ILTC 2019 PROCEEDING

3ʳᵈ INTERNATIONAL LANGUAGE AND TOURISM CONFERENCE

THEME: *Sustaining Global Development Goals Through Languages, Education, and Tourism*

18ᵗʰ –19ᵗʰ October 2019 | **Kulliyyah of Languages and Management, IIUM Pagoh**

ENGLISH LANGUAGE

PARTNERS:

Arab Researcher iD

ORGANIZED BY:

KLM
KULLIYYAH OF LANGUAGES & MANAGEMENT

KULIYYAH OF LANGUAGES AND MANAGEMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA PAGOH CAMPUS

3rd INTERNATIONAL
LANGUAGE AND
TOURISM
CONFERENCE
2019

SUSTAINING GLOBAL DEVELOPMENT GOALS
THROUGH
LANGUAGES, EDUCATION, AND TOURISM

PROCEEDING OF ILTC 2019
(ENGLISH LANGUAGE)

INTERNATIONAL LANGUAGE AND TOURISM CONFERENCE 2019

Sustaining Global Development Goals Through Languages, Education, and Tourism

ORGANIZED BY:
Kulliyyah of Languages and Management,
International Islamic University Malaysia,
Pagoh Campus

PUBLISHED BY:
Kulliyyah of Languages and Management,
International Islamic University Malaysia,
Pagoh Campus

CONTENT

"CAN WE DO A TURTLE?" – AN EXPLORATORY STUDY ON SEMI-TECHNICAL VOCABULARY IN MMO GAMING

* [1]Hasnyzar Hussin and [2]Afiza Mohamad Ali
[1,2] Department of English Language for International Communication,
International Islamic University Malaysia (IIUM), Pagoh, Malaysia
(E-mail: *hasnyzarhussin@gmail.com, drfiza@iium.edu.my)

ABSTRACT

The rapid development of Massively Multiple Online Games (MMOGs) over the years has enabled players from different geographical, cultural and linguistic backgrounds to meet, play and communicate with each other online in the context of gaming. Such setting forms a breeding ground for new language to emerge, particularly the language of gaming. However, research on gaming language has not done justice to how fast the industry has grown with arguments on creating an MMO-gamer or M-gamer corpus in linguistics study. This exploratory study aims to investigate the discourse of gamers through an analysis of semi-technical words used in gaming genre in relation to English for Specific Purposes (ESP). This study also seeks to examine the different in-gaming contexts in which these semi-technical words exist. Data was collected using a qualitative research design, via cyber-ethnographic hands-on approach, or 'lurking', in order to experience the socio-cultural in-game context itself and also through a self-compiled list of in-game vocabulary related to gaming. Results revealed varied and peculiar semi-technical words suggesting the exclusive but commonly shared knowledge of in-game language among gamers. Implications of the study are also highlighted

Keywords: MMOG; English for Specific Purposes; Semi-technical vocabulary; Gaming language

1. INTRODUCTION

Online gaming has penetrated the world of technology, business, media, sports and career (Welch, 2002; Mozur, 2014; Hollist, 2015). This booming field subconsciously encourages the exchange of languages through IT mediums (Macià et. al., 2006). This could be bringing in a new approach of language and linguistics revolution for both English for Specific Purposes (ESP) and English for Science and Technology (EST). The usage of language in gaming is needed as the medium of communication in both virtual and real-world. This allows gamers and whoever involved in the online games field to interact effectively as the language can be hard to be distinguished and understood by other people (Huizinga, 1938; Kramer, 2014; Swoboda, 2015). Selective environment and specific technicality and terminology used in the field calls for the involvement of semi-technicality of ESP or EST. There is a need for the people of the world, especially to those in the world of business and media or newly involved with the gaming world, to understand the usage of language in gaming and by gamers. This is due to the changing trends and the high probability of society in heading towards the virtual world exposure. In addition to that, understanding language of gaming helps to prevent misunderstandings that might happen due to the language set differences and support the legacy invented by the advanced technology. However, there is not much of official corpora compilation where people or researchers can refer to, either covering all genres in gaming or not, as there are not much of researches done on the topic of language use for gamers per se (Swoboda, 2015). Hence the research aims to explore the semi-technical vocabulary used by gamers and the different contexts where the words are used in gaming.

2. LITERATURE REVIEW

2.1 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an ever-growing area demanding and contributing to great involvement in linguistics revolution and solidarity of all types of communication in varied communities globally and locally (Hutchinson & Waters, 1987; Johns & Dudley-Evans, 2001). The topic of ESP mainly focuses on selective communicative environment (Mohan, 1986; Lamri, 2016) for involving communities and learners (Brunton, 2009). For example, the English in EST, is slightly different and profoundly unique only to the usage of language in the field of science and technology where the English found in its academic literatures and lectures are borrowed with extended meanings to reach the preciseness in specific purposes (Menon & Mukundan, 2010; Li & Li, 2015). Basturkmen (2006) further argues that ESP is what learners have to learn not for their own personal interest but for their current involvement that requires them to. Some researchers highlighted that ESP supports and emphasizes more on the practicality and context of the language per se rather than in-depth discussion and exposure on grammar and structure of language (Lorenzo, 2005; Basturkmen, 2006; Lamri, 2016). To understand the concept of ESP, Dudley-Evans and St. John (1998)

have constructed a list of characteristics in determining the real reasoning and definition of ESP which has been followed by many practitioners and researchers. It is believed that in general, ESP can be categorized and recognized by two types of characteristics; Absolute Characteristics, a set of must-have characteristics, and Variable Characteristics, a set of flexible and negotiable characteristics, as shown in Table 1 below;

Table 1: *Absolute characteristics and Variable characteristics based on Dudley-Evans and St. John (1998)*

Absolute Characteristics
1. ESP is defined to meet the specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriateness to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
Variable Characteristics
1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at a secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

In the area of ESP, the set of vocabulary that is considered as the main principle especially to both teachers and learners is mainly technical vocabulary and semi-technical vocabulary (Farrell, 1990). In most ESP literature, there is a very fine differentiation drawn, although not distinctively, between the core or basic vocabulary, technical vocabulary and especially semi-technical vocabulary (Mohammad Abadi & Mohammad Abadi, 2012). This differentiation plays an important role in categorizing ESP's further characteristics and structures. ESP fulfils learners' needs to understand the specifications in terms of language in their own specific field (Baker, 1988; Dudley-Evans & St. John, 1998; Basturkmen, 2006; Lamri, 2016). This specifications and technicalities are one of the main reasons of why the area of ESP is very wide-ranging and includes a lot of sub- areas and many more to come (Brunton, 2009). Much research was done based on the study of technical and semi-technical vocabulary, especially in the science and technology field, which helped with the growth of another sub-area in ESP; ELT, such as medical (Farrell, 1990; Chung & Nation, 2004; Wang et al., 2008) and electronics (Farrell, 1990).

2.2 Semi-Technical Vocabulary

Chung and Nation (2003) distinguished technicality in a certain set of vocabulary; 1) using the intuitiveness of an expert or experienced mind in mentioned focus; and 2) comparing the technical corpus in mentioned focus with other corpus in different focus and calculating the frequency of the occurrences. They also added that the easiest, non-tactical way of recognizing technicality of words, mostly in academic and science field, is when the words itself are based from Latin or Greek (Chung & Nation, 2003). The second approach of distinguishing technicality was applied in a study by Chung and Nation (2004) who explained even more that technical vocabulary can mostly be found in a more specialized field with a higher rate of occurrences of the word in the specific specialist's field rather than in the common field of study.

This is arguably slightly different for semi-technical vocabulary where it includes all of the common or core, computer-based and technical corpora (Mohammad Abadi & Mohammad Abadi, 2012). Nation (2001), as summarized by Menon and Mukundan (2010), described semi-technical vocabulary or words as words with extensive range of meanings which usually owns up either one or more meanings per word to fit in a specific, most of the time technical, context where the meanings may either shared or even completely detached from the general, common language. It is also mentioned that technical and semi-technical vocabulary are a crucial matter especially towards specialists, students and teachers with specific purposes in the materials of language learning (Hutchinson & Waters, 1987; Farrell, 1990; Nation, 2001; Chung & Nation, 2003; Chung & Nation, 2004). Semi-technical vocabulary, slightly different from technical vocabulary, is perplexing at times and contains varied sections or types of vocabulary (Widdowson, 1983; Baker, 1988; Dudley-Evans & St. John, 1998; Mohammad Abadi & Mohammad Abadi, 2012) which is also the reason of why it is an essential study to research on as it plays an important role in ESP (Farrell, 1990).

2.3 Computer-Mediated Communication

In general, Computer Mediated Communication (CMC) is a type of communication devoid of any distance limitations and is heavily aided by mediums or tools that are technologically-based such as computers (Beatty, 2003; Walther, 2011) in order to either mend personal and professional relationships (Daft & Lengel, 1986; Walther, 2011; Hampton et. al., 2018) or simply to convey messages (Walther 1992; Walther, 1996; Walther, 2011). Typically, the communication happens face-to-face where all the contextual cues, either verbal or non-verbal, can be easily detected, received and instantly responded to (Belludi, 2008). CMC has grown so far that it also reaches the entertainment field such as online gaming. The coincidental combination of CMC and games share similar attributes where the interaction and communication in both are processed by technologically-based and machine-based mediums (Yee, 2006; Corneliussen & Rettberg, 2008; Swoboda, 2015). Researches in the field of education, found that the combination of CMC and games gives a unique approach in the process of interacting, hence giving birth to an instructional learning strategy called Digital Game-Based Learning (DGBL) (Yee, 2006; Eskelinen, 2010; Olsen, 2011). DGBL is one of the most recent studies and is a type of learning approach, which takes advantage of the booming field of technology and how it is applied and researched in the field of education (Prensky, 2001; Beatty, 2003; Gee, 2003; Prensky, 2005; Schneider & Zheng, 2007; Waters, 2007; Eskelinen, 2010; Suh et al., 2010; Olsen, 2011; Gee, 2016).

2.4 Online Gaming, ESports and In-Game Language

Online gaming, especially MMO games, have been approached as a part of a competitive 'sport'. With the combination of technology and sport, 'eSports' evolved and is now certified commercially worldwide and considered as a career choice (Welch, 2002; Mozur, 2014; Schreier, 2015; Nguyen, 2017; Lofgren, 2017). Various researches have shown and supported that online gaming is an alternative sport that shares similar attributes with physical sports such as structural rules implementation and competitive environment. Albeit a complex twist of reality where the 'athletes' are fully virtual, the game play is mostly a mixture of everything - computing, sports, fantasy, strategy and even economic (Guttman, 1978; Hemphill, 2005; Jin, 2010; Jenny et al., 2017). This phenomenon brought a new kind of excitement to both gamers and non-gamers as can be seen in Korea at the World Cup stadium in October 2014 where the stadium was fully packed with audiences who were solely there to watch a few players sitting in front of computers with their teams, right in the middle of the field, playing MMO games against each other (Mozur, 2014; Schreier, 2015).

The field has been made more profound and caught the interest of billion-dollar industries, giant companies and influential bodies (Gaudiosi, 2015; Schreier, 2015; Rovell, 2016; Gaudiosi, 2017; Nguyen, 2017; Jenny et al., 2018; Pentasia.com, 2018). In some countries, the government and non-governmental bodies have stepped into the virtual world and adopted the industry into their youth programmes which include professional participants receiving certain amount of salary and allowances (Mozur, 2014; Hollist, 2015; Kolev, 2018; Nguyen, 2018). This has given birth to eSports associations (Hollist, 2015) such as Korean eSports Association (KeSPA), Association for Chinese eSports (ACE), Professional eSports Association (PEA), United Kingdom eSports Association (UKeSA) and International eSports Federation (IeSF), to name a few. With all these developments, this ESP study on semi-technical words in gaming proves to be timely, useful and promising. The specifically formed language set and vocabulary in-game used between gamers will keep on growing according to the size of the audience it serves even though it may seem hard for others (non-gamers) to understand the language if it is taken too literally (Huizinga, 1938; Kramer, 2014; Swoboda, 2015). Some researchers argue that without further explanation, this specific language set gives the non-gamers an impression that it is a degraded version of the standard language and a compilation of idiosyncrasy, thus ruining the beauty of language (Greenfield; 2014; Kramer, 2014).

3. METHODOLOGY

3.1 Research Design

This exploratory research mainly uses an ethnographic qualitative research design. Specifically, the data for this study is gathered and analysed based on the approach of ethnography of communication (EC) in cyber-ethnography or virtual ethnography setting.

3.1.1 Ethnography

Ethnography of communication (EC) is best defined as a qualitative approach where it studies and focuses on the language in general, language use, cultural factors in communication and language, and social interaction (Carbaugh, 2008). Cyber ethnography, or netnography (Kozinets, 2002), has been gaining its popularity in varied fields especially anthropology and sociology (Kozinets, 2002) in line with the technological advancement. Both Kozinets (2002) and Browne (2011) added that cyber ethnography as a methodology and research design, may revolutionize and reconceptualize the traditional approach of the on-field research methods as it is more conducive and widely ranged. The culture and communication in cyber ethnography can give a meaning where the set of interactions (or language) can only be understood by the circle of people who shares similar culture (Burawoy et al., 1991); in this study, within the world of gamers. The requirements of this method, as summarized by both Akturan et. al. (2009) and Costello et. al. (2017);

1. The community or focus chosen has to be related closely to the research question(s).

2. The traffic or postings in selected community or focus should be substantially high in terms of the occurrence and frequency.

3. The number of discrete message posters should be considerably high.

4. The possibility of the focus containing rich and detailed data is high.

5. There are active members of the community or focus in relating to the research question(s).

Akturan et. al. (2009) also adds that the researcher itself should be familiar enough with the initial nature and characteristic of the virtual community or focus to allow them to 'lurk'; a situation where the researchers observe, analyse and at the same time earning a status in the community or focus itself (Costello et. al., 2017), better. The duration or period for 'lurking' in cyber ethnography is widely varied depending on the researchers themselves (Costello et. al., 2017).

3.2 Data Selection and Analysis Procedure

Following the cyber- ethnography approach, the data was collected through both a hands-on approach, or 'lurking', where the researcher joins in the games in order to first experience the socio- cultural context and also through a self-compiled list of data in-game in related to the topic. To the researcher's best knowledge as a gamer of nine (9) years and also a language student, in fulfilling another requirement by Akturan et. al. (2009), the semi-technical vocabulary that is only peculiar to fellow gamers were identified. The size of the corpus of number of words for this study depended on the period of this study; seven (7) months with an average of sixty (60) hours per month

The compiled data generally consists of the list of words or terms extracted from the in-game context and the contexts can be in a form of sentences written or said by the gamers or even planted on the games interface itself. All of the contexts, which also were used as examples for the data compilation in this study, were directly gained through the interface of the games itself or within the conversations between gamers in any in-game interaction medium such as shown in Figure 1, Figure 2, and Figure 3 below;

Figure 1: (MOBA) Dota 2 dungeon and chat interface.

Figure 2: (MMORPG) Legacy of Discord (LoD) lobby and world chat interface.
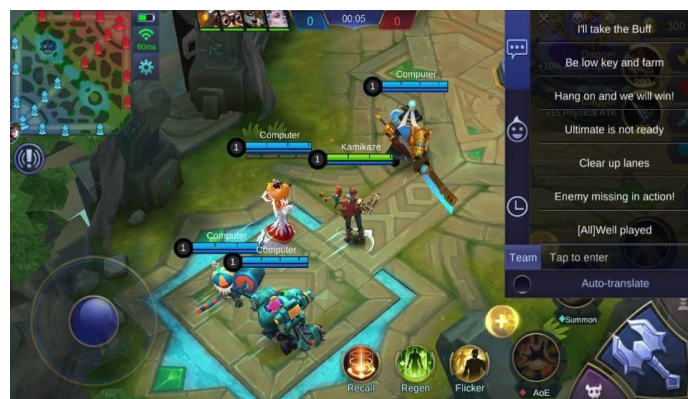
Figure 3: (MOBA) Mobile Legends map and team chat-box interface.

The interface here is referring to the screen of any medium the gamer or player uses to play the game. The data mainly represented the language in gaming and consisted of semi-technical vocabularies which are regarded as abbreviations, terms or expressions; the words that is dissimilar from normal, layman language context. To find the dissimilarities of the use of contexts, the meanings were distinguished and compared. The compilation of words or terms were then screened and properly defined with the help of the official online Oxford English Dictionary in defining the literal definition of the words as well as related gaming websites such as genius.com and dota2.gamepedia.com. In such cases of when the contexts or examples extracted are insufficiently inconvenient for explanations, the column for meanings in-games or interpretation from gamers after being compared with Oxford Dictionary, were used as supportive means and replaced as the contexts for the word itself in order to answer the Research Question 2 (RQ2) of this study clearly. The examples of raw data showed to the volunteers were as follows;

Table 2: *Example of Data*

No	Word	Definition from Oxford Dictionary	Definition from Gaming Related Websites & Interpretation by Gamers	Examples of Context
1.	Buff	i. (Noun) A yellowish-beige colour. ii. (Adjective) (of a person or their body) in good physical shape with well-developed muscles.	A momentarily increase of power during the game. Usually by any means from food, item, and special spells.	*"… take tht **buff** fast… you can kill ez & get extra exp"*
2.	Carry	i. (Verb) Support and move (someone or something) from one place to another. ii. (Verb) Support the weight of. iii. (Verb) Assume or accept (responsibility or blame).	A term used when a player is playing much better than the rest of the team and that player will lead the others to win the game.	*"dude gg. I almost die. **Carry** me"*

4. FINDINGS AND DISCUSSION

4.1 RQ1. What are the semi-technical vocabulary used by gamers?

A total of 180 distinctive and peculiar in-game words were acknowledged and found throughout this study. Findings also showed that quite a number of whole terms, words or semi-technical vocabulary were shortened as either abbreviations or acronyms in order for the gamers to save time typing or conversing in-game or in real-world while gaming. The words are listed in Table 3 below. Those semi-technical vocabularies are commonly used by gamers both in an event of virtual and real world, under the genre of MMO.

Table 3. A Sample of Semi-Technical Vocabulary found in MMO games.

No.	Word	Abbreviation / Acronym	No.	Word	Abbreviation / Acronym
1	Aggro	Agg	12	Backpack	
2	Agility	AGI	13	Bait	
3	Area of Attack	AoA	14	Ban	
4	Area of Effect	AoE	15	Battle Rating	BR
5	Assassin		16	Beta	
6	Attack	ATK	17	Beta-Tester	
7	Attribute	ATT	18	Bio	
8	Auto-fight	Auto	19	Blitz	
9	Avatar		20	Boss	
10	Away-from-keyboard	AFK	21	Bots	
11	Back	B	22	Buff	
No.	Word	Abbreviation / Acronym	No.	Word	Abbreviation / Acronym
23	Bug		51	Dungeon	
24	Camper		52	Easter Egg	
25	Camping		53	Easy	Ez
26	Capture the Flag	CTF	54	Economy	
27	Carry		55	Element	Ele
28	Casting		56	Event	
29	Character		57	Experience	EXP

No.	Word	Abbreviation / Acronym	No.	Word	Abbreviation / Acronym
30	Charge		58	Farming	
31	Cheat		59	Fast travel	
32	Cheese		60	Fat	
33	Class		61	Feeding	
34	Crash		62	Fellowship	
35	Creeps		63	Fire Resistance	FR
36	Critical	Crit	64	First Blood	
37	Crowd Control		65	Flee	
38	Daily		66	Fog of War	FOW
39	Damage	DMG	67	Frag	
40	Damage-per-second	DPS	68	Fragment	
41	Deag		69	Frames Per Second	FPS
42	Deathmatch		70	Free for All	FFA
43	Debuff		71	Frost Resistance	RrR
44	Defence	DEF	72	Game Master	GM
45	Demo		73	Gate	
46	Deny		74	Ghosting	
47	Dexterity	DEX	75	Glitch	
48	Dodge		76	Good Game	GG
49	Drop		77	Good Game Well Played	GGWP
50	Dummy		78	Good Luck Have Fun	GLHF
No.	Word	Abbreviation / Acronym	No.	Word	Abbreviation / Acronym
79	Grinding		101	Looking for Party	LFP
80	Guild		102	Loot	
81	Harass		103	Luck	LUK
82	Heal		104	Mage	
83	Healer		105	Magic Defense	Mag-Def

84	Help	106	Mana / Magic Points	MP
85	Hit	107	Marksman	

4.2 RQ2. In what gaming contexts are the semi-technical vocabulary used?

In order to understand the in-game contexts of the words easier, the meanings both from websites or avid gamers are being used and considered to answer RQ2 for this study. All of the raw data i.e., definition or meanings from Oxford Dictionary, definition or meanings from games related websites and interpretation by gamers, in-game examples of context of the words being used, are extracted, and listed in Table 4 below;

Table 4: *A Sample of Semi-Technical Vocabulary, Definitions, and Contexts found in MMO games.*

| No | Word | Abbreviation / Acronym | Definition / Meaning / Interpretation | | | In-game Occurrences of Words by Sub Genres | | | | |
			From Oxford Dictionary	From Games Related Websites & Interpretation by Gamers	In-game Examples of Context	MMO RPG	MMO RTS	MMOFPS	MOBA	General
1	Aggro	Agg	(i) (Adjective) Aggressive, violent behaviour. (ii) (Noun) Problems and difficulties.	A term used for the target that a mob chooses to attack. The party or group's tank class will want to pull all mob aggro and will have specific abilities.	*"Attack the high **aggro** target!"*	/			/	
2	Agility	AGI	(i) (Noun) Ability to move quickly and easily. (ii) (Noun) Ability to think and understand quickly.	Attribute that determines how fast a character can deal damages. Important for high DPS character build.	*"…**Agility** is just as important as others."*	/			/	
3	Area of Attack	AoA	N/A	An area where a character can land hits.	*"Oi ware with his **AoA**!!"*	/			/	

#	Term	Abbr.	Dictionary Definition	Gaming Definition	Example		
4	Area of Effect	AoE	N/A	An area where a character's attacks or abilities able to affect multiple targets.	*"The mage's skills got big **AoE**."*	**/**	**/**
5	Assassin		(Noun) A person who murders an important person for political or religious reasons.	A character/class that is specialized in ganking and pickoffs, dealing heavy damage to enemies with their skills. They are the backline damagers, chosen to take out fragile heroes such as marksmen and mages. They also specialize in taking out lone heroes.	*"OI, WE F**KING NEED AN **ASSASSIN**!!"*	**/**	**/**
6	Attack	ATK	(i) (Verb) Take aggressive military action against (a place or enemy forces) with weapons or armed force. (ii) (Verb) Criticize or oppose fiercely and publicly. (iii) (Verb) Begin to deal with (a problem or task) in a determined and vigorous way.	An attribute that will affect the opponent's health and damage outputs.	*"…just focus on **atk** n crit. Then only u can beat him"*		**/**

7	Attribute	ATT	(i) (Verb) Regard something as being caused by.	A character's physical and mental build-up. Usually consist of 6 attributes for a character (ATK, DEF etc).	*"BR low doesn't matter...he can kill me coz his **att** high"*	/
			(ii) (Adjective) A quality or feature regarded as a characteristic or inherent part of someone or something.			
8	Auto- fight	Auto	(i) Short for automatic	An action that can be set by the players when players want to use their characters to fight on their own automatically.	*"sorry cys, was auto"*	/
9	Avatar		(i) (Noun) A manifestation of a deity or released soul in bodily form on earth	A character that is controlled by players, usually customizable.	*"which **avatar** nice eh to custom att"*	/
			(ii) (Noun) An icon or figure representing a particular person in a video game, Internet forum, etc.			
10	Away-from-keyboard	AFK	N/A	Characters in the games that are online but are not doing anything as the players are not there to control it.	*"sorry cys, **afk**. charac in auto mode."*	/

#	Word	Sym	Dictionary definition	Game meaning	Example				
11	Back	B	(i) (Noun) The rear surface of the human body from the shoulders to the hips. (Noun) The side or part of something that is away from the spectator or from the direction in which it moves or faces; the rear. (ii) (iii) (Adverb) In the opposite direction from the one that one is facing or travelling towards.	A command that is usually used to order other members to retreat or to run away from a fight.	*"Bro the enemies are coming!! B! B!!"*		/	/	
12	Backpack		(Noun) A rucksack.	A storage for players and sometimes can be upgraded and expanded.	*"check the 'backpack' icon. got lvl 8 ring no?"*	/	/	/	
13	Bait		(i) (Bait) Food placed on a hook or in a net, trap, or fishing area to entice fish or other animals as prey. (ii) (Verb) Deliberately annoy or taunt (someone)	Exposing a character to lure an enemy out of cover, so that a teammate can take him down.	*"he bait, yall rape"*				/

14	Ban		(i) (Verb) Officially or legally prohibit (something) (ii) (Noun) An official or legal prohibition.	When the game or server admin decides to bar the player from playing for a set amount of time ranging from 1 minute to permanently.	*"lol he pk too much thts why **ban**"*	**/**
15	Battle Rating	BR	N/A	It is used to measure how strong players are based on the accumulative ATT.	*"**BR** low doesn't matter...he can kill me coz his att high"*	**/**
16	Beta		(i) (Noun) The second letter of the Greek alphabet (B, β), transliterated as 'b'. (ii) (Noun) [as modifier] Denoting the second of a series of items, categories, forms of a chemical compound, etc.	(i) The part of the software life cycle, following alpha. The software in this stage is quite buggy and possibly crash, resulting in the loss of data. (ii) It is the stage where the developer of the game releases the game for a limited-time for players (beta-tester) to test and report for any improvement and bugs before the real release.	*"This sh***y game feels like a **beta**"*	**/**

17	Beta-Tester	N/A	A person who tested and reviewed a game that is on the Beta stage to look for any bugs, test the gameplay and find ways to improve the game even more.	*"Any game recruiting **beta-tester** no?"*	**/**
18	Bio	(Noun) A biography or short biographical profile of someone.	A term used in chat when players wanted to take a bathroom break.	*"Guys pause the game. gonna go **bio**!"*	**/**
19	Blitz	(i) (Noun) An intensive or sudden military attack. (ii)(Noun) (informal) A sudden concerted effort to deal with something.	A strategy used by players to keep on attacking the enemies at a fast rate.	*"wait for me, don't **blitz** dungeon yet you won't get much exp"*	**/**
20	Boss	(Noun)A person who is in charge of a worker or organization.	(i) A harder (usually) non-player character or monster than the usual that appears at the end of each level of event or dungeon. (ii) Used to address the best player.	*"annoying dungeon **boss**. Debuff me every time"*	**/**

21	Bots	(i) (Noun) (chiefly in science fiction) a robot.	An A.I. controlled characters.	*"I rather play with **bots**..."*		/
		(ii) (Noun) The larva of the botfly, which is an internal parasite of horses.				
22	Buff	(i) (Adjective) (Of a person or their body) In good physical shape with well-developed muscles.	A momentarily increase of power during the game. Usually by any means from food, item, spells and etc	*"Gonna get them **buffs** boi. That's crit buff."*	/	/
		(ii) (Noun) A yellowish-beige colour.				
		(iii) (Verb) Polish (something)				
23	Bug	(i) (Noun) A concealed miniature microphone, used for secret eavesdropping or recording.	An error, flaw, failure or fault in a computer program or system that causes it to produce an incorrect or unexpected result, or to behave in unintended ways.	*"lul don't bother. Wb got **bug** no reward oso"*		/
		(ii) (Noun) A small insect				

No.	Term	Abbr.	Dictionary Definition	Gaming Definition	Example	Col A	Col B	Col C
24	Camper		(i) (Noun) A person who spends a holiday in a tent or holiday camp. (ii) (Noun) (British) A large motor vehicle with living accommodation.	Players who use the 'Camping' strategy to gain strategical advantages.	*"I am so pi**ed at the **camper**!! suddenly ambush liddat"*		/	
25	Camping		(Verb) The activity of spending a holiday living in a tent.	A type of strategy as simple as picking a position and not moving from that position until an enemy comes close to you.			/	
26	Capture the Flag	CTF	N/A	A game mode where the team requires to steal enemies' flag and bring it back to their base.	*"u free? **CTF** lets?"*	/	/	
27	Carry		(i) (Verb) Support and move (someone or something) from one place to another (ii) (Verb) Assume accept (responsibility or blame)	A term used when a stronger or surviving player, regardless position or character, is leading the others in the team / party / fellowship to win the game	*"dude gg. I almost die. **Carry** me"*			/

28	Casting	(i) (Noun) An object made by pouring molten metal or other material into a mould. (ii) (Verb) Throw (something) forcefully in a specified direction.	(i) The act of providing live commentary of a game or replay, using the in-game broadcasting functions to speak to audience members watching the game. (ii) To activate a spell.	*"She is **casting** today, the mage will be **casting** the spell"*				/
29	Character	(i) (Noun) The mental and moral qualities distinctive to an individual. (ii) (Noun) people in a novel, play, or film. (iii) (Noun) A printed or written letter or symbol.	A character in a video game or role-playing game who is controlled or controllable by a player, typically a protagonist in a game's plot.	*"zade why u stick to bladedancer? u don't want to change **character**?"*	/		/	/
30	Charge	(i) (Verb) Demand (an amount) as a price for a service rendered or goods supplied. (ii) (Verb) Formally accuse (someone) of something, especially an offence under the law.	A subclass. Owns a passive or skill of movement boosting, jump, dash, teleport, or fly. Also have the skills to repel enemy away for a short period of time.	*"Can someone **charge** for this round?"*				/

5.0 DISCUSSION

Findings showed that each of the raw words and meanings that are taken from sources were approved and justified by at least 80% out of the 20 chosen avid gamers. This means, for each and every word along with its meanings, at least 16 of the avid gamers are familiar with the words and use them regularly while gaming, in a way signifying that these findings have fulfilled and approved the approach and theory outlined by Chung and Nation (2003) to distinguish the technicality of the vocabulary. It is also interesting to note that most of the avid gamers admitted that these words and the meanings tend to confuse non-gamers and most were defined very differently from the usual definition or the context used in common language. This peculiarity of findings supported the previous studies and theories on how language in gaming often led to confusions and misunderstandings (Huizinga, 1938; Kramer, 2014; Swoboda, 2015) due to the probability of different meanings occurred.

The variety of the words and contexts supported the idea by Nation (2001) Mohammad Abadi and Mohammad Abadi (2012) where semi technical vocabulary includes all of the common and technical corpora which hold extensive range of meanings to fit in certain context. This can be seen for example, in the word 'dungeon' which is defined by layman resources and online Oxford Dictionary (2018) as 'a strong underground prison cell in a castle' and usually being portrayed as a scary place. On the contrary, even though the word and the pronunciation are the same, it is generally interpreted by avid gamers as 'a place to gain or loot money, in-game materials and experience points. Another example is an abbreviation or acronym commonly used by gamers; 'GG' or Good Game, where gamers use the term in a context of when a gamer wanted to signify a 'the-end moment' or game over towards oneself or others in both losing or winning battle or situation. There are also examples of words that do not exist in any layman vocabulary set such as 'rekt', which is usually used and expressed in a context or situation when a gamer managed to eliminate or even humiliate another gamer or enemies in- game. One more example that truly shows the detachment of meanings in-game from general, common language is the word 'tank'. 'Tank' in the context of gaming refers to an act of receiving focus and damages from enemies, most of the time on behalf of teammates, and also referring to a character with high defense. This is totally different from what is defined by online Oxford Dictionary (2018) - 'a heavy armored vehicle' or 'a large receptacle or storage chamber'.

It is can be seen as of the examples above, that the words after being given its own meanings to cater the specific needs a purpose would not fit with the common usage in general English. This peculiar set of words and the context they are used are indeed semi-technical vocabulary which is part of ESP focus on the selectiveness of the nature of the language (Mohan, 1986; Lamri, 2016) and based on the absolute characteristics, as listed by Dudley-Evans and St. John (1998). The size of the corpus found also negates Greenfield (2014) and Wijaya (2018)'s idea of gaming being not as widely popular as it claimed to be.

6.0. CONCLUSION

Upon the findings for RQ1 and RQ2, this exploratory study proves there are semi-technical words that are used widely within the specific virtual gaming community. This study also manages to uncover the definitions of each semi-technical vocabulary of MMO games which when being used in its nature, does not share the same meanings as the direct meanings in common, layman words. The semi-technical vocabulary serves a unique and peculiar context in- game or when used by gamers, different from how those words are usually used out of the context of MMO. Evidently, the findings of this study clearly support the previous research on online gaming (Huizinga, 1938; Kramer, 2014; Swoboda, 2015; Lofgren, 2017), ESP (Dudley-Evans & St. John, 1998; Macià et. al., 2006) and semi-technical vocabulary (Nation, 2001; Chung & Nation, 2003; Menon & Mukundan, 2010; Li & Li, 2015). Imolications of this study would be for those who are investigating English for Specific Purposes (ESP) or semi-technical words in the virtual gaming world. This study could be the starting point of a lexical analysis and lexicon compilation. This is due to the rather extensive field itself and the findings may be expanded over time. In addition, the findings for this research can also benefit fellow gamers who newcomers or beginners, as these findings could be a reference for them to further understand the nature of MMO games.

REFERENCES

Akturan, U., Karadeniz, E., Yılmaz, Ö. Ö., Gül, M. Ç., İnelmen, K., & Yılmaz, M. E. (2009). A Review of cyber ethnographic research: A research technique to analyze virtual consumer communities. *Bogazici Journal*, *23*(1-2), 1-18.

Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. New Jersey: Lawrence Erlbaum Associates.

Beatty, K. (2003). Teaching and researching computer-assisted language learning. London: Pearson Education Limited.

Belludi, N. (2008). Albert Mehrabian's 7-38-55 rule of personal communication.

Blommaert, J. (2013). Language and the study of diversity. *Tilburg Papers in CultureStudies*, *74*, 1-14.

Browne, L. (2011). Cyber-Ethnography: The Emerging Research Approach for 21st Century Research Investigation. IGI Global.

Brunton, M. (2009). An account of ESP–with possible future directions. *English for Specific Purposes*, *3*(24), 1-15.

Burawoy, M., Burton, A., Ferguson, A. A., Fox, K. J., Gamson, J., Gartrell, N., & Ui, S. (1991). Ethnography unbound. Power and resistance in the modern metropolis. Berkeley: University of California Press.

Carbaugh, D. (2008). Ethnography of communication. The international encyclopaedia of Communication, 1-7.

Chung, T. M., & Nation, P. (2003). Technical vocabulary in specialized texts. *Reading in a Foreign language*, *15*(2), 103.

Chung, T. M., & Nation, P. (2004). Identifying technical vocabulary. *System*, *32*(2), 251-263.

Corneliussen, H., & Rettberg, J. W. (Eds.). (2008). *Digital culture, play, and identity: A World of Warcraft reader*. MIT Press.

Costello, L., McDermott, M. L., & Wallace, R. (2017). Netnography: range of practices, Misperceptions, and missed opportunities. International Journal of Qualitative Methods, 16(1), 1609406917700647.

Culnan, M. J., & Markus, M. L. (1987). Information technologies in FM Jablin, LI, Putnam, KH Roberts & LW Porter (eds) Handbook of Organisational Communication: an interdisciplinary perspective.

Daft, R. L., & Lengel, R. H. (1986). Organizational information requirements, media richness and structural design. *Management science*, *32*(5), 554-571.

Dota 2 Wiki. (2018). *Glossary*. Retrieved from https://dota2.gamepedia.com/Glossary

Dudley-Evans, T. (1998). An Overview of ESP in the 1990s.

Dudley-Evans, T., & St John, M. J. (1998). Developments in English for specific purposes: A multidisciplinary approach. Cambridge university press.

English Dictionary, Thesaurus, & grammar help | Oxford Dictionaries. (2018). Retrieved from https://en.oxforddictionaries.com/

Game Genius – List of Gaming Terms. (2018). Retrieved from https://genius.com/Game-genius-list-of-gaming-terms-annotated

Gaudiosi, J. (2015). *ESPN enters the esports arena*. Retrieved from http://fortune.com/2015/01/23/espn-professional-video-gaming/

Gaudiosi, J. (2017). *Why Coca-Cola Dove into ESports | AList.* Retrieved from https://www.alistdaily.com/strategy/coca-cola-dove-esports/

Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Gordonsville, VA, USA: Palgrave Macmillan.

Gee, J. P. (2016). Gaming lives in the twenty-first century: Literate connections. Springer.

Glossary of Online Gaming Acronyms, Abbreviations and Slang. (2018). Retrieved from http://www.lagkills.com/gaming-acronyms.htm

Greenfield, P. M. (2014). Mind and media: The effects of television, video games, and computers. Psychology Press.

Hampton, A. J., Rawlings, J., Treger, S., & Sprecher, S. (2018). Channels of Computer-Mediated Communication and Satisfaction in Long-Distance Relationships. Interpersonal: An International Journal on Personal Relationships, 11(2), 171-187.

Hemphill, D. (2005). Cybersport. Journal of the Philosophy of Sport, 32(2), 195-207.

Hollist, K. E. (2015). Time to be grown-ups about video gaming: the rising eSports industry and the need for regulation. Ariz. L. Rev., 57, 823.

Huizinga, J. (1938). Homo Ludens, vom Ursprung der Kultur im Spiel Hamburg. Die Originalausgabe erschien.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.

Jenny, S. E., Keiper, M. C., Taylor, B. J., Williams, D. P., Gawrysiak, J., Manning, R. D., & Tutka, P. M. (2018). eSports Venues: A New Sport Business Opportunity. Journal of Applied Sport Management, 10(1).

Jenny, S. E., Manning, R. D., Keiper, M. C., & Olrich, T. W. (2017). Virtual (ly) athletes: Where eSports fit within the definition of "sport". Quest, 69(1), 1-18.

Jin, D. (2010). ESports and television business in the digital economy. Korea's online gaming empire, 59-79.

Kolev, R. (2018). KeSPA, Riot and OGN finalize the Korean 2015 circuit reform. Retrieved from https://www.gosugamers.net/lol/news/29039-kespa-riot-and-ogn-finalize-the-korean-2015-circuit-reform

Kozinets, R. V. (2002). The field behind the screen: Using netnography for marketing research in online communities. *Journal of marketing research*, *39*(1), 61-72.

Kramer, B. (2014). *L2P n00b-the pragmatics of positioning in MMORPGs* (Doctoral dissertation, uni wien).

Lamri, C. E. (2016). An introduction to English for Specific Purposes (ESP). University of Abou Bekr Belkaid Tlemcen, Faculty of Arts and Languages Department of English.

Li, X., & Li, L. (2015). Characteristics of English for Science and Technology. In *2015 International Conference on Humanities and Social Science Research*. Atlantis Press.

Lofgren, K. (2017). *2017 Video Game Trends and Statistics - Who's Playing What and Why? | Big Fish Blog*. Retrieved from https://www.bigfishgames.com/blog/2017- video-game-trends-and-statistics-who's-playing-what-and-why/

Macià, E. A., Cervera, A. S., & Ramos, C. R. (Eds.). (2006). *Information technology in languages for specific purposes: Issues and prospects* (Vol. 7). Springer Science & Business Media.

Menon, S., & Mukundan, J. (2010). Analyzing collocation patterns of semi-technical words in science textbooks. *Pertanika Journal of Social Sciences and Humanities*, *18*(2), 241-258.

Mobile Legends Wiki. Retrieved from http://mobile-legends.wikia.com/wiki/Mobile_Legends _Wiki

Mohammad Abadi, A. M., & Mohammad Abadi, Z. M. (2012). On the importance of semi-

technical vocabulary in ESP materials development.

Mohan, B. A. (1986). *Language and content* (Vol. 5288). Addison Wesley Publishing Company.

Mozur, P. (2014). For South Korea, esports is national pastime. New York Times. Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.

Nguyen, M. (2017). Jobs and careers in the eSports & video gaming industry continue to grow. Retrieved from https://www.businessinsider.com/esports-gaming-jobs-careers-2017-12/?IR=T

Nguyen, M. (2018). *See how much the top eSports teams, athletes, and their organizations make*. Retrieved from http://uk.businessinsider.com/top-esports- teams-players-salaries-2018-1/?IR=T

Olsen, P. (2011). Computer games: enhancing education.

Online Gaming Terms You Should Know. (2016). Retrieved from http://www.gamerlink.gg/blog/gaming/online-gaming-terms-you-should-know/

Pentasia.com. (2018). *The Billion Dollar eSports Boom: Creating Career Opportunities.* Retrieved from https://www.pentasia.com/news/view,the-billion-dollar-esports-boom-creating-career-opportunities_9093.htm

Prensky, M. (2001). *Digital game-based learning*. New York: McGraw-Hill, cop.

Prensky, M. (2005). Computer games and learning: digital game-based learning in.

Rovell, D. (2016). *Esports on track to becoming a billion-dollar industry by 2019.* Retrieved from http://www.espn.com/esports/story/_/id/15274191/esports-track- becoming-billion-dollar-industry-2019

Schneider, E., & Zheng, K. (2007). English speaking players as In-Game content: new ideas for marketing to youth in Asia. Paper presented Game Developers Conference (GDC). San Francisco, CA.

Schreier, J. (2015). ESPN airs video games, Twitter freaks out. Retrieved from https://kotaku.com/espn-airs-video-games-twitter-freaks-out-1700333433

Swoboda, B. (2015). GTFO!!-Positioning as interaction strategy in MMORPG communication. Comunicação e Sociedade, 27, 151-166.

Walther, J. B. (1992). Interpersonal effects in computer-mediated interaction: A relational perspective. Communication research, 19(1), 52-90.

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyper personal interaction. *Communication research*, *23*(1), 3-43.

Walther, J. B. (2011). Theories of computer-mediated communication and interpersonal relations. *The handbook of interpersonal communication*, *4*, 443-479.

Wang, J., Liang, S. L., & Ge, G. C. (2008). Establishment of a medical academic word list. *English for Specific Purposes*, *27*(4), 442-458.

Waters, J. K. (2007). On a quest for English. *The Journal*, *34*(10), 27-28.

Welch, T. (2002). *"The History of the CPL", Cyberathlete Professional League*. Retrieved from http://www.thecpl.com/league/?p=history

Widdowson, H. G. (1983). Learning purpose and language use. Oxford Univ Pr. Wijaya, M. S. A. (2018). Membuat Organisasi Bisnis Aquila E-Sports di Indonesia. Wilkins, D. (1972). Linguistics in Language Teaching. London: Arnold.

Yee, N. (2006). Motivations for play in online games. *Cyber Psychology & behavior*, *9*(6), 772-7