agmi: Nice to meet you too.

Interviewer: I would like to ask you a question. How do you describe yourself as a MMORPG player?

Agmi: Well, I used to be addicted to the video games.

Interviewer: Yeah.

Agmi: So, I played for maybe 10 hours a day after school. So it's like addiction.

Interviewer: Yeah.

Agmi: Addiction?

Interviewer: Yes.

Agmi: Okay. So yeah, and my friends, I play with my friends the whole time.

Interviewer: Yeah.

Agmi: I can't play without my friends. So I describe myself as... I love to challenge my friends.

Interviewer: Yeah.

Agmi: Yeah.

Interviewer: So, if your friends weren't online, you don't think you would play?

Agmi: I'd play, but a specific game like maybe Skyrim-

Interviewer: Yeah.

Agmi: ... Offline. Yeah, the offline games. Rarely I go to online games.

Interviewer: Online games without your friends?

Agmi: Yeah.

Interviewer: Okay. Do you think you could learn a second language from these games?

Agmi: Yeah.

Interviewer: How so?

Agmi: About myself, I was... I learned English from the movies, the TV shows and the games.

Interviewer: Yeah?

Agmi: So I have maybe evolved my English through the video games. It was basic, but now it's better.

Interviewer: It's better?

Agmi: Yeah.

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Interviewer: So you think video games made your English language-

Agmi: Better. Yeah.

Interviewer: ... Better?

Agmi: Yeah.

Interviewer: Can you give me a couple examples how you learned a second language from these video games?

Agmi: Maybe if I don't understand the word I can understand it from the concept.

Interviewer: Context.

Agmi: Context.

Interviewer: Yeah.

Agmi: Yeah. So this is how I developed in the English. Yeah.

Interviewer: So you could also learn... You learn from the context?

Agmi: Yeah.

Interviewer: Okay.

Agmi: But my English speaking is not very good, but my reading is better. Yeah.

Interviewer: Why is your reading better than you're speaking?

Agmi: Because I don't speak a lot English but I read it a lot. Yeah.

Interviewer: So, because all these games are full of English.

Agmi: Yeah. But I don't... I play with my Arab friends so we speak Arabic all the time.

Interviewer: Yeah. I see, okay. How do you move ahead in these games, and it's in a language that's not your first language?

Agmi: Well basically if I am new to English, or I don't know a lot of English, it will be hard.

Interviewer: Yeah.

Agmi: I have to ask my friends and it will be very hard because most of the game is standard English.

Interviewer: Yeah.

Agmi: So I can't really understand it. But my English is quite good, the reading, so I can understand it easy.

Interviewer: So you got into these games and you were familiar with English?

Agmi: Yeah. Not the best, but yeah.

Interviewer: Do you think if it was someone that doesn't have any English, do you think he'll have difficulty in these games?

Agmi: Yes.

Interviewer: Why?

Agmi: Because the whole game is need English. Because maybe if you read a word you can't understand, like in standard English. You can read, you can understand it from the concept.

Interviewer: Yeah, context.

Agmi: Context. Yeah.

Interviewer: Okay.

Agmi: So that's why I see the English is very important in the MMORPG.

Interviewer: So before someone plays, you say that he has to have a good-

Agmi: Good language.

Interviewer: ...English?

Agmi: Or maybe medium, medium language.

Interviewer: Medium. I've met some people who didn't know English and they still did well in these games.

Agmi: That's my opinion.

Interviewer: Okay.

Agmi: I think they maybe have a friend helping them a lot.

Interviewer: Yeah. Okay. You know, I heard some people, I've met some people who play these games and they also have goals like, today I want to learn this number of words.

Agmi: Yeah.

Interviewer: What do you think about that?

Agmi: Well, I think they are very ambitious [inaudible 00:04:00] because I don't have the goals.

Interviewer: Yeah.

Agmi: I just play.

Interviewer: You just play for fun.

Agmi: Yeah, [inaudible 00:04:05].

Interviewer: You don't play to learn?

Agmi: No, no.

Interviewer: Yeah.

Agmi: Never.

Interviewer: Okay. But do you think it's possible?

Agmi: Yeah, it's very possible.

Interviewer: Why?

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Agmi: Because in the MMORPG it's all about English. It's all about your language.

Interviewer: Yeah.

Agmi: If you don't have the language, you can't play it. So they can learn about, because the whole game is talking and reading. So they can learn from it.

Interviewer: Yeah. Do you think... Does this game help you understand words?

Agmi: Sometimes. Not all of the times. Because most of my MMORPG games, like from a long time ago, like the Swords and that.

Interviewer: Yeah.

Agmi: I don't really find it helpful to learn English. But it's good.

Interviewer: Yeah, okay. So, let's say you were playing an MMORPG, and you encounter a word that you don't understand. What do you do?

Agmi: The first thing I go to the Google translate.

Interviewer: Okay. Google translate. Yeah.

Agmi: Yeah, or the dictionary.

Interviewer: Or the dictionary.

Agmi: Yeah.

Interviewer: Okay.

Agmi: Yeah, that's it.

Interviewer: These are your only...

Agmi: My only options.

Interviewer: Okay. How do you decide when to use the dictionary and when to use Google translate?

Agmi: Well, in the dictionary you can find the word but in English. So if I find it in English and I couldn't understand it, I go to Google translate to translate it to Arabic to [inaudible 00:05:39] I can understand it.

Interviewer: I see.

Agmi: Yeah.

Interviewer: How about if you're having difficulty? Google translate doesn't help you and the dictionary doesn't help you.

Agmi: Maybe go to the YouTube and see a game play.

Interviewer: See someone?

Agmi: Yeah. Because I understand it from the whole video.

Interviewer: Yeah. You understand what you're supposed to do?

Agmi: Yeah.

Interviewer: Okay. Do you ever keep track of your second language progress as you play?

Agmi: No.

Interviewer: But have you realized, like after you finished an MMORPG, that wow my language is better now.

Agmi: Really no. But I find it's very useful, but I didn't realize the different because I am not interested of learning English in the game.

Interviewer: Yeah.

Agmi: I'm just playing for my friends and having fun.

Interviewer: Okay. So you don't use any tactic to monitor your second language process?

Agmi: Really no, because I'm interested of learning [inaudible 00:06:39] language. Maybe France or Urdu. Yeah.

Interviewer: How do you... Do you learn them by playing games also or no?

Agmi: No, no, no. I find like [inaudible 00:06:50] or an apps.

Interviewer: Okay. Do you ever talk to your friends, your family?

Agmi: About?

Interviewer: If you're having difficulty understanding a word.

Agmi: Yeah, maybe I go to my big brother because he's a medical student and his English is perfect.

Interviewer: Okay.

Agmi: So I go to him and ask him.

Interviewer: Okay.

Agmi: Yeah, that's-

Interviewer: So you've done that before?

Agmi: Yeah, yeah.

Interviewer: Okay.

Agmi: A lot of times.

Interviewer: I see. So you told me before that you seek help from the dictionary because the dictionary explains the word in English.

Agmi: Yeah.

Interviewer: And also you also see people YouTube how they finish something if the dictionary and Google translate, doesn't help you.

Agmi: Yeah.

Interviewer: Can you tell me more about that? You know, give me examples and stuff.

Agmi: Like what?

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Interviewer: Let's say about the YouTube.

Agmi: Yeah.

Interviewer: Do you remember a time when you just couldn't understand what to do and you're like, I want to watch someone-

Agmi: Yeah.

Interviewer: ... Do it.

Agmi: A lot of times. A MMO [inaudible 00:07:59].

Interviewer: Any game.

Agmi: Yeah, in Skyrim... In the Skyrim the levels is very hard.

Interviewer: Yeah?

Agmi: So I went to the YouTube and I explained the level.

Interviewer: Yeah?

Agmi: Yeah.

Interviewer: You wrote the quest name to understand.

Agmi: The quest name to understand it.

Interviewer: Okay.

Agmi: So most of the times it work.

Interviewer: Do you ever self reflect on what you learned or no?

Agmi: Can you explain the question?

Interviewer: Like, [inaudible 00:08:27], so this is what this word means.

Agmi: Yeah, yeah, sometimes. Sometimes, yeah, I do it. Because if you see a new word, or not new but you have seen this before.

Interviewer: Yeah.

Agmi: But you don't know what does that word mean.

Interviewer: Yeah.

Agmi: So if I search on it in Google or the dictionary, I got surprised because I know it.

Interviewer: Yeah.

Agmi: Yeah.

Interviewer: Okay. Do you think the way you play MMORPG's, did it ever impact the way you study Urdu or the way you study French?

Agmi: French?

Interviewer: Yeah.

Agmi: I don't know.

Interviewer: Because you learned a little bit of English from these games.

Agmi: Yeah, because you rarely see a word that you see it in MMORPG like the old-

Interviewer: The standard English?

Agmi: Yeah, the standard English. You can't see that word very often.

Interviewer: In real life.

Agmi: Yeah, because like a word therefore.

Interviewer: Yeah, therefore.

Agmi: Yeah, you can't see it. But you see it in the MMORPG games.

Interviewer: Yeah, I see. I understand.

Agmi: And the normal or casual English it's...

Interviewer: It's not used.

Agmi: Yeah.

Interviewer: Okay. How about the other way around? Did a teacher or did games or a teacher or did movies ever help you or tell you strategies to learn another language in MMORPG's?

Agmi: The teachers?

Interviewer: Or a movie or something?

Agmi: No, the teachers, no. But the movie, I learned English from the movies. I didn't went to any place outside, any first language, like they talk English.

Interviewer: Yeah.

Agmi: No, I went to they talk Russian and...

Interviewer: Yeah.

Agmi: But I didn't learn it from outside, only from the movies and from the games.

Interviewer: So you learned English from the movies and the games?

Agmi: Yeah, but-

Interviewer: But in the movies, you have to pay attention to the translation.

Agmi: Yeah.

Interviewer: So you have to be very fast.

Agmi: Yeah, yeah.

Interviewer: Did this help you in MMORPG's?

Agmi: In MMORPG's? No.

Interviewer: It didn't help?

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Agmi: No, I turn off the caption.

Interviewer: Okay. Okay. What are your recommendations for people playing MMORPG's to learn English?

Agmi: Well, maybe start from a very easy game.

Interviewer: Okay.

Agmi: Like I heard that [inaudible 00:11:10], it's very easy.

Interviewer: Okay.

Agmi: You can understand it easy. So start with very easy game.

Interviewer: Okay.

Agmi: Yeah.

Interviewer: Okay. Thank you.

Agmi: You're welcome.

Interviewer: So I want to ask you about code switching.

Agmi: Yeah.

Interviewer: So do you ever use code switching in video games?

Agmi: Yeah, a lot of times. Maybe I add an Arabic word to English word. So it's very normal.

Interviewer: Yeah.

Agmi: I use it in real life.

Interviewer: In real life also?

Agmi: Yeah.

Interviewer: What kind of words do you use in gaming?

Agmi: In gaming like... Okay. Give me heel.

Interviewer: Giving me heel?

Agmi: Yeah. I say, [inaudible 00:11:54].

Interviewer: Yeah.

Agmi: Yeah. And maybe go to the high hills or the high place.

Interviewer: Yeah.

Agmi: Yeah.

Interviewer: I understand. Okay. Before we finish this interview, is there anything that you want to tell me that you haven't talked about?

Agmi: Well, actually, no.

Interviewer: Okay.

Agmi: Because my mind is...

Interviewer: Yeah, you did great. Thank you.

Agmi: Thank you.

F.17 Deman's Interview

Interviewer: Ok, the first question for you Deman, how would you describe yourself an electronic games player?

Deman: In the name of God most gracious most merciful, as the saying goes, "The one who praises himself is a liar", but I describe myself as a professional, because I play video games since I was a little child, since Atari, SEGA, and other consoles, that was before the release of PlayStation1.

Interviewer: Do you prefer playing multiplayer or challenges?

Deman: Before, I used to play individual and challenges, but lately I enjoyed it more when playing multiplayer games, however, I still play challenges in some games like Dark Souls, Sekiro, and Black Board, but I found it more fun to play online and multiplayer games.

Interviewer: Great, do you think someone would be able to learn a language from playing an electronic game?

Deman: Of course.

Interviewer: Why?

Deman: from my personal experience and from what others told me, I found out that electronic games will help you to partially learn a language, but it need to be a story focused games, games like "Call of Duty", "Battlefield" , and "FIFA" aren't the right example for that, but players who play story focused games like "Final Fantasy", even if it was online, and horror games like "Resident Evil", etc., have improved their language and with time going by they might be a language professionals

Interviewer: True, could you tell us an English word that you learned through playing games, or a situation you had while playing?

Deman: The words?

Interviewer: No, I mean a situation you had.

Deman: When I was in elementary school, in 1998, I used to play Final Fantasy 8, the game contained many terms which I didn't understand and I wanted to know the story of the game, so, I bought a dictionary which I still keep until now as a memory, if you would like, I could take picture for it and send it to you, after I bought that dictionary, I started searching for these words, and searching during that period was different compared to nowadays, now it's easier to just type the word on Google Translation and click search, while with the dictionary you need to turn pages searching for the first letter then start searching for the next letter and sometimes you need to search for the third letter of the word, it would take two, three, four, and sometimes five minutes to find the word I'm searching for, and this long process make you memorize the word and never to forget it, that was my beginning and the first situation for me, when a game character speaks, a dialog box pops up and sometimes I didn't understand the whole speech and I had to translate the whole dialog box text, with time passing by and step by step, I improved, my searching speed in dictionary increased, my understanding for words improved, and now I even don't need to use dictionary when playing.

Interviewer: Did searching the meaning of each word caused to lose the game excitement?

Deman: Honestly it was fun, because I was playing and learning at the same time, it would be fun with classic games which aren't based on action, hack and slash like Final Fantasy, or with Turn-Based RBG Games like Final Fantasy 8, 9, and earlier versions where your character is just standing waiting for its turn as you give it the order to hit and then wait again, however, it wouldn't be fun with games based on action, jumping, kicking, hack and slash, like Devil May Cry or Final Fantasy 7 Remake. Using dictionary with Final Fantasy 8 taught me the game language that I didn't had to use it anymore with Final Fantasy 9 when was released in 1999.

Interviewer: I met people who used to play games for the purpose of having fun and for learning language, what's your opinion about that?

Deman: That's the right purpose for playing games, it won't be fun to play games based on stories without understanding their stories, these games aren't a shooter game or just a game play, and you may notice that games reviewing websites put game's story reviewing on the top, and that's the main reason for me learning language, I wanted to understand what's happening around me, and thanks to god, my language skills are excellent and I can understand the language of any game which makes me happy and makes playing more fun. I studied in a community school in Saudi Arabia where we are being taught English from the first class of elementary school, but the school was just a matter of factor I would say it was just remedial lessons, but I actually learned English from playing games and all the credit goes to the games, the games provide the correct spelling, correct pronunciation, and make it easier to memorize with games live situations and as you made an effort to find its meaning, then you'll never forget it.

Interviewer: Regarding your gaming experience, do you play for fun, learning, or for both?

Deman: In the beginning it was just for fun, but when I needed to understand the game, it turned to be playing for learning and for having fun, I would answer that I play for both.

Interviewer: Currently, when and where you usually paly?

Deman: I work from the morning to 2 pm, and I usually play after working hours for few hours, then I go to the Sports Club, and after that I go home to continue playing games, watch a movie, or hang out, but playing is essential like eating and drinking, I'm addicted to it and I play on a daily basis, I just don't play on weekends.

Interviewer: If you met a new word which you don't know and which represents a barrier for understanding the game, what procedures you may take in order to understand it?

Deman: Sweet, if the game type allows me to pause it, I'd pause the game and search for the word on Google, if the Game doesn't allow pausing, I'd use the classic method we learned in school by guessing the word meaning in the context, and the result of this method always works and help to understand the meaning and to continue playing.

Interviewer: what would you do if the two methods, Google Translation and the Context guessing didn't work?

Deman: it's impossible that Google fail to find a word meaning, but...

Interviewer: You have never faced such a case?

Deman: It never happened; Google always succeed to translate the word even If it was in other language. personally, I've never faced that case.

Interviewer: Do you follow up your language skills improvement during playing games?

Deman: Yes, I do.

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Interviewer: How?

Deman: I check how many times I'll open Google searching for a word, thanks to God, I didn't use Google Translation at all when played the last two games, Final Fantasy 9 and Sekiro and I fully understood them, maybe because I already played the same type of these games before and because they are based on old times, primitive life, and veterans life vocabulary which I already know, but when I play games related to Anatomy, Sci-Fi, medical, or space, I'll definitely use Google to search for unknown terms.

Interviewer: When you face a language issue during playing games, do you discuss it with your family or friends?

Deman: You mean asking them about it?

Interviewer: Yes.

Deman: Yes, sometimes I'd ask them.

Interviewer: That doesn't represent a problem for you?

Deman: No, it doesn't.

Interviewer: You do that with your family or with specific friends?

Deman: If we are watching a movie or playing a game and I heard a word which I don't know, or if I was typing a message to someone in the game, I'd ask the person next to me about a word or a word spelling, I don't have a problem with that.

Interviewer: Have you ever had to watch someone's playing a game to check how he succeeded finishing a quest which you couldn't finish in a game?

Deman: Before when I was 20 years old or something, I used to spend one week trying to finish a hard quest, but lately as I turned to 30 years old or something, due to work and being busy, my time became more valuable and I'd spend like half a day, or rarely one day, trying to finish a quest, and if I failed, I give up and start search for its solution.

Interviewer: You said that you learned a lot about language from electronic games, did learning language from games influenced your learning for the second language in school?

Deman: For other language, despite English?

Interviewer: Whatever.

Deman: I have Bachelor's Degree in Management Systems and Human Sciences with a Very Good Grade and I studied English since Preparatory school, in King Abdulaziz University we had three English courses which I passed their exams in only one year without reading a single page from the syllabus, I mastered English while other colleagues had serious issues with English courses, they even were worried about English subject more than other hard subjects like Statistics and Accounting, but for me, I've never worried about English and I literally didn't open the English syllabus book and all the credit goes for the games, the school English lessons were just remedial.

Interviewer: What's your advice for those who play games for the purpose of learning language?

Deman: I advise them to focus on story-based games not action games and to....

Interviewer: Please repeat your answer.

Deman: from the start?

Interviewer: Yes, please.

Deman: I advise them to play classic RBG games, classic RBG games are the best choice if you want to have fun and to learn English at the same time, these games don't include a lot of action, all dialogues appear on the screen inside dialogue boxes, and he will be able to live the story, listen to the pronunciation, and read the dialogues, it will be useful from all aspects, and now it's easier compared to days when we were young, where we had to use dictionaries, but nowadays even for people with very poor English skills, which is very rare, they can only take picture of the text and google will translate it.

Interviewer: I watched your video records, and I saw you playing with Arab friends, but I didn't see any western friends.

Deman: I have, I also have broadcasting where I met an American guy, we even had a discussion about religions, and he was telling that Islam is a weird religion, I explained some about Islam to him, he was amused, was willing to know more about Islam, and he added me to his friends list. I have many western friends, but I don't play with them, I usually play with my usual friends, we have playing together for long time and we are like a family, and I don't want to add new people to that family to avoid embarrassing my friends.

Interviewer: I noticed that you in game type in English and speak in Arabic.

Deman: That's true.

Interviewer: Have you ever tried to do the opposite, to type in Arabic and speak in English? Or they won't understand?

Deman: They'd laugh at you; they might think you're drunk or ill. I prefer speaking Arabic with Arabs and English with Foreigners, and I used to do that since I was young.

Interviewer: There's something called "Code Switching", code switching is the use of English words within Arabic sentences and vice versa, an example of that when I say "Guys I need a hand and a healer", I used two English words (Hand, Healer) in an Arabic sentence. Do you use Code Switching?

Deman: Of course, I daily do.

Interviewer: How did you learn it? How you learned its terms?

Deman: Some terms are related to the game we play, and some terms we made up.

Interviewer: Give me an Example.

Deman: In a Game like Overwatch, you may play as a defender or as attacker, so your time will be in defending mode or in attacking mode, if my team was in defending mode and if we were able to stop the opponent in the first point, we speak to each other saying that we performed a "Full Hold" to the opponent, so when I tell some of my friends that our team performed a "Full Hold" they would understand that we defeated them on the first point and that the opponent was not able to reach the second or the third point. We have other terms we use during playing like Group up, Re-Group, Tank here, Labs Fort, Main Tank, and it's the same for final Fantasy, so when we start playing, I tell my friend that I need a main tank, a primary healer, because we have a primary healer and a secondary healer, primary healer is more defensive, while secondary healer has more aggressive attacks, and so on.

Interviewer: Before we end that interview, would you like to add anything we didn't mention during the interview?

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Deman: I'd like to highlight that Electronic Games is a huge world, and I wonder when some parents or other people still think the one who play games has nothing to do, still a little boy, or will ruin their minds, contrary to that, these games open your mind and develop your imagination, and we may notice that the games programmers and producers are very successful and that they make billions from these games, and we need to motivate ourselves and our future generations to success and to practice what they love, I'm thirty years old and I'll keep playing until I'm fifty years old, and when I have kids, I'll play with them, games became a life style for me like Boxing, which I practice, and like eating and drinking as I mentioned before, games are part of my life, I even designed a PC game on 2010 with a team called Gold Instant and in future I may release another game, it's a hobby. Don't underestimate the games world, it will help you learning the world's first language, English, and you may learn other languages like German, Russian, and many other. Nowadays, games allow you to choose the running language at the game beginning which may help you practice any desired language. I strongly advise fathers to let their sons play suitable games for their ages for a limited time and under parents' supervision, I already do that with my nephews, I prevent them from playing games like Red Devil and I let them play games like Crush and Final Fantasy. Thank you

F.18 Stringth's Interview

Interviewer: Okay. Hello Stringth.

Stringth: Hello Dr. Ziyad.

Interviewer: Thank you. I want to ask you a few questions, please. Question number one, how do you describe yourself as an MMORPG player?

Stringth: I describe myself as a competitive player. Many players see that I'm one of the best players in the MMORPG that I play. And they even compare me to other players with better internet and the closer to the servers, and they say that a few had that being the same internet connection, if you are close to the server, it would be the best. So, I describe myself as a very good player.

Interviewer: A very competitive one?

Stringth: Yeah.

Interviewer: Yeah. Do you like cooperation much in games or no?

Stringth: I usually play solo, I don't like to play with people. I used to play with other friends, our friends, and it's really fun. And they used to improve their English just like me, but because my English was better than them, I was translating many words for them when they want to talk to other Western people, European people. So, I only play with Arabs, but many Western and American people watch me on YouTube and add me and try to learn from me sometimes.

Interviewer: Yeah. Do you think you could learn a second language from MMORPGs?

Stringth: Yes, of course I can. I can even learn more than a second language. At some point in my life, I wanted to learn Spanish and French and a bit of Dutch, because I had other friends, I even have them on Snapchat or other social medias. And I learned some slangs from them on other languages. So, I even learned more than English, I know some slangs, French slangs and Dutch and other languages, European languages.

Interviewer: But you've only learned from them vocabulary words, not grammar, correct?

Stringth: Yes, true. I never learned the grammar.

Interviewer: Okay. Do you remember a couple of instances where you learned something in a second language while you are playing?

Stringth: Yes, of course, especially the shortcuts. When I kill someone or beat them in the game, when you say GG and I don't respond to him, he think that I'm a rude person. I think is that, I didn't know what it was mean. So I was asking like, "What's the GG mean?" Dude you say like, "It's good game or good fight." For GF, and well played for WP and other mini shortcuts. Even outside of the dueling or fighting shortcuts like for your information, FYI and other mini shortcuts. I learned to do in my playtime.

Interviewer: So you learned these from-

Stringth: From playing.

Interviewer: Did you learn them from asking people or-

Stringth: Yes, you can't learn anything without asking.

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Interviewer: Yeah, okay. When you first started playing this game, how did you move ahead when it's not in your language?

Stringth: The game was full English or other European languages. Like it's not Arab because not many Arabs play it. So I was looking at some things like a set up name. For example, a new moon, I was like, "What's that new moon mean?" So I just go to Google translator, I translate it and I get a new vocab, new words, new sentences. With time, I was playing for three years or even more. So during this time, I learned a lot of English. And for your information, in high school, my teachers were really bad. I respect all the countries, but he was an Egyptian and he was feared, but he don't know the language. So, that made me struggle.

Interviewer: You think these games helped you more than the teacher?

Stringth: Yes, of course.

Interviewer: Well, this is great insight. I told you before that, have you ever heard of people who set specific language goals before they play? What do you think about people who do that?

Stringth: I don't know anyone would do that. For myself, I check my streams, I try to hear myself. And sometimes, I don't understand some of the words I said. Like, "What did I say here?" I want to fix, so I go back in slow motion, I want to get what I said. If that counts, yes, I do that. I repeat my streams and see how I talk because that's important for me. But I don't know anyone who do that. And if there is someone doing it, he's doing great. He's learning from his own-

Interviewer: Do you think it's possible?

Stringth: Yes, it's possible.

Interviewer: Do you think it's possible to learn the language only from MMORPGs?

Stringth: That's impossible.

Interviewer: You think that's impossible?

Stringth: That's impossible. Because here in university, the only thing I was losing marks, that was grammar. Even though I got A+, but I was mistaken like two questions, three questions. Even though all of the grammars I got right, it's because I know how the sentence will go because I always say it in MMORPG. But I didn't know how it came, like with has instead of have, etc.

Interviewer: I understand. Tell me a bit about when you usually play and where you usually play MMORPGs.

Stringth: I played MMORPGs in different places. I used to play here in the college, I used to live here. But then my family came here. So when my family came here, I went to live with them and now I play in my room. I don't wanted to play, I don't play MMORPGs, I just streamed one for you.

Interviewer: Yeah, Thank you.

Stringth: Yeah, you're welcome. But after that one, I just never played because I need to focus on my studies, that's the thing.

Interviewer: Do you think you playing alone in your own when you used to live here alone was better than you playing at your room, at your family? Or is it the same, no difference?

Stringth: It was definitely better for my gaming experience, but it wasn't better for my life, that's the thing.

Interviewer: How about in terms of language learning?

Stringth: It wouldn't change. Because I-

Interviewer: It's the same?

Stringth: Yeah, it's the same.

Interviewer: Okay. When you see something in the game that you don't understand, it's in a language you don't understand. What do you do to try to understand it?

Stringth: Well, I ask people, my guilds, my friends, Google, everyone.

Interviewer: So you have guilds, you have people, you have Google translate.

Stringth: Yeah, even in any random place in the game. Like it's a open world, there are all kind of people there. I just see anyone and ask them on the whisper. And when I whisper to him, what does that word mean? He will tell me if he know.

Interviewer: Is it possible sometimes to learn the word from the context or no?

Stringth: I think it's possible. It's possible. I don't really have any example now, but if someone is really mad, and you want to insult someone, and he pissed him off or something. He's saying you, blah, blah, blah, AIDS or something like this. AIDS, it's not a insult, it's a disease.

Interviewer: It's a disease, yeah.

Stringth: Why is he saying that? I just get it, that he's like AIDS is bad, he's not fair.

Interviewer: I get it, yeah. How do you decide, you said you have Google, you have people and you have your guild. How do you decide when are you going to use Google, when are you going to use people, and when are you going to use the Guild?

Stringth: I use Google when I want to translate a vocabulary, only one word. Because it will give me the specific word. But in a sentence, we are three in a party, and when I talk to someone and I didn't understand what he said, he was too fast for me or something, I just ask my friend because I'm trying to translate what he said his sentence. So the sentence is, I would say, it's for my friends and the people, and the Google only can translate a vocabulary.

Interviewer: Yeah, okay. What if you're having difficulty, your friends, the guild didn't help you or they don't know. Google didn't help you. What do you do? Do you just ignore it and move on or do you do something else?

Stringth: That's happened to me, there was a word, I forgot what at the moment, but there was a word they didn't understand. And after four months of playing, the people were saying the words over and over. I was looking at this and I was like, "What's this? What's that?" I didn't care because I want to play, I'm not trying to learn. At some point, someone said in the chat, that he know of the word. Insulted someone and while insulting him, he explained it. He didn't know that and he just insulted him and I knew it.

Interviewer: He knew immediately what the word was.

Stringth: Yeah. From just observing the chat.

Interviewer: Do you ever keep track of your second language progress while you play?

Stringth: Sadly I don't, because one year ago, my English was way much better than now. But now it's not really that good, I forgot so many of grammar. Because I didn't have time to talk to people, to twist from people to my friends. But that's the thing, that's why I... The symbol that I didn't improve a lot. They even got a little bit rusty, the language.

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Interviewer: Yeah, okay. When you leave the game, you believe that your language deteriorates? Like gets worse?

Stringth: Yeah.

Interviewer: Oh, that's interesting. Okay. Do you ever talk with your immediate family members or friends outside of the game when you have something that you don't understand in the game or no?

Stringth: Because I understand more than them in the game.

Interviewer: Oh, I see. So you never have to-

Stringth: It's useless to ask them.

Interviewer: Okay. You told me that you... Wait, before that, can I ask you, have you ever used the games forums as help to teach you something or no?

Stringth: No, because I play to have fun. I usually don't slew something from the game, except English because I use it while playing.

Interviewer: Okay. Do you ever self reflect on what you learned? What I'm trying to say is, "Oh, you always think about, oh, I learned this word, I learned this word, I learned this word, oh," this is what this word means."

Stringth: No, I don't really do that.

Interviewer: So you don't really do it?

Stringth: Yeah.

Interviewer: Okay. You said that you learned a great deal of English from MMORPGs. Have they impacted the way you study the language or no? Have they ever... Gaming make you see learning a language differently?

Stringth: I don't really self reflect, I don't see anyone who do that. Because if you just say that I want to learn English, 100% English, from gaming then you're just mistaken. You need to mix it all. You need to learn from school, you need to learn from your teachers, you need to know grammar. It's the most important thing in English. But gaming and playing MMORPGs can make you improve while talking to people. You can improve the way you talk, so you don't misspell some words, so you know what that word, how you can spell it. Even sometimes I see a word and even though I didn't know what you mean, but I know how I say it. I never saw it, but I know how to say it.

Interviewer: There was a discussion in the linguistics world that learning how to speak and listening and understanding what people are saying is more important than grammar, more important than learning how to spell. What do you think about that?

Stringth: I think that first things first, grammar is the most important for me because at the moment, I'm struggling. Because I don't really know much grammar, because I didn't bother myself to learn it and write. And writing is important because you want to know how to write a word. You can say it, but you can't write at all. That's just useless.

Interviewer: I understand. But I think many people envy you. They would rather not know how to write, not know grammar, but know how to talk like you. But before that, can I ask you if there is anything that you learned in the real world? From teachers and if it benefited you in the MMORPGs or no?

Stringth: Yes. Because I had the teacher, his name was Adam [Ivans 00:14:56]. He was a really great teacher, I learned a lot from him. And on my phone, when I go to YouTube, instantly I learned a lot of things about the game, about English because I don't really watch videos about the game. Because I only watch English videos like cooking videos for example, I watched them. So now, I understand a lot of them. I see him when he say with the thing there and tried to get some crust. Now I get it because I already heard it while playing. It really helped me while watching English videos.

Interviewer: Okay. What are the other MMORPGs you played?

Stringth: I only played The Elder Scrolls Online.

Interviewer: And do you think it was the most game, between all the video games you played, that benefited you in English or no?

Stringth: Yes, 100%.

Interviewer: Okay. So what are your recommendations for people who play MMORPGs to learn a language.

Stringth: To learn a language, that's a hard thing. If you want to play more MMORPG's, you have to play to enjoy it. Learning another language, a secondary language, isn't a primary thing, it's a secondary thing. It's like an addition, it comes to you when you're playing. So if you want to learn English, you should study, that's the thing.

Interviewer: I realized that from your streams, mostly I only see Westerners. But you said before that you had Arab friends?

Stringth: Yes, I had Arab friends. And there was Arab friends, but still we're talking English in the chat.

Interviewer: Oh, so everybody talks in English?

Stringth: Yeah. There were like one or two, I think. But the most of them were Westerns and Americans.

Interviewer: Okay, I see. Do you normally stream before playing?

Stringth: I only play when I stream.

Interviewer: Oh, so you always stream now?

Stringth: Yeah. To get a grip on my gaming process.

Interviewer: Okay. We've talked before about code-switching. Could you give me examples that you use English word. What words do you?

Stringth: With some Arabic words, I say, "Get the healer down." Or for example, tanak lah, like tank him.

Interviewer: Tank him, yeah.

Stringth: Yeah, tanak lah, like tank him. Well, many, many other words, it's really hard to count.

Interviewer: How did you learn these words?

Stringth: While playing like months. When I play with my Arab friends, I want to get it. I want to say to him, "Heal me, heal me." But, it's just too much talking. So I just say, "Haley, haley." Like this.

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Interviewer: Yeah, it's easier.

Stringth: That's fast, stuff like this.

Interviewer: I agree. So before we conclude this interview, do you have anything you would like to add?

Stringth: No, I don't really.

Interviewer: Okay. Thank you, Stringth.

Appendix G Interviews from Phase Two

G.1 Champion's Interviews

G.1.1 Champion's 1st Interview

Interviewer: Hello Champion?

Champion: Yes. Hello.

Interviewer: At 1:23, why did you pick the human race?

Champion: The human race was a very basic choice. There was a lot of choices. So I decided to go with something more basic so I can understand the game.

Interviewer: I see, but why pick the warrior?

Champion: Just like before, the warrior is a common class we can use in every game. You can do all the properties you can do. So that's why I picked it.

Interviewer: So that's the reason why you didn't pick other classes, just because you wanted to see what the game is like?

Champion: Yeah. I want to use something more basic so I can understand the game.

Interviewer: Okay. You first picked the name Champion, then Gundyr. Why did you do that?

Champion: Well, I prefer the name Champion because it's a very old name I use. And I didn't have the chance to use it. Someone took it before me. Gundyr is a character in Dark Souls. It is a very, very hard boss. He was called Champion Gundyr. That's why I liked him.

Interviewer: Okay. At 5:00, did you understand what was said?

Champion: Oh yeah, of course. I understand what was said. Actually the game World of Warcraft, I play a similar game where I can understand the characters. So when I heard this context, I was a little bit happy.

Interviewer: You were intrigued.

Champion: Yeah, of course.

Interviewer: I see.

Champion: I understand a lot of stuff.

Interviewer: What stuff did you understand that was set in the introduction?

Champion: I know there was two sides in this game, one you can call the bad one, what is called the Horde, I think.

Interviewer: The Horde?

Champion: Yeah. And the other one was Legion.

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Interviewer: The Alliance.

Champion: Alliance. I'm sorry. Yeah.

Interviewer: Okay. At 6:05, why did you say to the NPC, "Thank you"?

Champion: I thanked this good character because he was very helpful with me and he was bowing to me, so I thanked him for that.

Interviewer: Okay. Why did you want to change the maps button?

Champion: Because in other games the map button's usually close to my fingers. I sometimes put it to the tab button. But in this game it was the M, so I'm not very comfortable with this. So I find to customize it for myself, but I didn't, and I wasted maybe quarter of an hour trying to fix it and I didn't, sadly.

Interviewer: Why was it important for you for the map to be on tab?

Champion: So I can become more faster and [crosstalk 00:02:59].

Interviewer: Cut play. I see. Okay. How did you understand what was needed of you to do?

Champion: It was written to me in the hints of the game that was showing right in front of me popping up. So I thank them for it.

Interviewer: Why did you not pay attention to these hints before?

Champion: I was trying to customize the game for myself, but then I started to realize they customize it the best for me as a new player.

Interviewer: These questions, they told you to kill six wards. How did you know that you were supposed to kill six?

Champion: It was written in the quest.

Interviewer: So you read it?

Champion: Yeah.

Interviewer: So at 10:15 why did you consider range attacks?

Champion: It was a new skill move I just acquired, so I was trying to try it and I really liked it. It gives you the impression of the warrior.

Interviewer: Okay. At 11:45, how did you know that you should add armor to your character?

Champion: It was written right in front of my face in the pop-ups, the hints that the game's given to you.

Interviewer: So the game tells you.

Champion: Yes, the game was very helpful.

Interviewer: So do you think the context the game gives you is helpful for you?

Champion: Yeah, 100%.

Interviewer: Okay. At 14:30, what happened here?

Champion: I was simply doing my quests on the [crosstalk 00:04:31].

Interviewer: Okay. Okay. At 17:30, why didn't you read the quests?

Champion: I started to understand all the quests, that they are similar to each other. It will start asking you, kill six wards, or maybe six wolves or maybe six bears. So I thought that they're all similar. I saw six numbers and I already knew that I was required to kill somebody.

Interviewer: How did you know how to use the skill, charge?

Champion: Yeah. Again, these hints of this game is very helpful. Every time something new comes to you, they hint you how to use it. The skill chart is my favorite.

Interviewer: At 21:30 you had two items. How did you know which one you wanted to equip?

Champion: I start comparing them to each other and I saw the one who has more stats is way much better for my character, and so I can pace myself with the game.

Interviewer: Did you read what was written?

Champion: I only read the statistics.

Interviewer: So nothing in English.

Champion: Only small things.

Interviewer: Okay. Did you learn anything about in English that was written, or no?

Champion: Maybe on the minimum, like the war legion.

Interviewer: Mm-hmm (affirmative).

Champion: Third?

Interviewer: No, no. About the stats and the...

Champion: Those are all old. I know them before.

Interviewer: So you knew them before. Okay. So at 23:35, you were surprised. Why?

Champion: I was shocked at the hostile enemy that charged right into me. This is the first enemy I encounter to attack me first. Most of them are peaceful. They can just walk right past you. But this one, he comes to you with a deadly intention.

Interviewer: Okay. At 25:07, you helped someone. Why did you help them?

Champion: We both had the same objective. I can see he was a new guy, same as me. So why was using the cooperation asset.

Interviewer: He didn't say "thank you" or anything to you. Is that okay to you?

Champion: Well, I don't help people to thank me. I just help them for being good guy.

Interviewer: Is this normal in MMO RPGs?

Champion: Yes, 100%. All MMO RPGs, or most commonly, they are a helpful or cooperative environment. I like that.

Interviewer: And does this help in learning the language?

Champion: 100%.

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Interviewer: Okay. At 28:20 you were doing something. What was it?

Champion: I was still not comfortable 100% with the customization that I had. So I was trying to see if I can do something to make it more comfortable for me.

Interviewer: When the customization isn't the way you like it, does that affect the way you play?

Champion: Well, I can adapt. If it's something I know before, I can use my muscle memory. It helps me a lot, but something new for me, it will be a little bit harder.

Interviewer: Okay. At 29:55 you had a quest to kill Kurtok the Slayer. How did you know that that person was Kurtok the Slayer?

Champion: Well, this is the first quest they gave me a name of the enemy, so I thought I was going to find him easily. That did happen. I went inside the cave and I found a big monster or a beast which was right on top of him. His name, Kurtok the Slayer. And he was easy.

Interviewer: What do you think "the Slayer" means?

Champion: I guess "the killer". Something like that.

Interviewer: Okay. At 30:25, how did you know what to do?

Champion: Well, again, they gave me a new item. Whenever something new comes to you, they give you a hint how to use it. They gave me a pop-up which said, "Press right-click to use the [Pertha 00:08:45] stone."

Interviewer: Okay. Okay. At 31:15, how did you know what weapon to pick?

Champion: Well there was stats on the weapons that was offered to me. I was searching for the most powerful one between them all so I can pace myself with the game and the new [inaudible 00:09:07] I'm facing.

Interviewer: Okay. That at 34:15, what was happening here?

Champion: Well, I saw something interesting this is the first time I see in this game. I saw two strong people. I'm very shocked, they're very old in this game. They have high levels they were doing. So that intrigued me. So I stood and watched them.

Interviewer: Why did it intrigue you?

Champion: They used a lot of techniques I've never seen before. This is my first time seeing it, even.

Interviewer: Okay. At 34:55, why did you say hello?

Champion: I was trying to communicate with any player in front of me so I can possibly use their help, because I'm very new to this game and I can see them using some pets. Large pets, too. So I was wanting to use their help, but no one was responding to me. So then I was sad a little bit.

Interviewer: Why did they not respond?

Champion: They saw me somewhat like a rookie, a new player. So they were not giving me any attention.

Interviewer: Is this common in MMO RPGs?

Champion: Well if I am a pro, when I see a rookie trying to use my help I will ignore him, just like what happened to me.

Interviewer: Why?

Champion: I don't have time for rookies. But maybe some other guy will have.

Interviewer: Okay. At 37:20, they gave you a horse that you rode. Why did you enjoy riding it?

Champion: Because I was desperately searching for it and I was so happy when I found this horse.

Interviewer: But this horse, I think you couldn't control him.

Champion: Still, it was 100% helpful, because these maps are really tiring. I can say boring. That's why I was searching for any help.

Interviewer: Okay. At 41:05, you had so many quests. Why did you pick, and how did you pick this one and this one?

Champion: I was just searching for the closest quest to me so I can finish them all together and give them to the one who gave me the question in the first place.

Interviewer: But sometimes there was a quest that was close to you and you didn't go to it.

Champion: Some of them are not 100% obvious, so I thought I have to finish one quest and the other one would show up.

Interviewer: Why were they not obvious?

Champion: I was searching in the place, going in circles. I didn't find anything, so I concluded that I must finish one quest by one, maybe this one will show up for me. Nothing happened, sadly.

Interviewer: Okay. At 44:20, why did you kill the mage first?

Champion: The mage was very, very annoying, and he had some debuffs on me, or some stats like poisons, I remember, or something like that. It was very annoying. So I lured the warrior into me so they can leave the mage alone, and I talked to him alone. It was very annoying.

Interviewer: What does debuff mean?

Champion: Weakens your character.

Interviewer: How did you know that that's what it means?

Champion: There was some games I played before. I had this word a lot. Buff means, strengthens you. Debuff, the opposite.

Interviewer: Okay. At 45:55 you were... What happened to you?

Champion: Well, I faced a lot of enemies in this game, even for my first hour, but this enemy did something very new to me. He gave me one hit and I was on the ground. First time happening to me. I was stuck, literally.

Interviewer: But it didn't affect the way you attack him, right?

Champion: No, because I'm a warrior. I never fall on the ground.

Interviewer: Okay. How did you know at 47:20 that the quest was finished?

Champion: Whenever you have a new quest, you can see it written in gold. But if it's finished, you can see it written in white. That's how I concluded that it was finished.

Interviewer: Okay. At 52:50 there were monsters attacking you, but you didn't attack.

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Champion: I was trying just to finish my quest. Those monsters were a pain to me, so I was just trying to run away even though I can kill them very fast.

Interviewer: But why do you want to finish your quests?

Champion: Quests give me more XP. Finishing one quest gives you 150XP. Killing one monster maybe gives you 10XP.

Interviewer: Ah, I see. So it's more time-efficient.

Champion: Yeah.

Interviewer: Okay, so at 54:20, why were you surprised?

Champion: What happened is this monster specifically, I killed maybe 51 of them. Usually they given me the leather, or maybe meat or some other items, maybe coins, but this one in particular, he gave me something new. It was a scroll. I thought this was a hidden quest. That was actually supplies. I kept this quest for me and I will search for it in the future whenever I am much better [inaudible 00:14:33].

Interviewer: Okay. And what was your impression of the game?

Champion: Well, I just played it for one hour. I can still give you an impression of it, but if I must, I will say it's a new game for me. I'm having much fun, but maybe there are a lot of negatives in this game.

Interviewer: What negatives?

Champion: A lot of quests and a very massive, very massive map. Just something makes you boring a little bit. Walking is not very much fun.

Interviewer: How beneficial do you think it is for your English language learning?

Champion: I think if I play it more, this game would be the most game that impacted my language.

Interviewer: Okay. Thank you Champion.

Champion: Thank you very much.

G.1.2 Champion's 2nd Interview

Interviewer: Hello, Champion nice to meet you.

Champion: Hello, Ziyad thank you.

Interviewer: I want to ask you at a one, two 45 what happened to you?

Champion: This was my second time getting stunned in the game. So it was something very rare, which caused me to be surprised.

Interviewer: Ah, okay. What is this stunned?

Champion: Something like to paralyze your player fully for maybe three or two seconds.

Interviewer: Okay.

Champion: In some situations it's a dangerous.

Interviewer: Okay. Then at one three 43 why did you pick the great sword?

Champion: Well, I was struggling to kill enemies in the game. So I was searching for more stronger weapons. Which I found this weapon has more attack power.

Interviewer: Okay, so you knew it from reading?

Champion: Yeah.

Interviewer: Okay. So how did you learn how to read in the game?

Champion: Oh, this is I kind of learned from old games I've played.

Interviewer: Okay.

Champion: Such as dark souls. You can read the attack power of your weapons. You have to upgrade your weapons to compete in this game.

Interviewer: Okay. Then over here at one four 15 you were scrolling between quest. Then you read the gold dust exchange quest. Why?

Champion: Well-

Interviewer: you pick this quest?

Champion: Between all of the quests. They usually give me some basic orders, but this one seemed interesting. I saw gold. Something new which actually intrigued me.

Interviewer: Ah, okay.

Then at one six, what were you planning to do with your loot? You were looking at your loot.

Champion: I remember playing a game where you have this big inventory just like World of Warcraft.

Interviewer: Okay.

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Champion: There was an option. You can pick what? It can also arrange the inventory. I was searching for it cause the inventory was a little bit messed up. I kept know what all the items are, what I can use, which I didn't find the arrange button.

Interviewer: Okay. So were you reading them as you were going or no?

Champion: Well it's a three lines. I can read them all. I was just giving a fast pace read.

Interviewer: Okay. Over here you didn't put tailoring as your profession. Why?

Champion: Tailoring is not my profession. That's simple.

Interviewer: Why?

Champion: It wasn't very exciting. I was thinking of combat when I picked warrior, not tailoring.

Interviewer: Okay. What professions did they have in World of Warcraft?

Champion: I know fishing.

Interviewer: Okay.

Champion: Trading.

Interviewer: Okay.

Champion: But tailoring is not my profession. I can say that for sure.

Interviewer: Oh okay.

Over here you had a quest but you hesitated to complete it. You had to kill this person.

Champion: Oh yeah, I remember this exactly.

Interviewer: Why did you hesitate to do it?

Champion: Because his son was right in front of him. It's so brutal to do that.

Interviewer: Yeah.

Champion: Which I was... In the end I killed him. So [crosstalk 00:03:44].

Interviewer: So you didn't care?

Champion: Well, sometimes you must soul your soul.

Interviewer: Okay. Over here, 113, okay. What were you doing here?

Champion: It was a... I was a little bit-

Interviewer: Here you are.

Champion: Oh yeah, this, I was trying to see if I have any undid or not undid some [inaudible 00:04:18] I still didn't use, so I was testing everything out to check if there did something I still didn't try.

Interviewer: Okay.

Champion: Which eventually I actually found some stuff.

Interviewer: What did you find or you don't remember?

Champion: I do remember actually there was some stuff I can put in quick slots and even put some weapons like changed your weapons immediately with one button, which can be useful in the future.

But not now.

Interviewer: Okay.

Champion: That was too new.

Interviewer: Over here. Why are you, were you reading this part quest and what did you learn from reading it?

Champion: This quest was unique a little bit. Most quests are actually, I say this a lot, most of them's like gather or kill or anything, but this one, this one was something new. It was telling me you'd like to take something already been gathered and waiting photo.

Interviewer: Okay.

Champion: So what I was thinking, did someone do this for me or is it usual or something like that. But eventually it was something from the game, just simply mechanic.

Interviewer: Okay. And how did you learn how to read? You learned it from, I realize your reading is pretty good. Did the games help or no?

Champion: Oh, 100% actually I can say games and videos and even movies taught me English more than school, but college is equal to the games and videos and movies.

Interviewer: Okay. Then how did these games, how did they benefit your English language?

Champion: Like in which way?

Interviewer: Yeah.

Champion: Well I can say reading, listening, because there are a lot of conversations you have to listen to.

Interviewer: Okay.

Champion: There are some conversations are a little bit like important, so you have to either draw or something mechanical in this game so you have to listen to a conversation to, two people they don't know about you, so you have to listen carefully what they say.

Interviewer: Yeah. Eavesdropping.

Champion: Yeah, that's it. This actually improved my listening. 100%.

Interviewer: Okay.

Champion: Reading 100% too because every item has like 10 lines of read the law. Where did it come from? What is the benefits? Attack power, everything.

Interviewer: Over here. What were you doing here? You stood while you didn't go anywhere.

Champion: Well, I was just amazed of this map, which is still not the full map I'm going to play in. So something a little bit, I think it's depressing to put this idea that this whole map you'll have to cut all through by yourself, but thankfully I've found this bird. It's like a taxi. Very much. And made the... Cut all the way for me.

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Interviewer: Okay, so over here you were, there was something that you were curious about.

Champion: Oh yeah. I was trying to learn this bird mechanic taxi thing. I can see where the bird is. There is a symbol of a, I guess shoes. When I opened the map, I found another symbol of shoes. So I thought this taxi can take you, all of these symbols connected to each other.

Interviewer: What was happening over here and that in one 20 30? You were looking at this person.

Champion: Spiritually, I guess was a sorcerer or maybe a mage. Which I was playing this game for maybe one hour and a half. I've never seen any other player that. Not the same as my class, I guess.

Interviewer: Hmm. Okay. Then over here you realize something when you equip the sword.

Champion: I don't recall this.

Interviewer: I'll show you. So when you equip the sword, you can't wear your shield anymore.

Champion: Oh yeah. I remember this. This was-

Interviewer: So you have to pick either the shield or the sword.

Champion: Well, I'm going to be honest with you, I've never used the shield before.

Interviewer: So that's why you pick the sword.

Champion: Yeah. The sword will have a lot of attack power more than the other one. Let's say. You can see it by the image.

It say two handed sword. So when I was a reading, I surprised that it was only two hands, so I had to sacrifice the shield, which was 100% worth.

Interviewer: Okay. You were going to die over here. You were very afraid of dying.

Champion: Yeah. This is the first time being certain of death. I faced two thieves or rogues, I guess. I can say they're one of the strongest enemies I've had to face in this game till my walkthrough. Well, thankfully I was, I guess too [inaudible 00:09:22] or something like that, I didn't die. Then after that, I immediately say I was searching for any heal item, which I didn't find.

Interviewer: Yeah, you were drinking water. I mean, didn't you read that if you drink water it recovers your manna not your health?

Champion: Oh, I was freaked out at the second. I was searching for any HP I could gain.

Interviewer: Uh-huh (affirmative). So you use the potion after and it regained your health.

Champion: Yes, this is the mechanic you use when you are panicking, use everything which actually worked and I'm not dead and I ran away after that, I remember.

Interviewer: Yah, over here. You wanted a pet.

Champion: Yes, I remember that. I was angry with those people with pets. I was asking them for pets on how to acquire these fast pets. But they were arrogant to answer me.

Interviewer: Yes.

Champion: So I picked the solo way and which I'm going to try to find the pet myself and be the ultimate player with no help of anybody.

Interviewer: Okay.

Champion: Even though it was a co-op game but, sometimes you find some arrogant people. They make you hate the cooperation.

Interviewer: Yeah. Okay. Over here you were reading something and you were very interested in reading it.

Champion: Where? I don't remember this or recall it.

Interviewer: You were reading this.

Champion: Well, yes. I remember something popped in the notification and chat window, which a duel someone wanted to do. This is the first time I think... Not, the first time pop to me, but this is the first time I could read it in front of me.

Interviewer: Okay. Can you tell me why you accepted the duel?

Champion: Oh yes. This was the first dual that came to me. Well, someone or one must test his limits. So I saw this dual and this guy was exactly same as my level. I took the challenge and I was defeated. One must push his limits.

Interviewer: But was it your first... Was your first duel in this game, correct?

Champion: Yeah.

Interviewer: He did a duel with you after he defeated you and you canceled it.

Champion: Yes. Well, I have realized that this guy is out of my league.

Interviewer: Why do you think he was out of your league?

Champion: This guy has developed in this game that he uses all of his mechanics and cool downs, which I barely even use mine. When I realized that he is stronger than me.

Interviewer: I think he was a different class than you. He was a rogue.

Champion: I'm not sure what was he, but he had some good cool down.

Interviewer: He used to-

Champion: Disappear.

Interviewer: He disappeared. Yeah, that's an ability for the rogues. They disappear.

Champion: I must say it's a stubborn cool down he have.

Interviewer: Okay. You were telling him he was cheating. He didn't reply to you. How did it make you feel?

Champion: Well, he had acknowledged that he was a liar and a cheater. Then he ran away not replying to my answers.

Interviewer: Oh, okay. Over here, you made this inn your home.

Champion: Sure thing. I've been wandering in this game for one hour and a half with no home. No place I could call house. And all the enemies or hostile mobs were attacking me.

Interviewer: Hmm. What did you learn from this description?

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Champion: Well, this description tells me that this is the first home you got. Would you like to make it your home? Which I immediately said, okay.

Interviewer: Over here you learned cooking as a profession.

Champion: I remember denying that. A warrior is not a cook.

Interviewer: You actually, you did learn it. Wait, I'll show you.

Champion: Oh yes, I remember this place. So actually I didn't pick my profession as a cook. I only learned how to cook a simple chicken.

Interviewer: Hmm. Why did you want to learn how to cook a chicken?

Champion: Feed my collector. Get stronger and kill that throk.

Interviewer: You were chatting with someone over here. He said that you wanted help and you said yes, but-

Champion: He was a kind person. I remember him. The Wolf?

Interviewer: Yeah.

Champion: A kind of friend of mine. This is character actually I'm familiar with. That's why I was happy that he accepted me when I was talking to him.

Interviewer: Okay.

Champion: Then he started to like giving me this offers to go kill stuff or maybe go into Dungeons, which those stuff are way out of my league. I still don't have a built up character.

Interviewer: Okay.

Champion: Then I was a... I remember that I started to walk away of the conversation.

Interviewer: Hmm. Why didn't you accept his help?

Champion: I think that was not good for myself. I must finish the basic stuff first. This guy was offering me to go kill some stuff. I don't even know. What is it?

Interviewer: Why don't you finish it with him? The basics.

Champion: I don't want to bother stuff.

Interviewer: So it's just that you didn't want to bother him.

Champion: Yeah.

Interviewer: Over here you were whispering to another character.

Champion: Well, this character I remember he had a pet, so I was trying to talk to him alone. How to get this pet. Yeah. He still didn't answer.

Interviewer: Okay. Okay. Thank you. Champion.

Champion: Thank you very much.

G.1.3 Champion's 3rd Interview

Interviewer: Hello Champion? I realized at the beginning, you are using the settings. Why were you using them?

Champion: Hello Ziyad, every time I begin a new game, I must adjust the game settings for my graphics carbon and the game.

Interviewer: What were you going to adjust?

Champion: Display settings generally, the rest is not important.

Interviewer: How did you know, what was the display setting?

Champion: Actually, I remember this from one of my friends. He's an old PC gamer called, [Maroth 00:00:36]. He told me every game you must open, you have to check the game settings before anything you do.

Interviewer: Okay. Why did you choose the class, Dark Knight?

Champion: This is a fine character. I've been thinking about this before I begin the record. You see?

Interviewer: Yeah.

Champion: So, it took the estimation about one hour thinking about what class I must pick.

Interviewer: Okay.

Champion: And I ended up with this dark knight for having a unique, I think, unique moves and weapons, which you got a weapon called Excalibur, I like.

Interviewer: Okay. I realized that you chose the key, as your retro scope, why?

Champion: Those stuff describe you in the game, while interacting with NPCs. And the key retro scope, actually it presents me, focused, thirst for knowledge, relaxed and determined. I see this as myself.

Interviewer: So you understood what was written?

Champion: Yeah.

Interviewer: Okay. But over here at eight, how did you understand the dialogue between you and this creature?

Champion: The black spirits? Yes. The black spirit was actually a friend of the any new player, which I understood immediately while having the beginning pop ups that teaches you how to play.

Interviewer: Okay.

Champion: And I have to find it easy.

Interviewer: So you understand what he's saying to you?

Champion: Yes.

Interviewer: And it wasn't difficult?

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Champion: No.

Interviewer: If you have difficulty understanding, what do you normally do?

Champion: Normally I'd open a YouTube video. And I did that quite a lot to be honest, in this game specifically.

Interviewer: Why?

Champion: Because I encountered a lot of stuff that was actually not explain to you how to do it.

Interviewer: Okay.

Champion: And I found a lot of people actually struggling like me in YouTube.

Interviewer: Okay.

Champion: So Reddit was a good site to have some knowledge of-

Interviewer: Reddit or YouTube?

Champion: Reddit more.

Interviewer: Okay.

Champion: When I went to YouTube, nobody was there.

Interviewer: Okay. Over here in 12, what was your goal? What were you doing over here?

Champion: I was trying to see if I had unlocked any new moves in this character, but I just realized I only have one.

Interviewer: Okay. How did you know how to attack over here?

Champion: I was just randomly trying and learning actually, because I'm still a newbie in this game.

Interviewer: Okay.

Champion: And I must say that was fun.

Interviewer: You just click any button to know what it does?

Champion: I click the main buttons in any game, which I find that was fun actually.

Interviewer: Do you pay attention to dialogue?

Champion: I do the quick scan and do stuff, because I know most of it is not important. Only little bit is important.

Interviewer: What do you mean by scan?

Champion: I only see the main idea in this sentence, they give me from the game.

Interviewer: Okay.

Champion: Which actually improves my reading.

Interviewer: Okay. What were you exploring here? You were reading this, why?

Champion: I'm going to be honest, there were a lot of pop ups that came in this game, most of it was useless.

Interviewer: Okay.

Champion: Because they give you a lot of stuff that way, that are out of your league. They think that this is your ... like old [xo 00:04:38] spirits, they don't know you're a new guy. And those stuff are for players, that are old in this game.

Interviewer: Okay.

Champion: Which is why after a while I reached the little maximum.

Interviewer: Over here. How do you feel with what happened here, when the dark spirits stole the power?

Champion: I felt satisfied.

Interviewer: Why?

Champion: Because this black spirit guy's my friend. And he was getting stronger.

Interviewer: But it sounds like he was evil, in this cutscene?

Champion: Actually, if you're in this game, you can be less easy than the evil guy. He actually turns up on you.

Interviewer: Yeah, I thought so.

Champion: He did.

Interviewer: Were you interested in what was happening here or no?

Champion: Yeah, I liked it. This is my first in the Milwaukee G game that I have, such good cutscenes.

Interviewer: Okay. Over here at 29, what were you doing here?

Champion: This is my first time actually, I opened my inventory. So I was trying to see what is going on. Because it's a new game, I must ...

Interviewer: So you're exploring?

Champion: Yeah. Better to explore by myself and do something wrong to learn.

Interviewer: Do you understand what is written?

Champion: I was just doing whatever I can.

Interviewer: Okay. I realized later, over here at 34, you didn't want to attack the tree spirits?

Champion: They were-

Interviewer: The large ones?

Champion: Yeah. The large ones was actually, they got along health ball, and not getting damaged. And it says to me, immune, every time I hit them. So I thought those beasts are actually out of my league.

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Interviewer: I see. Your men have finished during the recording one time. Why is it important to you?

Champion: Actually, most of my attacks depend on that.

Interviewer: Okay.

Champion: If you're out of mind, and you're out of the game in general, for this character.

Interviewer: Okay.

Champion: And most characters, they have manner. But this is the most depleting manner character in the game. That's why I tried it.

Interviewer: So, how did you know that manner was important?

Champion: If you're talking about use or actually click, right click to use my special attacks, you can see manner as depleting. That's why it's important. I have extra damage on the values ways. My special tax.

Interviewer: Why did you help her?

Champion: No one wasn't giving attention for anybody. I was just helping myself. But in this specific example, I found another brother in battle, towards the dark knights.

Interviewer: So you helped her because she was dark knight like you?

Champion: Yeah, she was holding an Excalibur.

Interviewer: Okay. Over here you were trying to learn a skill?

Champion: Yes. This skill was actually looking interesting, but the key [bind for 00:07:59], was not comfortable for me. Which I was thinking about, was it worth it or not.

Interviewer: I realized that there's so many skills you wanted to learn but you couldn't.

Champion: Yeah. Eventually, I learned all. It was a good experience. Try and go ...

Interviewer: How do you try them?

Champion: Every time you buy one, they show you a cutscene of how to use, and what it does, and how much damage it gives. I would say-

Interviewer: And it's all in English. So how do you know which ones is good for you? But does the video help you?

Champion: 100%. The video actually shows you how many players, or how many enemies you can put in one attack. Some videos you can only take crowd control, control only one enemy.

Interviewer: Okay.

Champion: So you can control 10 enemies at once. It's one attack. So why was with the videos and what's in front of me? I know how much the multipliers for the damage, I was picking the right choices.

Interviewer: You entered the map here, and you enjoyed it. How come?

Champion: I had generated a smaller amount. But this one was magnificent. How big it is. I was amused. I was excited actually, being honest. Seeing how small I am and how bigger those creatures are.

Interviewer: You tried again over here, 47, you tried to learn a skill but you couldn't.

Champion: Actually, not trying to learn. I was just checking out for something to make future goals, which I had set my sights on, I forget what it's called, I think it was ... I don't remember exactly now, but it was a huge damage data skill.

Interviewer: Okay.

Champion: Which I eventually got.

Interviewer: Okay, thank you.

Champion: Thank you.

Interviewer: I realized here, you were comparing weapons?

Champion: Yes. Actually, I was on the enhancing screen. So, I was checking what is the most fit to enhance, of my weapons? So I was checking what is more worthy.

Interviewer: And how do you know what is more worthy?

Champion: On each weapon you sit on, or put the most on, it shows you the weapon you're equipped, and the weapon you're looking at now. And it gives you a small comparison. With some red arrows pointing down or green arrows pointing up, means better.

Interviewer: So you know from the arrows how ...?

Champion: Yeah.

Interviewer: Okay. Why did you want to learn about cooking over here?

Champion: I got suggested to be a cook in the beginning of the game. So it's because it's a really good farming spot, but I was not interested 100%, so I passed, I earned only one skill.

Interviewer: What was that?

Champion: Cooking good, basic stuff like meat, I think bread, those kinds of stuff.

Interviewer: Okay.

Champion: So I can make food in my bad times.

Interviewer: Over here, were you confused about the game? Because there's so many stuff in it that I thought that you were confused.

Champion: Exactly where?

Interviewer: Over here.

Champion: Yeah, there were some suggested skills, and there were the skills that I want to learn.

Interviewer: Okay.

Champion: So I was thinking about, should I do the suggested ones or the one I need?

Interviewer: Okay.

Champion: I stood there for a while, then I went to do the suggested ones.

Interviewer: And why didn't you seek help?

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Champion: From somebody?

Interviewer: Mm-hmm (affirmative).

Champion: I'd rather do a mistake then learn from myself. Better than asking help.

Interviewer: But over here, you asked someone, "Hello, can you give me some help?"

Champion: I remember someone actually replied and I asked him, "I need a transporting method."

Interviewer: Okay.

Champion: Which I see some players have horses or maybe donkeys.

Interviewer: Okay.

Champion: So I was trying to ask anybody in the general chat, I remember someone answered actually. Yeah, you can see he just answered.

Interviewer: What did he say? Hello?

Champion: Yes. He said hello, and I actually said something that interested him.

Interviewer: What was it?

Champion: It was [Kamitsu 00:12:52], name of a famous enemy. A good one. So I told him you enemy fat, which he actually replied to me, when I said that. And after that, I used his help to acquire a transporting machine or method.

Interviewer: What was your goal here? You seem confused.

Champion: Whenever I talk to the King, he tells me you have to rent a house. I was telling myself, "I'm just a new player. I can't rent a house."

Interviewer: Okay.

Champion: Then I realized you can buy a house with something called contribution points.

Interviewer: Okay.

Champion: Each one is actually very valuable. So then, after a long time actually I realized that I can buy a house from the first level I am. That's why I was confused. After long time of learning, I figured how to do it.

Interviewer: Over here, you were talking to a lizard. Why do you think the lizard was afraid?

Champion: It was actually a goblin.

Interviewer: Okay.

Champion: it was called tiny red nose. He's a red hand of a boss in this game. He was very scared of his boss, because he was very dominant for all the goblins.

Interviewer: Okay.

Champion: I was trying to seek his guidance at war with his bosses, and he was actually helpful, he didn't like his boss.

Interviewer: You seemed lost at this point?

Champion: Yeah, this is something new for me. Usually the arrows, have guidance on the ground, sometimes it doesn't work. I can just points in the air.

Interviewer: So that was the reason?

Champion: Yeah, I don't like that when it happens.

Interviewer: You had problems with the stuff over here, and many people contacted you for help?

Champion: Yeah, I hated that so much. I actually opened Reddit, the problem is I opened YouTube, no one said anything. And I opened Reddit, nobody said anything. So I actually realized it's [inaudible 00:14:57]. It was something like a book.

Interviewer: They told you to keep on killing the lizard, until he drops the stuff?

Champion: I didn't know actually, it was something like RNG, it's not guaranteed. After just a little patience, I managed that.

Interviewer: So when you didn't get the stuff, you went to check Reddit and what?

Champion: YouTube.

Interviewer: What did you search for exactly?

Champion: I wrote exact name of the quest that was written to me.

Interviewer: Okay.

Champion: And put the exact detail in wizard stuff.

Interviewer: Okay.

Champion: And nobody was there. This probably never happened to anybody.

Interviewer: So when you got the stuff, how did you feel?

Champion: I feel relieved. I remember that exactly, that was my first try of this game.

Interviewer: Did anyone help you or no?

Champion: I remember some quite players in that same exact area. I was in place. There was some people actually replied to me. The best thing in this game, the general chat actually is for all sort of rules of the game.

Interviewer: Okay.

Champion: So everybody can see your questions.

Interviewer: Okay. So what do you think is the difference between Black Desert Online and world of Warcraft?

Champion: I would say a huge difference. No offense for any world of Warcraft players, but your game is actually nothing compared to this one.

Interviewer: Okay.

Champion: It's got huge graphics, it's got great combats skills in games. I can say in general, this game got us good, and this game got us good, and the old guys got bad, in general.

Interviewer: Okay.

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Champion: But I must say, Black Desert is way much better than world of Warcraft.

Interviewer: How about language-wise? If someone wants to learn the language, what do you think? What would you recommend for him?

Champion: I'd say, Black Desert 2. At Black Desert 2, you interact with a lot of humans.

Interviewer: Okay.

Champion: And world of Warcraft, you have to interact with a lot of-

Interviewer: NPCs.

Champion: Yeah, they are NPCs, but they're not human. There's some like demons.

Interviewer: Okay.

Champion: I could give you an example of a demon Lord called Jaraxxus.

Interviewer: Okay.

Champion: He was scary actually, whenever you meet him you only listen to what he says, actually reading what he says.

Interviewer: So you think Black Desert Online is better because you interact with humans?

Champion: Yeah.

Interviewer: NPCs are more human players.

Champion: Both actually, yes. More human players are more reactive, and human NPCs.

Interviewer: I see. What is the difference between MMORPGs and other video games to you?

Champion: Whenever you play any other video games, there is no general chat that they can help you, anytime. It's like a Google, specific only for this game. For example if you've played Grand Theft Auto, it's a massive map and there's a lot of players, but there is no general chat they can help you in. And that's what I like most in MMORPG games.

Interviewer: So you think it's the general chat?

Champion: General communication of anybody.

Interviewer: Do you think if you had started playing MMORPGs, did you think that would help you learn your English language more or no? Than other video games?

Champion: Yeah. I must say actually, whenever I play this game, I can feel my reading is much more faster. And the understanding of the words is improving.

Interviewer: I see. And-

Champion: I can give you an example.

Interviewer: Go ahead.

Champion: I can say, there's a word called enhance. I can say advance or evolve, but enhance was a new word for me.

Interviewer: Okay.

Champion: Whenever you upgrade your weapon, you actually enhance it. This is a new vocabulary. I just learned that from this game.

Interviewer: From Black Desert Online?

Champion: Yeah.

Interviewer: Do you think other video games besides MMORPGs, are also good in language learning or no?

Champion: 100%. All games are useful.

Interviewer: Okay. When you play, do you use any code switching terms?

Champion: I must say, I use it quite a lot.

Interviewer: Like what? What terms do you use?

Champion: The most basic one in my language, we use quite oftenly is, yeah, which means you, new, which actually means a rookie player.

Interviewer: Okay.

Champion: We use that quite a lot for anybody who's new or bad.

Interviewer: Okay.

Champion: And sometimes we use this quite often too, [AB 00:00:20:16], which means I need. El, which is the definition of [eagle 00:20:21], we use that quite a lot. This is just two basic examples, we use it quite a lot.

Interviewer: So, El and nope?

Champion: Yeah.

Interviewer: Okay. Thank you Champion.

Champion: Thank you very much.

G.1.4 Champion's 4th Interview

Interviewer: Hello Champion, nice to meet you.

Champion: Nice to meet you.

Interviewer: I want you to tell me what was the goal of this recording?

Champion: Well, this is a public event for all the players, all the high tier players. So it's something not everyone who plays this game experience.

Interviewer: So over here, you were the highest level?

Champion: Not highest level, this is a certain level, when you reach, they give you allowance for, like a ticket, so you can enter a specific server. Only for those with this level.

Interviewer: What happens when you enter the specific server?

Champion: You can face world bosses and field bosses, those are very tough, that's why they put them in this server alone.

Interviewer: So why is everyone attacking this boss?

Champion: Actually all of them attacking and it's not even enough, that's why we are spend all of our powers and cooldowns on this.

Interviewer: So are you guys together in a guild or no?

Champion: Well, I get to a lot of invites for guilds, it's actually good for me and them if I joined a guild but I'm not into this guild stuff, that's how I didn't even join anyone but I don't need. There are a lot of players in this game.

Interviewer: Why don't you join a guild?

Champion: Most of them are friends. In the guilds there is something like you have to do a lot of work and at the end of the week they give you rewards. Most of these rewards go for the friends, they spread it between each other, so we don't get anything.

Interviewer: Oh, so how did you coordinate with the other people over here to fight this boss, if it's not in a guild?

Champion: Well, there is no coordination. I guess most of those people are alone. You can see maybe two or three who are in the same guild, because those bosses, especially this one, the [Red Nose 00:02:10] is a field boss likely, so shows randomly. If it's a world boss, I will see more coordination, but in this one specifically there is no coordination, just attack.

Interviewer: What's the difference between a field boss and a world boss?

Champion: World boss, you can see it located in the map. Everyone can see it. A field boss is just walking randomly and you find it. Whenever someone finds it, he tells you in the chat of this game, "Come, there's a field boss in this area exactly."

Interviewer: So this is why there was this guy saying, "Oh there is a field boss's health that was at 20%." Why was he lying?

Champion: Well he's just invited them all to come and help because this field boss between all field boss are the toughest one, he's a Red Nose.

Interviewer: So wants people to come so he could defeat him?

Champion: Yeah, field boss doesn't last for long. You must kill them in the time they give you.

Interviewer: How have you developed from the last recording?

Champion: Well now I'm actually in the high, or the peak, of my character. From last time, there were a lot of cooldowns I didn't have. Only when you reach this level, you have mastered skills they give you, you can only open if you reach level 65, which is called Awakening or Awakening. Whenever you achieve Awakening, they give you a special weapon you can only use after level 65, which is something ... big improvement.

Interviewer: Yeah. So what have you accomplished from the last interview?

Champion: Well, they gave me a new mace, before I had an ax. This mace actually uses fire that burns light, that's how powerful this fire is. It's a truly new experience of the character.

Interviewer: Okay. Is your character still a Death Knight?

Champion: No, Death Knight, actually I'm going to be honest, was not a good choice. I changed it maybe three days early.

Interviewer: Oh, and why have you changed it? Why wasn't a good choice?

Champion: It didn't give a lot of AoE damage. There was a better character that they just added, which is called Guardian. Guardian has way much better tank cooldowns and damage.

Interviewer: Okay. I realized over here you go back and front to attack. Why do you do that?

Champion: Well, I just said, I reached level 65 but-

Interviewer: Like over here, see?

Champion: See, I saw that. I do reach to level 65 and I can face all of these top tier players, but I'm still not in my peak of my character. There are some armors and weapons I can develop myself with. So I can't get inside the battle, even though I am a tank, I'm still weak.

Interviewer: Oh, okay. So over here you were saying something about [Val 3 00:00:05:12] what was it?

Champion: Val 3 are the server that you can face these field bosses and world bosses? There are six of these servers, each and every server, there are probabilities of facing field or world bosses. So in the chat, it's across all servers, so they can tell you and count to Val 3. Val 3 means Valencia server three.

Interviewer: Oh, I see. So you could go between servers.

Champion: Yeah, immediately. No cooldown required.

Interviewer: Over here, what do you do when your health lowers? Over here, it lowered. What did you do?

Champion: Well, thank God I am level 65, there is a move called instant regen, which instantly brings your life back.

Interviewer: Okay, but I see you using potions.

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Champion: Potions are ritual in this cooldown, it's a passive ability.

Interviewer: Aren't there any healers to heal you?

Champion: There are. Not exactly healers, they're supports. They only boost damage in this fight exactly, there are no healers.

Interviewer: And no tanks?

Champion: I am actually a tank though, that's the thing, tough.

Interviewer: You died again over here. What was the reason? This was your second death.

Champion: Yeah, I'm not actually tough, but actually if you're asking me why did you revive yourself, I revived myself because Red Nose was just about to die. So if you die away from him, you can't get the loot even though you participated in this public event.

Interviewer: So this is why?

Champion: Yeah, and actually reviving yourself is very expensive and I did it.

Interviewer: Why were you also discarding items over here?

Champion: To make room for the items I'm going to take.

Interviewer: For him?

Champion: Yeah, that are very, very rare.

Interviewer: But did you like the loot?

Champion: I'm blessed to have such loot.

Interviewer: But people said that it was trash?

Champion: Well, I just told you, I'm not as tough as them. I just reached level 65. This loot is actually a big improvement for me.

Interviewer: Okay thank you, Champion.

Champion: Thank you.

G.2 San's Interviews

G.2.1 San's 1st Interview

Interviewer: Hello San.

San: Hello.

Interviewer: At 1:05, did you read what is written in the character list?

San: Yes, some of it. The benefits of this character... The story of the character, just the benefits. What? What you do? What...

Interviewer: Okay. But if there's something that you don't understand in the benefits, what do you do?

San: And this benefits. I didn't translate to what I know. All the benefits I know what this mean but the story, I didn't translate it that, yes.

Interviewer: Okay. But why did you choose the race Night Elf?

San: Maybe his appearance. He looks really cool. I like...

Interviewer: Okay, so nothing. Did you check the benefits of other races?

San: Some of them like a human and Worgan.

Interviewer: Why did you like about the benefit of the Night Elf?

San: He's more like a tank, he's difficult to hit.

Interviewer: Okay.

San: And I like elf benefits.

Interviewer: Okay. Why did you choose the name Elfies?

San: I don't know, just a random name.

Interviewer: At 6:20 what was your goal when you first started playing?

San: Find a question, the objectives and what do I do to improve my character.

Interviewer: I see. So how did you find these quests?

San: Yeah, it looks like it's take a long time to do. There was a [inaudible 00:02:32].

Interviewer: Okay. At 10:5 how did you feel when you received help?

San: He helped me to kill him and I find the loot and that's...

Interviewer: That's what happened?

San: Yes.

Interviewer: How did you feel, were you happy? Was it normal?

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San: Yeah. I was happy and they found this game is very collaborative.

Interviewer: I see. You said that you felt happy when you received to help?

San: Yeah.

Interviewer: Why were you happy?

San: [inaudible 00:03:22] He helped me, helped me and I [inaudible 00:03:28] cause he helped me.

Interviewer: Okay. At 13:35 how did you know what is required of you?

San: I read it and I did what he need. And this is the quest.

Interviewer: So it wasn't difficult for you when you read the quest.

San: No.

Interviewer: And if there's any difficulty, what do you do?

San: No, just... I find the way by open them up and he helping you to do what can I do.

Interviewer: Okay. So at 20:12 you attacked from far away, why?

San: I attack him from far to took care of myself and he can't hit me and damage.

Interviewer: Okay. So, okay. At 21:35... Wait about the question before. But before you used to attack from close. So you knew that attacking from far away would not give you damage?

San: Because he take a lot of time to reach.

Interviewer: I see. Okay. At 21:35 why did you not put the leggings in the control list?

San: I don't know. Just kind of sneaking saw and I with a hand and I don't know, I just dressing, dressing. I didn't know what to do.

Interviewer: Oh, I see. Okay. At 25:20 why did you attack the animal?

San: I found it a new animal. I didn't see it before so I kept them to see what he gave me a lot.

Interviewer: And he didn't give you any Lou, how did that make you feel?

San: Make me feel sad that I killed a peaceful animal.

Interviewer: Okay. So before I asked you that, when you, that you are pursuing everything to put the item.

San: Yes.

Interviewer: How did you finally know that, what to press to put the item? Did you just put any click anything or did the game help you?

San: Yeah, I recognized that I what the hand, where can I put it the right place.

Interviewer: Okay.

San: So I remember what did I do then I did the right way.

Interviewer: Okay. The game helped you?

San: Yeah.

Interviewer: Okay. All right, at 32:54 why did you choose the weapon the Staff?

San: I found the price is more expensive and I could look at the staff.

Interviewer: Okay. But the Staff was two handed and the Daggers was one handed. So you didn't care?

San: Yeah, I just, I looked at a price.

Interviewer: Okay. So at 35:45 why did you choose the cloak despite the belt having more armor?

San: I really like the cloak. We've sort of done a cloak.

Interviewer: Yeah.

San: Yeah, because I like the cloak. It's looks so cool and appearance.

Interviewer: So you liked it because of the appearance?

San: Appearance [inaudible 00:07:43] how he do to me puff.

Interviewer: Okay. At 38:29 the... You were lost, the MPC he told you where to go. Why were you not paying attention?

San: I didn't see what she pointed at. So I lost.

Interviewer: You got lost.

San: Yeah, I got lost.

Interviewer: How did you try to find your way to the quest?

San: Maybe from the map. I find my way.

Interviewer: But you didn't find your way. You...

San: Yeah, I lost and I ignored the quest.

Interviewer: So how did you, why did you decide to ignore the quest?

San: So not take a lot of time to in this quest, that I don't know the way to reach it.

Interviewer: Yeah.

San: So I find... I went to the other quests, so...

Interviewer: Okay. At 47:53 the quest, they gave you a fail, but you decided not to destroy it, why?

San: The bottle, I thought that it was very important to other quests, not for her.

Interviewer: I see. So did you know that it was for the quest that you got lost or no?

San: Yeah. It's not for this quest.

Interviewer: Okay.

San: Maybe the merchants that's not to belong to [inaudible 00:09:32].

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Interviewer: Okay. At 55:40 why did you make this end your home

San: To be in the song, I wasn't in any home and I found the song... He wants me to be at home, I think, his home.

Interviewer: Okay. And you don't have a home?

San: Yeah, I didn't have a home.

Interviewer: Okay. This game, how was your experience so far?

San: ...

Interviewer: You just started.

San: Maybe that start, maybe the beginning is a more boring maybe.

Interviewer: Yeah.

San: And then I found it maybe more enjoyable.

Interviewer: Why was it boring to you?

San: Maybe their current, a lot of time to, to travel from the quest to the quest.

Interviewer: Yeah. Okay. And do you think this game can benefit your language?

San: Yeah, may be. I found new words, like unsigned...

Interviewer: Like what?

San: Unsigned.

Interviewer: I see. Okay. Thank you.

G.2.2 San's 2nd Interview

Interviewer: Hello San.

San: Hello.

Interviewer: I wanted to know, zero nine, how do you know which option to choose in Destiny 2?

San: There are just NPCs and I want to travel to the tower to get my lost items.

Interviewer: Okay, and there's an NPC for what's lost and there's an NPC for other choices.

San: Yeah.

Interviewer: How did you learn that this NPC is for lost items, this NPC is for something else?

San: By playing the game, by playing the game.

Interviewer: Okay.

San: From the beginning, I play the game for a long time so I know where to go.

Interviewer: What to do.

San: What to do.

Interviewer: Yeah. Did reading what this NPC does, what this NPC does, did it help you?

San: Yeah, of course.

Interviewer: So reading what they do, it made you understand?

San: Yeah.

Interviewer: Oh, okay. How did this develop your language?

San: Maybe Destiny is the best way to develop your language from games, maybe Destiny I think.

Interviewer: Okay. Over here you were going to pick quests, okay?

San: Okay.

Interviewer: On what basis do you pick a quest?

San: So I picked the quest from new DLC, so a new DLC. I start from this quest.

Interviewer: Okay, and all these quests are new?

San: Some of them.

Interviewer: Some. So why did you pick Keeping Time?

San: Like what I said, this is a new IDLC, this new quest for a new DLC for the game, so I pick it.

Interviewer: Okay, what is the difference between normal and legend difficulty?

San: Normal, the enemies are easy kill. I didn't have the power to kill the legend difficulty.

Interviewer: Oh, you don't have the power yet.

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San: The power, yes, yes.

Interviewer: Okay. Over here, how do you decide what gear to wear?

San: The more power gear, I wear the more power gear. The lower power gear, I dismantle it and the more power gear, I wear it.

Interviewer: What's the difference between the colors? There's purple, there's yellow, there's blue.

San: Yeah, the rarity.

Interviewer: Oh, so the purple is more rare?

San: No, no. The less rare, the purple. No, the blue, the less rare. Then purple, then yellow. The yellow, the most rarity is yellow.

Interviewer: Oh, I see.

San: It's called exotic.

Interviewer: Then why do you wear purple and leave the yellow?

San: Because you can wear one yellow at a time. One yellow. I can't wear two yellow, just one yellow.

Interviewer: Okay. When you were playing over here, what was the goal? What were you guys ...

Speaker 3: [inaudible 00:03:44] right my own wrongs [crosstalk 00:00:03:49].

San: We're playing the new quest. So I didn't know what the goal from the beginning. So we are discovering the goal from here.

Interviewer: So you were discovering the goal as you were playing?

San: Yeah.

Interviewer: Did the dialogue tell you the goal, or no?

San: Yeah, the dialogue is [inaudible 00:04:07]. The dialogue tell you what to do.

Interviewer: Do you understand what the narrator was saying?

San: Yeah.

Interviewer: What was he saying?

San: Like kill the enemies.

Speaker 3: [inaudible 00:04:22] right my own wrongs [crosstalk 00:04:32].

San: He started the story that's how they come, what to do.

Interviewer: What is your role in the group? You're a group now playing, what is your role in it?

San: We are all the same. Like I'm a Titan. There's only three character. So I'm the Titan. It can be six Titans, but I think I am the only Titan here.

Interviewer: Okay. How does an effective team operate?

San: From the sub ability I have, I have solar [inaudible 00:05:07], so it's more powerful in this quest, like what I said, the quest, the solar is most powerful in this quest.

Interviewer: The solar.

San: The solar.

Interviewer: Okay. Over here you died. Why did you die by yourself?

San: By mistake. I didn't know that that killed me.

Interviewer: Okay. How did you get revived?

San: By a teammate.

Interviewer: Oh, so they revive each other.

San: Yeah.

Interviewer: I realized when you were playing the game, people die all the time.

San: Yeah, because it's so hard. The quest is hard. A newer quest and we didn't get into it.

Interviewer: How about over here? Do you understand what the narrator was saying? He was talking about this legion.

San: They are talking a lot and I didn't take care of what they say.

Interviewer: No. So you don't have to pay attention to what the-

San: Yeah, I didn't pay attention. I'm just playing and killing enemies.

Interviewer: Do you sometimes pay attention to what the narrator is saying, or no?

San: Yeah. Like we killed this boss, go over here, like this.

Interviewer: So at these point ...

San: We hear what he say and do what he tell us.

Interviewer: I see. Okay. But when there is a story you don't pay attention.

San: Yeah, because we are now fighting so we can't make it a ...

Interviewer: Priority.

San: Priority, yes.

Interviewer: Okay. Over here I realize there isn't any coordination between you and your teammates.

San: Yeah, I think they are playing as a group and they have a server. I play alone so I didn't join them. They have to invite me but they didn't.

Interviewer: They didn't?

San: Yes.

Interviewer: You guys don't speak to each other. Everyone just plays alone, correct?

San: Most of the time we are speaking to each other. This time we didn't.

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Interviewer: Okay, so over here, what happened here? You got this power up.

San: Yes. This is my [inaudible 00:07:47] throwing hammer and it's more powerful. It's the solar [inaudible 00:07:52].

Interviewer: Okay. When you were playing the game, I realized the game is very fast paced.

San: Yeah.

Interviewer: How do you keep up?

San: Just get into the game and you can keep up. If you are playing a lot, this game, you can understand how to keep up with it.

Interviewer: Okay. Over here, this person. You weren't attacking him before, but then you started attacking him. Why?

San: Yeah, because he had a shield. So we have to bring some, like a [inaudible 00:08:34] and throw into it, to this boss to take off the shield and we can damage him.

Interviewer: How did you know that you had to do this?

San: Many quests are similar to each other and we understand what we can do.

Interviewer: So how did you understand what to do? Do you watch people doing it and you copy?

San: Yeah, we saw some enemies are white, so we kill them and they dropped a relic or [inaudible 00:09:27]. So we throw it to the boss so we can damage him.

Interviewer: Okay. Over here you said that the group needs to split. Why?

San: Because there [inaudible 00:09:45] circle and we have a timer up left, so we have to hurry up and we have to split to control all the circle.

Interviewer: Okay. I realized over here that you said you have to defeat the Sun Eater. Why do you have to defeat this NPC called the Sun Eater?

San: Because he's the last boss I think.

Interviewer: Okay. I realized that there was some enemies that you attacked with your fist and not with your guns. Why?

San: The objective is to attack the boss. We have to fist him first, fist this specific enemy.

Interviewer: How did you know how to do this?

San: We faced this enemy in a previous quest.

Interviewer: Okay, so that's how you know.

San: Yeah.

Interviewer: But when you first started, how did you know that you have to do this?

San: Some friend of mine tell me how to do this.

Interviewer: Oh, that's how.

San: Yeah.

Interviewer: So you sought help from your friend?

San: Yes.

Interviewer: Okay. Over here you really liked this weapon. Why did you like it so much? This weapon, the yellow one.

San: It's an exotic weapon. So the most rare weapon now is the exotic. So I was surprised they give it to me.

Interviewer: In a quest?

San: In a quest.

Interviewer: Okay. When you were picking between two weapons, over here, why did you pick this weapon and not this one?

San: I like the auto rifle much more than side arm. I don't like side arm.

Interviewer: Why do you like the auto rifle more?

San: Because it's useful. Not like a side arm. It's useless.

Interviewer: What is your goal now, over here?

San: To get the lost item in this quest. I lost [inaudible 00:12:23]. Maybe I forgot to collect it from the ground so I have to pick it from the Postmaster.

Interviewer: Okay. Over here, you did an infusion at this place. What is the goal of this infusion?

San: Because the armor that I have, have like perfect stats, but less power. So I have to infuse it to get more power and the good stats in this armor.

Interviewer: Okay. So when you infuse a weapon you get better stats in another armor?

San: Yes.

Interviewer: How did you know how to do infusion?

San: The games tell you from the beginning. Tell you what is infusion.

Interviewer: Okay. In English, correct?

San: Yeah.

Interviewer: How did you learn it when English isn't your language?

San: I know what I read. I read it and I know what it tell me.

Interviewer: Okay. So at that time you had a good control of your English language?

San: Yes. Yeah.

Interviewer: Okay. Over here you were reading, okay?

San: Yes.

Interviewer: How did this game benefit your reading skills?

San: A lot. A lot.

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Interviewer: Yeah. There's a lot of reading. If you encounter something you don't understand what it is, what do you do when you're reading it?

San: Maybe ignore it or if it's so important, so I have to translate it.

Interviewer: Yeah. Over here there were two narrators arguing. Why were they arguing? One was saying that ... were you spying on him, he says, "I watch all the guardians."

San: I really didn't pay attention to him.

Interviewer: So you don't pay attention to what the narrators are saying?

San: They are talking a lot.

Interviewer: Okay. So there was a quest over here that you abandoned. I wanted to ask why you wanted to abandon it.

San: Because it take a long time to do it. I didn't have the time to do it.

Interviewer: Oh, so that's the reason.

San: Yes.

Interviewer: I realized that when you were doing some quests, some of your teammates die and you immediately go to revive them. You stop everything you're doing and you go revive them. Why is reviving them a priority?

San: We have to play together and revive each other to complete the quest. So I have to revive him. He take a long time, maybe two minutes to respawn.

Interviewer: Oh, so how did you know that you have to revive your teammates? That it's important. Is it from your gaming?

San: Every game you play you have to revive your teammates.

Interviewer: Yeah. Okay. So over here, you kept on changing your gear. Why?

San: I wear the more powerful gear.

Interviewer: How do you know what's more powerful gear?

San: It showed you what's more power gear.

Interviewer: It shows you by the point?

San: Yes.

Interviewer: Ah, okay. Over here you chose the arena. Why did you choose the arena?

San: I have to complete it. The arena, maybe I have to play it like maybe four times two to get the reward.

Interviewer: Also there was a place here that you did and you did it again, now I wanted to know, you came here before. Why are you doing it again?

San: You have to play it like four time maybe, to get a reward.

Interviewer: Isn't it boring?

San: No, no.

Interviewer: It's not?

San: Yeah, it's not boring.

Interviewer: Okay. There was a quest that you did and many players were not active. Why were they not active? Is this normal in this game?

San: No, but I really get angry in this quest.

Interviewer: Yeah?

San: They are not playing, they're ignoring the quest, so I can't complete it alone.

Interviewer: Okay. So what happened at the end? Did you complete it or no?

San: Yeah, we complete it.

Interviewer: Oh okay. Thank you.

San: You're welcome.

G.2.3 San's 3rd Interview

Interviewer: Hello San, I want to ask you a question. Why did you choose the name [Ziplers 00:00:05]?

San: It's a family name from [inaudible 00:00:08] so they are like... They have all the [riding horses 00:00:15]. So the Black Desert, all the same. The same like [inaudible 00:00:22].

Interviewer: So exactly the same?

San: Yeah.

Interviewer: Okay. Why did you choose the class berserker?

San: He's like a meli-tank-bruiser so I like the tank-

Interviewer: You like the roll tank?

San: ... in every game. It's like from Overwatch, Reinhardt, he's like a berserker.

Interviewer: Okay.

San: He's a tank and a meli.

Interviewer: How did you know that he's a tank?

San: By you're looking. You know by looking toward his face.

Interviewer: That he's tough, looks strong?

San: Yes.

Interviewer: Oh, okay. I realized that you choosed the second server. Why did you choose it?

San: I don't know, I just pressing.

Interviewer: Pressed just the number and that's it?

San: Yeah. I just want to play.

Interviewer: Yeah. Okay. Why did you choose the name [Gurus 00:01:24]?

San: He's from my family, Ziplers. So he's from the Ziplers. He's like the hero from the [00:01:40]. So I choose it.

Interviewer: Okay. Did you pay attention to this cut scene?

San: Yes. Yes. I paid attention.

Interviewer: Did you understand it?

San: A little bit, but I didn't watch the story before. So this is new for me.

Interviewer: Yeah. I know because I looked at it too and I didn't understand it. Now what was the deal between you and this creature? It's not very clear.

San: It's like items remember memories. So it's not [inaudible 00:02:19].

Interviewer: How about this dialogue between you and this dark creature? Do you understand it?

San: Yeah, I understand it. [inaudible 00:02:28].

Interviewer: How did your reading in this game become so good? Because he used to... He talked quick and fast.

San: Yeah. I read the subtitles and I listening to him. I can understand what he says.

Interviewer: How about this dialogue over here, between you and the princess? Between this man and the princess?

San: Yeah, I understand them. All of them.

Interviewer: Do you understand them too?

San: Yeah.

Interviewer: What were they talking about?

San: He was talking about the gem, darkness gem.

Interviewer: Okay.

San: And a rune.

Interviewer: Okay. I realized over here that you were trying different moves. Why were you doing that?

San: I was exploring. It said, risk control.

Interviewer: See?

San: Yeah.

Interviewer: You were trying many different moves with the character.

San: There's a new [inaudible 00:03:34] and I want to understand the [inaudible 00:03:39].

Interviewer: Okay. Over here I realized that you were trying to learn a skill but you couldn't, how come?

San: I didn't have a skill point for it, so I can't claim it.

Interviewer: And how did you know that you needed skill points for it?

San: It's basically for every game to gain a skill point to level up, to learn new skills. So I didn't have a skill point.

Interviewer: Okay. So you knew from your previous experience in games, you didn't know from reading in the game that you required skill points?

San: Yeah. I didn't read it.

Interviewer: Oh, Okay. It was highlighted in red that you needed skill points. You didn't pay attention to it?

San: I didn't see.

Interviewer: Okay. So what did you understand from this cut scene?

San: He got the gem from me. So he created a [inaudible 00:04:46] and it connected to him.

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Interviewer: Okay.

San: Yeah, that was it.

Interviewer: Do you think he was evil or no?

San: Yeah. By looking he is evil. He's a black soul or black devil.

Interviewer: Okay. Over here, you didn't pick the first quest, I wanted to know how come? There were two quests that came and you only picked the first one.

San: The Black Spirit, he told me to complete the new quest. He appeared to me.

Interviewer: Okay.

San: And the second quest is in progress. So yes. So I choose the first quest.

Interviewer: Okay. So you choose the first quest because the second quest was in progress?

San: Yeah.

Interviewer: Okay. Over here, what was your goal now? You were not trying to complete your quest.

San: I was just collecting materials and testing my skills and training combat.

Interviewer: Okay. What did you understand from this cut scene between you and Captain Cliff?

San: He told me to fight Red Nose.

Interviewer: Mm-hmm (affirmative).

San: So it's a new quest for me and he told me to kill him. The Red Nose.

Interviewer: Okay.

San: Yes.

Interviewer: Did you understand the dialogue between you and him?

San: Yeah. He just explain to me who is the Red Nose, why I have to kill him.

Interviewer: Okay. Over here, you were given armor but you didn't equip it. I wanted to know why? See?

San: Mm-hmm (affirmative).

Interviewer: It was asking you to equip it, but you didn't.

San: I didn't pay attention, so I realize I have to equip it, maybe after five minutes or two minutes.

Interviewer: How did you realize that you have to equip it?

San: I just saw it and I equip it.

Interviewer: I think it was because the enemies were difficult. I remember when you equipped it, you were having difficulty and when you equipped it, it became easier for you.

San: Yeah, that was it.

Interviewer: Okay. There was an opponent here that you didn't finish. You left him alone. I wanted to know why you did that?

San: He's at a higher level, so I can kill him now. So I ignore him.

Interviewer: So how did you know that he was higher level than you?

San: I tried to kill him, but I can't, so I ignore him.

Interviewer: Okay. Over here, how did you know that you have to use the healing potion? Did the game help you in finding the healing potion or no?

San: No, I just saw the items on the bottom.

Interviewer: Okay.

San: So I pressed one to heal. Do it myself.

Interviewer: And how did you know that you should heal? Because your health was low, correct?

San: And the screen shows me to, red screen.

Interviewer: Over here, you chose this skill. I wanted to know why did you choose it?

San: I saw the clip to this skill. And I chose it. It was really interesting.

Interviewer: Okay. You were helping someone here, I wanted to know why?

San: No, I was just completing my quest. It says kill 50 of them.

Interviewer: Okay. Why did you use the value pack?

San: It gives me a lot of buff to complete the quest so fast.

Interviewer: But it's only for one day.

San: Yeah, it's only one day.

Interviewer: So what game did you enjoy more, World of Warcraft, Destiny or Black Desert Online?

San: Oh, it was Destiny. Of course. Maybe the most enjoyable game I played.

Interviewer: And what do you think is more beneficial for language learning?

San: Maybe the World of Warcraft and Black Desert.

Interviewer: How come?

San: The World of Warcraft and Black Desert have a lot of dialogues and new words. So you can learn English from them.

Interviewer: From them?

San: Yeah.

Interviewer: To you, what was the most beneficial game for English learning?

San: Maybe the same. World of Warcraft and Black Desert must learning English.

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Interviewer: But your English is pretty good. What game? Was it a game or was it outside of a game?

San: No, I was just studying English from I was kid and I improve my skills in English in the games.

Interviewer: Okay. Do you think if you played an MMORPG before, do you think your English would be better?

San: Yeah, I think so. Maybe it gives me better English.

Interviewer: Why are MMORPGs better?

San: Like what you said. It have a lot of dialogues and new words.

Interviewer: Okay. How about code-switching ? Do you use any code-switching while you're playing video games?

San: For example, A Divided Light, I said, "[foreign language 00:11:42]." It means the [inaudible 00:11:48] was coming. And in Overwatch I said, "Let's play [foreign language 00:12:00]." Like let's play communicative. And [foreign language 00:12:07] game. It means the game is finished. So this are my examples.

Interviewer: How did you know that these words represent these meanings? Like comp means competitive. How did you know that this is what it means?

San: I hear it from other friends and the community. So I asked them and I asked anyone to. And he told me what does it mean.

Interviewer: Is it a word that's used a lot?

San: Yeah.

Interviewer: So that's why you would know it.

San: Yeah. I have to know it.

Interviewer: You have to know it, why?

San: If you don't know it, you didn't play the game. And everyone like confusing, "What are you saying? What are you saying?"

Interviewer: Yeah. Okay. Thank you San.

G.3 Sama's Interviews

G.3.1 Sama's 1st Interview

Interviewer: Hello. Nice to meet you, Sama.

Sama: Hi, nice to meet you Ziyad.

Interviewer: I have a few questions for you. My first question is what was your goal when you first started recording your gameplay?

Sama: Actually, I started recording my game because I thought it was fun to let other people know that I'm streaming right now, let them see that the game was really good.

Interviewer: Okay. I realize you did a trick here. It's probably not obvious. You were attacking a feral ghoul, but when you were attacking him, you hit him and you go back.

Sama: Actually, that was like hit and run. It's a basic strategy for any gamer to hit and run.

Interviewer: Okay.

Sama: You have to defend yourself, and you don't have to charge you in just like that.

Interviewer: So you use it to dodge some attacks?

Sama: Yeah, all the time. I always use it.

Interviewer: So over here, at 4:30, you helped your friend with this machine. Why did you decide to help your friend?

Sama: Because it's basically a club game, so you have to cooperate with your friends and you have to destroy other stuff to protect your friends, otherwise you will all die.

Interviewer: Okay. Over here, I wanted to ask you, you know on the loading screen in Fallout 76?

Sama: Yeah.

Interviewer: There comes info.

Sama: Yeah.

Interviewer: Do you benefit from that info?

Sama: I started reading them after a couple of months, because at the beginning I didn't even care because I was really exploring the game by myself.

Interviewer: Okay.

Sama: I didn't even look at it. But after some time, I started reading every little thing, and it really helped me. It really did help me.

Interviewer: Okay. So here, you kept on looking at your map. Do you remember why?

Sama: Yeah. Actually, when you look on it on a mission, you have to start looking for the mission itself, how to distinguish the mission from other areas like mountains and stuff.

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Interviewer: Okay. So do you remember this monster that you were attacking?

Sama: Yeah, the golem.

Interviewer: You used a grenade here. It was your first time using it in this recording. Why did you use a grenade against him?

Sama: Because it consists of a highly powerful element to destroy that monster. As you can see in this game, I mainly use melee attacks. That's why I try to try different stuff, like bombs and stuff.

Interviewer: If you remember when you looted him, you left some stuff. You didn't take everything.

Sama: Yeah. That stuff were like over-weighted for me, so I didn't even care about taking them, because if I took them to I will be over-weighted.

Interviewer: What happens when you're overweight?

Sama: I can't even run and it will take a lot of my stamina.

Interviewer: Yeah.

Sama: So it's basically a harmful thing for me.

Interviewer: So it's harmful for you?

Sama: Yeah, for my character to continue.

Interviewer: Okay. So, if you remember, over here there was something that was happening to your friend. I don't know if it's clear or not.

Sama: I think he has a parasite or an illness.

Interviewer: Yeah?

Sama: It got stuck on him, so I have to give him a medicine or an aid to try to save him from this illness.

Interviewer: Ah, I see. Okay. What does it mean when you're suffering food loss from parasites?

Sama: When you are suffering food loss from parasites, it's basically that means you're losing a lot of blood and you're actually losing a lot of food, so you have to replenish it. You have to eat a lot of food, you have to eat a lot of meat, so we can try to survive, because this is a surviving game. So you have to eat a lot of stuff.

Interviewer: Why don't you remove the parasite?

Sama: You have to have a lot of things, such as medicine or a type of herb.

Interviewer: Okay.

Sama: So if you don't have anything for that, you have to-

Interviewer: He didn't have it?

Sama: No. You have to eat. You have to eat just meat to keep yourself alive. That's it.

Interviewer: What do you think of the game that you have to eat, that you have to sleep to be in shape?

Sama: Actually, I don't like that type of game because always, you have to keep yourself hydrated and you have to keep yourself always in a good shape. You have to do a lot of exercise and you have to eat and keep yourself healthy. Because if you don't try to maintain this stuff, your character will suffer lots of stuff, like disease.

Interviewer: How did you know that you had to sleep in the game? Did something tell you or you figured it out yourself?

Sama: Yeah. Thank you for asking. Actually, this type of stuff is already in the game. You have to check your monitor. Something will just pop up. It will tell you that you are suffering and you are tired, you have to sleep, or you have to keep yourself hydrated if you are losing a lot of water in your body.

Interviewer: So the game tells you?

Sama: Yeah.

Interviewer: Okay. What is your goal over here? Do you remember?

Sama: Can you play it so we can look?

Interviewer: Yeah. You were stopped. You and your friend, you stopped here for a moment. I don't know why.

Sama: Yeah. We were shouting and we were actually discussing. As you can see, we started moving after a couple of seconds. We were chatting and about how to approach the next level and we were trying to keep ahead with strategy.

Interviewer: Over here you attacked all these enemies. You were outnumbered. What made you decide that, "Oh, I'm going to attack them all."

Sama: Actually, sometimes you have to try your best and you need to test your skills and test your mettle. Even though you think you're going to lose, you have to do it to anyway. That's the essence of the game.

Interviewer: Okay.

Sama: Even though it's a melee attack, but I have to do it.

Interviewer: So you attack them to test your skills?

Sama: Yeah.

Interviewer: Nothing else?

Sama: Nothing else, yeah. Also, I can talk about a lot of things like gaining a lot of XP.

Interviewer: Uh-huh (affirmative).

Sama: Yeah.

Interviewer: So that's one of the reasons.

Sama: Yeah. One of the reasons is gaining high XP for it. Doing a lot of melee attacks will give you extra XP, better than just attacking them or shooting them.

Interviewer: Was there a lot of cooperation between you and your teammate?

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Sama: Yeah, definitely. As you can see in the video, my friend tried to lower a couple of them and I melee attacked the boss.

Interviewer: Okay.

Sama: I was doing a lot of damage on the boss. I was just tanking for him until he dealt with the other groups.

Interviewer: Okay.

Sama: After that, he came in to support me.

Interviewer: Oh, I see. So all this you were doing during chat?

Sama: Yeah. During the chat, PS4.

Interviewer: There was a point over here, your health was about to end.

Sama: Yeah.

Interviewer: How did you manage to keep yourself alive?

Sama: In this game, you have two types of healing. You can either heal yourself or make your friend heal you.

Interviewer: Okay.

Sama: I think in that moment, I did the first thing, which is I healed myself. As you can see, the healing part is just rising. My HB is just rising.

Interviewer: What were you using?

Sama: I was using a med kit.

Interviewer: A med kit?

Sama: Yeah.

Interviewer: Sometimes you use stimpacks?

Sama: Yeah.

Interviewer: How did you know that stimpacks could heal you?

Sama: When you go to that game, you can read, and every item has a description you can read. The stimpacks have a description. It says that if you use this item, it will heal you. It will be like 80% of your health. There is something called mega stimpacks, which will greatly boost your health, will heal you faster and way more.

Interviewer: I see. And you also ate other types of food?

Sama: Yeah. There are certain types of food that when you eat it, it will instantly heal you.

Interviewer: Mm-hmm (affirmative).

Sama: It will raise your health at least 10% okay, which is very good.

Interviewer: Why do you always use a melee weapon instead of a ranged weapon?

Sama: For me, I prefer melee attacks instead of just shooting them from far away because I want to live thrill of fighting other people, face to face, rather than being a coward and fighting them from afar.

Interviewer: I thought it was because you wanted to save ammo.

Sama: No.

Interviewer: So that wasn't the reason?

Sama: No, definitely not, because I can have ammo from anywhere.

Interviewer: Yeah.

Sama: I can build my own ammo.

Interviewer: So the ammo isn't the problem?

Sama: No, it wasn't an issue.

Interviewer: Okay. Here at 20, you were looking at your apparel items. So I wanted to ask you, why were you looking at these apparel items?

Sama: Actually, I was looking at them because there are different items that I can use. I can change my armor and I can change my helmets.

Interviewer: Okay.

Sama: This stuff can also protect me from the hazard stuff or the poison gas and stuff, so I can just swap between them.

Interviewer: How did you know or how did you learn about the PIP-Boys? There seems to be lots of stuff in it.

Sama: Can you explain it a more simple way?

Interviewer: Okay. I'll show you. So over here, look. There are stats, items, it has apparel, weapons, aid, data, radios. How did you know all of this?

Sama: Actually, you have to experiment before you start playing the game. As long as you play, you will experience this stuff and you will learn it by just doing it. So it wasn't an issue. You'll learn it in just one day. It's not very hard.

Interviewer: Did it in any way develop your language?

Sama: Definitely. I started learning a lot of stuff. I started reading new information. I even started to pronounce other stuff, even though some stuff it was very hard to pronounce. But I can use a lot of things. I can use Google translation, or I can learn and listen to the correct pronunciation.

Interviewer: Of the word?

Sama: Yeah.

Interviewer: Oh, I see. Do you use Google Translate when you have difficulty understanding a word?

Sama: It's not that much. Sometimes, I try to learn the meaning of the word from the context, or sometimes I ask my friends about it, which is really helpful.

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But if all of us are facing difficulty with this word, I can just rely on Google Play or Google Translation.

Interviewer: So if you remember, over here, you were helping your friend.

Sama: Yeah.

Interviewer: So are you helping your friend to complete a quest?

Sama: Yeah. In this game, you'll always have different quests because you have a daily quest, and you have a monthly quest and a weekly quest. And there is also the game quest. So in this game, on that day actually, we were doing daily quests, so it was very high level day quests. And we have to for it because even though you are high level, it's very hard to do it alone.

Interviewer: So you were attacking the mutants to complete a daily quest?

Sama: Yeah.

Interviewer: Oh, I see. There was this emoji that appeared over here.

Sama: Yeah.

Interviewer: I wanted to know, what does it mean?

Sama: Sometimes when you're not talking to other people, if you're just encountering random people in the game, like different players, I have certain items I can use, like the emojis. For example, the first one is like, "Hello, how are you doing guys? I'm okay. I need your help." So it will just tell them that, "I'm in difficulty, I need your help."

Interviewer: So it's used for-

Sama: Communication with other people.

Interviewer: ... communication if you're not using voice chat?

Sama: Yeah.

Interviewer: Ah, I see. Okay, so a 23:30, you decided to use a missile launcher, right over here.

Sama: Yeah.

Interviewer: Why?

Sama: Actually, I just felt like I wanted to use it, because I had the weapon and I never used it, so I just felt like it.

Interviewer: You felt like using a-

Sama: Yeah.

Interviewer: Oh, I see. Okay. There's 25. And 25, right over here, you had a fusion core. What did you want the fusion core for?

Sama: Fusion core is mainly for, when you plant it in your armory, it will help that armor to move. So it's like the core of that armor. If you use it, the armor will instantly move and you can have high protection, and that armor will truly save you. So I love to use it.

Interviewer: How did you know that fusion core does this?

Sama: Actually, Fallout 76 is a sequence of an older game, which is called Fallout.

Interviewer: Okay.

Sama: So if you play the older games or the older versions, you will know this for sure. So I already have the knowledge for it. It wasn't like a new thing for me.

Interviewer: Right over here, you're using SPECIAL.

Sama: Yes. Strength and perception and stuff.

Interviewer: What is SPECIAL?

Sama: SPECIAL are new items that you can add to your character to improve that character. For example, if I use like the card strength, it will instantly raise my level and it will raise my melee damage, and I can grab a lot of good stuff for me. It will not hinder me while walking.

Interviewer: But I realize so many cards have so many descriptions.

Sama: Yeah.

Interviewer: Did it also benefit your language, like the Pip-Boy?

Sama: Yeah, definitely. Some new stuff, when I tried to read them and decipher them, it will instantly tell me that your level is not that high in English, so you have to rely on your teammate and ask him about it what does this mean and how do you use it to your benefit. So I would have to communicate with my friends in English to ask them about it and try to understand.

Interviewer: But there were so many perks to pick. Is it hard to pick a perk?

Sama: It depends on your build. If you're trying to be a melee warrior, you have to be a Berserker, attacking a lot of people with just melee weapons. So you have to only focus on the melee-

Interviewer: Aspects?

Sama: ... beneficial. Yeah.

Interviewer: Yeah.

Sama: So it depends on you. You have to read all of them and you have to build your character in your own way. That's the beauty of the game.

Interviewer: So you picked the perk, all night perk.

Sama: Yeah.

Interviewer: Why did you pick that perk?

Sama: Actually, I was trying to improve my character with fighting. So, this type of stuff has the criteria and aspects for improving the character and melee attacks. That's why I chose it.

Interviewer: You also picked the perk, lead belly. Why did you pick that?

Sama: Because I have to drink a lot of stuff and sometimes drinking a lot of stuff will make you over hydrated and it will affect you in a bad way. So this item will relieve you from it.

Interviewer: Is it radiation you meant?

Sama: Yeah.

Interviewer: Ah, okay.

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Sama: Because the whole area is polluted by radiation.

Interviewer: Yeah. So you can't find pure water, this is why you took this?

Sama: Yes.

Interviewer: Oh, okay. At 31, you were repairing a particular weapon. This weapon that you always use. Why did you repair this weapon?

Sama: Actually, this is one of my favorite weapons and I always use it on melee attacks. It's one of the strongest weapons in the game. That's why I have to repair it and maintain it.

Interviewer: Okay.

Sama: Yeah.

Interviewer: So right over here, you also drank water, at 36 and ate food.

Sama: Yeah.

Interviewer: Is it also because you've had these?

Sama: Yeah. Like I said before, if you are dehydrated, you have to drink water, even though it's going to harm you with radiation, but you have to drink it because your character will keep on lagging behind your friends. They will just run faster than you if you're not hydrated, or if you didn't eat enough.

Interviewer: How do you learn how to lock pick?

Sama: Actually, it's not my first game, playing with lock pick and stuff. I play a lot of games. When you try to lock pick different stuff like the locksmith ... Locksmith abilities depend on how you deal with the lock picks and how to use it in a professional way.

Interviewer: Okay.

Sama: So it's not very hard for me.

Interviewer: So you learned from previous games?

Sama: Yeah.

Interviewer: Okay. So how did you know how to do use workshops?

Sama: Actually, at the beginning of the game, they gave me instructions, if I wanted to improve my character, I have to use the word shop. There was a tutorial for it, but it wasn't very efficient for me.

Interviewer: Okay.

Sama: But I learned through the game.

Interviewer: You learned from the game?

Sama: Yeah.

Interviewer: So you learn through trial and error?

Sama: Yeah.

Interviewer: Okay. There was a boss here that came to you guys, and your weapon was no use against him.

Sama: Sure. Yeah. You mean the dragon.

Interviewer: How did you feel?

Sama: Actually, I felt useless because that dragon is really a bastard one.

Interviewer: Okay.

Sama: I have to do a lot of stuff for him. I have to deal with a lot of damage because he always flies away, so I have to chase him. I have to do tremendous work, even though we are working on cooperating with each other. But the real problem with this game is the more people are participating in the raids or fighting the boss, the harder the boss gets.

Interviewer: Okay.

Sama: They get double health, they get double damage, double resistance, everything.

Interviewer: So they get stronger?

Sama: Yeah.

Interviewer: I realized that you used VATS against him. Why did you decide to use it against him?

Sama: VATS is something that you use to do a really critical attack on the boss. And you can just locate and make them fly away, and when they try to get down, you hit them really a way. It will do a lot of damage on them.

Interviewer: Why have you never used VATS before?

Sama: I just tried it for the first time in my life.

Interviewer: In this recording?

Sama: Yeah, because I just want to do a lot of stuff.

Interviewer: Okay. So what happens when you die? I could see you died here.

Sama: You have two options. One is your friend revives you, the second one is that I'm going to respawn in not a faraway place. So it's not very hard for me. I can just come back to the fight, as long as someone is still fighting the boss.

Interviewer: And what happened here? Your friend revived you?

Sama: No, I actually died. So my friend couldn't even save me.

Interviewer: Because you fell?

Sama: Yeah. That's why I have to get-

Interviewer: What happens when you die? Do you lose armor? Do you lose stuff?

Sama: I lose the items that I have with me. When I tried to dismantle a lot of stuff, when I die, it just falls. It will be in a paper bag, just in the place I died, so I had to get back and take them.

Interviewer: But it fell. You couldn't go back, right?

Sama: Yeah. In this fight, I couldn't go back to it.

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Interviewer: How does that make you feel?

Sama: Actually, that stuff wasn't very important for me because I already stored everything that worked for me.

Interviewer: Mm-hmm (affirmative).

Sama: Yeah. That stuff is extra stuff.

Interviewer: So it wasn't that important to you?

Sama: Yeah.

Interviewer: So over here, you were using an emoji. Why were you using these gestures? There was no one around.

Sama: Which one is it?

Interviewer: Sorry, wait. Right over here.

Sama: Just waiting for the play.

Interviewer: So, right over here you started using emojis. The heart.

Sama: Yeah. My friend gave me health. I think he gave me a health and he healed me, so I gave him a heart emoji because at that moment his mic turned off. Yeah. So I had to communicate to him. I understood that we are fighting the boss and we can do even better, even though we're not communicating. I understood him, as long as he's playing. And we have a long history with playing games and we understand each other, so it's not very important for us.

Interviewer: How did you feel when you defeated the boss?

Sama: It was thrilling, for sure, because that boss is one of the hardest, worst ever.

Interviewer: In the game?

Sama: Yeah. So it was really thrilling for me.

Interviewer: Okay. Thank you, Sama.

Sama: Thank you.

G.3.2 Sama's 2nd Interview

Interviewer: Hello sir. Nice to meet you again.

Sama: Hi, thanks [inaudible 00:00:04].

Interviewer: I wanted to ask you, what was your goal when you started recording?

Sama: Actually, I wanted to show the people around the world that this game is really fun and I really hope that they play this game. I never miss it.

Interviewer: There's a lot of dialogue in this game. You know the characters are talking.

Sama: Yeah. Yeah. Every single character has its own backgrounds story, which is really interesting. This is the second version. The first version or the previous version, it was a really big game with it's lores and stuff so you can read about it. And you'll always find books and stuff talking about every single character about it, yeah.

Interviewer: What made you pick your character?

Sama: I always change the character, but in previous months I just picked one character and I tried building on it.

Interviewer: Do you pay attention to their dialogue, what they say, how they talk?

Sama: All the time because their dialogue is fixed and they're not something new. They always repeat it, so it became normal for me.

Interviewer: So there was this chat box that came over here.

Sama: Yeah.

Interviewer: I was wondering, right over here, you see it?

Sama: Yeah. Yeah.

Interviewer: What is this chat box for?

Sama: This chat box basically tells other people that everyone in the whole lobby that your friend picked up something like a healing potion or a bomb or something that you need to pay attention for it.

Interviewer: Okay. So you know that he could, if you're low on health that he could heal you.

Sama: Yeah.

Interviewer: You can't use it to chat?

Sama: No, because this is a PS4 game. If it's a PC game, you could use the chat box, yeah.

Interviewer: Right over here there was a pop up menu, this one.

Sama: Yeah.

Interviewer: What does it mean?

Sama: This pop-up menu tells other characters that I need certain character to take it. Not me, like a different character. I give them the order to take it.

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Interviewer: So this is very a cooperative game.

Sama: Yeah, definitely, yeah, four players.

Interviewer: So if you don't tell your friend, it's your team mate are going to be weaker?

Sama: If you don't communicate with your friend, your team is going to lose for sure because every single character has a specific purpose. One of them is a tanker, one of them is like a [inaudible 00:02:38] attacker.

Interviewer: Really?

Sama: Yeah.

Interviewer: What's your role?

Sama: My role in this game is a DPS and a healer or a support character.

Interviewer: Okay.

Sama: So I can play both sides, a supporter and a DPS at the same time.

Interviewer: I see.

Sama: Very helpful.

Interviewer: Over here you were about to die. How did you avoid dying?

Sama: I drank the healing potion and I kept on attacking a lot of enemies like you can see in the game I attract vermins. Yeah and I gave them instruction that they need to watch out and I can say no and yes, which is very helpful for me to communicate to other people instead of using the mic.

Interviewer: Over here you said, no. Why?

Sama: They were trying to move but I told them no, I need them to stay because there is a monster coming by or a patrol moving on, so we have to worry about that. We don't have to rush in. We have to take our time first.

Interviewer: You also told them here to stick together.

Sama: Yeah, because as you can see in the game there is a hoard coming, so we need to stick together.

Interviewer: So because if you guys are not together ...

Sama: We will definitely die and be annihilated.

Interviewer: You died here actually.

Sama: Yeah, because the assassin came right at me.

Interviewer: What is this assassin?

Sama: It's a type of special vermin who can move around very quickly and attack you even if you are with your friends or if you are isolated, he will try to isolate you and assassinate you in one hit.

Interviewer: Also over here, I realize that you also died, but I think the reason over here is different because you were alone.

Sama: Yeah.

Interviewer: You went straight ahead and didn't wait for your teammates.

Sama: Yeah. Sometimes you communicate with your friends or your play through an experienced players, but sometimes one of those players is not very experienced, is not a veteran like you, so he would ruin everything. Even though you are working very hard, he will wander around alone and it will backfire on all of the teams.

Interviewer: But I think over here you were the one wandering around alone because you went ahead without them.

Sama: Yeah, actually I was waiting for them to support me, but they just stuck around. As you can see the vermins are attacking him and he didn't even care like anything. He just wandered around.

Interviewer: What is this menu over here? Okay, well before that actually, how do you differentiate between a veteran and a rookie?

Sama: Depending on their action, a veteran will always be cautious even though they have vast experience in this game, but they will have to be cautious all the time.

Interviewer: Okay.

Sama: They will guard themselves. They will attack when necessary. They will use the potions when it's necessary. They will not use anything recklessly. But the rookies will just charge in.

Interviewer: What is this menu over here?

Sama: When you press the button in the middle of the controller, this fourth controller, you will have a menu. That menu will tell you how much lag do you have. What is your connection? [inaudible 00:06:02] in the game, I have the worst connection with them.

Interviewer: Between them.

Sama: Yeah.

Interviewer: Does that affect your game play?

Sama: Definitely, yeah, because sometimes I try to attack the monsters and it will be lagging for a couple of seconds so I won't hit them and they will hit me instantly and I will always die.

Interviewer: Okay. Okay, we will start moving on to the second interview.

Sama: Okay.

Interviewer: And I wanted to ask you, what is this menu right here?

Sama: This menu is actually or basically our servers from different countries. As you can see there's a server from Australia or Canada or you can see from America. Sometimes you can see it from Saudi Arabia at the same time, so it depends. If you are entering this server, you are bound to have a big lag.

Interviewer: Yeah, if it's far away.

Sama: Yeah.

Interviewer: Could you create your own server?

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Sama: Yeah, definitely. I can be the host and invite other players or I can play it public and anyone can join.

Interviewer: Why don't you create your own?

Sama: Sometimes I try to enter these games to help other people when they are fighting other monsters, so I don't want to be the host, I just want to charge in helping other people instead of creating my own game and stuff because I already finished the game.

Interviewer: How did you understand what was required of you?

Sama: What do you mean by that?

Interviewer: Like how did you understand that these means servers and if I joined this, it takes me here.

Sama: I tried to play it through everything at the beginning. I tried to just press everything until I understood it. So as long as you play the game, you will understand little by little until you understand everything.

Interviewer: Okay. Over here, do you pay attention to the dialogue?

Sama: Yeah, this dialogue is basically the transcript of the one who was saying everything. So when he's talking, you will see the transcript of his words.

Interviewer: And were you paying attention to it?

Sama: Actually, yeah. I always pay attention to it because it's right in front of your eyes.

Interviewer: Yeah.

Sama: And he's saying the words, so ...

Interviewer: You have nothing better to do.

Sama: Yeah.

Interviewer: Okay.

Sama: I'm just waiting.

Interviewer: Okay. Over here, why did you try to kill this opponent right over here?

Sama: This opponent is a special one, which is always like putting gas on us, which is really harmful for the whole team, so I have to take care of him first.

Interviewer: Okay. So what does this gas do?

Sama: This gas will, when you throw it, that gas ball will just try to spread around you. It's like a poisonous gas. It will always harm your team mate and it will always kill you.

Interviewer: This menu right here, do you know what it is?

Sama: Yeah. This menu is like the achievement menu, like how much experience you gain and what you're doing after that, like the point system.

Interviewer: Okay. Thank you, Sama.

Sama: Welcome. Welcome.

G.4 Agmi's Interview

Interviewer: Hello Agmi, again. I wanted to ask you, what was your goal in this recording?

Agmi: Well, your brother, Yusef, he told me about your study and because of that I wanted to help him. So I came to you and talk to you as well, say that I want to be a part of it.

Interviewer: Okay. Over here you had rewards. Why did you receive rewards?

Agmi: It's basically a daily rewards because I didn't enter the game from a long time. Because of that they give me the rewards.

Interviewer: Why did you claim this one?

Agmi: It's the first one I see.

Interviewer: So that's the reason?

Agmi: Yeah.

Interviewer: So you lowered your music over here.

Agmi: Yeah.

Interviewer: Why did you decide to lower it?

Agmi: Because the sound of music was very, very loud. Because I can't hear myself, over the game I can't hear myself just to talking.

Interviewer: So that's why you decided to lower it?

Agmi: Yeah.

Interviewer: Okay. So you told us, you were talking over here that when you press right, ice happens. So I had this question; is Ice the only weapon you have? But I realized later you have Lightning also.

Agmi: Yeah, it's a normal spell, it's not a weapon, but it's a spell, because it uses very few mana because of that.

Interviewer: Yeah, and mana is important for you.

Agmi: Yeah. It's very important because I'm a wizard.

Interviewer: Oh, okay. So over here I realized that you chose Lightning Two. I wanted to know, why did you choose Lightning Two?

Agmi: Because Lightning use a few mana and maybe kills 10 monsters in one second. Because I can hit a group.

Interviewer: More than one.

Agmi: Yeah, a group.

Interviewer: So that's why you decided to make it strong?

Agmi: Yes.

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Interviewer: Is it hard to play with a high ping?

Agmi: Yeah, it's very hard. Because if you see, I died once.

Interviewer: I did see. And how do you know that you have a high ping?

Agmi: Well I see the monsters one time ahead of me, and one time...

Interviewer: Oh.

Agmi: Yeah.

Interviewer: So you realize that there's a problem?

Agmi: Yes.

Interviewer: Over here, you said that you wanted to teleport.

Agmi: Yeah. Because the first time, if you will noticed, I have done the teleport. I forgot how to do it again. So I tried to find the spell, then I found it in a coincidence.

Interviewer: So you have all these quests. But I wanted to ask you, why did you choose this one? Why did you choose that one?

Agmi: That one? This one?

Interviewer: Yeah.

Agmi: Because this one was very close to me.

Interviewer: So that's why, just because of the distance?

Agmi: Yeah. And I think it's a main quest. I think so.

Interviewer: Yeah. So over here it told you that your mount was far away.

Agmi: Yeah.

Interviewer: Why didn't you go and get your mount?

Agmi: Because I'm very lazy.

Interviewer: That's why?

Agmi: Yeah. I just wanted to finish the quest.

Interviewer: Oh, okay. Do you gain anything from attacking these orcs because they weren't related to your mission?

Agmi: Yeah, but they give me an experience and it's very hard to get to level in this game.

Interviewer: It is. So that's why you decided to attack?

Agmi: Yeah.

Interviewer: Okay.

Agmi: I wanted to cast a lot.

Interviewer: You wanted to know the spells?

Agmi: Yeah, because I wanted to teach my spells.

Interviewer: Okay. So over here you left, you said, "Oh, I'm going to die." How did you know you were going to die?

Agmi: Because if you see in the top left there is my health and mana.

Interviewer: But your health was kind of high.

Agmi: Yeah. But I'm a little bit scary and don't want to die.

Interviewer: Okay. Do you ever pay attention to dialogue in the game?

Agmi: Which dialog?

Interviewer: Let's see this one.

Agmi: Yeah. No, no. I just skip it.

Interviewer: So every dialogue that's like this you just skip?

Agmi: Yeah, the most.

Interviewer: Why do you do that?

Agmi: Because it's boring, yeah.

Interviewer: It's very repetitive to you?

Agmi: I don't know.

Interviewer: Like again and again and again?

Agmi: Yeah, it's the same. If I stopped at everyone I will take a lot of time to finish the quest.

Interviewer: So that's why. Okay.

Agmi: I just read the quest from under the map.

Interviewer: Okay. So there was something here I didn't understand what you were doing. I think it was right over here. What were you doing here, were you changing a skill?

Agmi: Here?

Interviewer: Yeah.

Agmi: No, just read the spells because I forgot it and I don't know how to attack because I don't read them for -

Interviewer: A long time.

Agmi: Yeah.

Interviewer: So reading, they were all in English. Do you understand reading them all?

Agmi: Yeah, the most of the words I understand. Like 95%.

Interviewer: Yeah. Why did you put health potions here? You put a health potion and a mana, both.

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Agmi: Yeah. Because if you noticed, I didn't have potions so I was going to die. I have to put it in the first...

Interviewer: Yeah, so you could click them quickly.

Agmi: Yeah.

Interviewer: Okay. So over here, 28, the quest told you that you have to kill the Orc Berserker to get the black mushroom, but it took you very long to understand that. You were hitting all the orcs. "Oh, no black mushroom." Because it told you Orc Berserker only.

Agmi: Yeah, because if you noticed I had here, but before it I was searching for the orcs. So I didn't see anyone written above it, the object.

Interviewer: Oh, so you didn't see what's written above him?

Agmi: Yeah.

Interviewer: Okay. So this question, you went to the map over here, if you remember.

Agmi: Yeah.

Interviewer: It told you where your mount was. Did you know that?

Agmi: No.

Interviewer: Yeah, because I wanted to tell you, "Oh, he's close and you could have went and got him."

Agmi: I was where? Here?

Interviewer: Yeah, he's kind of close to you.

Agmi: But I didn't pay attention.

Interviewer: Yeah, okay. So over here, what were you doing? Were you scrolling items? Because you always did that when you were playing.

Agmi: Yeah. Let me just remember.

Interviewer: You did that many times.

Agmi: Yeah, because I wanted to go to the skills because I want to see the skills. And yeah, that's it.

Interviewer: But is this the skills? This is equipment inventory.

Agmi: No, the skills is down from here.

Interviewer: So what you were doing here?

Agmi: I don't know really.

Interviewer: Ah, okay.

Agmi: But the most time I want to go to the skills, but then I realize it's very down.

Interviewer: Oh, so you were just trying to find where it was.

Agmi: Yeah.

Interviewer: How did you know that it was very down.

Agmi: I eyed it.

Interviewer: Ah, okay. So you said this was scary. Why was it scary for you?

Agmi: Yeah, because I didn't know. So the first person I see from a long time.

Interviewer: So you were scared?

Agmi: Yeah.

Interviewer: She can't help you, right? The other player?

Agmi: No.

Interviewer: Oh, it's only you?

Agmi: Yeah.

Interviewer: Okay. Over here you said that you really needed gold. Why do you need gold?

Agmi: Because I have maybe 200K, it's very few. So I just wanted to go to buy weapons and armor.

Interviewer: Yeah. Okay, thank you. I think we finished the first interview.

Agmi: Oh, okay.

Interviewer: Okay, we'll start the second interview. In this recording I realized there were lots of cut scenes.

Agmi: Yeah.

Interviewer: Did you enjoy the cut scenes?

Agmi: Well, no.

Interviewer: You didn't enjoy them?

Agmi: No.

Interviewer: Why not?

Agmi: Because it was very boring. You can't interact with the characters. Just maybe two minutes of my time is waste.

Interviewer: Because of that?

Agmi: Yeah. If they just written the objective I can do it easily. But then the cut scenes they are very boring.

Interviewer: Yeah. Do you understand what they were doing from the cut scenes?

Agmi: Yes.

Interviewer: Oh, okay. Do you think the quests because they repeat again and again and again, that they made your reading better?

Agmi: Yeah.

Interviewer: Definitely?

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Agmi: Yeah.

Interviewer: Okay. How about chatting? If you chat again and again, it also improves your writing?

Agmi: Yeah, but if you noticed I didn't chat.

Interviewer: Yeah, I realized.

Agmi: Yeah, but it will help you of course.

Interviewer: How about the listening?

Agmi: The listening, it will help you. But if you can repeat with him it will improve your listening and your speaking.

Interviewer: Okay. I wanted to ask you a question. I realized you were not in a guild?

Agmi: A guild? Yeah, because I don't have friends doing this game, just maybe four or five and they quit the game. They didn't play it anymore. So I just play it for fun.

Interviewer: Yeah. There was this one person, I think he was Arab. He said, "Oh, Arabic speakers come join my guild." Did you see it?

Agmi: Yeah, I see it this one. But I didn't want to come to him.

Interviewer: Okay. Were you excited to fight the boss? You said that you were excited to help fight. Why?

Agmi: I'm really excited to fight any boss because the normal beast, you can't kill them easy.

Interviewer: Mm-hmm (affirmative), but the boss is more hard?

Agmi: Yeah.

Interviewer: Okay. So over here you unlocked the Black Spirit Rage. Why did you unlock it?

Agmi: Because it's a new thing in the game. Because I didn't know really what-

Interviewer: What it was.

Agmi: Yeah. I just unlock it because I wanted to make something new.

Interviewer: But you never used it?

Agmi: Yeah, because I don't know how to use it.

Interviewer: You don't know how to use it?

Agmi: Yeah.

Interviewer: Yeah. Why didn't you try to know how to use it?

Agmi: I just wanted to finish the quest first because I want to be in high level.

Interviewer: So over here again, you picked Lightning to make stronger. I wanted to ask, why did you pick Lightning again? You picked the skill, Lightning.

Agmi: Yeah. Just like I said the first time, I can kill multiple beast in one time.

Interviewer: Okay. So also over here your mana was low. So what did you do over here when your mana was low?

Agmi: I think I take the potion.

Interviewer: Yeah. And you also did this move. What does this do?

Agmi: Yeah, this is increase your health and your mana. It take your mana, I don't know how much, but it give you more mana.

Interviewer: Okay. What else? Your inventory here, it was full. And what were you going to do, full inventory?

Agmi: Yeah. I just take the unuseful things and throw it to the toss.

Interviewer: So you did that?

Agmi: Yeah.

Interviewer: Oh, okay. So over here you said that there was a quest that was boring. I wanted to know why was this quest boring to you?

Agmi: Because I have to talk to any NPS I think, the character also, because they want me to increase my knowledge if I want to speak to that girl. So yeah, I speaked to anyone I see.

Interviewer: Okay. So why did you pick this quest out of all the quests here?

Agmi: Because this is the main quest and the rest are just gifts.

Interviewer: Oh. Why does he give you gifts?

Agmi: I don't know really. Sometimes I take it, sometimes I-

Interviewer: You leave it?

Agmi: Yeah.

Interviewer: Oh, okay. Thank you, Agmi.

Agmi: You're welcome.

G.5 Deman's Interviews

G.5.1 Deman's 1st Interview

Interviewer: Deman, we watched your video clip, and I'd like to know your character role in the game, are you a Tank, a healer, or what else?

Deman: Mine is called Dark Knight and he is a Tank, it's an attack Tank, not 100% defensive Tank like gladiators but it's 40% attacker and 60% defender.

Interviewer: What was your aim when created that mix?

Deman: I liked that game arc, this arc means a lot to me, because you have to wait for that Dark Knight role and you must play for a long time in order to open that role, when it was opened for me, I registered many times as I already admired it, and I love to keep it as a memory.

Interviewer: Great, please correct me if I'm wrong, at the third second of the video I've noticed a player apologizing to you....

Deman: Apologizing to me! In the third minute?!

Interviewer: No, in the third second.

Deman: Let me Check.

Interviewer: At the beginning.

Deman: Yes, True.

Interviewer: He was talking to you?

Deman: This character is called NPC, these characters are within the game and they may speak to you, and NPC refers to "Near Person speak", when the speech color is yellow, that means the character is speaking to you.

Interviewer: The whole screen text is in English, how come you're able to understand all that English text?

Deman: it would take some time to know all of them, all of these are actions which you can arrange, It may take one or two hours to arrange, and you should pay attention that each gap or a class has a completely different list, so it's different when I play with Dark Knight compared to Gun Breaker, when I change the character, the whole list changes. As I mentioned, I'd need one or two hours to fully understand the Keys panel of the character and then I just play.

Interviewer: In the first minute, you fought that one and he defeated you, but in the second time you won, I've noticed that in the second time you decided to attack the Dark Spirit instead of attacking him, why did you do that?

Deman: Because attacking him in the first time didn't work out, I preferred to attack the Dark Spirit in order to reduce their attack then I'd turn to him.

Interviewer: Excellent, on time 4:30, I can't understand what you was doing.

Deman: Let me check.

Interviewer: on time 4:37.

Deman: I'm watching it, is that when the yellow arrow passed above me?

Interviewer: Yes.

Deman: I was protecting my friend.

Interviewer: Why would you protect him?

Deman: Because if he dies, I will lose.

Interviewer: I see.

Deman: This is the mission type, the mission condition is to protect the players surrounding you, and if your friend players died, you will also die.

Interviewer: Great, on time 6:12, they started talking with you, did you understand their speech?

Deman: Please wait, I'll move to 6:12, yes, I understood what they were saying.

Interviewer: you completed the mission in minute 10, how did you feel when you completed the mission?

Deman: I was very happy, because it was a very hard boss level the it was the last mission in my class, as my character improve every 10 levels, and this mission was the last one before level 70 which is a very advanced level compared to level 60, and the maximum level is 80, so now I only need 10 levels more to achieve the maximum level,.

Interviewer: On time 10:20, you were choosing another quest, or another mission, on which basis you choose the quests? Does that depend on the distance or the expected gained experience or something else?

Deman: In high levels I pay more attention for items not to the experience, so I search quests with rare or useful items for my class, I don't really worry about the experience because I'll gain it during performing the quest.

Interviewer: On time 11:40, you were selling items, why did you sell them?

Deman: Some armors are replaced with stronger ones, and sometimes I have extra items, because in this game you're not only a warrior but you might be a blacksmith, a tailor, or a chef, accordingly I may receive agriculture, cooking, or sewing items, my character is a blacksmith, so I don't need these items and I usually sell them.

Interviewer: On time 13:34, I saw you talking with your friends and you managed to perform a quest with the company, what's the company quest?

Deman: It says "Quest Complete" which means that I finished the quest.

Interviewer: Oh.

Deman: It means that I finished the quest and I shall receive its prize, it's usual to receive the prize from the same person who assigned you to perform the quest.

Interviewer: On time 15:25, you were comparing your items, on what basis you choose the items you need?

Deman: Let me check the video, in order to explain to you, what time was it?

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Interviewer: 15:25.

Deman: You may noticed that under the green text of each item there are bonuses, her we have strength, vitality which refers to your health, direct hit rate, and critical hit rate, I perform a comparison between these bonuses, first thing is to compare the metal type and the item type, the item on the left is unique that's why it's colored blue and it's level is 60, the item on the right is a regular item and that's why it's not colored and it's level is 62, it's true that the one to the right has a higher level, but the unique items are better from two aspects, it has a higher re-selling price and one extra feature which you can see blow the four, right where it says "material", it says "critical hit +9", accordingly it's not preferred to exchange unique items once received them, you should take your time and make comparisons with other items, that's my technique where I compare metal type, strength, vitality, and which attributes I currently need such as intensity which refers to the durability, the tool to the right has intensity while the one on the left doesn't has it, intensity is useful for me as a Tank, so I'd keep the unique item, it also depends on your playing role, if it's attacking role, I'll prefer strength and if It was defending role, I'll prefer intensity and vitality.

Interviewer: On time 22:05 when you were fighting a creature, something suddenly appeared and helped you fighting the creature, what is that?

Deman: Let me check, when did that happen?

Interviewer: Around 22:15.

Deman: A bird, this is called "Chocobo", it's an animal which you raise and feed with specific type of lettuce sold in a specific market and then you have to train it in the forest to gain points and to be able to help you in the fight, heal you, or even to ride it for long distances. I ride it here, but it takes the shape of a horse as I purchased a horse theme from the store.

Interviewer: On time 26:30, out from nowhere [inaudible] was established, how did that happen?

Deman: Oh, I'll tell, would you tell me the time again?

Interviewer: Minute 26:30.

Deman: ok, please wait...go back to minute 25, you'll notice on the far right as it says "Duty Finder" with icons below, red sword icon and blue shield icon, each icon has a number, 1 of 4 and 1 of 2, In this case I requested to duel a specific boss in order to receive a specific item, and as it's an online game, you need to register and to add your role, I added my role as a tank, regarding this boss, it requires two tankers, two healers, and four DPSs, then I have to wait until the list complete, and this index shows how many players are registered so far, it show one tank, one healer, and one DPS. When all players when all required players are registered 2 of 2, 2 of 2, and 4 of 4, I'll receive a message asking me if I want to join them or want to quit, if I clicked "OK" I'll be instantly directed to the boss, I played with that boss before and I don't have the best tools to fight him now, so I skipped it, you can noticed in the part where the message box popped up telling you that they are complete and that's it.

Interviewer: So, you have learned from the game the requirements for each opponent.

Deman: Yes, each boss has a level, this one in parentheses says "Hard", the regular requires a "light party" where the hard requires a "full party".

Interviewer: How you as a party cooperate to fight that boss?

Deman: The full party fighting process requires a training and every action is calculated, my hob is to attract the boss toward me, and you'll see the boss focusing on me, my name appears above my head, it's small and maybe you can't see it, but I'm using a skill which attracts the boss and

makes him attack me, I have the ability to disable that skill and let the boss attack the other, but I prefer keeping him focusing on me, and you'll notice that he's following me wherever I move, and that's my job as a tank, to attract the boss attention and to take all the boss damage, but I need a healer to keep me alive, the healer job is to heal me, and the DPS job is to cause damage to the boss, so in case the DPS died, my low damage won't be enough to defeat the boss, in case the healer died, I'll die as no one will be there to heal me, and in case I died, the boss will kill them all, that boss requires two tanks, so we cooperate to take turns on the boss attention.

Interviewer: But you failed in the first try.

Deman: Yes, because the boss level is hard, and it has a skill where he moves you away from the map in one strike, and whoever receive that strike will be killed and out of the party.

Interviewer: One of your party members was talking about you and saying that if you could have made the boss focus on one side and not to focus on them, they wouldn't die.

Deman: It's common that players comment on each other, if he said a good advice, I'd thank him, and if he was philosophizing, I'd tell him to play a tank role and show us his skills, in general, failure is possible, and I lost six or seven times for other bosses, and that's how you'll learn, the game is all about the challenge, it won't be a nice game if it was all easy.

Interviewer: Was the comment said by that player a useful comment or just talking without knowing?

Deman: He was talking without knowing, because I did my job and I kept him in the middle which is the best spot to avoid the boss striking skill, even if the boss succeeded to strike him, he won't be kicked out from the map; I played many times against that boss and I have a successful strategy; but this boss is really tough and you may noticed that all the team died and only me left at the end.

Interviewer: I've noticed that, god bless you, on minute 32, I noticed something weird, which pissed you off, that logo with number 1 on the top.

Deman: Hahaaa, yes.

Interviewer: What does that logo means?

Deman: Ok, I'll tell you, in that game players may communicate through voice, but some player don't use voice communication, instead we use signs inside the game, an example, when we fight four monsters, I'd put number "1" sign on one of the monsters means I want them to target that monster first; but I don't know why he put that sign on me, I can't remove it, maybe he's provoking me or maybe he's a toxic player, I don't know why he did that.

Interviewer: Ok, on time 55:32 something called "Fate" appeared and you attacked it, what is that?

Deman: If you checked the map on the right, there is a blue circle, the "Fate" might be a boss or a monster from the outside world which may be weaker or stronger than me, the one I attacked is weaker than me and that's why the word "level sync" appears on the Fate indicating that my level is way stronger than the Fate, and the Fate rules are different, for other monsters from the outside world with level 10 and if my level is 100, I'd just hit it once and it dies, while for The Fate monster it lowers my level to equal his level and that's what called a level sync, but it offers high experience and good items after defeating it, but fighting the Fate is always hard because it will lower my level to the Fate level, besides it blocks higher levels skills which makes it even harder, Fate is very important and most of my experience were collected from defeating the Fate.

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Interviewer: I noticed that your character has many skills and moves, how could you arrange using all these skills or moves?

Deman: That requires training, each role has a rotation, you must learn the rotation, some skills would give double power if used after certain skills, some other skills requires certain skill to be used first in order to activate them, my character gap is one of the hardest because it depends on something called "MP" which refers to "Magic Points", MP has a purple line on the left lower corner of the screen indicating its amount, based on my use the magic points indicator goes up and down, and my role uses a lot of magic points to perform skills and moves and if the indicator goes down to zero, I won't be able to perform these skills, some skills increase the MP and other skills lower down the MP and I need to balance the usage of my skills and that process is called the Rotation, also note that some characters doesn't need the MP, but my role requires focusing on the MP.

Interviewer: How did you feel when you killed the Fate?

Deman: I was delighted, but it's regular for me to kill it, but I'd be happier killing other monsters.

Interviewer: Thank you, we ended that video clip, we will stop for now.

Deman: God bless you.

G.5.2 Deman's 2nd Interview

Interviewer: Why you chose that weapon as your reward?

Deman: Please wait, I'll check what weapon was that...it's not weapons, its meals, each meal increase certain attribute, some increase speed, etc. it's useful to be used during the battle, I, as a tank, need meals that increase health points or defense like lettuce.

Interviewer: On time 2:45, the game offered you three choices and you chose the first one, why you chose that one?

Deman: They ask about my opinion in some dialogues, and I chose the suitable one for my personality, the three choices are different and you may choose the closest one to your personality, many games use that style such as the game "The Witcher", "Dragon Age: Acquisition", and it's important to note that these choices affect your destiny in the game.

Interviewer: What was the effect of your choice in the game? Was it good or bad?

Deman: It had a positive effect.

Interviewer: On time 6:40, there are many scenes, are these scenes important to you?

Deman: Yes, it's important to me, some people may just skip it, but I don't do that, I enjoy watching these scenes, like one character which we thought he was dead in the beginning of the game, appeared again, the guy with the gray hair, wearing red clothes, and named Gaius, it was a big surprise for me that he's still alive.

Interviewer: On time 10:15, you were announced with an achievement that you've made, what was that achievement? And how you felt about it?

Deman: 10:15?

Interviewer: Yes.

Deman: I'm on 10:10...Journey to the Past...I can't remember what was that, we may know from its description, but whenever you have the words "Achievement Unlocked" on your screen it means that you achieved something, and that's would make you happy, such as finishing 100 dungeons or killing 100 bosses, I guess the achievement "Journey to the Past", from its name, is mostly related to finishing flashbacks from the past of the character before me, this is like a ghost character that appears to me only and others can't see him, I think I finished something related to his past and that's why this message popped up, but honestly I'm not sure what was that.

Interviewer: On time 15:15, I was following you up, but I lost you at that time, you stopped and drank that potion, why you used it?

Deman: Let me check...at what time I used that potion?

Interviewer: 15:15, you took a lot of time searching there and I lost you in that moment.

Deman: Yes, true...no I didn't use that potion, I just re-arranged my tools, I'm used to sort my tools menu after I log in, once you do that, your items will be sorted in a certain way, like sorting from the newest to the oldest or health potions then poison antidote potion.

Interviewer: On time 22:00 you were doing something called "Duty", what is that?

Deman: Minute 22?

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Interviewer: Yes.

Deman: Duty are the game main tasks and they are parts of the story line, you may noticed when my friend asked me what I'm doing and I answered him " I'm in Duty", and they are an individual tasks where other players can't engage with you in them.

Interviewer: On time 31:25, various types of monsters attacked you simultaneously, you were attacking one monster and then you left it and headed to another one, on what basis you choose the opponent to be killed?

Deman: 31:25...I'll answer you.

Interviewer: Yes.

Deman: You may notice that the boss, it may be considered as a boss, is linked to other monsters with blue lines, when this boss activate that technique, I must kill the linked monsters in order to cause damage to the boss, these linked monsters act as a protection for it and they must be killed then I can kill the boss.

Interviewer: [inaudible]

Deman: That is a special strategy about that boss and it's not applicable for all battles, once you see that links, you must kill the linked monsters, after a few seconds on time 32:30, a golden arrow appears in the above, this arrow indicates that the boss will perform a powerful hit to one of the players, that gives me few moment as a tank to move next to the targeted player in order to distribute the hit between me and him.

Interviewer: I see.

Deman: Instead of Receiving 100K damage alone, each one of us will receive 50k damage.

Interviewer: do you change your fighting techniques with different opponents?

Deman: Of-course.

Interviewer: How?

Deman: sometimes it's good to receive hits from opponents as they will give me high Magic Points and I have a skill that allows me to absorb their hit and reflect it back to them, if the hit was extensive I'd use a skill called "Dead walker" which allows me to die and then revive in 10 seconds, during these 10 seconds the healer shall heal me and give recover my health to full, if he succeeded to put my life to full I'd revive and if he fails I'd die, there are many ways to get rid of monsters and thanks to god I'm a good player and everyone praise me.

Interviewer: How was your feeling when you finished that Duty?

Deman: I'd be happy, because I'll continue the story, and I love to finish the story and to watch its scenes.

Interviewer: Your friends were talking to you and you said "I'm focusing, please wait guys".

Deman: That's true.

G.5.3 Deman's 3rd Interview

Interviewer: What was your goal in this video clip?

Deman: I was sorting the attacks which requires a cooldown to the left, and cooldown means the time needed before reusing the same skill, some skills requires one-minute cooldown time, so I arrange them on one side to avoid confusion, on minute 50:40 I used one of them and you can see the clock rotating in the box indicating that cooldown time is running.

Interviewer: Yes, cooldown.

Deman: During the fight with a boss, I don't have time to calculate when I used that skill, so I depend on the sorting which makes it clear which skill is ready for use and which is not, I checked the settings and did this customization, but not all players do it in the same way.

Interviewer: This place has a lot of players, what is that place?

Deman: This is the lobby, each city has a player gathering location, gathering locations are used for capturing pictures, it includes the most important markets, selling and buying points, I can sell weapons here in the market, in the auction, or to another player, and it's a location for players to show their new items, gears, and customs.

Interviewer: On time 1:08:00, it's the first time for me to notice that you own different characters 2:29, what's the purpose of having many characters?

Deman: For many reasons, first reason is fun, because every character has a different playing style, we have different styles, Samurai, Warrior, Viking, and Dark Knight; second reason that each style has a different story line, different Master, different assignments, and different bosses, but I usually prefer tankers, and in attacking I like the Samurai.

Interviewer: What's your favorite character?

Deman: Dark Knight is my favorite role.

Interviewer: Why?

Deman: Because I like great Swords, or large swords, as I adore a Manga series called Berserk and I watch it since I was a kid, and this manga series hero uses a very large sword, besides that I like the dark, the dark stories, and injustice characters, Dark Knight is already dark with massive powers, it bleeds and uses his own blood to attack his enemies, has a marvelous design, a marvelous idea, marvelous weapon, and it's a tanker which I like the most.

Interviewer: Ok, on time 1:17:00 you entered a dungeon, I have a question about the dungeon, does entering a dungeon requires a voice chat?

Deman: No, it doesn't, but some bosses level is "Savage" which requires either a voice chat, which is the better choice, or watching the battle on YouTube before fighting the boss because the battle is time scheduled, but I don't need voice chat for dungeons and I'm currently playing a dungeon with my friends while we speak, and typing chat is enough.

Interviewer: I've noticed you making a move in the dungeon, where you gather all the monsters around you then you attack.

Deman: Because I'm a Tank which attracts all attention and receives all damage, you may noticed that I'm not using the Dark Knight here but I'm using Paladin instead, the icon on the left changed to a larger one with blue rate line, with the Dark Knight it was violet, as I mentioned before that

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every Tank and every character has a different attributes and features, and me as a Tank must attract all monsters, receive their hits, and give opportunity o my team to hit them, I act as a bait, and you can tell the Tank is good or not if he was able to bear hits without dying as Tank can't only depend on the healers, I should depend on my techniques and my build.

Interviewer: Why you don't attack them one by one?

Deman: It would take a very long time, dungeon is time limited, you may see the timer on the right, it needs to be done quickly.

Interviewer: Ok, on time 1:21:13, you were checking for something, what is that?

Deman: On 21:13?

Interviewer: Yes.

Deman: Oh, ok, I didn't play that class for long time, so, I was checking my attack skills and reading their description to know their use.

Interviewer: Ok, on time 1:24:45, you were mad when a player starts destroying the giant snowball, why?

Deman: Because the killing process for that boss depends on me using these snowballs, I gather the smaller monster around me, they will come running toward me like rabbits, and when the boss breathes fire they will freeze and when the boss breathes more fire on them they will turn into a snowballs, when we destroy these snow balls the boss receives damage, also there is a large monster which appear trying to destroy the snowballs, this one must be killed quickly in order to prevent him from destroying the snowballs.

Interviewer: How did you know these details about the large snowball?

Deman: I didn't know from the first time, it was a mystery, but me and my friends discovered that later, you may notice me speaking about that large damned monster breaking the balls, this one must be killed, I played that dungeon before so I know its details.

Interviewer: There is something that appeared after you killed the boss, it's called "Need, Greed, and Pass"

Deman: When was that? At what time I killed it?

Interviewer: On 27:15, something showed named "Need, Greed, and Pass"

Deman: I figured it out, let me move to that part of the video, This is the boss reward for all of us, which is an item, if I need it I should click on "Need", if I don't need it but I'd like to have it, I should click on "Greed", if I don't need it, I should click "Pass" and the game will exclude me from the draw, some items are so rare that it may take you two months to get it, and sometimes we agree before meeting the boss to waive the reward item for one of us and then all of them click pass except the agreed player, and it worth to mention that "Need" selection is prioritized on "Greed" selection, because the "Need" selection means that you really need it while the "Greed" means you're just being greedy about it.

Interviewer: How did you learned that?

Deman: Through practicing.

Interviewer: Have you ever made mistakes?

Deman: Yes, many, I sold weapons which I need, passed important items, being defrauded like buying items with high prices, like thousands, while it's actually available for very lower prices, and money in the game is very important and through leveling up you will need more money, like with my high level now I spend millions of game money. This game also allows you to marry and to buy your own house, I didn't buy mine yet, and you may also make a garden and a wedding party.

Interviewer: That's nice.

Deman: Even in the game, you'll need money to get married, you'll need dowry, no way to escape from that even here, hahaha.

Interviewer: A comprehensive game.

Deman: Yes, it's a comprehensive game. I bring you good news, that I have the pride, but she's waiting for me to buy the house,

Interviewer: honestly, I like that type of games, it's another life inside the real life, you could marry, be a blacksmith, and cooperate with others.

Deman: yes, it's a life and I actually made a lot of friendly and nice friends in the game, it's really a life inside the real life, you design your own character, choose its strengths, you raise and train pets and then you improve them to be able to join your battels, like the bird I have, I buy items for it same as I do for myself, I buy him armors and helmet while some other players didn't take care of their bird, accordingly it can't help them.

Interviewer: On time 1:32, while you were fighting a boss one of your team members died, why he died?

Deman: This boss has a powerful attack that might kill you from one hit, when the boss throw these crystals we must run and hide behind it and it will protect you, if you didn't, it will kill you with one attack, that is considered the last boss in that dungeon and usually the last dungeon is very powerful and requires a plan to kill it.

Interviewer: On time 1:36, you typed something, I'd like to know what you typed and why you typed it?

Deman: 1:36, that's a horrible boss, it has a high OST.

Interviewer: You said the OST is 10 of 10.

Deman: I was speaking to the other players, telling them that the boss OST is 10 of 10, but the Sony keyboard cause a delay, I'd be faster if I was using PC keyboard.

Interviewer: Do you usually participate in the chat?

Deman: I participate a lot, and sometimes I start discussions, sometimes I may spend two hours standing with a player just chatting.

Interviewer: What did you get when you defeated that boss?

Deman: As I mentioned before, there is a reward item, each boss has a different and unique reward item, and you may be lucky and get it after the draw, these items could be used to create a rare armor or a weapon, armors in this game have many parts, helmet, legs, chest, arms, and waist, all these items are distributed among bosses and before you fight any boss the game inform you of possible reward items with its drop rate, which might be 1%, from defeating that boss, and lower drop rates may require fighting to fight that boss 50 times in order to get that rare item, it would be easier with drop rate like 50% and so on.

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Interviewer: On time 1:46:25, you were searching for a dungeon, I was wondering, what's the ideal dungeon?

Deman: The ideal dungeon isn't here, I used to play it a lot, but it takes a lot of time, it may requires 2 to 2:30 hours to finish but it offers you all you need such as items, money, and experience, but now I can't spend 2 hours in one dungeon, so, it's impossible for me to play it again. Despite that dungeon, there is no ideal ones, you chose the dungeon based on your needs, some dungeon offers higher experience, etc., one more good feature about that game, that the game changes the dungeon every week or every 3 days for other dungeons, they add rewards, change monsters, etc. so, you need to daily follow up the game, as you said before that the game is a life, the game has a daily updates.

Interviewer: I have a question and feel free not to answer it, at the end of that video, your friends were convincing you to join them on another server which is full of Arab people and you said that you hate Arabs and you don't want them, what's wrong with Arab players in Final Fantasy?

Deman: Listen, I don't have experiences with Arab players I Final Fantasy, but I used to play with them in Overwatch, I was in the worldwide top 500 in Overwatch and one year ago I was in the worldwide Top 24 list, I was popular and I had many fans in the game, but I discovered that the Arab community in Overwatch is very mean, some players hold a grudge against me and some others wish me dead, they even said that to me in the face asking god to see me dead, one time I was ill and I received messages on private asking me if I'm still alive or already died? Or saying "we are waiting for your funeral", I didn't so anything to them, I just have beaten them in the game, contrary to that, playing with players from foreign countries was a very delightful experience, the server I'm registered in is an American server with majority players from USA, around 95%, and they respect each other and they exchange items with manners, I'll tell you an example, if I registered in another server with Arabs and met a female player and said "hi" she will think that I'm trying to flirt with her, and it's only a game while foreign female players keep it in game and speak normally, one time I met a female player in the game and I told her that I'll get married in the game and she already make rings, so, she gave me one as a gift and these rings are expensive in the game, may cost few thousands; Foreigners are in the game for just playing and having fun, so I don't want to go through the same experience from Overwatch in Final Fantasy, that was my personal experience which may be different for others.

Interviewer: I agree with you, I have a personal question, the first time I followed you on twitter you were married in the game and I expected that you know your game wife in the real-life.

Deman: That's true.

Interviewer: You know her from real-life.

Deman: Yes, I met her outside the game first.

Interviewer: Have ever couple in the game married in real-life?

Deman: Yes, it happened, my friend Mariam met her real-life husband in the game, and it worth to say that marriage in the game has benefits for the players, after you get married you get Mount, which is an animal to ride, they are only available for married players, and these mounts allow you to make Emots, which are certain moves like clapping, also a married couples may be assigned for a weekly special assignments, special armors, and special rings. So, many players aim to married to get these benefits, it's not a real marriage, and I do it for fun

Interviewer: Thank you Deman, I'm done.

G.6 Stringth's Interview

Interviewer: Okay. Hello, Stringth, again. This time I want to ask you about your play style.

Stringth: Okay.

Interviewer: When you first started recording, what was your goal in this recording?

Stringth: My goal was I wanted my friends to see it and they wanted to look at the times I play because I had to study and I have a small fan base, it's not the big one. I have a small fan base. so I'm streaming it for them and myself to look at the times how I play.

Interviewer: How big is your fan base?

Stringth: It's not really big. Only between 50 to 100.

Interviewer: Wow. That's actually pretty good. So I realize that you play this game over and over where you're in a battle ground and you have to take castles.

Stringth: Yes.

Interviewer: What is the objective?

Stringth: The objective is competitive players look for groups of people to fight them. A good player can take down five players, online players, but a noob or someone who don't know how to play, he'll go with the [Zero Blood 00:00:01:15]. A lot of people's 24 man group. They will go for the castles. They will try to take the [Embership 00:01:20]. They will try to defeat the other campaign ... the other Alliance. I'm a solo player. I'm a competitive layer in this game, so I want to get good fights. I want to have fun against a lot of people.

Interviewer: Do you win if you take the most castles or all the castles?

Stringth: you win when you enjoy the game. That's myself. That's how I see it. If you're enjoying it, you're winning because if you're not, it's really bad. You're not having a good time. The objective of the game itself, the objective is you need to take most castles. There's an island in the middle. There are six castles around it. If you take it all, you take the Embership. So the first one on your Alliance, there are three alliances, so the first one on each Alliance, if the Alliance take all the keeps on this island, you'll get Embership. Embership is that everything doubles. Your power, your stats. Everything. And myself, I enjoy it. When I go against a player like that [Ember 00:02:28]. When he take Ember, I try to take him around and fight him in a corner.

Interviewer: Alone.

Stringth: Yeah, alone. And if I kill him, that's just the one for me.

Interviewer: How did you know that the goal was to take the castles around?

Stringth: Because when the game launched, people were like, "Okay, if I take the castles, what will happen?" So they notice that when they took these castles, one guy will get a lot of stats.

Interviewer: Big buff.

Stringth: Yeah, a big buff. So that's how people know what's done.

Interviewer: Okay. When you stream, I realize, do you usually find people to chat with?

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Stringth: Yes. I do click bait. No, I don't click bait. In this game, I have a lot of gold, money in the game. So I go in my Guild, so I say whoever want 15K or 100K, that costs \$5 in real life. So you have to beat me. I'm confidence, my skills. So I get like, "No one will kill me." And a lot of views will come, many people follow me. And I'm abusing my ...

Interviewer: Your power.

Stringth: My power. Yeah, abusing my power.

Interviewer: How did you get followers?

Stringth: By uploading montages. Like [Hombee Ex 00:03:54] montages.

Interviewer: But I know people that upload, no viewers. You have like you said, over 50.

Stringth: Maybe it's because of the community of the game. It's a tight community. Good players like each other, so they will follow each other. They want to see each other.

Interviewer: They want to learn from each other. Is that possible?

Stringth: It's possible.

Interviewer: Yeah. Okay. What level are you in this game?

Stringth: Maxed.

Interviewer: You're the max. Okay. So I want to start asking you questions over here. So I realized that you were talking to someone here.

Stringth: There's no voice.

Interviewer: Yeah. There is no voice.

Stringth: Maybe it's because [inaudible 00:04:40].

Interviewer: Yeah. So I think I know who he was. He was a person in your stream.

Stringth: Yes.

Interviewer: So we could leave that. So the chat box on the right, I realize that they're different colors. What do they represent?

Stringth: The blue color, it's for the whisper. When you're chatting with only one person and only you two can see it. The orange one, it's for the group. It's a group chat. The people in your group, they can see what's you're saying and they can chat in it. And the green one is for your guild. The white one is for the chat, the close one, maybe 50 meter radius. And the silver one, I think it's silver or ...

Interviewer: Yeah.

Stringth: Yeah, silver. It's for the zone chat. Zone chat, everyone can talk there in this area.

Interviewer: How did you know all this?

Stringth: By playing and observing it.

Interviewer: So you see, oh, this means this.

Stringth: Yeah. For example-

Interviewer: Did you ever make a mistake?

Stringth: No, it's almost impossible because when you go to the chat and you choose the color, you can see that's a group chat. The orange one. That's a guild chat.

Interviewer: I see. Okay. So over here, you said that these people are ruining PVP. Why? Because their health was 40K, 30K. So my question is why are these people in Europe ruining PVP?

Stringth: They are ruin it because they have a lot of HP, like you said, and they play with ... there is a thing, a difference between the HP and your resistance. The damage you can endure. They can endure a lot of damage and they can heal themselves. They have other people to beat you. So they just help these people to kill you or to beat you in the game. So it's kind of hard to fight and unfair. They should be easy to beat. They can ... they should not endure a lot of damage. They can have a lot of HP, but the big problem is the resistance they have, how much damage they can endure.

Interviewer: Okay, so they have a high HP and high resistance, are you saying?

Stringth: Yes.

Interviewer: Why don't you have high HP, high resistance?

Stringth: Because I'm a competitive player. I can have it, but I want to be able to kill anyone. I want to be able to beat anyone.

Interviewer: Oh, so if you have high HP, high resistance, your damage will lower. I see. That's actually pretty smart. It's a good balance from the game.

Stringth: Sure.

Interviewer: So I realized you were first looking at them, then you decided to help them. Well, why did you do it?

Stringth: At first I didn't jump them because like I said, I know they won't die easily. It will only waste my time. But when I saw these people jump them, I was like, oh, it's a chance. Some people are helping me, I need to take down these guys. And that's why.

Interviewer: So I realized also you retreated at the end. Why did you start retreating here?

Stringth: Because the other people that were attacking with me, they got down.

Interviewer: Oh, so it's you against all of them?

Stringth: Yes. So this was kind of hard for me to survive there. So I wanted to retreat.

Interviewer: There's something I realize. These status icons.

Stringth: Yes.

Interviewer: What are they? There's so many.

Stringth: I don't really even notice them. I don't ... I don't see it, the old, there are only two or three of it that I care about. The other one are ... it's not really important to have. So it's buffs and debuffs. The ones with the red thing around them are debuffs. And the other ones are the buffs.

Interviewer: So you don't focus on them, you don't care?

Stringth: Yes. I don't really care about it.

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Interviewer: So they're not important to focus on.

Stringth: There are two or three ones because there are buffs, if I lose my buffs, then I will be weaker, naked. I will get a lot of damage, et cetera.

Interviewer: I realize over here your health, it got lower. Okay. But when it got lower, you healed immediately.

Stringth: Yes.

Interviewer: How do you heal yourself? I mean, you don't, you was someone healing you or what?

Stringth: No, I have two skills, abilities to heal myself. A flame around the player that heal him every two seconds. Or a skill called Resolving Vigor. You just wash yourself with something that heals you instantly. It's like health points.

Interviewer: I see. Also over here, something else happened. You needed to kill this guy very quickly, but you failed.

Stringth: Yes, I needed to kill him because there were other peoples outside there, so I need to take him down before they come and tilt him. But the thing is, I failed because he wasn't really, really bad. He knew when to be defensive and when to be offensive and when to retreat to get his friends.

Interviewer: Oh, so he's actually a pretty good player.

Stringth: A decent player I would say.

Interviewer: He's a decent? Okay. So one on one, you'd definitely beat him.

Stringth: Definitely.

Interviewer: Okay. Next would be, I realize that there's so many times it's just you alone against maybe two, maybe three. And you defeat them. So I wanted to ask you how was that possible? But you told me before that you sacrificed your health and resistance for damage.

Stringth: Yes.

Interviewer: Why don't they do that? I mean, don't they know that, oh, if I do that I could kill you. Or no?

Stringth: They know. Like some guy in the video here, he's a stamina Necro, a class. And he got pretty good damage, better damage than me, better resistance than me. He got many passives. His class have many passives to reduce damage done on him. The thing is, it's a difference. When to heal yourself, when to be defensive, when to try to take a line of sight, when to run away, when to retreat, when to know that's not a good fight to join. When I see three people, I take it like, first thing's first, I see their health points. And I see their health points, I see, do they buff themselves? Are they going to buff themselves? If they don't, I know it's an easy fight for me because I'm more experienced than them. So I know that I'm a better player so I can take them one by one.

Interviewer: Well sometimes, I enjoy watching you play. I mean, it's fun seeing you defeat many people.

Stringth: Thank you.

Interviewer: Over here. I see you're trying to take this flag. Why were you trying to take it?

Stringth: Because there is a buff. If I take this flag, I will get a buff. This buff will increase everything by 10%.

Interviewer: Oh, so that's why you tried to take it. I see. Because I remEmber one time, two people came on you and one guy was attacking you, the other tried to take the flag from you.

Stringth: Yes he didn't want me to take it so I get the buff and it will be easy fight.

Interviewer: He was pretty smart because you had difficulty fighting him. He would always block your attacks. There was someone over here that you asked if he's a fan boy and I'm like, "What is a fan boy?" It's [Splar 00:12:30] fan boy?

Stringth: Yeah. Yeah. There is a good player in this game. He's kind of famous in the game. And I know him. I play with him sometimes. His name is [Splar 00:12:40]. the same account this guy got, this guy have. So I was like, "Are you this guy fan boy? How do you live your life? You've been a fan boy for gamer. That's just tough, man." But he was like, "No, it's just a character. I just got it because there's a character in this game called the Stamina Templar. So the S is the shortcut for stamina and [plar 00:13:03] is the shortcut for Templar.

Interviewer: I see. But what do you really think? Do you think he's a fanboy?

Stringth: No. I don't think.

Interviewer: So you don't. But you kind of-

Stringth: ... I thought so.

Interviewer: ... agitated him.

Stringth: Yeah.

Interviewer: Okay. I see. Do you normally chat with people or no in this game? Like this, people you don't know.

Stringth: I know this guy, he's from a guild.

Interviewer: Oh Splar, so you know him?

Stringth: Yeah. This guy called Splar. So it was like I want to try to piss him off to get some life in the game because it's kind of boring like this.

Interviewer: There's someone also here that chased you. This guy.

Stringth: Yeah.

Interviewer: Why was he chasing you? I mean you beated him immediately after he chased at you.

Stringth: He chased me because when he attacked me with other people, I usually get beated down when he attacked me with other people. Because he's not bad to be honest because he know when to be offensive and when to read my defensive moves to try to get a hit on me. So I die. But when he's coming solo, just take him with a flick like this, it's kind of easy. But with other people, it would be hard for me. So he thought he can beat me, but he couldn't.

Interviewer: You died over here?

Stringth: Yes.

Interviewer: Do you know why or you don't remEmber? Should I go back?

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Stringth: Yes.

Interviewer: So was it because it was three? Or ... then [inaudible 00:14:39].

Stringth: Oh yes. I know why I died here. It's because I wanted to press my potion. In this game, there are potions that increase your health, stamina, and magic. Everything. All your bars, they will increase. So I want to reset to make sure that I don't die. When I pressed it, my mistake, I hold it. I holded it too much, and move the stick, and it changed to food. The food is useless. I can't do anything. It's because I pressed it too much. So I [crosstalk 00:15:12].

Interviewer: Do you play with a controller or keyboard?

Stringth: Controller.

Interviewer: Oh, I see. Oh, you're pretty fast. What does ASMR mean? You said ASMR.

Stringth: What?

Interviewer: A-S-M-R.

Stringth: Oh. Let me see it again. I didn't see it.

Interviewer: I'll show you. Maybe ... no. It's about four. Right here. A-S-M-R.

Stringth: Oh yeah, I was asking the chat, what does that mean?

Interviewer: Oh, you tried to know what it meant?

Stringth: Yeah.

Interviewer: Okay. Do you usually ask your viewers what does it mean or no?

Stringth: Yeah, if I see a word I didn't recognize, I ask them.

Interviewer: Also, I realized you're pretty smart in the game. So you know when to retreat. So over here, immediately you said, "Oh, I have to run. If I don't run I'm going to die."

Stringth: Yeah, because I saw the people outside there and I knew they were coming while risen on their buffs. They were buffing up before coming in. So I was like, nah, I'm not taking this fight down there. I need to wait till they forget to rebuff themselves or take them one by one, like this one. And it's just like that.

Interviewer: Wow, you done pretty good. What are these circles on the ground? There's so many circles.

Stringth: The circles are their buffs. Like for example, a Templar, he will apply his [Virgil 00:16:43] make all the ground yellow and it will, I would be slow moving in. So it will be easier for him to attack me in this place. But I have another skill, that's when I press it, I will get immunity for the snare immobilization.

Interviewer: How did what this circle means, what this circles mean, what this circles mean?

Stringth: It's by playing.

Interviewer: So just by playing?

Stringth: Yes.

Interviewer: Okay. So over here I realized that you guys were chatting about magic classes. So what about magic classes interests as you and the viewers? I put it on mute, but I could ...

Stringth: Okay.

Interviewer: Let me ...

Stringth: Magic class ... I think we were talking about how strong were they. Like for example, a magic [inaudible 00:17:41] the class I was playing, a Sorcerer, a magical one. It's pretty tough. It's not easy. Only if you play this class, it's meant to be hard. If you knew how to play it, if you had experience playing it, hen to be offensive and defensive. The class that I was playing in this stream is stamina DK. Every class, there are five or six classes in the game, they are either Magicka or Stamina. You decide the way you play. So I think we were talking about how tough are these magic classes. They are weak at the moment or they are strong. Like there's this one magic class that is too overpowered in this game, and others are pretty poor to play. And just like that.

Interviewer: Okay. We're going to finish this interview, but we'll start another one. So this is the second interview I want to ask you in this video, what was your goal when the recording started?

Stringth: My goal was to find the a good place to play at. Where can I go to get some good fights to enjoy the game. I was looking at the map, looking where are my Alliance keeps that, where are the other Alliance's keeps at to know where to go.

Interviewer: I see. I realized that you guys were talking about class balance. Why do you think to you balance is important?

Stringth: Balance in this game is important because when you buy a new class for example, a new class just came out two months ago. It's just too overpowered. This class can, you can press two skills and to beat the guy in front of you. It's not really hard. Yeah. And you have some passives in your class. It's really good. It will reduce the damage on you. You won't get a lot of damage, you have a lot of damage, you have insane healing power.

Interviewer: So people could abuse that balance?

Stringth: Yeah. Even if they're not good. And there are other classes, there are six classes in this game. We were talking about we want everyone, if someone prefer to play Magicka, and he's better than a guy playing Stamina, and the guy with Stamina, his class is better, he don't want to die against a bad player or worse player than him. So that's why people are talking about balance. But I think it's impossible to balance the game because it's just a game. You can't balance it.

Interviewer: Yeah. You can't make everyone happy.

Stringth: Sure.

Interviewer: I realized, how did you do that thing on YouTube where you make people chat with you, live comments?

Stringth: Yeah, I don't really use this option with my steams because sometimes it work. It's a glitch, I think. This glitch, after a couple of minutes, the chat and the screen will stop working. And yeah, it stopped working in the stream, so I was like, "Oh my God." And it's annoying. The screen is smaller, so the sensitivity while moving around in the game is a bit off for me. I'm not used to it. So I was kind of annoyed. I wanted to finish the stream really fast, but I just didn't finish it because I had my laptop right beside me and I was like, "I can see the chat from here. So it's enough for me." I can do it like this.

Interviewer: Okay. When you start screen streaming, was your English level high or no?

Stringth: Yeah, when I started streaming, I already played a lot of the game. I learned a lot. I talked to many people. I uploaded montages on YouTube, so I saw the comments, what they were

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saying. I saw what I watched in the description and I knew immediately my mistakes, my previous English [inaudible 00:21:57] uploaded in that video. So yeah, I think ...

Interviewer: Well, it helped you.

Stringth: Yeah.

Interviewer: So over here, I was asking did it improve your English language?

Stringth: Yes, because I'm talking with other people on the stream. They are chatting with me, I'm responding to them. And yeah, definitely improved me.

Interviewer: What skills do you think it improved the most? There's listening, speaking, reading, and writing.

Stringth: I think that's it improves the speaking and reading. But not listening because you're not hearing.

Interviewer: Yeah. Okay. So we spoken before that there's lots of abbreviations. [May 00:00:22:39], 50K, and lag. And you told me before that you learned them from your teammates.

Stringth: True.

Interviewer: But I wanted to ask you, why did you join the Guild, SNL?

Stringth: SNL. It's a social guild. It's not a good player. There are no good players in it. Most of the players in the game, they are 500. The max of the [inaudible 00:23:03] is 500.

Interviewer: 500 players.

Stringth: So I think it's maxed. Yeah, it's maxed. And many people want to join it because it's such a social guild. Everyone who wants to talk in it, say something before someone say, "Come fight me there. If you're a man, come and get your group, et cetera." So it's a social guild.

Interviewer: Who's the guild master?

Stringth: His name is, I think his name was [Rollzee 00:23:29] or something this. He's German. He's German from Germany. And he made this guild, even though he's 26, I think, or 30 but he's really put a lot of time in this guild.

Interviewer: I see. Okay. So over here at 956, you asked your followers what this skill does. I don't know if it's ... it's Critical Surge, I think.

Stringth: Yes, true. I wasn't really sure about the skill. I was like, "What does this skill do?" I read that it can heal you when you hit a critical hit. But does it heal me per second? Every hit? I was asking them for information about the skill to know is there anything I don't know about it they didn't write?

Interviewer: Okay. So you went to a campaign here and it was empty. Also, I felt sorry for you. You couldn't mount. Do you have two classes? This is a Sorcerer. The one before was different.

Stringth: Yes. True. The one before was Dragonknight.

Interviewer: Okay. So you went to a campaign over here but I think we missed it. But it's okay. Oh, you also, you once asked your guild that you needed Soul Gems. Why did you need Soul Gems?

Stringth: I need Soul Gems to, for example, revive someone that has died around me or beaten down. Or to charge my weapons. They have an enchant and after a couple of hits, they will finish. So I need the Soul Gem to refill it.

Interviewer: Did they help you?

Stringth: I don't know really because I didn't notice my email.

Interviewer: Yeah. Oh, comes on your mail?

Stringth: Yes.

Interviewer: Wow. You died here. Do you remEmber why?

Stringth: It's because there was a sniper.

Interviewer: Oh yeah.

Stringth: Yes. There was a sniper. The snipers in this game are insane. You can, without any ... you don't even struggle. You only press one button while in hidden wood. And you will get 20K hit, 10K hit easy.

Interviewer: Does he have a gun or what does he shoot?

Stringth: No, it's just a bow.

Interviewer: Oh, it's a bow.

Stringth: He shoots with a bow. And I died because when the sniper hits me, I got executed by another [inaudible 00:26:03]. So that's why I died immediately. I got the hit, and the execution, and explosion.

Interviewer: You tried to hide from the sniper?

Stringth: Yeah, of course. I want to hide from the sniper because his damage is insane.

Interviewer: Okay. Oh yeah. Over here, you were attacking a tank and people told you over here that you should use Elemental Drain on tanks. Do you remEmber it?

Stringth: Yeah, because tanks have a lot of resistance. Like I said, they have lots of HP. Elemental drain is a skill in this game. When you apply the skill on your opponent, especially tanks, it will reduce their resistance by 5,000. It's a whole buff. So if they forgot their buffs and got Elemental Drained, they will be so squishy, easy to kill. So they were guiding me.

Interviewer: There's so many skills. How did you know to understand them all?

Stringth: There are so many skills. That's true. But the Magicka [sork 00:27:08] skills, there are specific skills that you need to use. You can't use a Stamina skill while playing a Magicka. It will be weak. It will be useless. It won't be that effective.

Interviewer: How did you know this? How did you know that oh, with a Magic, Stamina won't be good. Or is it common knowledge?

Stringth: Yeah, it was common knowledge.

Interviewer: Yeah. Okay. Wow. So do you sometimes benefit from your viewers and they tell you, "Oh no, you should have used this, you should have used this."

Stringth: Yes, of course. Just like the guy that told me use Elemental Drain. Or the guy who said, "Oh, don't bother yourself playing PVP, you should go duel or do something that you can use without lagging or without dying to other people."

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Interviewer: You said there was someone that was interesting because he was playing on an EU server. Was he your friend? I think it was in the chat. So we could leave that for later.

Stringth: Mm-hmm (affirmative).

Interviewer: So do you guys normally discuss about famous people in a stream or no?

Stringth: No. It just came out this stream, because there used to be players that didn't even play a lot. They were playing for one hour every week or not even a week, every month. And they were way much better than players that used to play 24/7 every day. So these guys are good players. People want to learn from them. How do they play. And they of course, they play one hour a month, but they upload videos on YouTube. So people noticed them.

Interviewer: I realize you told me about this guy who, you said it in the stream, that there's this one person who left the game for six months. He came back for a tournament. Beat everyone then left the game again.

Stringth: Yes. There was a guy like that.

Interviewer: Who is this guy?

Stringth: He's a German, I think. I did exactly the same but [inaudible 00:29:08] I left again for four months and when I came back, I won a tournament. And then I left the game for my studies.

Interviewer: Wow. Is this ... I don't know, is this something that that expert players do? They get out of the game.

Stringth: It's like, no, it's like ... people who know the aspects of the game that know how to play this game. They know everything, even though that they don't even play.

Interviewer: Okay. I think we finished the second interview. Okay. Now we will start with the third interview. I wanted to ask you about this interview. What was the goal of this interview?

Stringth: The goal of this interview, I was kind of bored. I wanted to play, so I opened the stream to invite people to fight me or play with me. At first I was at a place fighting other peoples. I was like, "Come here and I will give you money to fight me, if you beat me of course." So that was why I streamed because it was a vacation for me. In the middle of the semester.

Interviewer: I remember. Can you voice chat with people in your group?

Stringth: Yes, I can voice chat with them [crosstalk 00:30:25].

Interviewer: And you normally voice chat or no?

Stringth: If I know the person, if I played with him before. I of course, voice chat with him to play better, to perform better.

Interviewer: Yeah, of course. Because that's actually a very good question. You said you use voice chat to perform better. Why is voice chat important in performing better?

Stringth: Because we need to communicate with each other.

Interviewer: Immediately.

Stringth: Immediately. Yeah. Because focus on that guy, get the healer down. A lot of things he need to know. and even have fun, we are playing the game to have fun. We want to talk to each other, enjoy our time to play.

Interviewer: Did this make your language better?

Stringth: Of course. Even the way I talk.

Interviewer: So these gauges below, one is Manna, one is Health, and one is stamina. But I asked you about Health and you told me that Health, I have some abilities that make Health come back. But it's the same for Stamina and Mana?

Stringth: For Stamina and Mana. The Mana, you can restore it. If you are a Magicka class, you're kind start by heavy attacking with your staff or whatever you have with your ... If you are Stamina, you have a sword or a bow or whatever you have. If you heavy attack, you will get your Stamina back. And there is another thing, your stats. You have Magicka recovery, you have Health recovery, you have Mana recovery, you have a recovery for everything. And you have numbers. So they try to get these numbers right to play right.

Interviewer: Okay. This character was exactly the character in our first video.

Stringth: Sure.

Interviewer: But the one in our second video was a Sorcerer. Do you have more characters than one?

Stringth: Yes, I have eight characters, I think.

Interviewer: Oh, I'm guessing this is your favorite?

Stringth: No, it's not.

Interviewer: Oh, I see. Which one?

Stringth: It's the Sorcerer.

Interviewer: Oh, the Sorcerer. Oh, okay. Why is he your favorite?

Stringth: Because I played it for the most time.

Interviewer: Oh, okay. Is this the strongest?

Stringth: Yeah, I'm abusing it.

Interviewer: Yeah, he is definitely the powerful. So who's this your friend? [DeadSinRE 00:32:44]. Who is he?

Stringth: [DeadSin 00:32:46]. He's a French guy. And he have a twin brother too. And he play the game with him? To be honest, I forgot his name now because I didn't play with him from the last stream. I usually call him in the game by his account's name, like DeadSin. Dead, or Sin, or whatever. So yes, I knew him by playing the game and experience it with him. And he's pretty good in it too.

Interviewer: Yeah. At the beginning, I'm saying, was it difficult communicating with him at first because I couldn't hear his voice? But I'm guessing you could hear it better.

Stringth: Yes, because his mic was kind of off, it wasn't really good. But for me it was clear.

Interviewer: I see. Okay. I'm asking you here if you guys work together because wow, sometimes five people are on you and you kill them all. So how is he as a team mate that's [In RE 00:33:50]?

Stringth: As a teammate, he got insane damage, way much better damage than me. But I can endure more damage.

Interviewer: Than him?

Appendix G

Stringth: Yeah. True. So when I almost get beat down by the five people, he just threw ability for me that heals me. On top of my abilities, he can heal me too. And he can help me and he can stun them, immobilize them, snare them to help me. So we are communicating like, stun this guy, focus on this guy. I know that if he focus on one guy, we can take him down fast because his damage is good and my damage is decent. So that's the thing.

Interviewer: But I realize many people focus on him, not you.

Stringth: Because they know if they take him down, I will go down too.

Interviewer: Ah, so they're decent players too.

Stringth: Yeah. They can think.

Interviewer: Yeah.

Stringth: But if they were good, they can take them down because I'm a harder one to take down first. So they want to take him down first because he's easier.

Interviewer: Yeah. Yeah. And I realized, wow, the coordination between you two was amazing. And I'm guessing of course, voice chat had to do with that

Stringth: Yes, of course. Even though we don't play a lot together.

Interviewer: there was something over here. You called someone over here a ganker, I don't know why. Maybe the video can remEmber you. So you said someone over here was a ganker.

Stringth: Oh, yes. Because when I hear it ... the thing about snipe, when someone shoots a snipe to gank someone, shoot his bow, you can hear it at first ... something like this. So when I hear that, before it hit you, it will-

Interviewer: You hear the voice.

Stringth: ... you will hear the voice. So I was like, "Be careful. There is a ganker. Try to roll dodge, try to dodge this attack."

Interviewer: Oh, so yeah, I see you rolling?

Stringth: Yes.

Interviewer: Okay. So you also died because, but I'm guessing you died because you had too many opponents.

Stringth: True.

Interviewer: Ah, I see. You put a camp over here. It's strange why you've put a camp. When you put a camp, does your friend come back?

Stringth: Yes. Every five minutes, he can respawn on this camp.

Interviewer: On the camp?

Stringth: Yeah. Once. Every five minutes.

Interviewer: Oh, that's pretty good. But they could destroy the camp, correct?

Stringth: Of course. Yeah. That's why I should hide this.

Interviewer: Only group mEmbers come through?

Stringth: No, no. Everyone can.

Interviewer: Everyone?

Stringth: On your Alliance. But in a 50 meter radius. It's not really big. We put these camps and buy it so we don't really run a lot. So we don't do a lot of running from the keeps we have.

Interviewer: Okay. There's someone here that whispered something to you and I don't think you replied to him. His name was [Varaki 00:36:59]. We can't see it right now. Yeah, here it is. Varaki whispers, "[Loon 00:37:04]."

Stringth: [Long love 00:00:37:06].

Interviewer: Yeah.

Stringth: I don't even know-

Interviewer: Who is this person?

Stringth: I know him. He's in my guild, but I don't know why he said that.

Interviewer: So you just ignored it?

Stringth: Yes, I think. Yeah.

Interviewer: Yeah, you did. You didn't reply to him. But, [Enee 00:37:22], I'm surprised. You two ... you guys work very amazing together. I mean, your coordination and voice chat was amazing. And I think that's it, Enee. Thank you for meeting me.

Stringth: Thank you too.

Appendix H Background Survey Results

Participant	Gender	Age	English Before	English After	Start MMORPG	Which?	Frequency	Improve L2?	Motivation
01-EXP	Male	16-24	Poor	Good	4-6 Years	ESO, BDO, WoW, Neverwind, FF14	Everyday	A great deal	Entertaining & Competitiveness
02-EXP	Male	25-34	Fair	Excellent	6 Years or more	FF11, WoW, FF14,	Everyday	A great deal	Entertainment & Social aspect
03-EXP	Male	16-24	Poor	Good	4-6 Years	FF14	Everyday	A great deal	Entertaining, Social aspect, Competitiveness, Learn English
04-EXP	Male	25-34	Fair	Excellent	6 Years or more	FF14, WoW, Guild Wars 2	Everyday	A great deal	Entertaining & Competitiveness
05-EXP	Male	25-34	Poor	Good	6 Years or more	DOMO	Everyday	A moderate amount	Entertaining & Social aspect
06-EXP	Male	25-34	Poor	Good	6 Years or more	WoW	Everyday	A great deal	Entertaining, Competitiveness, & Social aspect

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07-EXP	Male	16-24	Poor	Excellent	4-6 Years	DOMO	Everyday	A great deal	Entertaining, Learn English, & Social aspect
08-EXP	Male	16-24	Poor	Good	6 Years or more	DOMO, Aura Kingdom	Less than once a month	A great deal	Entertaining & Friends
09-EXP	Male	16-24	Poor	Good	6 Years or more	DOMO, Silkroad, WoW	Everyday	A great deal	Entertaining & Competitiveness
10-EXP	Male	16-24	Poor	Excellent	6 Years or more	ESO, FF14, Metin2, Tera	A few times a week	A great deal	Entertaining, Learn English, Social aspect
11-EXP	Female	16-24	Good	Fair	1-3 Years	FPS games	A few times a week	A moderate amount	Entertaining
12-EXP	Male	16-24	Poor	Good	4-6 Years	Adventure games	A few times a week	A great deal	Entertaining
Champion	Male	16-24	Fair	Excellent	6 Years or more	WoW, BDO	A few times a week	A great deal	Entertaining, Competitiveness, Social aspect, & Free time
San	Male	16-24	Fair	Good	Less than a Year	WoW, BDO	Everyday	A moderate amount	Entertaining & Learn English

Agmi	Male	16-24	Fair	Good	6 Years or more	BDO	Less than once a month	A moderate amount	Social aspect
Sama	Male	25-34	Good	Excellent	6 Years or more	ESO, Fallout 76	Everyday	A great deal	Entertaining
Deman	Male	25-34	Fair	Excellent	6 Years or more	FF14	Everyday	A great deal	Entertaining, Competitiveness, & Social aspect
Stringth	Male	16-24	Poor	Good	6 Years or more	ESO	Everyday	A great deal	Competitiveness

Appendix I End Survey Result

Participant	Still Plays MMORPG?	Motivation to Play?
Champion	Yes	Advancement
San	No	Relationship & Manipulation
Sama	No	Relationship
Agmi	No	Relationship
Demam	Yes	Relationship & Immersion
Stringth	Yes	Manipulation

Appendix J Codebook from NVivo

Name	Description	Files	References
Player Attitudes	Recommendations of MMORPG participants to people aiming to learn a language from MMORPGs.	16	34
Negative	Specified a negative opinion of MMORPG in terms of language learning	6	13
Neutral or Mixed	Participant view is not positive nor negative or they are both	4	6
Positive	Specifying a positive opinion to MMORPGs for language learning	8	15
Culture of MMORPGs	Explains the MMORPG community's culture. For instance, its own slangs and metaphors, social rules and taboos, proper division of loot, how a player is expected to behave when grouped with other players, and how guild hierarchies are conducted.	16	27
MMORPGs vs. Other Methods	How do games compare to other methods of L2 learning?	18	35
Outside Influences into Learning L2	References related to participants claim that L2 has improved due to other factors than just MMORPGs	10	16
Motivation to Play	References that characterizes the participant's motivation to play	38	246
Addiction	References that highlight a particular unhealthy addiction from the participant	13	15
Perceptions	References that describe the participant's personal beliefs or feelings toward the game	21	73

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Name	Description	Files	References
Unique Playstyle	References that describe the participants own unique way of playing	31	84
L2 Outcome from Playing	After a period of time playing, how did the participants L2 develop?	20	45
Specific L2 Skill	What L2 skill do participants claim have improved?	17	47
Grammar	Which participant improved or didn't improve his grammar	3	4
Listening	Which participant improved or didn't improve his listening	4	6
Reading	Which participant improved or didn't improve his reading	7	9
Speaking	Which participant improved or didn't improve his speaking	9	12
Vocabulary	Which participant improved or didn't improve his vocabulary	10	10
Writing	Which participant improved or didn't improve his writing	5	6
Role of Language	References that describe the role of language in MMORPGs	10	54
Code Switching	Occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation.	7	14
L2 = Advance in MMORPG	Claims that L2 was needed to advance in the game	12	29

Name	Description	Files	References
L2 ≠ Advancement in MMORPG	L2 interaction but not related to advancement in the game	10	16
L2 Functionality	What is the function of the L2 being used in the MMORPG?	31	53
Choice	The game offers a language function where a participant should express his preference	5	6
Descriptive	A language function that adds purpose to the text	18	27
Help	A language function where the game offers guidance to the player.	2	2
Request	A language function in the game that seeks something from the player	11	16
Threaten	A language function that endangers the player if they take a certain action	2	2
Social Interaction	Communicative exchange between two or more players	42	144
SRL Strategies	Self-regulated learning (SRL) is the process of setting learning goals, monitoring progress toward them, and applying appropriate study strategies	30	273
Environmental-Time	Arranging the physical setting to make learning easier and/or setting time for learning	19	37
Goal Setting	Putting goals to accomplish	15	20

Appendix J

Name	Description	Files	References
Help Seeking	Asking help from peers, teachers, forums, social media, etc.	22	141
People	Seek help from friends, family, peers in the game, etc.	21	44
Translation	Seek help through translation	18	67
Dictionary	Use a dictionary to understand words	7	11
Website	Use a translation website to understand words.	17	39
Walkthroughs	Detailed modals of how to overcome obstacles in the game from YouTube or forums.	7	12
Self-Evaluation	Evaluations of progress	12	30
Task Strategies	an approach to achieving task goals	20	45
Usability Features	How does the game introduce itself to new players.	49	79
Development of Player	How the player levelled up during his participation	15	23
Game Interface & Mechanism	How the MMORPG operates	65	156

Appendix K CEFR Oral Assessment Scale

CEFR Qualitative features of spoken language (expanded with phonology)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility is not affected in any way by features of accent that may be retained from other language(s).
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Can employ the full range of phonological features in the TL with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the TL; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.
B2+						
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.
B1+						
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

Appendix K

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
A2+						
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. an indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and," "but" and "because".	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

Glossary of Terms

- Active Worlds.....Is an online virtual world, developed by ActiveWorlds Inc.
- Aggro.....A mechanism in MMORPGs to manipulate the enemy’s choice of which avatar to attack
- Asynchronous foraA live conversation that does not require both parties to be present and messaging at the similar time (e.g. WhatsApp messenger)
- CodeGathering related material into a “container” called a node
- Cross-Platform Play.....The ability of players using different video game hardware to play with each other simultaneously
- DiscordAn instant messaging platform where users can communicate through voice chat, video chat, and text chat privately or publicly.
- DPS.....A player role that specializes in damage dealing
- DungeonsSpecific places in the MMORPG environment that resemble lairs or caves containing elite level opponents
- Duty Finder.....A function in FF14 that searches for dungeons to raid
- Endgame gearThe “best” gear after reaching final levels
- Hawthorne Effect.....Participants might modify their behaviour once they know why they are observed
- Healer.....A player role that restores the vitality of other players
- Level CapThe last level in the MMORPG
- Manaan energy source in MMORPG avatars that enables them to execute spells
- Master LooterGuild member responsible for allocating loot to other guild members
- MountDomesticated animals that allow the user to travel in a way that is faster and more convenient than running or walking
- NVivo.....A qualitative data analysis software produced by QSR international
- Online Streamer.....A person who live streams themselves playing video games by hobby or profession.
- Party.....A group of players teaming together to fulfil a goal

Glossary of Terms

Reddit..... A discussion website where users submit content which are voted up or down by other users. Posts are organised by subjects called “subreddits”.

Second Life..... A virtual world that allows people to create an avatar for themselves and have a second life

Stream Chat Chat box spectators use when they are watching someone play a game. This chat box is normally supported by the websites that offer streaming services (e.g. YouTube or Twitch)

Synchronous chat A live conversation with a clear beginning and end with both parties present (e.g. customer support)

Tank A player role that is able to withstand massive amounts of damage

Target Marker Guild member who uses coloured symbols to indicate the order of which opponents to defeat first

Whisper Chat A private chat channel between two players

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