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Investigating the Relationship between the Engagement in Playing Massively Multiplayer Online Roleplaying Games and Students' Comprehension of English Slangs and Clichés

Case Study: Master One Students of English at Mohammed Seddik Ben Yahia University,

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Master in Foreign Languages Didactics

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DEDICATION

"In the name of Allah, the Most Gracious, the Most

Merciful." Compassionate, all the praise is due to Allah

To the Soul of my Grandma "Zahra", may Allah have

mercy on you!

To my Grandma "Hadda"... Love you to the moon and back!

To my beloved Mum & Dad

To my younger version

To my lovely, beautiful, and precious sisters

To my supportive brothers

To my friends

To the hardships and stumbles

To fear and stress

To all who/which have been with me in this journey

I dedicate this work.

Acknowledgements

Abstract

The present study investigated some correspondences between the engagement in playing massively multiplayer online roleplaying games (MMORPGs) and students' comprehension ability of English slangs and clichés. It has been hypothesized that if the students engage in playing "MMORPGs", he/she will comprehend English slangs and clichés better. These aspects of spoken language are hypothesized to be understood better by students who are more engaged in playing MMORPGs. Fifty (50) master one students of English at Mohammed Seddik Ben Yahia University, Jijel, were selected to take part in a test of comprehension of English slangs and clichés. Half of the participants are players of MMORPGs, while the other half are non-players. Players of MMORPGs were also given a questionnaire in order to enquire about their experiences with MMORPGs. The results obtained from both research instruments have shown that players of MMORPGs scored slightly higher than non-players in the test of comprehension of English slangs and clichés; yet both groups of students showed a below average level of comprehension. Pearson product-moment correlation returned a moderate positive relationship between experience in playing MMORPGs in years and level of comprehension of English slangs and clichés (r=**0.5595**). The statistical test also showed a weak but positive relationship between the number of hours played per week of MMORPGs and level of comprehending English slangs and clichés (r=**0.292**) while an insignificant relationship between using informal language to interact in MMORPGs and level of comprehension of English slangs and clichés is observed (r=**0.0865**).

Keywords: Slangs, Clichés, MMORPGs, Comprehension.

List of Abbreviations

EFL: **E**nglish as a **F**oreign **L**anguage

ESL: **E**nglish as a **S**econd **L**anguage

FL: **F**oreign **L**anguage

L1: **F**irst **L**anguage

L2: **S**econd **L**anguage

MMORPGs: **M**assively **M**ulti-players **O**nline **R**ole-**P**laying **G**ames

NPC: **N**on-**P**layer **C**haracter

SLA: **S**econd **L**anguage **A**cquisition

TEFL: **T**eaching **E**nglish as a **F**oreign **L**anguage

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Introduction

Nowadays, the remarkable development of technology has affected all fields of life including education, in general, and language learning and teaching in particular. Lately, information and communication technologies have been the subject of study for many researchers who shed light on the pressing need for teachers and learners of languages to use the products of technological development, such as the "Internet", and exploit their potentials. Online games, specifically Massively Multiplayer Online Roleplaying Games (Henceforth MMORPGs), are considered by researchers as 'promising arenas' for foreign or second language learning.

1. Review of Previous Research

Results of a set of scientific researches confirm that online games proved as potential tools for teaching and learning in this era of smart technologies, which attempts to engage the digital natives of the 21st century (Azman and Dollsaid, 2018, p. 1). In spite of the fact that Massively Multiplayer Online Games (MMOGs) are not built for learning/teaching purposes, they can be very practical learning instruments when merged with appropriate course design (Gee, 2012; Wu, Richards & Saw, 2014). Research on the use of virtual environments and online games in language learning has found that it ranges from increasing motivation and participation to increasing vocabulary and expanding opportunities for communication (Berns et. al. 2013).

Bawa (2017) believed that MMOGs have the potential to develop into a useful learning tool that can maintain the interest of learners, while promoting skills such as "communication, information evaluation, research, problem solving, critical thinking, and literacy. Based on their immersive environment, as well a built-in support for technical and content knowledge." (pp. 154-155)

Second language acquisition (SLA) theory emphasizes the important role of interaction in language learning (Gass, 2000). In this regard, research has found that learners' participation in web-based MMORPG provides a stage for learner-centered social interaction and a valuable opportunity for target language practice (Goh, 2016). Similar studies have also shown that learners benefit from interaction with native speakers and different interlocutors (Johnson & Levine, 2008). MMORPGs can also promote the provision of contextual and authentic English language interaction opportunities between online multilingual speakers (Azman & Dollsaid, 2018).

The rich potential of the immersive graphics 3D-game space environments was highlighted by Peterson (2010), who claimed that it is conducive to Second Language (L2) learning, provides real language development, supports communication, social interaction, role-playing, and the process of community formation among users. Players can communicate with other interlocutors in the target language through listening, speaking, reading and writing (Rama et al., 2012).

Educational MMORPG is also called serious game, which "includes identifiable teaching presence, specifically used to improve certain aspects of language ability" (Thorne et al., 2012, p.) The major purpose of serious games is learning and changing the behaviour (Connolly et al., 2012) and may also be able to supply players with recompenses during the game play when accomplishing quests (Nagle et al., 2014), resulting in greater learning motivation and more effective learning compared with traditional tools or methods (Iten and Petko, 2016).

Zhang & Kaufman (2015) and a recent study conducted by the Entertainment Software Association or ESA (2016) found that MMOG players can play 4 to 6 hours a week, emphasizing their ability to attract users. Other studies have shown that there is a positive correlation between the use of MMOG in the curriculum and performance results, especially

that enhanced motivation and greater critical thinking lead to learning outside the classroom (as cited in Paraskeva, Mysirlaki, and Papagianni, 2010). Moreover, the aforementioned studies found it a common quality of MMOGs that their integrated features of role-playing motivate and engage players in the games to a great extent.

Integrating the use of MMORPGs in acquiring a foreign / second language is turning into a trend in research, since MMORPGs learning contexts are more anxiety-free and motivating to interact with playing mates or with the artificial intelligence (Bytheway, 2014), and learners gain a better performance than those who take part of traditional classrooms in terms of language skills (Rankin et al., 2009). Similarly, a study by Goh (2016) focused on the use of MMORPG virtual environment by a group of English as a foreign language (EFL) learners at a Japanese university. Data analysis of text chats, learner feedback, and classroom video recordings shows that interactive language communication when players interact and collaborate in the game seems to have potential benefits for language learners. The data further showed that participants thought language learning was interesting and motivated.

Based on the review above, current research on the use of MMORPGs attempted to investigate their effect on learners' motivation and interest, vocabulary learning, and many other language skills, but it hasn't explored the main feature of these games, which is the use of informal language in gaming environments. Thus, this study is designed to explore potential relationships between engagement in MMORPGs and students' comprehension of a specific set of informal language: slangs and clichés.

2. Statement of the Problem

Lack of comprehension of different spoken English aspects, such as slangs and clichés, is a major reason that hinders the communication process. During the last decades, the proliferation of online games, MMORPGs in particular, among youngsters and their ability to

engage users have pushed researchers from all over the world to study the potential effect of using them as teaching tools in the language education. However, in Algerian EFL classes context, although the population of Algerian EFL learners is having an increasing interest in online gaming, studies on the effectiveness of using them in language teaching are not very common. Having said that, students and teachers must be unaware of the benefits of integrating such type of online games or simply underestimate their merit. Thus, this study investigates the relationship between playing MMORPGs and students' comprehension ability of English slangs and clichés within the context of Algerian EFL classes.

3. Aims and Significance of the Study

This study aims at investigating the potential relationship of playing MMORPGs and students' comprehension ability of English slangs and clichés within the context of Algerian EFL classes. It is significant for both EFL teachers and learners. Learners can include MMORPGs to their extracurricular informal language learning toolkit and teachers may find it worthwhile to adopt MMORPGs, i.e., make them part of their formal curricular instruction, in their EFL classes.

4. Research Questions

This study aims at answering the following general question:

- Is there any sort of correspondence between playing MMORPGs and EFL learners' comprehension ability of English slangs and clichés?
  The above question subsumes the following two specific questions:

- Are EFL learners who play MMORPGs likely to understand English slangs and clichés better than those who do not?

- What is the relationship between the degree of engagement in playing MMORPGs and EFL learner comprehension ability of English slangs and clichés?

5. Hypothesis of the Research

The following hypotheses are tested in this research paper:

- If EFL learners at the department of English play MMORPGs, they are more likely to understand English slangs and clichés.

- If EFL learners at the department of English do not play MMORPGs, they are less likely to understand English slangs and clichés.

- If students are highly engaged in playing MMORPGs, they are likely to perform well on a test of English slangs and clichés. In other words, the more EFL learners at the department of English are engaged in playing MMORPGs, the higher their comprehension ability of English slangs and clichés.

6. Methodology of Research

The targeted population of this study is Master One students of English, who have been studying English for almost four years at the university of Mohammed Seddik Benyahia, Jijel. Fifty (50) students have been selected to be part of the sample of this study, twenty-five (25) of them are non-players of MMORPGs while the other twenty-five (25) have experience in playing MMORPGs. The sample is selected on the basis of convenience, and also on the fact that many students from that level are already players of MMOPRGs which suits the sampling requirements of the study in hand.

In order to obtain answers to the research questions mentioned above and to reach the purpose of the study, quantitative data collection and analysis have been used. first, a questionnaire has been administered to 25 master one students, who have been studying English for almost four years at the university of Mohammed Seddik Benyahia and have a playing background in MMORPGs. Second, a test was administered to the whole sample of the study (50 students, both players and non-players of MMORPGs). The two groups of students sat for a test of English slangs and clichés and, subsequently, their results were compared. The results

of players of MMORPGs were also analysed and linked to their degrees of engagement in game play.

7. Structure of the Study

The current study consists of two major chapters: the first chapter constitute a review of the literature. The latter is divided into two sections. the first section reviews the literature of slangs and clichés and the second section reviews the literature of MMORPGs while the third chapter is devoted to the field work, in addition to a general introduction.

Chapter One: Literature Review

Section one: Slangs and Cliché in spoken English

Introduction

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2.Cliché

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Section Two: MMORPGS in Foreign Language Learning

Introduction

1. Definitions of MMORPGs

2. Characteristics of MMORPGs

3. Language of interaction in MMORPGs

4. MMORPGs connection to Second/ Foreign Language Acquisition

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Chapter One: Slangs and Clichés

Introduction

An indicator of proficiency in a given second or foreign language, including proficiency in the speaking skill, is mastery of culturally specific expressions such as slangs and clichés. The present chapter tackles these two types of colloquial English language. It starts with slangs giving their definitions, types and functions. Moreover, it discusses the definition of clichés, and reviews their types, characteristics and functions.

1. **Slangs**
1.1.Definition of Slangs

As Holmes (2001) put it forward the variety people speak is more or less strongly related to the nature of the social situation they are in (p.8). An awareness about the nature of the social situation they are in, i.e., formal or informal situation, is required for people to employ the adequate variety to speak. In this respect,a term used by people in social situation where they feel comfortable with their friends is called a slang (Claire, 1998, p.15).

According to Décharné, (2016): "language of a low and vulgar type". However, Izazi and Tengku-Sepora (2020) stated that, slangs were regarded as "low, vulgar, and unmeaning" (http://webstersdictionary1828.com, as cited in Izazi&Tengku-Sepora, 2020). However, Reeves (1926) argued for the fact that slangs could never be unmeaning, for they have arbitrary meaning. That is, there is no relationship between the words and their associated meaning. Halliday (1976), however, put the term under a different light; he viewed slang as 'antilanguage', it means "the secretive codes of transgressive or deviant subcultures" and "language of a low and vulgar type" (as cited in Izazi& Tengku-Sepora,2020, p.19).

Although Nagy (2006) agrees upon the fact that "slang is a specific way of construing and communicating things by linguistic formation" (p. 231). The writer in question explained why slangs come out vulgar he stated that slang usage seem to directs the attention of the adressee to a certain specific way in which the topic in question is viewed and interpreted by the addresser   through the use of certain   conceptualized , semantic   , and phonological representations of the former. The latter in slang is never neutral; it means it does not necessary perfectly fit   the situational context in question. As a result, it always seems "active, action-oriented, producing inherent and implicated speech-acts of surprise, astonishment…" and so on. (p. 238)

Most importantly, he argues that slang is of a strong sociocultural nature, for" it is a definite way of the conceptual and linguistic construal of the world or entities and relations of the world, in contrast to other ways" (p. 231). It means, it is not a variety of a given language that is based on a number of lexical and morpho-phonological features, which results in expressions related and associated to certain sub-cultures. According to Nagy, slang cannot be represented as a discrete variety of language such as the standardized version of language. As a result of this, slang can never be described without reference to its socio-cultural features. (pp. 232-233)

Recently, a more robust simple definition came to light, defining slangs as, "words and phrases that are used in informal situations; it is something that nearly everyone uses and recognizes, but nobody can define precisely; compared to ordinary language, slangs are metaphorical, playful, elliptical, vivid, and shorter-lived" (Asmah, 2008; Fromkin et al., 2017 as cited in Izazi&Tengku-Sepora, 2020, p.19).

To conclude, different definitions of the term slang were provided by different scholars which resulted in a shift of the way slangs are viewed. But, the most prominent view nowadays

of slang is that it is a non-formal or casual spoken language which is the result of the creativity of a member of a particular community and often used in an informal situation.

1.2. Types of Slangs

According to Izazi and Tengku-Sepora (2020), Craig (2003) presented four types of slang in instant messaging conversations in terms of phonetic replacements, acronyms, abbreviations, and inanities. Two popular examples of phonetic replacement are those of 'every1', which stands for the word 'everyone', and 'ur', which stands for 'your'. Examples of acronyms include 'omg', which stands for 'oh my god', and 'lol', meaning 'lots of laughs'. Abbreviations, however, seem to include significant shortenings, such as 'because' which is shortened to 'bc' and 'people', represented as 'ppl'. Quoting Craig (2003), inanities refer to "neologisms, compositions of several slang categories, or simply nonsensical transmogrifications of another word", and one common example is 'lol' (as cited in Izazi&Tengku-Sepora, 2020, p.19).

Similarly, Barseghyan (2013, as cited inIzazi and Tengku-Sepora, 2020, p.20) has identified some types of internet slangs including: letter homophones, punctuation, capitalisations and other symbols; onomatopoeic spellings; keyboard-generated icons and smileys; leetspeak,which is according to TelleríaGelabert (2012)a code used in the internet where numbers are to be used instead of some letters together with symbols from the "American Standard Code for Information Interchange"(ASCII) (p.655-656); flaming; shortening (acronyms and abbreviations); clipping; compounding and derivation. These are illustrated in Table 1.1 below.

Table 1:

A Summary of the Categorization of Slangs and Examples of their Use (Barseghyan, 2013, as cited in Izazi&Tengku-Sepora, 2020, p20)

Barseghyan (2013)	Example
Letter homophones punctuation, capitalisations and other symbols	Lol, !!!!!
Onomatopoeic spellings	hahaha
Keyboard-generated icons and smileys	:)
Flaming	(the act of bashing)
Shortening (acronyms and abbreviations)	Srsly (seriously)
Leetspeak	W l k l p3d l4
clipping	exam (examination)
Compounding	line, name, down,
Derivation.	cyber-, de-, en-,giga-

Moreover, according to Salma (2013), Potter (1975) and Kahn &Illson (1985) have classified slang words into ten types: cockney rhyming such as 'I don't Adam and Eve it'in which "Adam and Eve" rhymes with "believe"and the slang means'I don't believe it'; back, centre, clipping or shortening; blending likebrunch, from breakfast and lunch; compounding, acronym/abbreviation; loan or borrowing like karate; onomatopoeia and nonsense reduplication (p.64). On the other hand, Allan and Burridge (2006, as cited in Sudiyanti et al., 2018, p.3) have identified five types of slang such as fresh and creative type, flippant type, imitative type, acronym type, and clipping type. Having said that, the aforementioned scholars have only agreed on two types. Thus, the two types in common are the acronym/abbreviation type and the clipping type.

Nevertheless, Partridge (2004, as cited in Saputra, 2015, pp. 25-28) presented eleven types of slangs: cockney slang like 'back double', which means a back street; public house slang like 'booze-shunter', meaning a beer drinker; workmen's slang like 'jumping Jinny', referring to a mechanical stamper used in road-repairs; tradesmen's slang like 'house of parliament', which means the meeting of tailor's assistant and apprentices in the shop, especially for a serious purpose; slang in art like 'drawing', which signifies a picture in water-colour; slang in publicity like 'worth a guinea a box', which is an informal expression denoting a small, cheap yet good or useful article; slang in theatre like 'acting lady', used to describe an incapable actress; slang in public school and university like 'bung'i.e., a lie; society slang like 'silver pheasant', a beautiful society woman; slang in medicinelike 'lord have mercy (up) on me', which means the 'iliac passion', a 'colic' of the small guts; soldier's slang like 'BOHICA', which means bend over, here it comes again.

1.3. Characteristics of Slangs

Zhou and Fan (2013, pp.2209-2210), addressed the question: "What is it exactly that differentiates slang from the standard vocabulary?". To answer this question, they presented four significant features of slang, highlighting the fact that one is never able to distinguish slang on the basis of its formal or grammatical features. The four features are as follows: humour, which according to Zhou and Fan (2013) an American slang is considered as "comedy" by Americans because of its humorous effect. The characteristic of humour can be represented in terms of phonetic humour or simply shown through lexicon.; conciseness, which according to Zhou and Fan (2013), of the features of slang, conciseness is the major one. This is attained in two ways. The first is by apocope, it means shortening, such as vamp for vampire. The second, however is by the substitution of an expressive monosyllable or compound of monosyllables for a longer word or description such as simp (stupid person) or veep (vice president); originality, which according to Zhou and Fan (2013), slang is merely the diction resulting from

the favourite game amongst the young and lively of playing with words and presenting new names for things and actions; some coin new words, or mutilate or misapply the old ones, just for the pleasure of novelty while others acquire and use such words just to keep up with the 'new trend'. One example would be 'live wire' which refers to "living man". These similes are so new and vivid that they are never able to come to light without some good imagination. Interestingly, many of the slang words presented during the Second World War have died out along with the events that called them into existence, Instability, which according to Zhou and Fan (2013) it is unusual for slangs to remain in use for a long period of time, for the vocabulary of slang shifts so rapidly that what is new and trendy for one generation is old-fashioned for the next one to come. Having said that, old slangs seem to either drift into obsolescence or simply end up accepted into the standard language; therefore, it loses its eccentric sense, i.e., its strange or unconventional status.

1.4. Function of Slangs

Zhou & Fan(2013, p.2212) addressed the two questions "Why is slang used at all?" and "What are the functions of slang?" to which they gave an answer from a pure sociolinguistic point of view speaking, arguing that the nature of functions of slang is of social one. In this respect, Izazi and Tengku-Sepora (2020) seem to agree with this stand point stating: "Today, scholars have acknowledged the functions of slangs such as its role towards social and psychological development (Moore, 2004), and its function in the construction of identity through language (Monaghan et al., 2012)" (Izazi&Tengku-Sepora, 2020p. 65). They stated:

> "The first social function is the pursuit of self-identity which is the symbol for dividing the professional groups in society. The second one is to express emotive feeling of the slang users for the psychological need. And the third one is to achieve politeness which means slang serves the phatic function and it contributes to maintain our positive face in daily communication." (Zhou & Fan, 2013).

To make even clearer, Partridge (1939) mentioned a set of thirteen purposes behind which people use a given slang. They are as follows:

1. In sheer high spirits; 'just for the fun of the thing'.

2. As an exercise in wit or humour.

3. To be 'different' – to be novel.

4. To be picturesque.

5. To be startling; to startle.

6. To escape from cliché's and long-windedness.

7. To enrich the language.

8. To give solidity and concreteness to the abstract and the idealistic, and nearness to the distant scene or object.

9. To reduce solemnity, pain, tragedy.

10. To put oneself in tune with one's company.

11. To induce friendliness or intimacy.

12. To show that one belongs to a certain school, trade or profession, intellectual set or social class. In short to be in the fashion – or to prove that someone else isn't.

13. To be secret – not understood by those around one. It means the intended meaning is kept to those to whom the sayer wants to deliver the message (as cited in The Concise New Partridge Dictionary of Slang and Unconventional English,2014, p.xvi)

2. Clichés

2.1.Definition of Clichés

According to Mel'čuk (2015), a word or a set of words is a cliché if it is compositional. It means, a cliché has a meaning that is expressed compositionally, that is, this meaning consists of semantic components carried respectively by the cliché's lexemic components. However, both the meaning of a cliché and its lexemic implementation are constrained with respect to the

cliché's ConcR, which stands for the representation of its referent. That is the actual meaning of the cliché in the real world.

2.2. Types of Clichés

According to Mel'čuk (2015), there are four types of clichés: nicknames, termemes, formulemes, and sentencemes, this respective classification of clichés can be "based on the four logically possible major types of the constraining referent, defined by two independent features." (Mel'čuk, 2015, p.13)

2.3. Characteristics of Clichés

According to Mel'čuk (2015), there are two independent features: the referent is concrete (≈ objective, physical) or abstract (≈ subjective, mental); the referent is specific (= an individual, in the logical sense of the term) or generic (= a class of individuals). If the referent is concrete, it can be:

> ➤ specific, i.e., an individual, or a particular definite entity of the "outer world," such as a given object or a being, a particular event, a specific substance;
> ➤ generic, i.e., a class of such individuals.

If the referent is abstract; it can be:

> ➤ specific, i.e., an expression of the speaker's particular wish, intention, attitude, feeling (a ritualized speech act) or a simile concerning a particular situation;
> ➤ generic, i.e., a general statement by the Speaker about the world (concerning a class of situations). (Mel'čuk, 2015)

2.4. Function of Clichés

According to Baider (2013), acquiring 'intercultural abilities' implies acquiring the ability to contextualise the savoire-faire presented in a local context to make sense of it. The scholar

further argues that this is the most demanding aspect in teaching culture. According to the linguist in question, linguistic clichés seem to convey an implicit cultural awareness and exemplify the 'typical way' of expressing oneself like a native speaker. In addition to this, the writer argues that recognition and acceptance within the target culture can be achieved through the use of clichés. Baider stated: "They become the ideal way of sharing a language since using clichés is based on the 'déjà dit' (already said) and the 'déjà fait' (already done). Semprini (p. 28) describes them as a liantcommun (a link and a commonplace type of thinking)". (Baider, 2013, p.38)

3. The Relation of Slangs and Clichés to Spoken English

Nagy (2006) explained the relation of slang to the spoken language through arguing they have significant sociocultural aspects (p. 232). He suggested that amongst the socio-cultural factors, one can argue for the fact that slang is evaluated as varieties of language of low prestige, near to day-to-day informal colloquial speech; at times, one may say vulgar. However, of its cultural roles is to gradually become a part of language varieties of higher prestige, for the reason of bringing sincerity into these varieties. A specific relation is created between slang and spoken varieties of higher prestige. Through a longer process the importance of smaller categories such as speech community and dialect, has increased (p. 239).

Nagy (2006) concluded that slang is a way of viewing objects in the real world and expressing it verbally (p. 239). He explained this by saying that slang is one verbal way directed to solve linguistic dilemmas. It attempts to address questions with regard to the 'describability' of the world (p. 239)

Similarly, Danesi (2009) argued that the most significant function of slang is the semiotic value it has, which means that slangs can bridge cognitive gaps, lack of a clear representation

of certain concepts, with new words added to the spoken form of language (p. 514). Thus, it guarantees speakers' ability to assess and comprehend the world on their own terms. (p. 516)

Conclusion

To conclude, the present section represents a review of the literature in which the researcher has reviewed the definitions, the types and functions of slangs and cliché. Then, a the relation of slangs and clichés to spoken language is discussed.

Section Two: MMORPGS in Foreign Language Learning

Introduction

This section is devoted exclusively to the use of MMORPGs in foreign /second language learning. First, it provides a description of Computer Assisted Language Learning (CALL) and its relation to Second Language Acquisition (SLA). Thus, it begins with providing definitions of MMORPGs. After that, it draws attention to its main characteristics. Next, it casts light on the language of interaction and instruction in MMORPGs. Finally, the section highlights the connection of the MMORPGs to second and foreign language learning

1. Definitions of MMORPGs

Massively Multiplayer Online Role-Playing Game (MMORPG) is a game genre, which can be defined as a "category for games that have similar mechanics, player behaviours, and themes" (Reinhardt, 2019, p.90). Hennig (2013) defined MMORPGs as "a ludic, narrative as well as a social room" (as cited in, Chen, 2014, p.4). In other words, MMORPG is a game genre that has a playful plotline which involves social interaction. To make it clearer, MMORPG is a type of video games that provides a massive number, i.e. thousands to millions, of players from around the world with the opportunity to play simultaneously in the same virtual environment. It can be played on a variety of technological devices such as computers, smart phones, or gaming consoles which must be connected to the internet (Weissman, 2017, p.11).In a MMORPG each player undertakes the play of a role of a character in the game, and moves forward in it by finishing the in-game tasks (also called quests or missions) that forces players' in-game interaction with each other and gives them rewards to further advance in the game. As Yu (2009) explained, "These videogames are designed in ways that promote sociability, communication and collaboration amongst players pursuing missions (quests) in the environment" (as cited in Sourmelis et al., 2017, p.42).

Furthermore, the term MMORPGs, according to Dickey (2007), can be traced back to digital single-player role-playing games and table top games. Wolf and Perron (2003) defined MMORPGs as the "first persistent (twenty-four hours a day, seven days a week) worlds, and the first instance of individualized mediated experiences within a mass audience (each player's experience is unique despite the large amount of simultaneous participants" (p. 11). Dickey (2007) added the element of interaction to the aforementioned definition to render it a more robust one; resultantly, he defined MMORPG as "a persistent, networked, interactive, narrative environment in which players collaborate, strategize, plan, and interact with objects, resources, and other players within a multimodal environment" (p. 254).

3.The Main Characteristics of MMORPGs

MMORPGs has a considerable variety of advantages that makes it so different from the other kinds of games. When comparing MMORPGS to the other games, the following points have been detected:

- ➤ MMORPGS offers an enjoyable environment for playing in virtual worlds (2D or 3D).
- ➤ It is a interactional game in the first place since it relies on communication between individuals to perform a tasks required, i.e., it offers interpersonal interaction.
- ➤ Its intercultural nature, which allows the user to communicate between people from different countries and cultures.
- ➤ Players can use both visual and auditory channels for interaction and communication in order to progress their individual in-game characters.
- ➤ English is mostly the essence and core of interaction (English is a global language).
- ➤ MMORPGs have rules, goals and objectives, outcome and feedback, challenge and opposition, interaction, and the representation of a storyline.
- ➤ MMORPGs incorporate more narrative and language complexity than other game genres, such as shooter or adventure games (Chen, 2014, p 4-8).

To simplify the former, Peterson (2010, p.12) summarized the significant features of contemporary MMORPGs in three main points:

1. Retain the use of fantasy themes, it means exaggerated imagination, based on character role-play.

2. Real-time communication with other players.

3. Interaction with non-player characters (NPC), it means artificial intelligence, and progression in the game through the completion of tasks known as quests.

In a nutshell, MMORPGs are a genre of online video games that share a bunch of features, among the most important ones is that they employ a storyline of events which the players have to go through playing the role of a given character from the game, and that they provide players with opportunities of synchronous communication both with other player and non-player characters (NPC), it means artificial intelligence.

4. **Language of Interaction in MMORPGS**

According to Reinhardt (2019), technologies of the mobile, such as MMORPGs, provide "portability and connectivity, affording casual, intermittent play and informal social interaction" (p.133). Thus, players in MMORPGs opt for the informal language when playing "perhaps because of the playful, creative use of language is often spontaneous, idiosyncratic, and non-predictable" (Reinhardt ,2019, p.52).

Furthermore, a study by Peterson (2012), which analysed the in-game interaction of six undergraduate intermediate-level EFL students studying at a university in Japan came to a conclusion that "learners effectively utilized types of positive politeness, including the appropriate use of greetings and leave-takings, small talk, informal language, and humour to create and maintain social cohesion" (p.88)

Moreover, a pilot study by Rankin, Gold and Gooch (2006) revealed that "target language output was enhanced for the majority of participants who undertook eight gaming sessions. The vocabulary of intermediate and advanced L2, it means second language, English learners was increased by 40 per cent as a result of interaction with non-player characters), it means artificial intelligence, in EverQuest II. The chat messages in the target language were increased by 100 per cent during social interaction between players. High beginner-level learners, however, experienced cognitive overload as they found the game environment overwhelming. Despite the diverse levels of language proficiency, all the learners were more motivated and claimed to receive sufficient L2 learning support in the game." (Rankin, Gold, & Gooch, 2006, as cited in Chen, 2014, p. 14)

5. MMORPGS Connection to SLA/FLA

Recently, several links have been made between MMORPGs and second/foreign language acquisition. To begin with, "players in MMORPGs are given opportunities to practice their language skills through writing, speaking, reading, and listening" (Gee, 2007, as cited in Chen, 2014, p.5). Additionally, the most common activity a MMORPG player performs is questing. Quests are shown in game as pop-up texts which provide players with instructions for carrying out a specific task.

In the same vein, Chen (2014) asserted that "The in-game quest system is one fundamental component that may facilitate L2 learning through functional epistemology (learning through doing)" (p.7).It is worthy to note here that the integral features of this genre of games are very similar to the features of a successful task-based language teaching, it means an approach to teaching language through only the use of tasks, and therefore are highly relevant to second language acquisition (SLA).

According to Thorne and Smith (2011), computer-assisted language learning is a discrete sub-field of applied linguistics. The latter has emerged in the 1960s from early technologies and social media in the early 2010s. Given the significant growth of use of CALL over time; a number of second language acquisition theories came to light, providing pedagogical implications, innovation and research on the effectiveness and outcomes as far as technology mediated practice and communication is concerned. Moreover, according to Peterson (2012), the use of MMORPGs has been proved in the literature of CALL as instruments with the potential to ease language learning, for they offer opportunities to engage in types of interaction hypothesized as beneficial in SLA research (p.70).

When it comes to the psycholinguistic and sociocultural perspectives, MMORPGs are the optimal way for successful interaction. According to psycholinguistics, there are two types of interactions that may support SLA: the first type is known as negotiation of meaning which requires the use of solving communication problems; the second type of interaction requires the players to focus on corrective feedback. From the social constructivism approach, researchers believe that learning happens most effectively through executing collaborative tasks (Vygotsky, 1978, as cited in Chen, 2014, p.7). Similarly, Reinhardt (2019) supported these views by saying that "the use of dialogic language in social interaction to 'talk through' comprehension problems, negotiate meaning, and build relationships is hypothesized to lead to L2 learning" (p.127). Consequently, MMORPGs would be considered as excellent supportive environments since they provide plentiful opportunities for peer assistance, community membership, and collaborative social interaction.

According to Peterson (2010), MMORPGs appear as promising arenas for language learning, for they are based on interaction between players and NPCs with real players. The significance of such interaction is stressed by theories of SLA, it means second language acquisition, such as that of Vygotsky, in learning FLs/SLs, it means foreign/ second languages

Peterson (2010) stated that the presence of native speakers provides an environment in which communication problems can happen, which creates meaning negotiation. This allows real-time feedback, facilitates monitoring, it means a focus on form and the resolution of communication breakdowns (pp. 432).Another point highlighted by Peterson, is that fact that MMORPGs make learners motivated especially intrinsic motivation, it means motivation that comes from within one's self which was supported by Chotipaktanasook & Reinders (2020) when they acknowledged that "Participation in MMORPGs has been shown to help learners lower anxiety in using the L2, while increasing their confidence and motivation"(p. 426)

Similarly, MMORPGs are found to be in contention with Krashen 's input hypothesis in the sense that, in this sort of games, the learner encounters tasks that can be challenging for their current skill, but having the opportunities to request assistance. More competent and skilled peers will help the learner upgrade his/her level. Furthermore, Gee (2007) recognized 36 learning principles possibly present in MMORPGs. To put it briefly, few of Gee's principles: the active, critical learning principle, and the practice principle indicate that a video game requires a learner to actively practice a language in a secure and affirming space, it means an anxiety-free environment that is enjoyable rather than boring, where he experiences "ongoing success" (p. 207).

Practically, MMORPGs require players to synthesize, analyse and evaluate information, apply critical thinking and solve problems; thus, they may be considered as learning environments that support players in gaining, the so called, 21st century skills which can be potentially transferable in real life (Dickey, 2007, as cited in Sourmelis et al., 2017, p.42).

Conclusion

For MMORPGs' features may support language learning, recently, the CALL research community has been investigating the issue of MMORPGs as tools for language learning. This has been greatly influenced by the field of TEFL, namely theories of second language

acquisition (SLA). This section discussed the use of MMORPGs in foreign /second language learning. It started with providing definitions of the concept of MMORPGs. Then, it moved to discussing its main features. After that, it tackled the language of interaction and instruction in MMORPGs. Finally, the section ended by highlighting the connection of the MMORPGs to second and foreign language learning.

Chapter Three: Field Work

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Chapter Three: Field Work

Introduction

After reviewing the related literature to the topic of the study in the theoretical part, this chapter is dedicated to the practical part, i.e., field work, aiming at investigating the relationship between the engagement in MMORPGs and students' comprehension of English slangs and clichés. Thus, this chapter provides a description of the research methodology adopted in the collection of data beginning with a description of the research tools used in the dissertation as well as the population and the sample. Then, it gives a description and administration of each research tool, followed by analysis, discussion and interpretation of the results.

3.1. Data Collection Procedures

The present study is based on quantitative data collection and analysis as an attempt to explore and investigate the relationship between the engagement in in MMORPGs and students' comprehension of English slangs and clichés. Two research tools are taken as appropriate to be exploited to collect the adequate data. First, a test of English slangs and clichés was designed for master first year students both players and non-players of MMORPGs in order to be able to compare the level of their comprehension of the latter. Second, a questionnaire was designed for the selected master first-year students who have a player background in any of the MMORPGs in order to build a player profile for each of them. The reason behind using more than one research tool is first to enable comparison between the results obtained from the test of both player and non-player students, and second to allow drawing a connection between player students profile and their test results, i.e., their level of comprehension of English Slangs and Clichés. This use of the test and questionnaire serves in the first place in increasing the validity of the research results.

3.2. Population and Sampling

The targeted population of this study is master one students, who have been studying English for almost four years at the university of Mohammed Seddik Benyahia. Fifty (50) of master one students has been selected to be part of the sample of this study, twenty-five (25) of them are non-players of MMORPGs, while another twenty-five (25) master one students has been selected upon having an experience in playing MMORPGs. The sample is selected on the basis of their availability and convenience, and also on the fact that many students from that level are already players of MMOPRGs which suits the sampling requirements of the study in hand.

3.3.   Methodology of the Study

The methodology of the present study is based on two main statistical theories. First, '*independent samples t test*' which is used "to compare two sample means to determine whether the population means are significantly different" (SPSS tutorials: Independent samples T test, 2021). It was used precisely as an attempt to compare students' test of English slangs and clichés scores of both players and non-players and draw an evident statistical difference between the population of the two groups. Note that high test score is taken as evidence of high level of comprehension of English slangs and cliché. Second, '*Pearson correlation coefficient*' which is used to "measure the strength and direction of linear relationships between pairs of continuous variables" (SPSS tutorials: Pearson Correlation, 2021). In this study we used to investigate the correspondence between the MMORPGs players profiles, drawn from the players' questionnaire results, and players' scores of English slangs and cliché test.

3.4.   Student (Player) Questionnaire

Concerning the student (player) questionnaire, this part includes its description together with the population to whom it was distributed. After that, a detailed analysis of the results is

presented through a set of tables and, then it comes a discussion and interpretation of the results obtained from this data collection instrument.

3.4.1. *Description and Administration of Student (player) Questionnaire*

The student (player) questionnaire was administered to a sample selected on the principle of immediate convenience. This sample consists of twenty-five (25) non-native master year one students having an experience of playing any of MMORPGs and studying at the department of English at Mohammed Seddik Ben Yahia university, on the 8th and the 9th of September, 2021. It aims at constructing a MMORPG-player profile for each student in order, later on, to investigate the correspondence between their degree of engagement in MMORPGs and their comprehension ability of English slangs and clichés. The questionnaire includes a set of seven (07) closed questions, open-ended questions and multiple-choice questions. These questions are arranged as follows:

The first question (Q1) seeks to determine which MMORPGs students (players) have experience playing. The second question (Q2) attempts to demonstrate the number of years each student (player) has played MMORPGs. The next question (Q3) asks about the amount of time, in hours, each student (player) plays MMORPGs per week. Question four (Q4) aims to identify whether or not English is the language of instructions in the MMORPGs the student (player) plays. Question five (Q5) seeks to determine whether or not the student (player) uses English to speak to other participants during the gameplay. After that, students (players) are asked about the degree to which they understand others speaking in English with them in the game session in the sixth question (Q6). In regard of this question, it aims at measuring players' listening comprehension capability based on the standards of the Common European Framework of Reference (CEFR). That latter divides listening comprehension ability into three major levels A, B, and C. Each of A, B, and C levels is composed of two subsequent levels (A1, A2, B1, B2, C1, C2). A level refers to the learner's ability to comprehend familiar

linguistic items and simple phrases in short clear dialogues when people speak slowly. While, learners with B level of listening comprehension are capable of understanding the major ideas of clear, standard talk about familiar subjects and which may involve complex ideas. C level; on the other hand, allows the learner to be able to understand long speech about non-realistic, complex or foreign topics (Listening, n.d.). The last question (Q7) is designed to demonstrate which type of English language is used by the students (players) in their in-game interaction with other participants.

3.4.2. Analysis of the student (player) Questionnaire Results

Q1. Which Multiplayer online games do you play?

PUBG ☐   Free Fire ☐   World of Warcraft ☐

Others ☐   Name …………………………………………………………

Table 3.1.

MMORPGs Students (Players) Play

Option	N	%
World of Warcraft	1	4
PUBG	10	40
Free Fire	8	32
Others	6	24
Total	**25**	**100**

The results displayed in the table above show that 40% of the respondents play the MMORPG called PUBG. Second, comes Free Fire with 32% of the respondents. Only one respondent reported playing the famous game called World Of Warcraft (WOW), which is exclusively played in the English language. Moreover, 24 % of the respondents said they play other MMORPGs, as shown in table 3.2.

Table 3.2. *Other MMORPGs* Students (Players) Play

Student (palyer)	MMORPG
S2	Loup garrou
S3	call of duty battlefield
S5	The League of legends
S7	The imposter
S15	Minecraft
S18	Ludo king

The table above demonstrates a set of other MMORPGs which students (players) play. Examples of those MMORPGs are Call of Duty, Battlefield, Minecraft and The League Of Legends. Each of the games is chosen one single player.

Q2. How many years have you played MMORPGs?

Table 3.3.

Number of Years Students (Players) Have Played MMORPGs

Answers	N	%
1 year	7	28
2 years	9	36
3 years	7	28
4 years	1	4
5 years	1	4
Total	**25**	**100**

The results of this question reveal that 36% of the students (players) have played MMORPGs for 2 years, and another 28% of them have played those latter for 3 years. While, 28% of the respondents have played this type of games for 1 year, and 4% of the students

(players) have played them for 4 years. At the end, only one player of the sample have played MMORPGs for 5 years.

Q3. How often do you play MMORPG? (hours per week)

1-7 hours ☐   8-14 hours ☐   15-21 hours ☐   More than 21 hours ☐

Table.3.4.

The Amount of Time Students (Players) Play MMORPGs (Hours Per Week)

Option	N	%	
1-7 hours	6	24	
8-14 hours	8	32	
15-21 hours	7	28	
More than 21 hours	4	16	
Total	**25**	**100**	

The amount of time students (players) spend in playing MMORPGs ranges from [1-7] hours to more than 21 hours per week. First, thirty-two percent (32%) of the students (players) play them [8-14] hours per week. Second, 24% of the respondents play MMORPGs from 1 hour to 7 hours per week. Third, 28% of the respondents said they paly MMORPGs form 15 hours to 21 hours per week. Finally, the least number of them (4 respondents) play these games more than 21 hours per week.

Q4. Is English the language of instructions in the MMORPG you play?

Yes ☐   No ☐

Table 3.5.
Language of Instructions in the MMORPGs the Student (Player) Plays

Option	N	%
Yes	25	100
No	0	0
Total	**25**	**100**

All the respondents (100%) play MMORPGs in which English is the language of the instructions.

Q5. Do you use English to speak to other participants during the game play?

Yes ☐   No ☐

Table 3.6.

Language Students (players) Speak during the Game play

Option	N		%
Yes	25	100	
No	0		0
Total	**25**		**100**

      The results of this question reveal that the total number of the respondents (25 players) use English to speak to other participants during the game play.

Q6. To which extent do you understand others speaking with you in English during in-game interaction?

A-   I understand familiar words and basic phrases in short clear dialogues when people speak slowly.

B-   I understand the main points of clear, standard speech about familiar topics and which may contain complex ideas.

C-   I understand extended speech about abstract, complex or unfamiliar topics**.**

Table 3.7.

Level of listening Comprehension of Students (Players) during In-game Interaction

Option	N	%
A	6	24
B	13	52
C	6	24
Total	**25**	**100**

    52% of the informants reported having a B-level of listening comprehension, according to CEFR standards, during in-game interaction. That level allows them to understand the main points of clear, standard speech about familiar topics and which may contain complex ideas

while 24% of them have an A-level of listening comprehension, based on the CEFR classification, during the game sessions. Those players are able to understand familiar words and basic phrases in short clear dialogues when people speak slowly. Finally, 24% of the respondents have a CEFR C-level of listening comprehension in game play sessions of MMORPGs, which enables them to understand extended speech about abstract, complex or unfamiliar topics.

Q7. Which type of language do you usually use in MMORPGs sessions?

➢ **Formal and technical language**

➢ **Informal colloquial language**

➢ **Semi-formal language**

Table 3.8.

Type of Language Students (Players) Use in MMORPGs Sessions

Option	N	%
Formal and technical language	1	4
Informal colloquial language	16	64
Semi-formal language	8	32
Total	**25**	**100**

The results presented in the table above show that the biggest percentage of the players (64 %) opted for using informal colloquial language in MMORPGs playing sessions. 32% of the respondents use semi-formal language. Lastly, only one player, which represents the percentage of 4%, said he/she uses formal and technical language to interact with other players while playing MMORPGs.

3.4.3.Discussion and Interpretation of the Student (player) Questionnaire Results

Q1 revealed that the most popular MMORPGs among master year one students is PUBG and Free Fire, followed by World Of Warcraft (WOW) and other MMORPGs with a less degree of popularity. Q2 demonstrated that this sample of players of MMORPGs is varied in term of experience with playing these games. In addition to that, these answers to Q2 show that all of these players are experienced in playing MMORPGs, for all of them have played that genre of games for at least one year. Moreover, Q3 shows clearly the engaging property of MMORPGs. In other words, players are engaged in playing them on a weekly basis at least 1 hour and may go up until 21 hours or more. Moreover, according to results of Q3, the sample of players in hand is varied in terms of degree of engagement in playing MMORPGs too. The results of Q4 and Q5 reveal that English serves as the default language of instructions in MMORPGs, which provide players with opportunities for interaction in the English language. Q6 highlights the different levels of listening comprehension ability the players have. The results indicate that players in MMORPGs have different levels of comprehending other participants speech, but they commonly understand the main points of clear, standard speech about familiar topics, and above the half of them (52%) may understand complex ideas. Q7 demonstrates that most of the players in MMORPGs opt for using informal language to interact with the other participants in the gameplay. This reveals that MMORPGs allow players to form virtual communities where participants develop a sense of friendship towards each other, which is displayed clearly through the use of colloquial language. The answers students provided will allow to investigate the correspondence between various experiences with MMORPGs-playing and students' comprehension ability of English slangs and clichés.

3.5. Student Test of English Slangs and Clichés

With regard to the student test of English slangs and clichés for both player students and non-player students, it is used as a second research instrument in this study in order to

investigate the relationship between the engagement in MMORPGs and students' comprehension ability of English slangs and clichés.

In this section, first, a detailed description of the test is provided of the sample, the time allocated for testing as well as questions asked and the manner they were scored. Second, comes an analysis of test results of both players and non-players. Finally, the results are interpreted and discussed.

3.5.1 Description of the Students' Test of English Slangs and Clichés

The test was distributed to fifty (50) of master year one students, encompassing both players and non-players of MMORPGs. Both type of students are non-native students at the department of English at Mohammed Seddik Benyahia University. The test took place on the 8th and the 9th of September, 2021 at 11a.m. and lasted for around ten (10) minutes. The researcher was present there to clarify ambiguities. The test contains twenty (20) questions, which are divided into two activities. Activity one is formed of ten (10) multiple-choice questions, where each question has an English cliché and three options to choose the appropriate meaning of the clichés from. The second activity is constituted of ten (10) sentences, each on has a blank that needs to be filled out with the adequate English slang from the list provided at the beginning of this activity. Finally, its worthy to mention that each correct answer receives one (1) mark, which makes the total score of the test twenty (20) marks: ten (10) for every activity.

To start with, activity one askes the players to choose the appropriate statement that corresponds to a set of ten (10) English clichés. Cliché number one is "*Settle your hash*" which means "to subdue, suppress, or overpower one who is making trouble" (Farlex Dictionary of Idioms, n.d.). The second cliché is *"Dead right"* which has the meaning of someone is absolutely correct about something. Third cliché is "*Hang in there*" that means to stay persistent and determined in hardships. The next cliché is *"You bet!"* which is used to express

that someone's certainty about something. The fifth cliché is *"He's no slouch"* which is used to say that someone is skillful and very good at doing something. Then, comes the cliché *"This is a turd hunt"* which means that a given activity is pintless and has no or very little rewards. Then we have the cliché *"Red-letter day"* which is used to describe a pleasant day that would stay in memory. The eighth cliché is *"Let the cat out of the bag"* which has the meaning of revealing, by mistake or carelessly, a given secret. Then, follows the cliché *"Don't throw out the baby with the bathwater"* which used to advice someone to not get rid of valuable stuff with other undesirable things. Finally, the tenth cliché is *"As fate would have it"* which is used to describe something that happened which is unfortunate and at the same time inevitable.

On the other hand, activity two demands from the students to fill in the blanks with the appropriate slang form a provided list. The first slang in the "*Bad egg"* which is used to describe someone as a troublesome person. The second slang is *"Cold feet"* which means to have fear of doing something. The next slang is *"Down to the wire"* which is used to describe a situation with unclear or unexpected outcomes until the very last seconds. Then, come the slang *"Bite the bullet"* that has the meaning of forcing yourself to take a decision or do something. The fifth slang is *"Get lost"* which is said to inform, in a rude way, to go away and that he/she is not needed around. The sixth slang is *"Big shot"* which describes a person who is successful and influential in a given domain. Then, follows the slang *"Eat your heart out"* which means to be in very high degree of jealousy. The next slang is *"Bump off"* which means to kill somebody. The one before the last is *"Dime A dozen"* which is used to describe something as very common in a given context. The last slang is *"Goose bumps"* which is used to describe the situation caused by cold, fear, or excitement in which small bumps appear on the skin surface.

3.5.2. Analysis of the Student Test of English Slangs and Clichés Results

As mentioned earlier in this chapter twenty (20) answers, ten (10) answers about English Clichés and ten (10) about English Slangs, of fifty (50) master one students, twenty-five (25) of players and other twenty-five of non-players of MMORPGs, of Applied Linguistics, TEFL, at the university of Mohammed Seddik Ben Yahia of the non-native English-speaking community, are to be analysed. First, we analysed results of activity one in the test which contains ten (10) English Clichés the students were asked to choose, for each Clichés, between three choices the appropriate meaning of that Clichés. Then, we analysed results of activity two in the test which has ten (10) sentences with a blank space in each one to be filled out with the suitable slang from a provided list.

1- Clichés

Table 3.9.
Student Test of English Clichés Results (Non-Players)

Clichés	Number of Correct Answers	%
1. Settle your hash	16	64
2. Dead right	17	68
3. Hang in there	13	52
4. You bet!	13	52
5. He's no slouch	8	32
6. This is a turd hunt	18	72
7. Red-letter day	5	20
8. Let the cat out of the bag	10	40
9. Don't throw out the baby with the bathwater	13	52
10. As fate would have it	10	40
Average	**12.3**	**49.2**

The table above shows that; generally, each master one non-player student of MMORPGs has 49.2% correct answers in English clichés activity. The average of correct answers for each question in this activity is 12.3. The latter is quite low. The top correctly answered cliché is number six with eighteen (18) correct answers, which forms 72% of the students. Then, comes cliché number two with seventeen (17) correct answers, i.e., 68% of the total number of the students have answered it correctly. At the third place, we have cliché number one with sixteen (16) correct answers forming 64% of the non-player students in the sample. Cliché number three, four, and five have been answered correctly by 52% of the students which represents thirteen (13) of the students. Followed by, cliché number eight and ten which have been answered correctly by 40% of the students which forms ten (10) of the students. After that, comes cliché number five with 32% of students have answered it correctly which represents eight (8) correct answers. Finally, the least-answered correctly cliché is number seven with only 20% of the test takers answered it correctly which forms five (5) from twenty-five (25) students.

Table3.10.
Student Test of English Clichés Results (Players)

Clichés	Number of Correct Answers	%
1. Settle your hash	15	60
2. Dead right	17	68
3. Hang in there	15	60
4. You bet!	14	56
5. He's no slouch	11	44
6. This is a turd hunt	7	28
7. Red-letter day	7	28
8. Let the cat out of the bag	13	52
9. Don't throw out the baby with the bathwater	14	56
10. As fate would have it	13	52
Average	**12.6**	**50.4**

The table above shows that master one students of Applied Linguistics, TEFL, of the non-native English-speaking community at university of Mohammed Seddik Ben Yahia University, in Jijel, who are players of MMORPGs had an average of 12.6 in English Clichés' activity.

Furthermore, 50.4% of the slangs; in general, have been answered correctly. The top-answered correctly cliché is number two with 68% of the player students, the latter represents seventeen (17) of the respondents. Second, we have clichés number one and three with 60% of the students, i.e., fifteen (15) of them, have answered it correctly. At the third place, come cliché number four and nine with 56% of the students have answered it correctly which forms fourteen (14) of them. Next, come clichés number eight and ten with a percentage of 52% of the students have answered it correctly which represents thirteen (13) of the total number of player students. After that, comes the cliché number five with 44% of the player students have answered it correctly which forms eleven (11) of the respondents. Finally, both of cliché number six and seven have received seven (7) correct answers which they represent only 28% of the total number of the player students.

2- Slangs

Table 3.11.

Student Test of English Slangs Results (Players)

Slang	Number of Correct Answers	%
1. Dime A dozen	13	52
2. Down to the wire	11	44
3. Eat your heart out	13	52
4. Get lost	15	60
5. Goose bumps	12	48
6. Cold feet	10	40
7. Big shot	12	48
8. Bump off	12	48
9. Bite the bullet	09	36
10. Bad egg	12	48
Average	**11.9**	**47.6**

The table above represents the player students' test of English slangs results. The results shown in this table are as follows: 52% of the students have answered the first slang correctly, while only 44% of them have given the right answer for the second slang. Concerning the third slang, 52% of the students have answered it correctly. The 4th slang was answered correctly by the majority of students with a percentage of 60%. The 5th, 7th, 8th, and the last slang were answered correctly by 48% of the students. While 40% of the total students have given the right answer for the 6th slang, 36% of them have answered the 9th slang correctly.

Table 3.12.

Student Test of English Slangs Results (Non-Players)

<u>Slang</u>	<u>**Number of Correct Answers**</u>	<u>**%**</u>
1. Dime A dozen	9	36
2. Down to the wire	10	40
3. Eat your heart out	8	32
4. Get lost	12	48
5. Goose bumps	10	40
6. Cold feet	12	48
7. Big shot	7	28
8. Bump off	9	36
9. Bite the bullet	11	44
10. Bad egg	14	56
Average	**10.2**	**36**

The table above represents the non-player students test of English slangs. As represented in the table, the results are as follows: the first and the eighth slangs were answered correctly by only 36% of the students for each. The second and the fifth ones were answered rightly by 40% of the total students. While the third slang was answered by only 32% of the students, 48% of them have answered the fourth and the sixth slangs correctly. In addition, only 28% of the students have given the right answer for the seventh slang, while 44% of them have answered the ninth slang correctly. Finally, the last slang was given the right answer by 56%

of the students representing the highest percentage among all the slangs.

3.5.3.Comparison of the Student Test Results of both Players and Non-Players

Table3.13.

Comparison between Results of both Player and Non-Player Students in English Clichés' Activity

Students	Non-Players Clichés/10	Players Clichés /10
S1	7	2
S2	2	8
S3	6	5
S4	4	7
S5	5	5
S6	4	5
S7	6	3
S8	5	5
S9	5	4
S10	5	5
S11	5	2
S12	6	1
S13	2	5
S14	5	2
S15	4	3
S16	7	8
S17	5	4
S18	5	8
S19	4	5
S20	5	8
S21	5	2
S22	5	7
S23	7	7
S24	4	8
S25	5	7
Mean	4.92	5.04
SD	1.26	2.26
P value	0.8177	
t value	0.2318	

The table above shows that player students and non-player ones had different averages in clichés' activity (players: 5.04/10; non-players: 4.92/10). The latter results indicate that both players and non-players students show an average understanding of English clichés. Furthermore, unpaired t test results ,calculated using SPSS, demonstrate that the two-tailed P

value equals 0.8177.By conventional criteria, this difference is considered to be not statistically significant because P > .05 which means that there is no statistically significant difference between players and non-players students in understanding English clichés. In addition to that, the mean of Players minus Non-Players equals 0.12. 95% confidence interval of this difference: From -0.92 to 1.16Finally, more intermediate values used in calculations are t = 0.2318, df = 48, and standard error of difference = 0.518.

Table3.14.
Comparison between Results of both Player and Non-Player Students in English Slangs Activity

Students	Non-Players Slangs/10	Players Slangs /10
S1	4	1
S2	3	10
S3	7	0
S4	3	10
S5	8	6
S6	2	7
S7	5	4
S8	6	6
S9	4	3
S10	1	3
S11	3	4
S12	7	3
S13	5	4
S14	2	1
S15	4	4
S16	6	8
S17	5	0
S18	4	9
S19	2	5
S20	3	10
S21	5	0
S22	3	6
S23	4	4
S24	3	5
S25	3	6
Mean	4.08	4.76
SD	1.75	3.10
P value	0.3445	
t value	0.9547	

The table 3.14. presents a side by side comparison of players and non-players results in English slangs activity. The results shown in the latter indicates that players and non-players students have demonstrated slightly different levels with regard to comprehending English slangs. The difference between the two groups' averages in this activity is 0.68 (players: 4.76/10; non-players: 4.08/10). The aforementioned results that expresses that players students, who showed an almost average level in this activity, are more capable to understand English slangs than non-player students, who demonstrated an under-average level in the activity of slangs. However, unpaired t test results, calculated using SPSS, indicate that the two-tailed P value equals 0.3445Thus by conventional criteria, this difference is considered to be not statistically significant which means that there is no statistically significant difference between players and non-players students in comprehension level of English slangs because $p > .05$. In addition to that, the mean of players minus non-players equals 0.68. 95% confidence interval of this difference ranges from-0.75 to 2.11. Finally, intermediate values used in calculations are:$t = 0.9547$, $df = 48$, and standard error of difference = 0.712.

Table 3.15.

Comparison between Total Scores of Student Test of English Clichés and Slangs of both Players and non-players of MMORPGs

Students	Non-Players Slangs and Cliché/20	Players Slangs and Cliché /20
S1	11	3
S2	5	18
S3	13	5
S4	7	17
S5	13	11
S6	6	12
S7	11	7
S8	11	11
S9	9	7
S10	6	8
S11	8	6
S12	13	4
S13	7	9
S14	7	3
S15	8	7
S16	13	16
S17	10	4
S18	9	17
S19	6	10
S20	8	18
S21	10	2
S22	8	13
S23	11	11
S24	7	13

S25	**8**	**13**
Mean	**9.00/20**	**9.8/20**
SD	**2.47**	**5.01**
P value	**0.4772**	
T value	**0.7165**	

The results of student test of English Clichés and Slangs of both Players and non-players of MMORPGs are compared in the table above. The overall results of the student test of English Slangs and Clichés of both players and non-players of MMORPGs students indicates that the latter have an under-average (Non-Players: 9/20) comprehension ability of English Slangs and Clichés, while the former have an almost average (Players: 9.8≈10/20) comprehension ability of them. However, the results of the Unpaired t test , calculated using SPSS, show that the two-tailed P value equals 0.4772. By conventional criteria, this difference is considered to be not statistically significant which means that there is no statistically significant difference between player students and non-player students in comprehending English slangs and cliché because is not $P \leq .05$. The mean of Players minus Non-Players equals 0.80. Moreover, 95% confidence interval of this difference is from -1.44 to 3.04. Finally, other intermediate values used in calculations are: t = 0.7165, df = 48, and standard error of difference = 1.117.

3.6. The Relationship between Results of Players Test and Questionnaire

Table3.16.
Correlation between Number of Years of Playing MMORPGs and Players' Test of English Cliché and Slangs Scores

Students	Number of Years of Playing MMORPGs	Student Test of English Cliché and Slangs Scores
S1	1	**3**
S2	3	**18**
S3	2	**5**
S4	3	**17**
S5	3	**11**
S6	2	**12**
S7	1	**7**
S8	1	**11**
S9	2	**7**
S10	1	**8**
S11	2	**6**
S12	1	**4**
S13	3	**9**
S14	1	**3**
S15	3	**7**
S16	5	**16**
S17	2	**4**
S18	1	**17**
S19	2	**10**
S20	4	**18**
S21	2	**2**
S22	3	**13**

Students	Number of Years	Score
S23	2	**11**
S24	3	**13**
S25	2	**13**
∑ Number of Years of Playing MMORPGs: 55/25=2.2 years **∑ Student Test of English Cliché and Slangs Scores: 245/25=9.8/20** **r= 0.5595**		

Table 3.16. above is the representation of a Pearson's product-moment correlation run in SPSS to assess the relationship between number of years of playing MMORPGs and student test of English cliché and slangs scores. There was a moderate positive correlation between the number of years of playing MMORPGs and student test of English Cliché and Slangs scores, **R= 0.5595**, which means there is a tendency for high numbers of years in playing MMORPGs to go with high scores in students test of English slangs and cliché (and vice versa).

Table 3.17.

Correlation between Degree of Engagement in Playing MMORPGs (Hours a Week) and Players' Test of English Cliché and Slangs Scores

Students	*Degree of Engagement in Playing MMORPGs (Hours a Week)*	*Players' Test of English Cliché and Slangs Scores*
S1	3.5	**3**
S2	18	**18**
S3	3.5	**5**
S4	11	**17**
S5	11	**11**
S6	18	**12**
S7	22	**7**
S8	11	**11**
S9	22	**7**
S10	3.5	**8**
S11	11	**6**
S12	18	**4**
S13	3.5	**9**
S14	11	**3**
S15	3.5	**7**
S16	11	**16**
S17	3.5	**4**
S18	21	**17**
S19	11	**10**
S20	18	**18**
S21	22	**2**
S22	18	**13**

S23	11	**11**
S24	11	**13**
S25	18	**13**
∑ Number of hours playing MMORPGs per week: 294/25=11.76 hours per week **∑ Student Test of English Cliché and Slangs Scores: 245/25=9.8/20** **r = 0.292**		

Table 3.17. above presents Pearson's product-moment correlation conducted in SPSS to provide a clear assessment of the relationship between the number of hours of playing MMORPGs and student test of English cliché and slangs scores. There was a low positive correlation between the number of hours of playing MMORPGs and student test of English Cliché and Slangs scores, R= 0.292, which means there is a possible low tendency for the high numbers of hours of playing MMORPGs to go with high scores in students test of English slangs and cliché. Be that as it may, the other way around is subject to the possibility of occurrence.

Table3.18.

Correlation between Type of Language Used during In-Game Interaction and Student Scores of Test of English Slangs and Cliché

Students	*Type of Language Used during In-Game Interaction* **1: Formal and Technical Language** **2: Semi-formal Language** **3: Informal and Colloquial Language**	*Scores of Test of English Slangs And Cliché*
S1	2	**3**
S2	2	**18**
S3	1	**5**
S4	2	**17**
S5	3	**11**
S6	3	**12**
S7	2	**7**
S8	3	**11**
S9	3	**7**
S10	2	**8**
S11	3	**6**
S12	3	**4**
S13	2	**9**
S14	3	**3**
S15	2	**7**
S16	3	**16**
S17	3	**4**
S18	3	**17**

S19	3	**10**
S20	3	**18**
S21	3	**2**
S22	2	**13**
S23	3	**11**
S24	3	**13**
S25	3	**13**
∑ **Type of Language Used during In-game interaction in MMORPGs: 65/25=2.6 (Informal language)** ∑ **Student Test of English Clichés and Slangs Scores: 245/25=9.8/20** **r = 0.0865**		

Table 3.18. above provides a representation of a Pearson's product-moment correlation established in SPSS to assess the relationship between type of language used during in-game interaction and the scores of the test of English slangs and clichés. There was a significantly low positive correlation between the type of language used during in-game interaction and student test of English cliché and slangs scores, R= 0.0865, which means there is a remarkably poor tendency for using informal type of language during in-game interaction to go with high scores in students test of English slangs and cliché (and vice versa).

3.7. Interpretation of Overall Results

The present study aimed at exploring the relationship between students' engagement in MMORPGs and their comprehension ability of English slangs and clichés. To do this, fifty (50) master one students were selected on the basis of convenience to take part of this study. Analysis of the results demonstrated a number of interesting findings. First, both players and non-players of MMORPGs students have a relatively close level with regard to comprehension ability of English Slangs and Cliché. Nevertheless, the level in question is significantly low. Based on the t test results applicated to scores of clichés activity, slangs activity, and the total score of the English slangs and clichés test of both player and non-player students, no statistically significant difference exists between the levels of comprehension of English slangs and clichés of players and non-players of MMORPGs. Thus, playing MMORPGs does not have a relationship with EFL students' level of understanding of English slangs and cliché.

Second, on the basis of Pearson's product-moment correlation applicated to the players test of English slangs and cliché together with their years of experience in playing MMORPGs, degree of engagement in playing the latter, and the type of language they used in the in-game interaction, we came to a conclusion that there is a tendency for high numbers of years in playing MMORPGs to go with high scores in students test of English slangs and cliché (and vice versa).Thus, the more years EFL students play MMORPGs the more they become capable of understanding English slangs and cliché. In addition to that, there is a possible low tendency for the high numbers of hours of playing MMORPGs to go with high scores in students test of English slangs and cliché the other way around is subject to the possibility of occurrence. In other words, it is slightly possible that the more hours EFL students play MMORPGs the more they have control over the mastery of comprehension of English slangs and clichés. Finally, there is a remarkably poor tendency for using informal type of language during in-game interaction to go with high scores in students test of English slangs and cliché (and vice versa). So, very low possibility that the more EFL students use informal English to interact with other participants while playing MMORPGs the more they become capable of comprehending English slangs and clichés.

Conclusion

This chapter presented the results obtained from the analysis and comparison of scores of the student test of English slangs and clichés of both players and non-players of MMORPGs, and relationship of the former to the analysed results of players of MMORPGs questionnaire. The data was collected through four steps; the first step is the analysis of player questionnaire which was answered by twenty-five (25) students. The second step lies in the analysis of student test of English slangs and clichés results of both players and non-players which was taken by fifty (50) students. In the third step, a comparison was done on results of the test between players and non-players of MMORPGs. Finally, a relationship was drawn between players' test scores and results of the player questionnaire, namely years of experience in MMORPGs, degree of engagement in them, and the type of language used to interact during the gameplay.

The immediate conclusion that can be made after the analysis and evaluation of the players questionnaire and the results of students test of English slangs and clichés is that; First of all, both players and non-players of MMORPGs students have a significantly close yet low level with regard to comprehension ability of English Slangs and Cliché. Thus, there is no statistically evident difference in the levels of comprehending slangs and clichés between players and non-players of MMORPGs. Secondly, there is a tendency for high numbers of years in playing MMORPGs to go with high scores in students test of English slangs and clichés (and vice versa). Thirdly, there is a possible low tendency for the high numbers of hours of playing MMORPGs to go with high scores in students test of English slangs and clichés (and vice versa). Finally, there is a remarkably poor tendency for using informal type of language during in-game interaction to go with high scores in students test of English slangs and clichés. Note that the other way around is subject to possible occurrence.

General Conclusion

1. Putting it Altogether

2. Limitations of the Study

3. Suggestions for Further Research

1. Putting it Altogether

The great potential of MMORPGs as beneficial tools in language learning and teaching has led to the investigation of their features and their effects on the learner's different language skills. The main aim of the current study, therefore, is to shed light on the relationship between engagement in playing MMORPGs and students' comprehension ability of English slangs and clichés.

The first chapter is dedicated to the theoretical part which is composed of two sections. The first section is allocated for slangs and clichés. It starts with some definitions of slangs as a non-formal or casual spoken language which is the result of the creativity of a member of a particular community and often used in an informal situation. Then, types of slangs are provided. Slangs in instant messaging conversations include phonetic replacements, acronyms, abbreviations, and inanities. Moreover, types of internet slangs involve: letter homophones, punctuation, capitalisations and other symbols, onomatopoeic spellings, keyboard-generated icons and smileys, leetspeak; flaming, shortening (acronyms and abbreviations), clipping, compounding and derivation. Slangs are characterised by humour, conciseness, originality, and instability. They have social and psychological functions, i.e., they contribute to both the social and psychological development of individuals and construction of identity through language.

The second part of section one is dedicated to clichés. Clichés are the single words or sets of words that have a compositional meaning carried out by its lexemic components. Many types of clichés can be identified including: nicknames, termemes, formulemes, and sentencemes. All clichés can be analysed in terms of their referent types: abstract or concrete, specific or generic. Slangs and clichés, though transient and undesirable, are integral to spoken language. In the past, they were considered as low varieties of language, but with time they took their place among varieties of prestige for they bring sincerity to language. Moreover, they are capable of bridging gaps of cognition through the addition of new terms to the spoken language.

The second section of the theory is allocated for the discussion of the use of MMORPGs in foreign /second language learning. It started with providing definitions of the concept of MMORPGs which are a type of online video games that provides a massive number, i.e. thousands to millions, of players from around the world with the opportunity to play simultaneously in the same virtual environment. The main features of MMORPGs include roleplay, as they offer opportunities of real-time communication, and they entail a type of artificial intelligence represented in NPCs players interact with throughout the gameplay, and progression in the game is through completing tasks. While the language of interaction in MMORPGs is predominantly informal and colloquial, that of instructions is by default the English language, and is semi-formal and formal. MMORPGs can enhance FLA/SLA as they are found to be offering opportunities for authentic interaction, proved beneficial in SLA theories such as that of Vygotsky and goes in line with task-based language learning.

2. Limitations of the Study

a) The sample of the present study is composed of students who were taking their resit exam which make the sample not very representative of the whole population of the study.

b) More items should have been added in the test to ensure the coverage of most of the commonly used slangs and clichés

c) Other aspects should be correlated to the comprehension ability of English slangs and clichés, including the nationality of the participants. It is necessary to differentiate between settings where native speakers are present and other contexts in which the players have varying levels of English proficiency.

d) -The participants should have been asked about the amount of talk they engage in, i.e., interaction they both receive and produce in MMORPGs, which would have been done ideally through observation.

3. Suggestion for Further Research

a. More studies are encouraged to explore the relationship between online gaming and language learning, especially in the Algerian EFL classes context

b. Researchers are recommended to replicate this study using observation as a method of data collection.

c. Other studies are to orient the focus of this study to the relationship between online games and other language learning aspects.

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Appendices

Appendix (A)

Appendix (B)

Appendix (C)

Appendix (D)

Student Questionnaire

Dear student,

This questionnaire contributes to the course of our research aiming at exploring the relationship between students' engagement in MMORPGs and their comprehension ability of English Slangs and Cliché. You will do us a very huge favor by taking from your precious time to fill in the questionnaire. The answers you will provide us with are of great significance to the success of our research. At the end, we would like to assure you that your answers will be treated with the highest standards of confidentiality and will be reported in the dissertation anonymously.

Mr.Yassine Mezerreg

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Instructions: Please tick (√) the appropriate box (es), select the option that corresponds with your convictions, and give full answer (s) whenever necessary.

Definition:

● *Massively Multiplayer Online Role Playing Games (MMORPG)* is a type of video games that provides a massive number, i.e. thousands to millions, of players from around the world with the opportunity to play simultaneously in the same virtual environment (Weissman, 2017, p.11). Examples of famous and largely played MMORPGs are World Of Warcraft (WOW), Free fire, and PUBG.

1. Which Multiplayer online games do you play?

PUBG ☐   Free Fire ☐   World of Warcraft ☐

Others ☐ Name ………………………………………………………

2. How many years have you played MMORPGs?

…….. year (s)

3. How often do you play MMORPG? (hours per week)

1-7 hours ☐ 8-14 hours ☐ 15-21 hours ☐ More than 21 hours ☐

4. Is English the language of instructions in the MMORPG you play?

Yes ☐   No ☐

5. Do you use English to speak to other participants during the game play?

Yes ☐   No ☐

6. To which extent do you understand others speaking with you in English during in-game interaction?

A. I understand familiar words and basic phrases in short clear dialogues when people speak slowly. ☐

B. I understand the main points of clear, standard speech about familiar topics and which may contain complex ideas. ☐

C. I understand extended speech about abstract, complex or unfamiliar topics. ☐

7. Which type of language do you usually use in MMORPGs sessions?

➢ Formal and technical language ☐

➢ Informal colloquial language ☐

➢ Semi-formal language ☐

Student Test

Activity One: Choose the appropriate statement that corresponds to the following English Cliché (spoken English expressions)

1- Settle your hash

- Deal with someone in a forceful and decisive manner ☐

- Deal with someone in a very decent way ☐

- Deal with someone through ignorance ☐

2- Dead right

- An ignored right ☐

- Absolutely correct. ☐

- Not really true ☐

3- Hang in there

- To get stuck in a harsh situation ☐

- To hang something on a high level ☐

- To remain persistent and determined in difficult circumstances ☐

4- You bet!

- You may be sure; certainly. ☐

- You have to do it ☐

- You got to hurry up ☐

5- He's no slouch

- He is stupid ☐

- He is hasty ☐

- He is skillful ☐

6- This is a turd hunt

- A very difficult activity to perform and takes a lot of energy ☐

- A very well rewarding activity ☐

-A pointless, unpleasant activity one is obligated to perform for little or no reward. ☐

7- Red-letter day

- A dangerous day ☐

- A day of manifestation ☐

- A happy memorable day ☐

8- Let the cat out of the bag

- To reveal a secret carelessly or by mistake ☐
- To free yourself from social constraints ☐
- To start having doubt about something ☐

9- Don't throw out the baby with the bathwater

- To squander money on unnecessary stuff ☐
- To discard something valuable along with other things that are undesirable ☐
- To ignore important work and keep postponing it ☐

10- As fate would have it

- Unfortunately ☐
- Suddenly ☐
- As you desired ☐

Activity Two: Fill in the blanks with the appropriate slang (spoken English expression) from the list below:

A. Bad egg

B. Cold feet

C. Down to the wire

D. Bite the bullet

E. Get lost

F. Big shot

G. Eat your heart out

H. Bump off

I. Dime A dozen

J. Goose bumps

1- Blonde actresses are a …………………… in Hollywood.

2- The race was …………………….. and the audience was hushed in silence.

3- Phil is going to found the next Microsoft. ……………………., Bill Gates!

4- ………………….., pal. We don't need your kind around here.

5- That film was so scary I had …………………… the whole time.

6- Lisa wanted to jump off the high diving board, but she got ………………..once she got up there.

7- Those ……………..on Wall Street think they can buy the world with their money.

8-   Igor got ……………… last week. The police have no clue who did it.

9-   After Jimmy stole money from my company, I had to ………………and fire him.

10-   Emily is a real …………… - she's always starting fights and causing trouble

Appendix (C)

Raw Results of Student Test of English Slangs and Clichés

Table 1: *Student Test of English* Cliché Results (Non-Players)

Students	Total	1	2	3	4	5	6	7	8	9	10
S1	**7**	1	1	1	1	0	1	0	1	1	0
S2	**2**	1	1	0	0	0	0	0	0	0	0
S3	**6**	0	1	1	0	0	1	0	1	1	1
S4	**4**	0	1	0	0	0	1	1	0	1	0
S5	**5**	1	1	0	1	1	0	1	0	0	0
S6	**4**	1	0	0	1	0	0	0	1	0	1
S7	**6**	1	1	1	1	0	1	0	0	0	1
S8	**5**	1	0	0	0	1	1	0	1	1	0
S9	**5**	1	1	1	1	0	1	0	0	0	0
S10	**5**	0	0	1	1	0	1	0	1	0	1
S11	**5**	1	0	0	0	1	1	0	1	1	0
S12	**6**	1	1	1	1	0	1	0	0	1	0
S13	**2**	1	0	1	0	0	0	0	0	0	0
S14	**5**	1	1	1	1	0	1	0	0	0	0
S15	**4**	1	0	0	1	0	1	0	0	1	0
S16	**7**	1	1	1	0	1	0	1	1	0	1
S17	**5**	0	1	1	0	1	1	0	0	1	0
S18	**5**	1	1	0	0	1	1	0	0	1	0
S19	**4**	0	1	1	0	0	1	0	0	0	1
S20	**5**	1	0	0	1	0	1	0	1	0	1
S21	**5**	0	1	0	1	1	0	0	1	1	0
S22	**5**	0	0	1	0	1	1	1	0	1	0
S23	**7**	0	1	0	1	0	1	1	1	1	1
S24	**4**	0	1	1	1	0	0	0	0	0	1
S25	**5**	1	1	0	0	0	1	0	0	1	1
Mean	4.92/10	0.64	0.68	0.52	0.52	0.32	0.72	0.2	0.4	0.52	0.4
%	**49.2%**	64%	68%	52%	52%	32%	72%	20%	40%	52%	40%

Table2: *Student Test of English Cliché Results (Players)*

Students	Total	1	2	3	4	5	6	7	8	9	10
S1	**2**	0	0	0	1	0	0	0	0	0	1
S2	**8**	0	1	1	1	1	1	0	1	1	1
S3	**5**	1	1	1	0	1	0	0	1	0	0
S4	**7**	1	1	1	1	1	0	0	1	1	0
S5	**5**	0	1	1	1	0	0	0	1	0	1
S6	**5**	0	1	1	0	0	0	1	1	0	1
S7	**3**	0	1	1	0	0	1	0	0	0	0
S8	**5**	0	0	1	0	1	1	0	1	1	0
S9	**4**	1	0	1	0	1	0	1	0	0	0
S10	**5**	1	1	0	1	0	0	0	1	0	1
S11	**2**	0	0	0	0	0	0	0	1	1	0
S12	**1**	0	0	0	0	1	0	0	0	0	0
S13	**5**	1	1	0	0	0	0	1	0	1	1
S14	**2**	1	0	1	0	0	0	0	0	0	0
S15	**3**	1	0	0	0	0	0	1	0	1	0
S16	**8**	1	1	1	1	1	1	0	0	1	1
S17	**4**	1	1	0	1	0	0	0	0	1	0
S18	**8**	1	1	1	1	1	0	0	1	1	1
S19	**5**	1	1	1	1	0	0	0	0	0	1
S20	**8**	1	1	1	1	0	0	1	1	1	1
S21	**2**	0	1	0	0	0	1	0	0	0	0
S22	**7**	1	1	0	1	1	0	1	1	1	0
S23	**7**	1	0	1	1	1	0	1	0	1	1
S24	**8**	1	1	1	1	0	1	0	1	1	1
S25	**7**	0	1	0	1	1	1	0	1	1	1
Mean	**5.04/ 10**	0.6	0.68	0.6	0.56	0.44	0.28	0.28	0.52	0.56	0.52
%	**50.04 %**	60 %	68%	60%	56%	44%	28%	28%	52%	56%	52%

Table 3: *Student Test of English Slangs* Results (Players)

Students	Total	A	B	C	D	E	F	G	H	I	J
S1	1	1	0	0	0	0	0	0	0	0	0
S2	10	1	1	1	1	1	1	1	1	1	1
S3	0	0	0	0	0	0	0	0	0	0	0
S4	10	1	1	1	1	1	1	1	1	1	1
S5	6	1	1	1	1	1	0	0	1	0	0
S6	7	1	1	1	0	0	1	1	1	1	0
S7	4	0	1	1	1	1	0	0	0	0	0
S8	6	0	1	0	0	1	0	1	1	1	1
S9	3	1	0	0	1	0	0	1	0	0	0
S10	3	0	0	1	0	1	0	1	0	0	0
S11	4	0	1	0	0	1	1	0	1	0	0
S12	3	1	0	0	1	0	0	0	0	0	1
S13	4	0	0	1	0	0	1	1	0	0	1
S14	1	0	0	0	1	0	0	0	0	0	0
S15	4	1	0	0	1	0	0	1	0	1	0
S16	8	0	1	1	1	1	1	0	1	1	1
S17	0	0	0	0	0	0	0	0	0	0	0
S18	9	1	1	1	1	0	1	1	1	1	1
S19	5	1	0	0	1	1	0	0	1	0	1
S20	10	1	1	1	1	1	1	1	1	1	1
S21	0	0	0	0	0	0	0	0	0	0	0
S22	6	1	0	1	1	1	0	0	1	0	1
S23	4	0	1	0	0	0	1	1	0	0	1
S24	5	0	0	1	1	0	1	1	0	1	0
S25	6	1	0	1	1	1	0	0	1	0	1
Mean	4.76/10	0.52	0.44	0.52	0.6	0.48	0.4	0.48	0.48	0.36	0.48
%	**47.6%**	52%	44%	52%	60%	48%	40%	48%	48%	36%	48%

Table 4: *Student Test of English Slangs* Results (Non-Players)

Students	Total	A	B	C	D	E	F	G	H	I	J
S1	4	0	1	0	0	0	1	1	0	1	0
S2	3	0	0	1	0	0	1	0	0	0	1
S3	7	1	1	0	0	1	1	0	1	1	1
S4	3	0	1	0	0	1	0	0	0	0	1
S5	8	1	1	1	1	1	0	1	0	1	1
S6	2	0	0	0	0	0	0	0	1	0	1
S7	5	0	1	1	0	1	1	0	0	1	0
S8	6	1	0	1	1	0	0	1	1	1	0
S9	4	0	0	0	1	0	1	0	1	0	1
S10	1	1	0	0	0	0	0	0	0	0	0
S11	3	0	0	0	0	0	1	1	0	0	1
S12	7	1	1	1	1	1	0	0	1	0	1
S13	5	1	0	1	1	0	1	0	0	1	0
S14	2	0	1	0	1	0	0	0	0	0	0
S15	4	1	0	0	1	0	0	0	1	0	1
S16	6	1	0	1	1	1	1	0	0	1	0
S17	5	0	1	0	0	1	0	1	1	0	1
S18	4	0	0	1	0	1	0	0	0	1	1
S19	2	0	0	0	0	0	1	0	0	1	0
S20	3	0	0	0	1	0	1	0	0	1	0
S21	5	0	1	0	1	1	0	0	1	0	1
S22	3	0	0	0	0	0	1	1	0	0	1
S23	4	1	0	0	1	1	0	0	1	0	0
S24	3	0	1	0	0	0	1	0	0	0	1
S25	3	0	0	0	1	0	0	1	0	1	0
Mean	**4,08/10**	0,36	0,4	0,32	0,48	0,4	0,48	0,28	0,36	0,44	0,56
%	**40.8%**	36%	40%	32%	48%	40%	48%	28%	36%	44%	56%

Table 5: *Total Results of Student Test of English Cliché and Slangs of both Players and non-players of MMORPGs*

Students	Scores					
	Non-Players			Players		
	Cliché	Slangs	Total	Cliché	Slangs	Total
S1	7	4	**11**	**2**	1	**3**
S2	2	3	**5**	**8**	10	**18**
S3	6	7	**13**	**5**	0	**5**
S4	4	3	**7**	**7**	10	**17**
S5	5	8	**13**	**5**	6	**11**
S6	4	2	**6**	**5**	7	**12**
S7	6	5	**11**	**3**	4	**7**
S8	5	6	**11**	**5**	6	**11**
S9	5	4	**9**	**4**	3	**7**
S10	5	1	**6**	**5**	3	**8**
S11	5	3	**8**	**2**	4	**6**
S12	6	7	**13**	**1**	3	**4**
S13	2	5	**7**	**5**	4	**9**
S14	5	2	**7**	**2**	1	**3**
S15	4	4	**8**	**3**	4	**7**
S16	7	6	**13**	**8**	8	**16**
S17	5	5	**10**	**4**	0	**4**
S18	5	4	**9**	**8**	9	**17**
S19	4	2	**6**	**5**	5	**10**
S20	5	3	**8**	**8**	10	**18**
S21	5	5	**10**	**2**	0	**2**
S22	5	3	**8**	**7**	6	**13**
S23	7	4	**11**	**7**	4	**11**
S24	4	3	**7**	**8**	5	**13**
S25	5	3	**8**	**7**	6	**13**
Mean	**4.92/10**	**4.08/10**	**9/20**	**5.04/10**	**4.76/10**	**9.8/20**

Appendix (D)

T-Tests

1. Clichés

Group Statistics

	GamingStatus	N	Mean	Std. Deviation	Std. Error Mean
Clichés	1	25	5.04	2.263	.453
	0	25	4.92	1.256	.251

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Clichés	Equal variances assumed	9.316	.004	.232	48	.818	.120	.518	-.921	1.161
	Equal variances not assumed			.232	37.494	.818	.120	.518	-.928	1.168

2. Slangs

Group Statistics

	GamingStatus	N	Mean	Std. Deviation	Std. Error Mean
Slangs	1	25	4.76	3.099	.620
	0	25	4.08	1.754	.351

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Slangs	Equal variances assumed	6.826	.012	.955	48	.345	.680	.712	-.752	2.112
	Equal variances not assumed			.955	37.943	.346	.680	.712	-.762	2.122

3. Test Scores

Group Statistics

	GamingStatus	N	Mean	Std. Deviation	Std. Error Mean
TestScores	1	25	9.80	5.008	1.002
	0	25	9.00	2.466	.493

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TestScores	Equal variances assumed	13.781	.001	.716	48	.477	.800	1.117	-1.445	3.045

Equal variances not assumed			.716	34.995	.478	.800	1.117	-1.467	3.067

Correlations

1. Number of Years

Correlations

		Scores	Years
Scores	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.004
	N	25	25
Years	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.004	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

2. Hours

Correlations

		Scores	Hours
Scores	Pearson Correlation	1	.292
	Sig. (2-tailed)		.157
	N	25	25
Hours	Pearson Correlation	.292	1
	Sig. (2-tailed)	.157	
	N	25	25

3. Formality

Correlations

		Scores	Years
Scores	Pearson Correlation	1	.560[**]
	Sig. (2-tailed)		.004
	N	25	25
Years	Pearson Correlation	.560[**]	1
	Sig. (2-tailed)	.004	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Résumé

La présente étude a examiné certaines correspondances entre l'engagement à jouer à des jeux de rôle en ligne massivement multi-joueurs (MMORPGs) et la capacité des étudiants à comprendre les argots et les clichés Anglais. On a émis l'hypothèse que si les élèves s'engagent à jouer aux MMORPGs, ils comprendront mieux les argots et les clichés Anglais. Ces aspects du langage parlé sont supposés être mieux compris par les étudiants qui sont plus engagés dans le jeu MMORPG. Cinquante (50) étudiants en master un d'Anglais à l'Université Mohammed Seddik Ben Yahia, Jijel, ont été sélectionnés pour participer à un test de compréhension des argots et des clichés Anglais. La moitié des participants sont des joueurs des MMORPGs, tandis que l'autre moitié sont des non-joueurs. Les joueurs de MMORPGs ont également reçu un questionnaire afin de s'enquérir de leurs expériences avec les MMORPGs. Les résultats obtenus à partir des deux instruments de recherche ont montré que les joueurs de MMORPG ont obtenu des scores légèrement supérieurs à ceux des non-joueurs au test de compréhension des argots et des clichés Anglais ; pourtant, les deux groupes d'élèves ont montré un niveau de compréhension inférieur à la moyenne. La corrélation produit-moment de Pearson a donné une relation positive modérée entre l'expérience de jeu des MMORPGs en années et le niveau de compréhension des argots et des clichés Anglais (r=**0.5595**). Le test statistique a également montré une relation faible mais positive entre le nombre d'heures jouées par semaine de MMORPGs et le niveau de compréhension des argots et des clichés Anglais (r =**0.292**) tandis qu'une relation insignifiante entre l'utilisation d'un langage informel pour interagir dans les MMORPGs et le niveau de compréhension des argots et des clichés Anglais est observée (r =**0.0865**).

Mots-clés : *Argots, Clichés, MMORPG, Compréhension*.

ملخص

حققت هذه الدراسة في بعض العلاقات بين المشاركة في لعب ألعاب الأدوار متعددة اللاعبين على الإنترنت (MMORPGs) وقدرة الطلاب على فهم العاميات والكليشيهات الإنجليزية. وقد افترض أنه إذا انخرط الطالب في لعب لعب الأدوار متعددة اللاعبين على الإنترنت ،انه سيمكنه فهم عاميات و كليشيهات اللغة الإنجليزية بشكل أفضل. يفترض أن هذه العناصر من اللغة المنطوقة يمكن فهمها بشكل أفضل من قبل الطلاب الذين يشاركون أكثر في لعب لعب ألعاب الأدوار متعددة اللاعبين على الإنترنت. تم اختيار 50 طالبا من طلاب اللغة الإنجليزية في جامعة محمد صديق بن يحيى، جيجل، للمشاركة في اختبار فهم العاميات والكليشيهات الإنجليزية. نصف المشاركين هم من لاعبي ألعاب الأدوار متعددة اللاعبين على الإنترنت ، في حين أن النصف الآخر ليسوا لاعبين. كما تم إعطاء اللاعبين استبيانا من أجل الاستفسار عن تجاربهم في لعاب ألعاب الأدوار متعددة اللاعبين على الإنترنت وأظهرت النتائج التي تم الحصول عليها من أداتي البحث أن لاعبي ألعاب الأدوار متعددة اللاعبين على الإنترنت سجلوا درجات أعلى قليلا من أولئك الذين ليسوا اللاعبين في اختبار فهم عاميات و كليشيهات اللغة الإنجليزية. ومع ذلك، أظهرت كلتا المجموعتين من الطلاب مستوى أقل من المتوسط من الفهم. أعطى اختبار الارتباط لبيرسون بين المنتج واللحظة علاقة إيجابية معتدلة بين تجربة اللعب في لعب ألعاب الأدوار متعددة اللاعبين على الإنترنت بالسنوات ومستوى فهم عاميات و كليشيهات اللغة الإنجليزية (0.5595 = r). كما أظهر هذا الاختبار الإحصائي وجود علاقة ضعيفة ولكنها إيجابية بين عدد الساعات التي يتم لعبها أسبوعيا في ألعاب الأدوار متعددة اللاعبين على الإنترنت ومستوى فهم عاميات و كليشيهات اللغة الإنجليزية (r=0.292) في حين لوحظ وجود علاقة ضئيلة بين استخدام اللغة العامية للتفاعل في ألعاب الأدوار متعددة اللاعبين على الإنترنت ومستوى فهم عاميات و كليشيهات اللغة الإنجليزية (r=0.0865).

الكلمات المفتاحية : العامايات ، الكليشيهات ، ألعاب الأدوار متعددة اللاعبين على الإنترنت،الفهم