

Virtual for Real: Massively Multiplayer Online Role Playing Game and the Development of L2 Communication Skills in Young Learners

By

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A thesis submitted to the Department of Brac Institute of Languages in
partial fulfillment of the requirements for the degree of Master of Arts
in TESOL

Brac Institute of Languages
Brac University
November 2019

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Abstract

This thesis explores a massively multiplayer online role-playing game (MMORPG) and its positive effects on five young second language learners' development of communicative skills in L2. These five 10-14 years old learners as the focus group (FG) belong to Bangla medium schools in urban setting of Chattagram city, Bangladesh. They play at home the popular online commercial-off-the-shelf (COTS) game player unknown's battle ground (PUBG) sixty minutes per day without any pedagogical intervention. From close studies, it is found that they transfer the online language experiences, i.e. new vocabularies, expressions, knowledge learnt and used with the co-players to the use of real life world. This ground supports the study also to concentrate on the use, development and transferring of these skills from in-game to out-of-game contexts, that is, from informal to formal L2 environment. Multi player game helps one interact with other players as serving some needs by playing certain roles in a team. This is a target-based team playing game where exposure to use L2 in a social and contextual way happens. Although language focus is a secondary issue of most of the (COTS) games, playing requires a common language to communicate with the coplayers. Social and collaborative turns in this type of game makes a learner use the target language (English) as the lingua franca of the online players. These playing and interaction matters support the player to develop new L2 vocabularies and other communication skills to use them with the context of the game. As a result, L2 learning takes place out of classroom informally in a playful manner which is anxiety free and non-threatening. Knowledge gathered through fun and amusement exists for long which can go beyond the gaming contexts. The study helps discover the fact that a learner's motivation, involvement and readiness to interact in the game to achieve some goal in informal scenario can effectively support him/her confidently learn and use L2 in the formal setting of classrooms. Also the study tries to make a ground that selective inclusion of game in the classroom L2 education can make young classrooms more effective, autonomous and goal-oriented.

Key words: COTS, games com, learner autonomy, MMORPG, out-of-class learning

Acknowledgement

I am grateful to Almighty Allah SWT for His grace and blessings in helping me to accomplish my thesis paper within due time. I would like to acknowledge that I am extremely grateful to Lady Syeda Sarwat Abed, Senior Director, Brac Institute of Languages, for all the support and inspiration that she has given me like many other students before me and to the department as a whole.

I express my deepest gratitude to my thesis supervisor Dr. Faheem Hasan Shahed, Associate Professor & Researcher—as well as the Coordinator of MA in TESOL Program at BIL—whose active guidance and thoughtful feedback helped me to write and complete this dissertation. I am also indebted to all my teachers in TESOL for their advice to conduct this study.

I would like to thank my family members for their continuous support in all my academic endeavors without which I would not be able to accomplish all that I have achieved so far.

Finally, yet importantly, I would like to thank all the teachers and participants whose contribution and real-life experiences have helped me in reaching the completion of the research.

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Glossary

Autonomy	positive self -perception and self- regulation
BM	Bangla Medium
Battle Royale	Type of online multi player game.
Cooperative/ collaborative learning	Learning as a team work
COTS	Commercial of the shelf
Gamescom	Digital gaming fair
Informal learning	Learning outside classroom, prescribed books
MMORPG	Massively multiplayer online role playing game
Out-of –class	Outside the walls of class
PUBG	Player unknown’s battle ground
TG	Target Group

Chapter: 1

Introduction

1.1 Playing and learning with the target language through MMORPG

Technology in modern time is thriving in every avenue of human existence in such a way that nobody can avoid its mercurial effect on his/her life. One such thing is massively multiplayer online role playing game (MMORPG) which is very popular among school-going young learners

(Thorne, 2008). They spend huge time on playing this game of what Bangladesh's socio-cultural reaction is quite negative or unacceptable. There is a discontent regarding this issue. "What is so interesting that makes them so much occupied for long time in the game?"— is the common reflection that comes out from the surrounding of the player. It seems that alienation happens between the gamer and the non-gamer or the person who does not play. The gamer remains oblivious even about his present existing world, as s/he is immersed fully in the game. This hampers psychological and physical growth, commonly accepted, of a learner, as they lack physical movement and thus hampering mental health. A common scenario about playing this game is not encouraging. Therefore, the language learning potentials of this game is not explored at all. Neither the role of informal support in formal setting has got any attention in popular classroom based second language learning (SLL) context in Bangladesh.

Classroom definitely develops a learner in the most organized, time bound settings. But evidences (Thorne 2000,2003; Kramsch &Thorne 2002; Steinkuehler 2006) are available on the ground that 'prior socialization into non-educational digitally mediated speech communities' which happens several times with/without any time restrictions out of class has framed the successful L2 activity in structured, formal classroom. With the advance of new media literacy, non-instructed contexts outside classroom make an L2 learner more autonomous and participatory in using and developing the target language (TL).

What students do online and outside of school involve extended period of language socialization, adaptation, and collective transformation that result in highly complex, modality, and interlocutor specific language practices (Werry 1996; Thorne 2003).

MMORPG provides an L2 learner with contexts to engage, socialize him/herself as a team member to meet a goal by playing a target role. These help one develop the communicative skills among

others like risk taking, trouble management, decision making, interpreting and evaluating one's own position with the courage to share the victory and failure together with the team mates. So, encouraging playing and learning an additional language through online, informal, gaming environments can ensure positive effects on classroom SLA. This eventually makes a learner to be a particular confident and culturally organized person (Thorne, 2008).

1.2 Why multi-player gaming

Gee (2003,2007) points out in his book *What Video Games Have to Teach Us About Learning and Literacy*, that this type of game is created by incorporating contemporary cognitive science—the science of human thinking and learning. This game/ game technologies can enhance learning of schools, workplaces, and other problem solving situations of what game designers research massively:

MMOGs are sites for (a) socially and materially distributed cognition; (b) individual and collaborative problem solving across multiple multimedia; (c) multimodal

“attentional spaces” (Lemke, n. d.); (d) significant identity work (Turkle, 1994); (e) empirical model building; (f) joint negotiation of meaning and values; and (g) the coordination of people, (virtual) tools and artifacts, and multiple forms of text—all within persistent online worlds with emergent cultural characteristics of their own (Steinkuehler, 2004a).

Exposure to online gaming worldwide has increased and its use is now ‘a less technological fact than a social fact, and one that is mediated in large part by textual language use’ (Tim Berners Lee 1998, cited in Thorne, 2008). Over 1,909,407,000 gamers (Newzoo, 2015, in Ebrahimzadeh 2017a) worldwide play online and while playing make communications with both natives and non-natives of English language. The co-players maintain social roles of negotiation as they play as team members. They play, learn, share, save, and lead one another to get victory over the enemy in the game. Game is “a system in which players engage in artificial conflict, defined by rules, which results in a quantifiable outcome” (Salen and Zimmerman, 2004). These activities require L2 as a common language of conversation. This scenario is inspiring for educators to investigate them as language learning tools which is motivating for a learner to learn L2 in a playful manner.

Massive Social and personal playing of MMORPG inevitably influences ‘tightly bound’ classroom SLA. Second language learning has got a new dimension with the stretched classroom beyond the four walls. Online L2 use out of classroom framework, for the purpose of the game, gives a learner scopes to communicate in the most realistic ways. Because digital games possess

“design features that are particularly relevant to language learning” (Gee 2012). They play a huge role to support language learning and acquisition by making the player – learner active, creative, critical, challenging, ‘pleasantly frustrating’ and intrinsically motivating. 36 learning principles are incorporated in good games by maintaining the semiotic domains which students learn at home rather than in schools (ibid.). Game designers have to accumulate psychology, computer science and learning principles in a single game—so that a player can play by trying out several identities with the self- reflective pre and post analysis (ibid.). Authentic and active language learning environments outside classroom can transform inside classroom environments.

The virtual worlds that MMOG players (MMO Gamers) routinely plug in and inhabit are persistent social and digitally material worlds, loosely structured by open-ended (fantasy) narratives, where players are largely free to do as they please—slay ogres, siege castles, or shake the fruit out of trees. Such worlds are virtual but clearly nontrivial (Steinkuhler 2006).

Learning is a continuous process in human life and it does not happen in isolation. A classroom creates isolation and indulges a learner with a particular syllabus and a target result for a particular period of time. Specific time and space bound classes make learning very formal and less autonomous. Uninstructed living experiences contribute a lot to the total and perfect learning of a learner— ‘...that engagement in freely chosen internet environments provides developmentally productive opportunities for learning’ (Thorne 2008; Leander and Lovvorn 2006; Roth et al. 2005). Using internet mediated multi player game as informal resource for SLL, its use and development is not a very distant but an encouraging fact in near future in countries like Bangladesh. Educators might ask why not other resources but the games—should ‘bricks and mortar’ occupy the 21st century language classroom? As fighting the enemy, usually happens in the (COTS)games like player unknown’s battle ground (PUBG), target game of the study, is the ultimate mode of the game, how can a learner learn anything except violence—an inevitable question comes from the concerned.

An outsider of the game might find it full of violence or fighting, but an in game experience is involved with a number steps, choices, and decisions on the part of the player what increases the confidence level of the learner while playing which is very necessary for developing communicative skills. In different steps of this study, it is found that a learner feels huge pleasure to share any experience related with the game s/he plays online. Even one does not hesitate to teach other how to handle the game, how to role-play in the game—the inhibition one suffers from to speak in L2 automatically and enthusiastically vanished from the learner. The pair of shining eyes of the gamer- learner, the liveliness to share in game experiences that takes place with his/her non-natives, sometimes elderly co-players prove that team spirit and target fulfillment work hand in hand in this game. A successful learning of a language depends on the socialization and negotiation of the meaning of the language with the interlocutors (Vygotsky, 1978). Online multiplayer game serves a learner with that spirit. Studies suggest that ‘these contexts are sights of frequent and highly meaningful communicative activity for participants’ (Thorne 2008, 2010, 2012; Reinders 2012; Peterson 2010).

1.3. Why young learners

There is a significant lack of research in young EFL classroom and informal learning:

Much of what we know about L2 acquisition in instructed settings (for both the learner internal and learner external factors) comes from studies involving either older learners (frequently university students) or younger learners in rich acquisition environments, such as immersion and second language contexts in which the classroom is not the only or necessarily the most significant exposure to the target language (Butler 2015; Collins & Muñoz 2016).

The matter of young SLA is an ignored factor or very little is done in most part of Asia (Muñoz 2008), particularly in South Asian context, it does not get any serious attention. Early starts to SLA is very common everywhere in these parts but necessary devotion to children in FL classroom and their informal learning is not properly given yet. About the contexts of Bangladeshi formal classrooms, every year, the number of young dropouts is alarmingly visible, due to familial, economical, and other vital unknown or rather unspoken factors (The Dhaka Tribune 2017; BNBEIS; Zaman 2014; Sebates, Lewin, Hossain 2013). The enrolment is very encouraging but dropout in the same way is worrying. About 37.50% of the total excluders remains out of

school/less attentive/irregular for disliking schools as classrooms maintain no variety in imparting lessons. Classrooms are always maintaining an ‘orthodox one’ where traditional materials like books, dictionaries are the only source of knowledge (quoted by two members of the focus group). Government’s different initiatives to make young children school going learners fail and at the same time target level achievement in young SLA is not yet a successful factor. The interactive digital textual version (offered since 2016) of the prescribed books in the classrooms still is not implemented full swing everywhere (Khan, Hasan & Clement 2012; Mou 2016).

Working on the same textual contents digitally on computer screen might not keep a learner’s attention for long—it eventually loses its ‘toy effect’. And also there are other external factors like lack of digitally sound classroom, trained and efficient teachers, learner’s willingness to learn an additional language in the traditional pen, paper and text based methods. The ongoing CLT—communicative language teaching /learning method still a learner gets or does not like to communicate orally and the teacher is still a moderator not a facilitator in the classroom SLA. So studies, on the present condition of young instructed SLA in the country have recommended, among many factors, on the motivation, innovation, collaboration, household interferences (ever supporting for a learner here), use of technology, informal learning (The new nation March 2019; Sebates, Lewin & Hasan 2010). Taking informal into the formal through gaming might sound hyperbolic as existing interactive digital content classes are getting hampered for several infrastructural and lack of electricity supply reasons in our country. But studies prove that almost every household (among 140 million users) maintains a smart phone what can help a learner play and learn the target language informally out of school, as MMORPG is played both by using smart phone and computer.

Using technology and internet inside classroom is nowadays a common fact. Computer assisted language learning (CALL) and mobile assisted language learning (MALL) are two almost common factors in classrooms, provided that ‘the largest absolute numbers of internet users currently reside in Asia’ (409,421,115) (www.internetworldstats.com/stats.htm). Integration of gaming in language learning can take a new dimension with the line of traditional approaches. This learning can give chances to use L2 socially by performing interpersonal and informational activities even through fun making activities outside classroom. If games are included inside classroom, learning and reaching target level achievement would not be very far of what we are suffering a lot (Ebrahimzadeh 2017a; Thorne, Desmet & Cornillie 2012). To include ‘out of the classroom contacts

with the language may be built into the ' inside classroom syllabus—helps one use L2 as the lingua franca as comfortably as it had never been. Inclusion of MMORPG in the classroom can encourage students to emerge as 'multilingual individuals, sensitive to linguistic, cultural, and above all, semiotic diversity, and willingness to engage with difference' (Kramsch 2014, cited in Collins and Muñoz 2016).

1.4 L2 learning and teaching in a limited exposure of classroom confinement

As a general subject in school classrooms an FL class takes place for only 45 minutes in main stream Bangla medium schools. For this much time, how could a class/teacher/textbook provide the target lesson every day for a learner? This question most of the time does not strike in our minds as parents, policy makers, teachers and other stake holders. If exposure to out of classroom avenues like MMORPG is open and easy and inspiring for learners, learning L2 would become the most interesting, interactive, self-evaluative, meaningful, collaborative, cooperative, target oriented and autonomous. An individual's self- participatory and self- internalizing role in constructing the goals and results in a game directly and learning/using a language indirectly is motivating for himself/herself. COTS do not offer any target of learning a language as the primary goal, instead it comes as a secondary issue after having fun and enjoyment together with team mates. The socio- dynamic phase of language learning (Vygotsky 1978) with the multiple interaction with 'the internal, social and contextual factors' can get a success through MMORPG to make our local learners global. This is not specifically possible for Bangladeshi large classrooms with the burden of huge number of students in a single class, time constraints, target syllabus completion and other demands of the stake holders. This dissertation is dedicated to gaming and learning a second language in informal out of classroom set up and also that in a moderate way it can be used in a young formal classroom as a supporting learning tool for developing communicative skills of young L2 learners.

1.5 Purpose

The purpose of this study was to find out how and to what extent MMORPG helps a young L2 learner develop communication skills in target language in an informal setting and thus help him/her use it in formal way. The existing discourses about this game as waste of time and nothing there to learn rather than spoiling a learner's valuable time and energy and making the young kids crazy. Also 'what there is in MMORPG that occupies a player for such a long time that s/he remains oblivious of the surroundings' has intrigued me to study the potentials of this game on an English language learner. As a parent and a teacher I found that kids having exposure to this game have become open and anxiety free to talk in English by using relevant vocabularies (which he has not learnt in classroom, books not even from any parental intervention). The transfer of in-game linguistic experience to the out of game world shows that this focus group is developing second language in its own way which is more interactive, immersive, collaborative, productive and full of fun. Sykes and Reinhardt explain that "interaction is a function of good interactive design and that it can be promoted through immersive experiences, ergonomic interfaces, and discernable and integrated choices, as well as by connecting the game to the outside world" (2013).

1.6 Significance and scope

'The true secret is why kids spend so much time on their games is that they're learning things they need for their 21st century lives' (Prensky 2006 in Ebrahimzadeh 2017). The use of game as L2 learning tool has currently, in a limited way, caught attention of the researchers, educators (Collins and Muñoz 2016; Reinders 2012). As this gives chances to use L2 in authentic ways, L2 teaching and learning can use this for developing and improving L2 learner's communication skills. Students in all levels here are not usually willing to communicate in L2. They face lots of problems like shyness, lack of vocabulary, lack of confidence, lack of 'readiness to enter into discourse at a particular time with a specific person or persons, using a L2', anxiety, low perception about one's own self, and overall un/low willingness to communicate (WTC) in L2. Using digital games in informal/formal both the way can be a good resource to make a learner come out from these inhibitions to talk comfortably in L2.

Ang and Zaphiris (2006 in Scholz, 2015) comment “game playing is a vital educational function for any creature capable of learning”. Researchers opine that the relationship between gaming and learning is irrefutable (Sundqvist & Sylven, 2012b; Cornillie, Thorne & Desmet, 2012). Gaming and language learning share the same setting of navigation through immersion. The matter of interaction, team-work, task-based/goal-oriented communication between players—all these are maintained both in language learning and MMORPG. As Rama, Black, van Es, and Warschauer state:

from the moment a game starts, players are immersed in a target language context where they have multiple options for engaging in authentic communication via speaking, reading, writing, and listening with a range of interlocutors, often in ways that allow risk-taking and reflection in the target language (2012).

The traditional language learning/teaching systems might not take digital games for L2 learning/development in a positive way. But the most interesting fact lies in there that the gamers transfer the L2 they have learnt from school and try to do the same while transferring the same knowledge of L2 used and learnt in the gaming environment. The way a player in the game follows/leads another can in the same way brings the diversity of skills and experiences in the in-game and out of game environments (Steinkuehler, 2007; Chik, 2014).

This thesis tries to explore the potentials of MMORPG (COT in second language learning in informal environment and also the chances of transferring of ‘linguistic constructs’ gained through gaming to the formal L2 learning/development of young (10-14) Bangladeshi learners. The social-semiotic environments that these games maintain help the players learn English as their second language in diversified ways. Johnson (2001) describes “emergent behaviors, like games, are all about living within boundaries defined by the rules, but also using that space to create something greater than the sum of its parts”. Games thus helps one learn and also gives chances/challenges to go beyond his/her current existing knowledge and capacities.

In parallel to formal L2 learning this informal way of L2 development is not an explored factor in our country. Learners/Players’ interest to digital games and the mechanism of game crafting have already grounded the fact that this game has a huge influence on L2 learning along with fun making and entertainment facts done in collaboration. Other dimensions like game

experiences, game related resources, game professions, in-game social activities of the player/learner, potential of the use of games in formal classroom environment can be explored for developing new insights about these games in our country. Avoiding ‘the social stigma attached to gaming culture’, efforts should be made to explore areas facilitating to learners, instructors, entrepreneurs, story developers, informal to formal learning, allowing ‘global nature’ to local, development of leadership qualities, continuous and complex adaptation dynamics and so on.

1.7 Delimitation

There are still chances that undoubtedly raise the question of violence which is the ultimate subject/identity of many digital games. The attire that players wear does not match with the casual context, culture, existing social practices of our country. Researchers opine that the way a player reacts to this violence is the matter to be taken care of. Areas which need attention from future researchers are to explore whether this game clouds an individual’s enjoyment, fun, and learning from digital game. The study would have been more focused if it targeted female, rural, semi urban students to have a whole picture of the scenario. During the survey time it was found that girls passed less time on video games or were less exposed to this. The study wanted that research on this area would really be at its infancy in Bangladesh about the utilities of introducing game enhanced L2 learning.

1.8 Research Questions

The study was based on the following research questions:

1. How does MMORPG influence L2 communication skills development of a player/learner?
2. Can a player/learner transfer the language experience from the virtual gaming environment to the real world context?
3. How does informal support formal learning? Can informal be taken to the formal setup?

1.9 Thesis Outline

The fascination among young learners of playing digital games is unfathomable and it is next to impossible to give a restriction on that in this technology based society. Their popularity is increasing in many developed countries as a CALL apparatus in second language learning and developmental process both formally and informally. In our country if we can use these as L2 learning tools, only then we can make a positive ground to make the maximum benefit out of these games among our young learners. These games can not be the absolute one for L2 learning and development, it can go parallel to the existing practices of using books and other resources of learning and teaching. We need to understand the utility of informal to the formal to extend the language learning experience from classroom to the other and vice versa.

In formal, restricted, time-bound classroom scenario, communication skill development process gets hampered. But the open internet exposure through playing digital games with the local and foreign co- players does not take place in a time bound way. We need to take the positive sides of these games (with parental intervention) for our young learners to let them immerse in the game, as Reinders (2012) points, “games are only one element in a much larger ecology of learning and teaching, and they need to be understood and developed as such”. However, by introducing the well-developed games to the learners and by having the gaming experience with the players, I think, we can easily explore these games’ potentials for communication skills development. Additionally we can come to know how these games help one learn to face and fight life’s most complex situations along with the language in action exposure. Instead of rebuking our children for wasting precious time by playing these games idly in the house, we can support them. Theories of Krashen (1987), Vygotsky (1978), Halliday (1978) and motivational, collaborative, autonomous aspects in L2 learning researched by several study are highlighted for the purpose of this study. Both qualitative and quantitative data are analyzed from students’/players’ perspectives. Popular researches on MMORPG, its effects on L2 learning and teaching helped this study a strong foundation to claim the issue in a positive way.

1.10 Chapter Outline

Chapter one describes the background and gives an introduction to the study in relation to digital games and second language learning in informal way. Using different theoretical ground, I have tried to draw the scopes of informal learning in formal classroom L2 learning. Also I have tried to draw on purpose, significance and the limitations of my study by focusing on further research in this area. About selecting and grading digital games parental/teachers/seniors' intervention is required.

Chapter two describes and discusses the review of the literature on popular MMORPG (digital games) and its utilities in L2 using and learning in the most interactive way. Several issues i.e. development of complex skills and L2 vocabularies, motivational, autonomous, sense of leadership development are addressed that are achievable through playing MMORPG.

Chapter three outlines the research methods for this study , participants, materials and instruments, the chat log, COTS—the game, all are highlighted.

Chapter four includes the results and discussion on the study, illustration of the pre and post gaming sessions, group's feedback on several issues, tables of the percentage or the ratio made from collected data. Several gaming maps are also included. This part tries to concentrate and answer on the basis of the research questions poised in the chapter one.

Chapter five displays the conclusion and the recommendations of the research. Exploration of new human skills and the burden of the 'isolationist education' in comparison to the development of human competences –all are addressed as recommendation in the last chapter. Not to treat L2 learning as a burden but as a gift to attach oneself to the broader humanity of the universe—this message I want to share to all.

Chapter: 2

Literature Review

1.1. Theoretical underpinnings

Second language learning and development depends on a learner's various learning processes and strategies adjusted to the capacity building opportunities. If language learning activities and tasks provide scopes to encourage development of confidence among L2 learners through immersion in the language learning process, the outcome can be as laudable as possible. In this regard digital games can boost up L2 learning by making a link between a traditional classroom and 'the multi literacies existing in the outside world'. These games help enhance the critical analysis skills among L2 learners while playing with the online community to be gifted with not merely playing capacities but also with the understanding of language used in the game. They do not provide teacher or text book mediated world; rather they are free from the set-ups of the explicit learning objectives mostly happening in classrooms, "game playing can be a powerful agent for learner autonomy, a potential resource for long-term language maintenance, and an entry-point for gaining interest in learning new languages" (Godwin and Jones, 2014). The availability of the digital games surrounding the young L2 learners and their readily accepting the challenges thrown by good games toward them have encouraged researchers to use them as L2 development tools outside classroom frame work. Good digital games are motivating, interactive, and provide award and level winning steps with immediate feedback. These ensure not the only the knowledge of the target language but also give privileges to use L2 in the most social and holistic way (Larsen Freeman 2002).

Thorne (2008) emphasizes on the instant feedback happens in the MMORPG, supports to stretch beyond the current capacities of a player which is important for confidence building of the player. This echoes Krashen's (1987) $i+1$ level of input theory which illustrates that acquisition of L2 takes place efficiently when a learner has understood input/ language data a little beyond his/her present competence level. These also maintain Vygotsky's (1978) notion of ZPD (zone of proximal development) that defines as "... actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). A learner's

developmental age and learning is dependent on each other and the real essence can come out when they are maintained harmoniously by going a bit further than the existing cognitive level of a learner. MMORPG's 'designed learning environments...can stimulate qualitative developmental changes' in the field of SLA (Thorne 2008; Thorne, Cornillie, & Piet 2012).

Learning an additional language depends on the dialogic/dialogue based interaction between interlocutors that gradually emerges among individuals through self-talks. In Vygotskian tradition there are two important issues for a language learner—cognitive development and internalization both of what are generated from social and interpersonal activity. "...[I]t goes without saying that internalization transforms the process itself and changes its structure and functions. Social relations or relations among people genetically underlie all higher functions and their relationships" (Vygotsky, 1978, p. 57). Social and interpersonal participation and collaboration help one internalize L2 learning to face contradictions, changes and newness of any environment of real life—it creates a qualitative development of a learner while undertaking the conflicts in playing the game (Lantolf and Thorne 2007). Interactions among players/learners promote cognitive development which helps one achieve something through processing information. In this sense cognitive development is analogous to language learning through interaction and participation.

2.2 New human knowledge and complex skills to share

Gaming and game mechanics address human issues like raising awareness, critical thinking, historical and cultural awareness to enhance human's ability for empathy, and spaces for imaginative and artistic engagement (McGonigal 2011 in Thorne, Cornillie & Piet 2012). In scientific research, (*Nature*, March 2012) it is shown that 'gamers outdo computer at matching up disease genes', when game mechanics work in association with DNA research data. These can solve difficult problems in (multiple sequence alignment, biomolecule) scientific design. Games are making shifts, a bit slowly, in formal education from learning based to human development ones with creating responsiveness in humanitarian, ecological and social issues. This is deeply rooted in experimental, problem solving, and collaborative activities. The

Federation of American Sciences, in 2006, stated that "people acquire new knowledge and complex skills from game play, suggesting gaming could help address one of the nation's most pressing needs—strengthening our system of education and preparing workers for 21st century jobs" (p. 3, cited in Scholz, 2017).

Early analysis of games as lacking real world representation is refuted by Hubbard, Crockall & Oxford (1991, 1990 in Cornellie et.al. 2012) on the ground that ‘as a real world system in its own right’ games promote “authentic communicative activities, which relate to the real world, [and] formal language practice, which relates to the world of classrooms”. MMORPG, COTS categories, is not a goal-less simulation, instead it maintains side by side high L2 learning facilities by incorporating game based interactions. This game provides more opportunities that support language-specific learning. Halliday’s (1978) socio semiotic principles that language is not merely matter of words but combination of images, colors, symbols, numbers, artifacts, environments— by maintaining all these an MMORPG player participates in a game. These supporting learning principles back up a learner understand and learn the target language in the most efficient way. This game does not merely help one learn and use L2 but also make one understand language with its socio-cultural aspects and interactional issues. Language acts not merely as the collection of words, as expressions happening in isolation, but as maintaining a whole body of the reflection of ideas, understanding and contextually negotiating factors collaboratively taking sights/place of/for the users (Sykes and Reinhardt 2013 in the review of Thorne and Watters 2013). These two authors discuss on inserting COTS informal L2 classroom on the collaborative ground of both culture and language understanding. Through the narratives of the game, according to them, players maintain flow of activity that collaborate with learner agency and engagement to get immersed in the game— a very helpful support to learn a second language. For maintaining potential and productive language learning environments, educators can use COTS since L2 knowledge and use of it is necessary to play these games. This can motivate learners to learn L2 for ‘learning to play’ than ‘playing to learn’ and to develop committed communities around them (Thorne, Black and Sykes 2009).

2.3 Motivational ground to communicate

For learning an additional language, a learner needs motivation and s/he has to participate in regulating motivation for achieving the expected goals and in internalizing what one wants to (Vygotsky 1978, Dörnyei & Ushioda 2011). In a study to see how alternate reality game effects young learner’s motivation for learning an FL, Connolly, Stansfield and Hainey (2011) found that this game played at home/classroom raised students’ motivation to learn L2 and increased participants’ several skills like cooperation, positive collaboration, team work, group cohesiveness, low anxiety:

The cohesiveness performance can be particularly strong in language classes in which the learners' communicative skills are developed primarily through participatory experience in real world language tasks. In these contexts, communication is unfolded and enlivened in positive relationships, and the warm, cohesive group climate significantly enhances peer interaction (Dörnyei 1997).

Because players help one another, they care about one another as it maintains group dynamics and caring about one's success leads one to accomplish a positive reward for the team. The study (2011) contained the message that gaming helps motivate students to learn L2 and this can be used as L2 learning tool by moving beyond the barriers of traditional classrooms. MMORPG contains other benefits also. Peterson (2010, 2011) claims that highly learner/player centered interaction and engagements among players in the game make one autonomous and help reduce inhibition like anxiety, and develop self-confidence. Developing communicative skills emphasize on stress-free, confident and natural L2 output what this game can foster in any learner with strong motivation. This confidence cannot be created in a day, a learner's self-esteem, self-efficacy and the drop of language anxiety, avoiding competition and comparison among individuals can ensure his/her confidence in learning and using L2. MMORPG provides cooperative and collaborative sessions what increase a player/learner's coping up a situation, as a part of a team, with self-effort and intention that is not available in a competitive classroom.

2.4. Autonomous learner, team and leadership spirit, identity development and fluency in speaking through informal setting:

An autonomous learner is a motivated learner. Autonomy is an innate human need what tries to be self-regulating, self-initiating, and self-rewarding. It is a strength that allows one to exploit chances to choose an identity to role play and make a positive self-testimony of that action (Deci and Ryan 1985, in Dörnyei 1997). Autonomy in an educational context refers to:

...offering choice, minimizing controls, acknowledging feelings and making available information that is needed for decision making and for performing the target tasks. With a general attitude of valuing children's autonomy and by providing the type of autonomy support just mentioned, we stand the greatest chance of bringing about the types of educational contexts that facilitate conceptual understanding, flexible problem solving, personal adjustment, and social responsibility (Deci, Vallenard, Pelletier & Ryan 1991).

A student's learning process depends on numerous factors like—involvement in dynamic, varied, pleasant, informational cohesive group where peers can provide the best feedback to each other. In L2 framework, task satisfaction comes when students make success by 'coaching, teaching, drilling and helping each other'. These are increasingly available in non-language learning contexts than a focused language learning setting as these with the sense of competitiveness mostly do not create supportive learning atmosphere. In highly interactive group dynamics/team works when a task is given to reach the target goal, a player automatically becomes concerned about leading him/herself to group success. A player turned leader (in MMORPG, every player who initiates action becomes the leader) does not try to lead, instead tries to facilitate by giving everyone chance to play his/her role in a democratic way. This helps one form identity and personality to the team work, to the task-fulfillment unlikely in a traditional/formal classroom where teacher always plays (mostly leads) the role of everything inside classroom (Dörnyei 1997; Cornillie, Thorne, Desmet 2012; Gee 2003, 2007). To craft right settings for individual's cognitive development, identity and personality enhancement, comfortable and favorable conditions—are not always possible or rarely possible inside classroom which has syllabus meeting target, time constraints etc. Good games provide education, at its best, outside classroom at home (Gee 2003,2007). In a study to teach mythology to a young learner, Gee and his team found that a learner learns everything of mythology by playing the game 'Age of Mythology' better than reading books inside/outside classroom.

Through cooperative activities MMORPG helps one get support in learning L2 in informal setting for boosting formal classroom performance. Studies, Thorne (2008), Scholz (2015) on online gaming and L2 use and development in informal setting have got positive results. Both have shown in their works done on two different learners—one American and other Ukrainian through playing one

MMORPG 'World of Warcraft', the other (Scholz's) was done on 14 learners learning German through online gaming as an informal L2 learning setting. In several other studies the role of informal on formal setting through MMORPG is emphasized (Cole and Vanderplank 2016; Collins and Muñoz 2016; Socket 2014).

2.5. Vocabulary learning: The most inevitable communicative gain from MMORPG

Ebrahimzadeh (2017) has shown a positive result in a study on some young Iranian learners' acquisition of English vocabulary through digital games in comparison to classroom pen and paper setting. From a cluster of samples got from learners as readers, players, watchers, he found best

ever result from players and watchers of the games in learning target language vocabulary. For maintaining communication among native and non-native interlocutors, as a global citizen, L2 words play the pivotal role for the learners. Unfamiliarity with the L2 words might make threat for an aspiring learner, no utterance would come out if proper knowledge of English words is not available with the learner (Bowen and Marks 2002). In this regard Laufer's (1990, 1997) study on the difficulties learning L2 vocabularies include phonological, grammatical characteristics, semantic features, multiple meaning, form-meaning arbitrariness, register restrictions etc. are highlighted (Ebrahimzadeh, 2017). Nation (2001) remarks that three processes—*noticing*, *retrieval* and *creative use* of a word keep a lasting remark on acquiring a target vocabulary. About online collaborative game playing, these three steps, their use and making easiness to learn and use L2 words, there are numbers of literature in SLA research. While playing online games, players interact, encounter words in different contexts with the support of visual prompts like, color, codes, thumbnails, visual effects etc. These strengthen and promote their understanding/ internalizing of a word, and sense making happens and grows among the players (Thorne et al., 2009).

In a discussion between traditional classroom tools and digital games Ang and Zepheris (2008) pointed that traditional instructional materials give a learner clues for a particular point of time, for a particular area discussed. They keep critical points, hints, interpretation on the part of the readers. 'Videos can provide information how the subject changes overtime. Pictures in a book project many things for a reader to understand what is what. Even a toy plane can help one better than a picture to understand the characteristics of a plane, like how it moves from ground to the sky, what buttons help what activities, how to be on/off board, how a plane is different from a car and so on. MMORPG, working like the toy plane, provides a player the opportunities of first- hand experience the L2 in use with other benefits.

Why COTS have received significant attention in applied linguistic literature (Van Eck 2009; Peterson 2010; Reinders 2012; Sykes, Reinherdt & Thorne 2010; Thorne 2012 in Cornillie, Thorne and Desmet 2012)—most important reason behind that, they are recreational and entertaining different from educational one which is reported as boring. COTS, specifically massively multiplayer ones are highly language learning intensive, reported by the gamers, as they maintain serious game based interaction with full of challenges, fun and goal oriented approach. While playing with his own six years old son, Gee (2003 & 2007) has declared that video games are exclusive machines for language learning. He protested the idea that video games are waste of money and time by arguing that good video games can be excellent language

teaching tools. Gee opines that if formal education gives students chances to build their own knowledge, as games allow a player do that by beating a level after another, learning would be more progressive than frustrating in academic environments.

The Study

3.1 Methodology

The study aimed at investigating the effects of MMORPG in young learners' development of communicative skills in L2. It was done informally out of class setting to explore the issue whether L2 knowledge gathered while playing helps one support in formal classroom learning and using of it.

3.2 Participants

The study was done in two phases: pre and post sessions with five young male learners—one read in class five in a KG school, and four others were in class seven in a government school in the city area. The pre session was not a pre-game one; rather previous time of the awareness creation about the language gain one achieves from gaming. The post was done when the gaming became more focused on language and other awareness generating in cognitive and intellectual sense. Different aged players/learners were taken in the study to get the real scenario from multiple angles. They played together, sometimes also with other Bangla non-natives the MMORPG commercial-of-the shelf (COTS) game on a regular basis at home and were good players which was reflected through the rewards they got after every gaming session. It was a non-interventional, non-pedagogic session where they played by using their L2 knowledge with the co-players, as every time other natives joined them for whom they had to speak in English.

The youngest one of the team by uttering L2 vocabulary in complete L2 sentences/utterances which he learnt without any classroom intervention had initiated this study. From this the insight, it came out that COTS had all the exposures to L2 what could make a learner an exceptionally autonomous anxiety free speaker in L2.

3.3 Materials and Instruments

The study exploited both qualitative and quantitative approaches. It was conducted for six months to see the gradual development as well as lack of development of the learners' growing interest to make an easy and comfortable speaking about any topic in L2. It started usually with the target game they played. Two sets of questionnaires (Appendix 1 and 2) were used. The first questionnaire was used to detect their previous experience before playing the game, their level of confidence and willingness to speak, their shyness/unwilling to talk (as classmates poked at their mistakes in speech). It was also to see if they had any awareness about L2 learning potentials of digital games (done in closed ended manner). The whole process was done by several sittings with the target group. Second one is done to share after gaming experience. Both questionnaire (three point Likert scale) response and interview and written responds, chat logs are collected and attached in the next part. Tables 1 and 2 show the result of pre- and post session responses of the participants. Responses show that these learners were interested to talk more about game than classroom activities as it was full of fun. They did not experience any inhibition like anxiety, shyness, and lack of context/words while talking. The comparison between the two settings of SLA was easily marked and projected. It was unbiased as participants were unaware about the matter of the questionnaires or they did not have any preparation in the first part of the study. In the next sitting, when post part of the questionnaire and interview were taken, participants became more prepared to write in a straightforward, unprejudiced way. The written data displays the learners' most enthusiastic part about the gaming and language learning, since the process was silently working inside them. Nobody had asked them about the language specific matters of the game, but they developed that unconsciously. That was why L2 learning happened in a very successful and natural way.

3.4 The Game

'Player Unknown's Battle Grounds' (PUBG) was the game (both mobile and pc options) played by the participants for the study. The game was chosen deliberately as it interested the participants without maintaining any predetermined thought or perception. It is the most played, best-selling game having 400 million players worldwide. The game was developed by a Korean game company Bluehole, inspired by a Japanese (2000) film *Battle Royale* with a bit innovation by the game developer, Brendan Greene. This genre, *Battle Royale* (an online multiplayer video game that merges the survival, exploration, and scavenging elements of a survival game, from dozens to hundreds with minimal equipment must eliminate all other opponents with the winner being the last player or team alive). This free-to-play online game interests any one with minimum or no knowledge available for

playing the game; regardless of age and level of intellect, people like the game and it is significantly immersive in nature. PUBG maintains high quality graphic simulation of the map (e.g. Vikendi—the snow map) where hundred players parachute on an island try to survive. The last surviving person gets a ‘Chicken Dinner’, virtual currency, levels up. There are a lot of things a player can do: a player can customize his/her avatar from a selection of many colors for eyes and skin. A player must open crates or buy clothes using currency—BP (battle points) and UC (unknown cash). BPs can be earned by participating or by completing missions UCs are earned through in-game purchases (Carter, 2017).

The game starts with all the players in a lobby. The lobby is where all the players have fun throwing apples and by chilling with his/her teammates. After a while, the game starts with all the players in a plane. The players have to choose their destination and therefore land at the spot. After landing, the players have to search for weapons and ammunition. After that s/he has to clear any foe that s/he confronts with. In the middle game, one can search for special care packages called airdrops. Airdrops contain special weapons and armor and also one or two ghillie (camouflage) suits (Batchelor, 2017).

There is a Blue Zone in the map. The Blue Zone is a circular area that appears on the map. Within the compound of the Blue Zone players fight one another; existing outside the Blue Zone is threatening as it imposes damage periodically that will eventually kill players. The blue zone is mainly created to stop players from camping. Camping is a highly unsocial yet useful act. A player can hide in a safe place until a majority of players are killed. S/he then has then a lesser number of enemies to fight. That means they have a higher chance of winning than the constantly moving players without involving any skill. Camping nowadays is considered as cheating. There are lots of maps (Bradely 2017) with different geological characteristics namely Sanhok—full of grasses, trees and water body (jungle map), Miramar—full of sands, Erangle— full of buildings (like city) and recently added Vikendi (snow map). The player can change graphics of the screen, change audio (chatting less, medium or more), choose vehicles, weapons, change sensitivity (whether the screen moves faster or not), choose auto/manual pick of the weapons. The map will shrink as the players kill the enemies at the assigned time. If the time is not met, the player will lose the game-- ‘better luck next time’. There are options for voice chat

and short messaging among the team mates during playing.



The Vikendi Map



The Miramar Map

Fitting activities, making negotiation among players and interaction in the battle field with role playing games make the game collaborative. Division of activities among first (FPP), third person players (TPP) to conduct a complex teamwork demand involvement of every players for the victory in the game. The Erangel Map The Sanhok Map



All the maps, activities, names of the weapons, strategies of the game, chicken dinner— everything has historical, cognitive, linguistic and extralinguistic (Hallidayian term socio- semiotic principles 1978; Ding 2018) input and output for the gamers. All these make the game most played and most liked, most selling game in the world, especially in India (Indian Express, 2018; India Today, 2018).

3.5 Interpersonal collaboration in Player Unknowns' Battleground

What scopes of language use and learning does an MMORPG like PUBG maintain—to search an answer to this question, one exploratory effort is done. Following is given the linguistic context created in in-game setting between/among the gamers:

When I wasn't playing with my class friends/ relatives, I was at random matchmaking with players from Asia like Indians, Indonesians, Pakistanis, and even players from Japan. I learnt some Indonesian that I got to practice with the Indonesian teammates. I threw barely some Indonesian words like 'apa kabar' (how are you), ' and the whole squad got impressed by it. I said that it wasn't much but they told me that some players don't even know the slightest Indonesian, and that I was ahead of them. Another time when I was playing in Erangel with other Japanese teammates, I used the traditional greeting, (Konnichi-wa) and they were impressed by it too.

We landed in Georgopol and wiped another Japanese squad trying to steal our flare drop. I killed two of the other squad. I gave my teammate a suppressor and he was repeating

'arrigato!' I heard that word for the first time. I asked what it meant, and another one said that it meant thanks. We became friends thereafter. It was a series of fun events. We did lose the match though, by a squad in Rozhok. But speaking to them was the most fun part of the game. Not only English, but we can learn other languages from playing games (Miaad, one participant).

These two out of game narrations show that conversation among communicators happens in English, but they have shared by using other languages as well (Japanese and Indonesians). This has made the gaming session more interesting, funny and confident. This flow of languages is not possible in instructed setting of communication inside classroom. Scopes of having new knowledge and practicing existing knowledge in language use are made possible through PUBG.

3.6 The Chatlogs

There are options to have chats with the gamers during in-game and out-game chat is possible by having accounts in other out of game social networks, namely 'Discord' for video gaming community. (Miaad—one participant as MetalFiber36 plays from Bangladesh and his partner Equinox—an Australian chat in the following dialogue. A chat log of MetalFiber36 and Equinox (mid of in-game). In

this case MetalFiber36, plays with his clan leader Equinoxean. MetalFiber36 wants his opinion in selecting airdrop weapons.

MetalFiber36: Is Erangel your favourite map?

Equinox: Nah I like Sanhok more.

M:Y? (why)

E: It's like the only map with that much greenery lol

M: k but sanhok is so small and there are many snakes E:
but the matches are so swift lol (laugh out loud).

M: shld i use groza or aug a3? (both weapons)

E: I would've used Groza, but the recoil is really bad

M: do u knw that groza means thunderstorm in russian

E: rly lol (really)

M: yea I didnt know that either

E: we shouldve landed at georgopol (city)

M: trust me mylta pwer is better (city)

E: yea like only the warehouse tho

E: the rest isnt much loot

M: but george is so full of pro enemies (professional)

E: ok but stay alert think ive seen a duo land here

M: np (no problem)

E: do y need any ammo tho? (ammunition)

M: yea ill take some 5

E: can I ur have some 7.62s?

M: k (ok). I have a ton of em

The negotiation and collaboration between the gamers in this dialogue shows the opportunity game provides to interact with each other during ingame and also outgame territories. Gaming creates *context* in Rogers's (1983) sense '... if the *context* for learning is properly created, then human beings will, infact, learn everything they need to'—what is very important for learning and teaching L2. Creating context for L2 learning, promoting self-motivating spirit of the learners for learning—teacher led these exposures to L2 learning is hugely beneficial but:

Teacher's contribution to student's language learning is not confined to simply managing activities, however; they also can provide student's with rich exposure to language forms when, in addition to setting up opportunities for language practice, they also participate in the activities with the students, for example, taking a turn to recount an anecdote, or talking about weekend experiences (Collins et. Al., 2009, 2012).

There are evidences that teacher directed activities are helpful for linguistic development.

Students can't create context of language learning for them (Toth 2008, in Collins and Muñoz 2016). In typical pair or group interactions, learners cannot go long with their language capacities. Language development does not always follow the straight line of cognition, it sometimes follows a rather reverse way to develop mastery in the learner's mind about the language—this is how social value of language development involves (Thorne 2008). A learner contributes in a classroom a lot when s/he is active and whole heartedly participating in the learning process. Thorne shares the same philosophy that Rogers (1987) shared earlier:

“fully functioning person”, according to Rogers, lives at peace with all of his feelings and reactions; he is able to be what he potentially is; he exists as a process of being and becoming himself. The fully functioning person, in his self- knowledge, is fully open to his experience, is without defensiveness, and creates himself anew at each moment in every action taken and in every decision made (in Brown 1994).

Rogers's pointing at a learner in an education system is facilitated by the view of not becoming a 'taught' guy, but getting his own self-discovery, self-guide about how to learn. Intepersonal relationships development strikes at the better outcome of language learning what online video games support a learner in a free and dignified way. They share their experiences and interests about the game PUBG--the commodities, ammunition, levels, cities in the game, warehouse, maps, earning virtual currency—these exchanges have made the gamers contextually speaking and have helped one create a positive self image of him/herself. Learning L2 through gaming in informal ways is not a common factor, instead maintaining target syllabus, prescribed books, lessons, activities are the sole teaching/learning methods used for L2 development in our country. Time has come to take education, curricula, as facilitating a learner to be a 'worthy and valuable individual'.

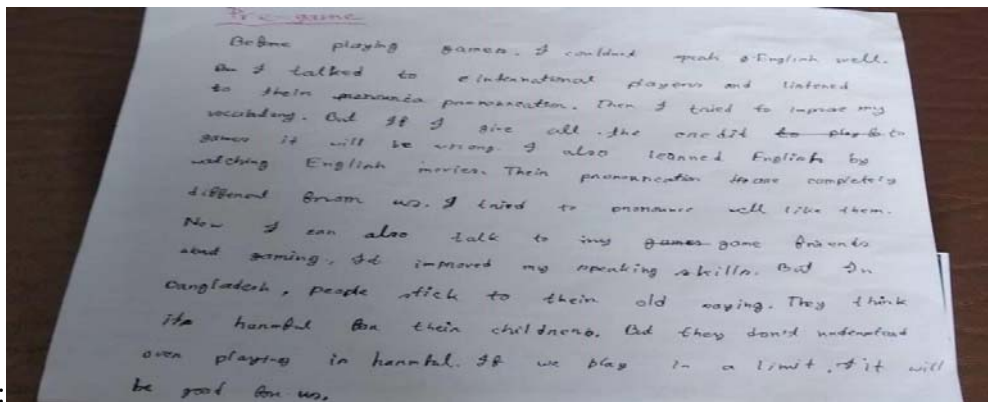
Results and Discussion

4.1 Insights from the study

4.1.1 Pre-gaming and pre-awareness

Before gaming, I was scared to talk freely with others. I was pretty much of an introvert back then. My first game was age of mythology that was a strategy game. I learnt about a lot of myths like: the cyclops, hydras, chimeras, gorgons etc. And I was free to share them with my mother who knows some of them, and I was delighted to give my mother every myth or legend I learnt from the game. I started online gaming (PUBG) recently inspired by my friends at school and elder brother at home. I am pretty amazed knowing that I can talk to my friends using voice chat. (Miaad, Hribhu, Awsaf, Farhan, Sifat—participants)

The target of the study was to see the language specific gains that PUBG provides to its players. Unaware of this benefit, the participants found that it was coming to them as silent friend helping get one out of the problems related with speaking inhibitions like shyness, lack of vocabulary, anxiety if proved wrong in front of interlocutors. Most of all the gaming sessions helped them come out of the problems of the lack of confidence:



A participant's (Farhan, 13+ years) write-up
Participants' previous knowledge about gaming was limited only getting fun, no other factor was important to them or they were unaware of. Also speaking related anxieties were co-existing with this along with the familial pressure/ban on playing PUBG. The following table illustrates the picture:

Table:1 (pre awareness period about using and learning English in ingame and outgame sessions)

Target points	Yes	No	Neutral
1. Unaware of language specific knowledge from PUBG	98%	0%	2%
2. Liked to play only	97%	0%	3%
3. Very anxious to talk	88%	12%	0%
4. Memorized from books to pass in exam	90%	2%	8%
5. We learn English only from books	89%	5%	6%
6. Classrooms are very serious space but games are not	87%	7%	6%

In the pre questionnaire, the target points were trying to find out the participant’s awareness about gaming, classroom activities, existing knowledge about classroom learning, participation and the matter of communication (in L2) related anxieties. The scenario in the table shows that majority of the participants were having inhibitions in L2 speaking/ communication with even classmates, friends, teachers and parents(although L2 use is very limited except for short class periods, passing exam, a very formal one). L2 is always limited to classroom learning and gaming is always for fun—typical to learners, so L2 learning from game was not thought of or taken care of. Learning is a serious thing and games are not, so mixing fun with learning is not expected in the L2 learning/teaching aspects in our traditional set up of education. Students are aware of the seriousness of study inside classroom from books, teachers, dictionaries and using technology for a limited purpose for getting solution to any serious issues not discussed supporting lessons in the texts.

4.1.2. The post-sessions

MMORPG helps using and learning language (L2) for individuals in an international, multilingual and task-based social setting; here playing means using social spaces for communication among individuals. One day this will emerge as an inseparable factor for formal language learning sites (Thorne 2008). Motivated by learners to enhance the gaming skills will definitely indirectly lead them to learn L2 and its related capabilities through ‘this largely organized action spaces’.

The post sessions with the questionnaire and open discussion tables the following features. In response to the question that gaming spoils time in a way that surrounding people become angry

with the gamer, the participants replied in a positive way. Knowing new words and using them in real life activities had been really amazing, as majority of the participants answered. Addiction to game is a bad thing—the participants agreed, so they tried to play for a limited time span. Gaming supported the 80% participants to dream as a game developer that could be a high income and creative part of the game. ‘How could you change the mind set of your surrounding people’—the answers were: they did it by letting them know that game was not bad, by showing them that game rewarded, by showing that game helped one learn new words, expressions in L2. About learning better pronunciation, good communication skills, confidence development— these were possible through gaming which was discovered in the post questionnaire session. **Table: 2 (post session)**

Target points	yes	No	Neutral
1. Gaming helps me learn new words and their pronunciation	80%	7%	13%
2. I am not anxious to talk to my coplayer in the game	78%	8%	14%
3. Gaming is time- consuming	50%	20%	30%
4. Gaming increases my confidence more than the feedbacks of the classroom	92%	0%	8%
5. Gaming shapes ambition for new professions	68%	10%	22%
6. Gaming helps me learn from new sources, apart from books	73%	16%	11%
7. Gaming makes me unsocial, less talking	43%	50%	7%

The above results of the two questionnaires and their descriptions prove that the participants in the study before playing PUBG were not willing to communicate in L2 or somehow felt anxious to talk to class mates. To communicate in L2 in classroom was always uncomfortable rather than listening to others. They were worried about being obtuse by lacking vocabulary and capacity to proper pronunciation of English words ;and worried about mistakes, and over all lack of self confidence that caused criticism both by teacher and peer group.

The second part of the study shows just the opposite of the previous one. It contradicts the previous position of the learners’/participants’ self-perceived low state of communicative efficiency. They felt quite confident to communicate in L2 without anxiety but with fluency maintaining a very little bit grammatical problems in the speaking sessions.

The target of the study was to explore the role of MMORPG in eradicating young learner's fear to speak in/out side classroom. The result is positive provided with the direction that this informal setting of L2 interaction influences hugely young learners to motivate to talk in formal, institutionalized classroom set ups. The role of informal, out of class learning has a significant role in formal environment. Integrating informal in mainstream formal education would be a great challenge, but not impossible. For making a learner centered classroom, autonomous and self-motivated learners can play a contributing role inside classroom, if outside classroom interactions are full of fun sharing in a collaborative ways. That is how a society can achieve the true essence of education by getting a fully functional, emotional, supportive and communicating bunches of learners to make the local a global phenomenon (Rogers 1983).

Participants at first did not like to respond about video games as they are prohibited type of entertainment at their homes, literally at every home of our country. Also learning through gaming is not a common or usual factor in ethno-linguistic scenarios of education in our country although playing as Huizinga (1944) says "... that play is the sources of knowledge and that the most fundamental motivation of play is, in fact, learning " (cited in Ang and Zepheris 2013). Almost contemporary of our noble laureate poet Tagore says about learning which should be full of fun. According to him learning devoid of fun is no learning at all. A modern twenty-first century learner has a number of fun gaining tools what s/he can use to develop L2 communicative skills as well ignoring the prevailing concepts about digital games in Bangladesh. How could one avoid the wave of technology and get some benefit from it?

4.2. Beyond classroom for classroom

Free internet environment and using game and immersive discourses is lighter than institutionalized product oriented classroom discourses, where result is the ultimate measure of success:

...learning need not be productive of the social order and it need not be rooted in a pedagogical discourse constituted in and constituted of a hierarchy of power and knowledge. Rather, it can be seen as a potentially open process, and in some sense, fundamentally democratic (Sawchuk 2003).

Language learning is not for necessity for a short period of timeframe, but for an all embracing reality, language learning does not aim at product/ends but for process of development socially, interactively in collaboration. To facilitate expressive skills for inside and outside classroom reality,

experts call for a certain use of games as informal sources to support formal L2 knowledge (Thorne 2008). The suggestions came from the participants (Miaad & Farhan):

I think that playing games has some negative sides, but the way they improve our communication skills is incomparable, in this modern technology time and scopes. I would like to say if people were into supporting gaming by allowing people to play games for at least an hour in every educational institute, it is very good. And also arranging gamescom in our country, I think by then the proper utilization of L2 learning will be entirely possible.

But in Bangladesh, people stick to their old saying. We should change people's thoughts about gaming. We can also learn about gaming in school. We should have extra time for other works such as gaming, listening to music with the library and ICT classes.

Using technology for a positive purpose like for L2 learning needs attention and steps to be taken by academics, educators, policy makers and also by learners. Use of informal in formal setting for a learner's total development nowadays requires an out of class provision where a learner can maintain oral interaction activities with NSs (native speakers) and their community along with local and foreign NNSs (nonnative speakers). Learning should not be limited to the four walls of classroom, learning can happen everywhere from any source in any contextual confinement by

'opening the classroom doors to authentic language environments' and by incorporating personal learning experience into classroom (González-lloret & Ortega 2014; Buchem, Atwell, & TorresKompen 2011 in Collins and Muñoz 2016). 'Anytime anyplace' learning with technology has turned what was once 'extra-curricular' or 'supplementary' practice into the core syllabus.

Chapter 5

Conclusion and recommendations

Modern EFL classroom is an extended one led by teacher, as facilitator, to an expanded learning space to get benefits from different learning settings. Motivating learners to be self-directed and self-regulating is very necessary today to challenge the existing age-old practices in classroom teaching, syllabus designing, and curriculum development of our country's educational set ups. Those can make a learner autonomous to adjust him/herself to "specific abilities to navigate

different ‘learning’ environments”. Adaptation and modification both imply the result of education on a human being (Rogers 1987). Participants’ transformation from ‘unwilling communicators’ to ‘willing communicators’ has accelerated their desire to SLA in a nonthreatening way by the use of digital games. If this helps to create encouraging environment to learn L2, it is necessary to maintain this for the sake of the use and development of SLA (Reinders and Wattana, 2014). Motivating young learners to communicate in L2 is not easy unless proper positive, easy environment is maintained. In this regard gaming can help these learners more than reading books (Ebrahimzadeh, 2017).

To communicate in L2 vocabulary plays the major role what is easy to internalize when a ‘huge amounts of vocabulary’ happens ‘through indirect or incidental learning’ (Nation and Waring 1997, in Ebrahimzadeh 2017). Through the quick feedback in the game, one comes out from one level of satisfaction or non-satisfaction to another by involving one’s closer attention to the game. All these mediate the use of English as the language of communication with familiar and unfamiliar L2 vocabulary on the basis of guessing the meaning. This process helps one maintain strategy to understand uncommon vocabulary in real life, out of game or in other game sessions. As maintained by Gee (2003) in his multimodal principles, through images, texts, colors, to construct meaning of an unknown word has become easier in the gaming environment.

Removing speaking anxiety is another crucial factor for making communication by a young L2 learner. This is possible through collaborative task based team works of MMORPG. Positive identity and leadership building by successfully completion of one level to other with a number of game playing strategies from beginning to the end is possible in in-game sessions. It is motivating also for L2 learners to immerse in the game world, to interact with different types, age, capability, intellect, color, educated co-players and break the boundaries of classrooms to an environment of the best ever learning at home (Gee, 2003 & 2007).

Integrating informal in formal education is a very noble concept in Bangladesh perspective. Here learning is a serious process happening only in classrooms by the pedagogical intervention. Searching for new avenues is not easy for this overpopulated, less or not at all oriented teachers, parents, stake holders, policy makers, colonized approach to education systems, fear to newness of approaches/tools/methods, creating learners to pass exam rather than making a lifelong learner—all these hinder integration of informal to formal setting of a traditional classroom. Added with

these several other newspaper or face-book factors—like ‘gaming makes a child crazy’—have misguided the scenario of learning through gaming in a massive way in India and Bangladesh. But researchers, in reply to this allegation, found:

Last month, 19 people including college students from Rajkot, Gujarat, were arrested for playing a popular video game called PUBG. These arrests were made for violation of a Rajkot police notification that had banned the game. The rationale for the ban was attributed to an increase in “violent traits” in “youth and children”. This ban was adopted by at least five districts in Gujarat including Ahmedabad.

...In February 2019, they published their results which found no correlation between violent video games and increased aggression in the adolescent players. This research was systematic and well planned. For instance, instead of relying on self-reported data from 14- and 15-yearold participants, they relied on responses from their parents. Along with statistical tools like regression, they also used anecdotal evidence on a case-by-case basis.

(<https://www.newslandry.com/2019/04/02/how-scientific-research-invalidates-the-pubgban>)

Everything has both positive and negative sides, by using in a moderated and time bound way, gaming can help every player become a competent L2 user and learner. As the participants also commented that they do not support ‘digital addiction’, so they encourage positive and supportive exposure to game to use and learn L2 in the most personal way what maintains a significant role as PTE (personal teaching environment) in both classroom and out of classroom

SLA. Countries like Japan, Thailand, Hongkong, Iran, Saudi Arabs (deHaan 2010; Reinders and Attana 2010, 2014; Chik 2010, all in Thomas 2011; Ebrahimzadeh 2017a, 2017b ; Al-jifri & Elyas, 2017) are using game enhanced, especially COTS, language learning/ teaching in a prescribed way by utilizing language learning potentials of these games.

By exploiting the group dynamics and other language learning principles, these researchers have tried to use COTS in formal classroom practices. Learning does not take place in isolation, it needs group dynamics (social skills) to manage the whole process of communication the ultimate goal of a language learning. Developing social skills is important among learners that does not take place by merely keeping them in groups. In linguistically heterogeneous learners’ L2 classroom, development of this skill is highly challenging but possible—these are maintained in COTS games

like PUBG. Culturally dissimilar players, i.e. learners in a game or classroom help each other develop divergent skills which are necessary for high quality cooperative classroom. As Johnson and Johnson (1995) comment: “We are not born instinctively how to interact effectively with others. Interpersonal and group skills do not magically appear when they are needed” (Dörnyei, 1997). Exposure to online game creates pluralistic virtual environment, the same can be maintained in the classroom also. So that democracy can play the full role of it for all for a better pluralistic development. Diversity can save us from lot of incompetence of our existing on earth.

5.1 Development of global citizens for sustainable development

This (togetherness/social skills) is gradually developed and this helps one become a global citizen as a part of the global community with raising the awareness about global priorities of Sustainable Development, SD (Paris Education Collectives 2015) (Langlois and Vibulphol)

2019). The idea of this is when one is emotionally motivated feels ‘an increased sense of duty to learn English.’ Education for Sustainable Development and Global Citizenship is related to English teaching as it tries to promote student motivation to learn English. This emphasizes to develop awareness among the world populace to energize the changes in education and to include in educational curricula ‘the scientific and other subject matters to achieve SD. Not perceiving English as a school subject but as a tool of communication worldwide, ‘to improve student’s attitude to English’, treating English not as a burden but as an opportunity—is the motto of SD by UNESCO 2015. By bridging the gap between the ‘isolationist education’ and the development of desired core competencies, SD tries to ‘make the world just, peaceful, tolerant and sustainable place’ by maintaining one lingua franca, namely English.

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Appendix: 1

Pre session (closed)

How can I improve my L2 speaking capacity?

How does playing online help me learn L2?

Games I like to play most:

Talking about game is always relaxing and funny.

Most people in BD do not like their children playing on line:

How can I change this mind set?

What are the good sides of online gaming?

Appendix: 2

Questionnaire: Post (open)

Questions-----	Yes	No	Neutral
I am not worried to speak in English while playing digital games			
I like to play with foreign players			
I feel interested to talk about game more than class lessons			
I like digital games because it is full of fun			
I don't like to play outdoor game for lack of spaces			
I like online games as I know how to operate internet			
I like online game as it is social and interactive			
I do not care what other people think about me as a digital gamer			
I learn new vocabularies while playing			
I like to talk outside game			
I am not worried to make mistakes while playing			
I like to speak in English while playing online			
I feel nervous to do speaking activities inside classroom			

I do not support when my family dislikes gaming			
Gaming helps me speak easily and lively			
I can learn many things from gaming			
Online gaming helps me know better English sounds			
I like playing with my friends, brothers and relatives			
Gaming helps me think of my co partners			
Gaming helps me to be decisive (free to take decision)			
Gaming helps me to be imaginative and creative			
I like gaming more than reading books			

