Language Learning and MUDs: and Overview. **Rosa Macarro Asensio.**

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Resumen: This article shows the potential of MUDs in Language Learning Acquisition. At the same time, it intends to serve as an introduction to these nonprofit virtual environments so that those who have never been in a MUD could be able to discover and explore these virtual text worlds in the future. It starts with a brief definition and history of these computer environments, together with some comments and ideas found in previous studies. The article continues to enumerate the several features that make MUDs ideal spaces for language learning, ending with an introductory guide to use a specific MUD, NannyMUD. It also includes extra information to access this and other similar worlds.

Palabras clave: Language learning. MUDs. Internet.

Introduction.

CALL (Computer-Assisted Language Learning) existed long before there was something known as the Internet. At those times, it mainly consisted of drill exercises. But the real breakthrough came with the Internet, and then a new term was born: CMC, that is, Computer-Mediated Communication[1].

It is not easy to overestimate the worth of the Internet as a tool for practising languages: it provides us with the capacity to talk to anybody in the world, in any language, without leaving home, and for free.

Many of us do not use all the resources the Internet offers for practising a foreign language, but at least some of these resources have been generally spread among Internet users: Instant Messengers, Chat rooms, Forums/Messageboards, Mail lists and the huge amount of information available on the Web, where we can read everything we want on issues of our interest, in any language.

Students have never heard a word about MUDs, as these are not so well known worldwide, and scarcely in Spain[2]. This is why the principal aim of this article is precisely to introduce MUDs to those who have never heard of them[3], and to explore and highlight their value as language laboratories. With the information provided, students will be free to decide if they are willing to spend some of their time practising the language with this communicative resource.

Definition and origins.

A MUD (Multi-User Dungeon or Multi-User Dimension) is a virtual reality without pictures, just text. Many users can be connected at the same time sharing experiences or walking alone through the many virtual places described in it. A MUD also has multiple descriptions of objects any user can manipulate.

There are many names for this type of virtual reality, being MUD the one normally assigned to those classified as a game, and to the general class. Others are

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[1] M. Warschauer, "Computer-assisted language learning: An introduction. In S Fotos", *Multimedia language teaching*, Tokio, Logos International, 1996, pages 3-20.
[2] There was a mud (Medina) at the University of Castellón. Some years ago I was able to login, but it was empty. Last time I tried, the connection failed, being my guess that it is no longer in existence. Joan Mayans i Planells (2000) wrote several articles on Muds.
[3] Section "An example of MUD: NannyMUD" for practical/technical information.

called MOO[4], MUSH, MUSE... showing in their acronyms a difference in their environment conditions or general aim. They all have many features in common, so a few of the concepts here could be applied to all of them. However, everything referring to a game is typical of MUDs.

What is now considered the origins of MUDs started more or less at the same time in the universities of Essex (UK) and Illinois (USA), in the 70s. These were inspired in games where an adventurer found himself in the *world* looking for treasure, fighting monsters on his way.

Nowadays, some graphic online games resembling MUDs have been created. But these are commercial sites whereas MUDs have kept their nonprofit spirit. Mortensen[5] says that recent gaming studies tend to ignore the history of games[6].

There are many, varied, and at the same time similar, definitions of MUDs, but I would like to finish this brief section with a special definition:

> *I have found in Nanny a place of wonder*
> *A timeless place to be young forever*
> *My heart feels free and my soul unfettered*
> *I fight valiantly and share experiences with friends I care for dearly*
> *I wander through the forests my soul one with nature*
> *I smell the soft scents of nature and hear sounds that lift my soul*
> *I search out the treasures that Nanny has hidden joyfully...*

> Sharlana, *druid from NannyMUD.*

Research and Difficulties.

> *A MUD can be an excellent research site, it offers unprecedented opportunities for observation, manipulation, and control of relevant variables.*
>
> Alan Schwartz.

Notwithstanding Schwartz's words, many studies complain about the lack of conclusive research on MUDs/MOOs and computer-mediated communication (CMC) as a whole[7].

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[4] Moo is the name most commonly used by the language environments not intended as games . for some research on moos: Holmevik, Hayines (2000), Turbee (1996), Haas (1999), Cerrate, waern (2003), Shield, Weininger, Davies (1999).

[5] Mortensen, T.E. "WoW is the New MUD: Social Gaming from Text to Video", *Games and Culture*, Vol1, N4, 2006, pages 397-413.

[6] His article compares MUDs and WoW (World of Warcraft).

[7] *Vid.* Arnold & Ducate, 2006; Bork, 2001; Sempsey, 1995.

Sempsey, in particular, states that "one of the most evident aspects of MU* related research is that there seems to be so little of it; even though computer mediated environments seem tailor made for experimental observations, there seems to be a general bias on the part of MU* researchers towards non-experimental research designs; all of the MU* research I could find was ethnographic and narrative in nature". He would think the same of mine here now. There have been studies from 1995, but I am sure there is still room for many.

Nevertheless, there is agreement on several aspects regarding the use of these Internet environments as language learning tools:

- They facilitate the constructivist learning approach in which learners create their own personal interpretation of the world, based upon their experiences and their interactions with the world[8].
- Their social nature offers unique opportunities for communication and, thus, language learning.
- These worlds can suit different learning styles and support long-life learning.
- Interaction, a very important factor to consider in learning methodologies, takes place both with the tool and with other users.
- Technology is a major obstacle when using or instructing in the use of MUDs/MOOs[9].

Educative implications for learning languages in MUDs.

In this section, a new analysis of MUDs as tools for language learning will be stated. Considering all the possibilities the Internet provides for learning and practising foreign languages, what can a MUD offer?:

Diversity. In a MUD we can communicate syncronically with other users connected at that particular time (say, tell, shout...). We can as well communicate asyncronically by email, or with the help of noticeboards.

It is possible to enter to simply explore the world, reading numerous descriptions and searching for hints to solve *quests* and *puzzles*. This is a very important feature to consider, since not everybody likes talking to others all the time, and this is something the rest of programs, like IRC or Messengers, cannot offer, because they only serve as a vehicle of communication.

Motivation. The social and ludic side of MUDs is attractive in itself, to the extent that many people do not use them as a learning tool, but as a way to enjoy part

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[8] Q. Jin, "Design of a virtual community based interactive learning environment", *Information Sciences,* t. 140, Japan, 2002*,* pages 171-191.
[9] *Vid.* Haas & Gardner, 1999; Shield et al., 1999; Turbee, 1997.

of their spare time; thus, we can find a high number of native English speakers in a MUD written in English. It is not surprising, then, that those of us who in addition have the possibility to practise a foreign language, feel inclined to frequent it.

The bonds of friendship here created, the satisfaction of succeeding in solving a mystery or fulfilling some deed, are motivational factors that foster our participation. This way, without considering we are making a great effort to learn, we will be exercising our ability to understand and exchange ideas in that language.

Vocabulary. A MUD describes a reality, although this real world might have a tint of fantasy or be inspired in remote times. When existing in such an environment, we will need the average, typical vocabulary of life, which can be broken down like this:

BASIC: All those verbs used to express or satisfy our most vital necessities: from a physical perspective of well being (eat, drink, sleep); mood (cry, laugh, smile, beam); or communication (shake hands, wave, poke, stare).

PUBLIC ESTABLISHMENTS: We will find meat markets, town halls, village squares, etc.

NATURE: There exist areas of unique floral richness, where it will be possible to admire specimens of the most beautiful flowers. In the same manner, we can find ourselves in the middle of vast areas like forests, jungles or deserts; all with an enormous variety of trees and animals. Because of its special qualities, we will also be able to dive in rivers, lakes or oceans, and study their animal and vegetal life.

CHARACTERS: Apart from our own personal descriptions, which will make us appear in front of the rest with particular characteristics chosen by ourselves, an infinite number of varied personages will unexpectedly appear along our way, such as guardians, monks, beggars, kings, maids, alchemists, bakers...

BUILDINGS: In a MUD, we can learn the usual vocabulary depicting a church, palace, hut, pyramid or monastery, to mention some examples of the buildings raised in this world.

ACTIONS: Like in real life, in a MUD one must act and react in front of whatever circumstances the person may encounter, naturally here the actions might be more adventurous or unreal than in our normal life, as most of us are not archeologists, wizards or warriors for a living. If there is a book or manuscript, the logical instinct will be to *read* it; facing a cave we may decide to *enter* it, and for that we would probably need to *light* a torch; it is possible to *sail* if there is some ship on sight, or we could also try to *swim* or *dive* in the sea;

it is good advice to *open* cupboards and drawers and to thoroughly *search* their inside; here our dexterity will be such as to be able to *climb* trees and walls, to *dig* up hidden objects or *read* ancient runes; we will also have to *press* or *extract* objects, depending on their attributes, to find out what they are concealing.

Individualization. So far, it has been difficult to adapt to students' diversity of learning styles from a theoretical and methodological viewpoint[10], and neither will a MUD satisfy the different preferences in method. But a MUD is indeed complex and flexible enough to adapt to many of them. Being available 24 hours a day, we will connect at the time most adequate for our interests and timetables, and there will always be users connected, given its international nature.

Cultural richness. This is a very important attribute of the Internet as a whole. Although it is true that some prefer to gather in circles where there are exclusively people from their own city or village, the international condition of the Internet means that individuals from all over the world can meet in a MUD. We will learn about the popular habits in many countries, typical meals, festivals, mythology, etc. since the different areas of a MUD will be often influenced by the distinctive culture of their creators.

Interactivity. The fact that a MUD addresses us awaiting an answer, and the fact that our reactions and words cause different effects, is a stimulus to go on searching and exploring, getting in touch with the world around us, for we sense we are a main character in it. Our stay in a MUD is like an immersion in a real foreign language environment; with the exception that communication will only take place by means of the written word.

Co-operation. In a MUD we will be able to explore solo, but we will also be able to share the experience with other partners if we prefer it that way. Mechanisms exist which allow us to walk through the MUD as members of a pair or group, apart from the many communicative resources that are available to chat, ask for help or make a comment. This is a very interesting aspect for our language practice, because of the varied styles of expressions we will meet, and because of the motivation implied by being part of a group.

Role-play. In most MUDs users are encouraged to play a particular role so that their stay there can be more interesting, although it is easier to find users role-playing more in some than in others. Being able to follow a plot means that we can think beforehand the type of discourse we want to use, reflect on which expressions can be adequate to our character, and on the clothing and physical appearance as well. We do not have to be the same character forever. On the contrary, it is possible for us to be a

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[10] Chapelle, C.A. "Technology and second language learning: expanding methods and agendas", *Journal System*, t. 32, 4, 2004, pages 593-601.

vampire today, for instance, and a knight tomorrow, very different roles we can try to represent with all the depth and imagination our minds can afford.

Creation. The crowning glory of your stay in a MUD is when you stop being a common character to become a wizard, that is, the creator of an area. At first, you will be a beginner creator, under the supervision of a more experienced creator who will help you with the comprehension of the programming language required to make the area, and also with correcting your descriptions when needed. This way you will have the chance to develop all your ideas in a foreign language, always trying to create an atmosphere in connection with that of the MUD in general. When your area is finished, it will be reported to the person in charge, who will revise it to check if it suits the mandatory requirements. Once it has been given approval, it will become visible to all users, who then will be able to explore and enjoy it.

Difficulties.

> *Perhaps you thought there would be flowers. Perhaps you thought there would be fireworks. Perhaps you thought there would be rainbows. Perhaps you thought there would be the sweetest soul sensations. Perhaps you thought there would be more to this plain than just grass, and the occasional stone shooting up from the ground the odd metre. Perhaps you thought something exciting would finally happen. Perhaps you wished for a little more. Sorry to disappoint you, but life is like this. Most of it is a seemingly endless plain, shut in by mountain walls, unfilled with exciting things. You will have to move on, find new exciting things and places. Like more plain. But wait, is that not a house to the northeast? And is that not a tree on the plain to the northwest? And is that not an outhouse, some way to the north? Life is short, especially an adventurer's life, so hurry off while you can. There are four obvious exists: east, west, north and south.*
>
> Room in Drechbrel's area, NannyMUD.

MUDs are difficult. They are even more difficult when the language of the MUD is not your mother tongue, and when you are not an expert in computers. This article has been talking about the wonders of MUDs, and to balance this enthusiasm, some words of warning should be included:

- You will feel lost at first not knowing what to do.
- You will have to read help files.
- You will get lost (again) in the world when you start walking around.
- You should find out about a good client (mud program) to make your life in the MUD easier. Some have many features that help you remember routes and all show a "cleaner" screen.
- At first, it will be hard to distinguish if a character is a real person or one of the many characters of the MUD.
- It is normal to die as a beginner. If you see you are about to die, "quit" could be a possibility to have in mind.

- There is a lot of nostalgia floating around in MUDs, so it is common to hear about the "good old times".
- You will have to fight monsters to advance in the game. Sometimes people say it is possible to advance by only solving mysteries, but I think this is not really true of a beginner.

If you are able to overcome all these difficulties, you will find yourself learning, finding playmates and enjoying a very special world.

Teachers intending to use a MUD in their classes must be prepared to invest a lot of time in the instruction. On the other hand, a possible approach that teachers may consider is to facilitate the information related to MUDs or joining students in a MUD like Achaea, where a guide (non real character) welcomes new guests and shows them the basic commands and concepts of the world.

An example of MUD: NannyMUD[11].

As mentioned before, there are many and varied types of MUDs. However, with a particular example, we will be able to observe some distinctive aspects occurring in most of them. NannyMUD is an LPMUD which promotes the practice of English, created by Lysator, the academic computer association at Linköping University, Sweden.

To connect to this MUD with a client/program, we need to know:

MUSH Settings

MUSH Name: nanny

Host address: mud.lysator.liu.se

Port: 2000

Cancel   OK
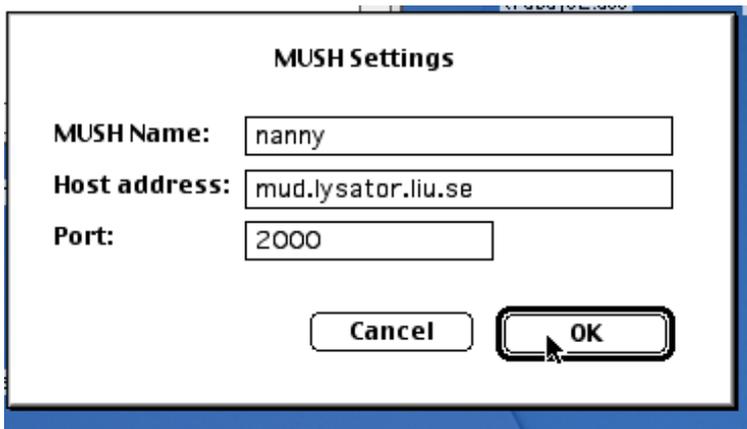
Figure 1: Connecting to NannyMUD.

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[11] More information in the section How to connect.

The next picture will vary depending on which program we are using, but somehow we will have to choose the option "Connect"[12].

Figure 2: Choose "Connect" from the menu.

We will be asked to enter a name. A good idea is to join letters together until we obtain a name of our liking, with no particular meaning. For example, here we are going to be Tehlsem, and there will be another user with whom we will interact at times. His name will be Tholsom.

Next, we will be asked a password. It is advisable to note down name and password, because they will be needed to enter the game in the future. We will also be asked to select a sex for our character: female, male or neuter. Optionally, we can enter an email address.
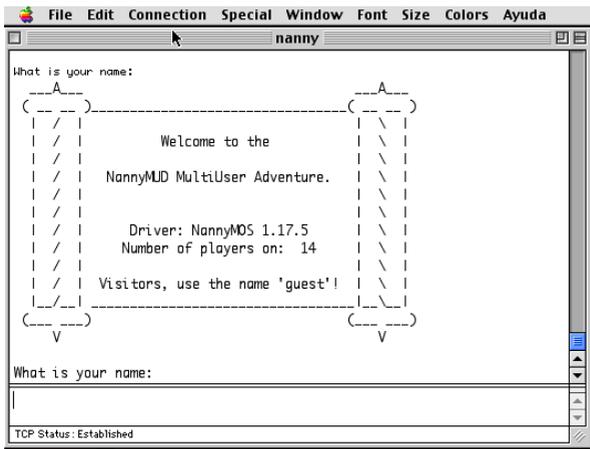

Figure 3: Entry to NannyMUD.

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[12] Sites to download MUD programs in the section Recommended Links.

In the next figure we can see the first room after connecting. A message will appear showing us how to read the help (HELP ADVENTURERS[13], READ PAGE 1. To see the room, what we have to do is LOOK (l), and when we feel ready to walk: NORTH (n), SOUTH (s), EAST (e), o WEST (w).

Any character we create will start as an adventurer. As we get to know the game better, we will learn about the different guilds (druids, knights, darks, etc) and decide if we want to become a member in one of them. The druid guild is a very good option to start in NannyMUD: it has plenty of interesting and funny feelings, and is probably the best suited for new players.
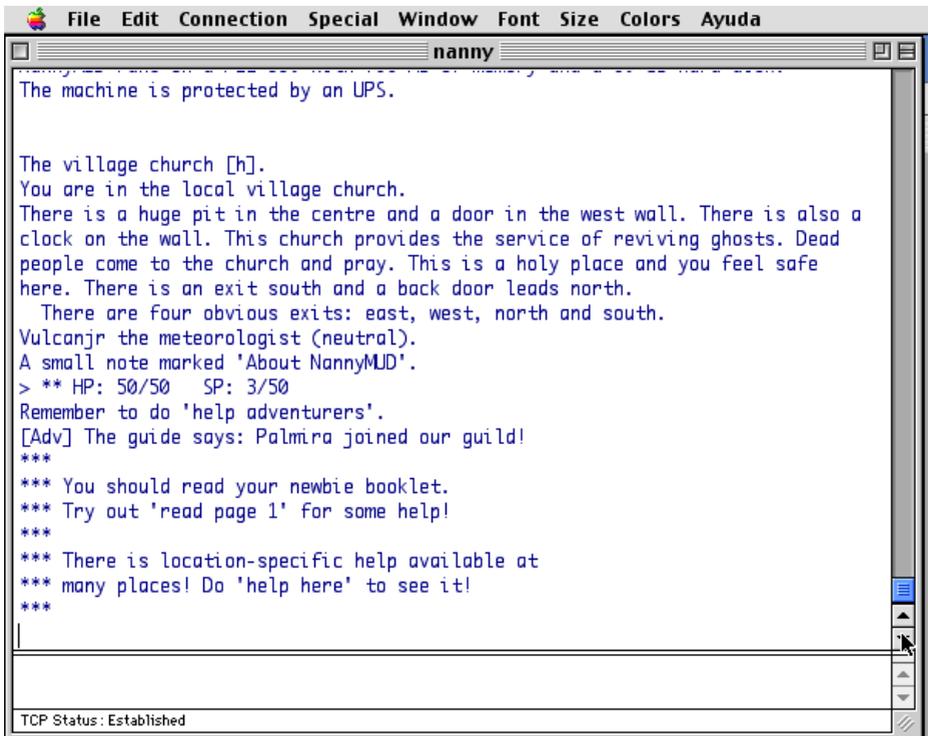

Figure 4: First room with help notes and a character.

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[13] Commands appear in CAPITAL LETTERS, abbreviations for those commands (between brackets). MUD original text in italics.

Seeing the description, now we know that if we ever die in this world, we may come to this church and PRAY.

We will see that we have a book with us, *newbie booklet*, with the necessary information to survive in this world. This is also available at *http://mud.lysator.liu.se/www/newbie_booklet.html*

Everything we carry is considered the INVENTORY (i). If I type I with a small character who is a druid, I will see:

> *Tehlsem's shell.*
> *A druidic ashwood staff.*
> *The Newbie booklet.*
> *A cloak made of twigs and leaves (worn).*
> *A miniature globe of NannyMUD.*

Part of that inventory are elements that show the character's connection to some clubs, groups or associations. We can EXAMINE (exa) any of those items to see what they are for. There is a maximum amount of items we can carry with us, depending on our strength.

If I type EXA GLOBE

I can see the description of a globe, together with information about the explorer's club, reminding me that writing HELP/CLUBS/EXPLORERS I will see the commands this club has to help us exploring the world.

> *This small globe depicts the surface of NannyMUD in relief. Some of the areas are very well filled in with perfect detail, while other areas are entirely blank. For more info, try help clubs/explorers*

The description of some other objects in my inventory is simpler:

EXA STAFF
It's a long ashwood staff. You can wield it and use it in combat, or just point it at something, and see what happens.

If I want to check the way I am seen by other characters in the MUD, I will write EXA TEHLSEM. We can describe ourselves in several lines with the command DESCRIBE. Also, there is the possibility to get your favourite hair style at the hairdresser's; and the rest is automatic, depending on which guild you belong to, your health at the moment, etc.

EXA TEHLSEM
Tehlsem the ancient druid of ashes (nice)
She is in good shape.
--
The marks of all the thorns that caressed her skin give her that wild look you see. This girl looks as innocent and helpless as when she was a baby lying alone on a dead trunk.
--
She has spiked, black hair, reaching her shoulders.
Tehlsem is a member of the Druid's Guild.
Tehlsem is a Commentator of All Events.

I could have added more physical descriptions in my personal lines, or any other information. Some characters' descriptions are quite long.

As we can see in the above example, Tehlsem is *nice*. Each character will have an *alignment*, which ranges from very evil to very good. This especially affects role playing. Some guilds, like *simyarins* (magic makers), are free to choose their alignment. They can be more or less malefic, but others are forced to follow a path of beatitude or evil; for instance, *knights* must be good. We all are neuter when we start.

In this world, we will be able to interact both with other characters and with the objects that we will encounter on our way; I enter a room and have a LOOK (l), and can see everything there at first sight, included people, whom I will also see coming and leaving:

You are in a large open grassy place just south of the village church, which dominates the scene. The main village lies over to the east and Ingis lane leads off south. To the west, there is a humpback bridge crossing a wide river, and beyond that, untamed wilderness.
It is day; the sun hangs high in the sky.
*   There are four obvious exits: east, west, north and south.*
> Tholsom arrives.
Tholsom leaves south.
Tholsom arrives.
Tholsom leaves west.

If I type SMILE THOLSOM when Tholsom is in the same room as me, I will see:

You smile happily at Tholsom.

And Tholsom will see:

Tehlsem smiles happily at you.

If I type "SAY Where is the Post Office?", everybody in my same room will see:

Tehlsem says: Where is the Post Office?

Tholsom says: 3e, 2s, w

What Tholsom said means walking 3 rooms towards east, two south and one west.

Apart from SMILE, there are hundreds of emotions (HELP FEELINGS) that we can test and use. Some are general for all players, and the different guilds have their own personal feelings. Also, we could get extra feelings when joining a club, buying an item, etc.

Among the general feelings, we find ways to show the most common emotions: laugh, cry, fear; or verbs to communicate with others:

SHAKEHANDS THOLSOM (everybody can do it).

You shake hands with Tholsom.

SPOWER (if you are a simyarin).

You raise your arms and let the power of the Flux fill you.

LDANCE THOLSOM (having a special medallion that can be bought).

You take Tholsom's hand and move him in a romantic slow dance that ends with a deep, passionate kiss.

But we can also communicate with the rest of users in the distance, with the command TELL; if I type "TELL tholsom thanks for your help, I was able to find the Post Office", Tholsom would see:

Tehlsem tells you: thanks for your help, I was able to find the Post Office.

We can also WHISPER in the same room, so that only one person can "hear" it:

Tehlsem whispers something to Tholsom.

That is what the rest of users in the room will see if I type something like "WHISPER THOLSOM I was fighting a dangerous snake in a desert".

On the contrary, the command SHOUT will make everybody "hear" what we say:

Tohlsom shouts: I am lost in a forest! Can someone help me?

We could also communicate with others through the mail service; we will go to the Post Office to receive and send messages. It is very useful because it serves to communicate with someone even if that person is not connected at that particular moment. There are also message boards for communicating; we will find them in the different guild buildings, clubs, general, etc.

Besides, there is a communication line in every guild so that members can talk about private issues to keep secret to the rest of the world, or simply to talk about issues only concerning its members. In every guild there is some particular letter/s providing the line of communication. Being a druid, these letters are *dr*:

"DR" Hello, my fellow druids. Could you tell me if I need to store my staff somewhere to keep it safe?

Interactivity with room objects is infinite; there is no limit to the possibilities. The most commonly used commands are LOOK (l) EXAMINE (exa) and SEARCH. But each area creator may have thought of different terms to access the objects of his/her creation. I am going to go into a pub in order to see what can be done with objects.

You are in The Rose and Dragon, the local pub.
You can order drinks here.

Water	*: 10 coins*
First class beer	*: 12 coins*
Special of the house	*: 50 coins*
Coffee	*: 50 coins*
Firebreather	*: 150 coins*

A dartboard hangs on the wall. It costs 5 coins per dart.
On the east wall hangs a calendar, a plaque and a clock.
There is one obvious exit: west.
An empty bottle.

I am going to pick that bottle that someone left empty in the pub:

GET BOTTLE
You take a bottle.

Walking for a little while, I find a cow and test if I will be able to obtain some milk:

MILK COW
You must put an empty bottle in position first. That is, on the ground.

DROP BOTTLE
You drop a bottle.

MILK COW
You milk the cow.

This time, after dropping the bottle, I managed to milk the cow. Let us see what is inside the bottle:

EXA BOTTLE
A bottle filled with fresh milk.

I am going to drink it:

DRINK MILK
Ah, milk! It does your body good.

Great!

Interaction will not only take place with people, or by handling objects; we can live authentic adventures like sailing, climbing tres, being teleported by magic, etc.

Tehlsem is now in a magic forest, and enters a room with this description:

Mist fills the air around you, coating you with a cool watery dew. The air before you is filled with rainbows, glistening and shifting as the water cascades down the cliff next to you. The waterfall speeds past close enough to touch, plunging down into the pool below. The bluff beneath you ends here in a sheer wall, rising up the mountainside.
There is one obvious exit: west.

If I examine the cliff:

EXA CLIFF

I will see:

This sheer cliff wall rises straight up before you, leading toward the top of the waterfall above. The rock is rough-hewn and solid; you might be able to climb it if you are really brave.

Then, now I know I can try climbing the cliff, and I will:

CLIMB CLIFF

I read:

You stand high above the forest, on a narrow ledge. A mighty river comes plunging out of the mountainside above you and cascades down the cliff, before taking its final plunge from just beside you, into the pool several hundred feet below.
There is one obvious exit: down.

Wow, what a wonderful view! I feel encouraged to analyze everything around:

EXA POOL
The pool lies directly below you... far below you. You know, if you jumped, you might hit the pool... wouldn't that be quite the rush!

But, of course! I'll jump into the pool:

JUMP
What? Jump? Wow, you are brave . . . or stupid. Well, if you are really, really sure, and willing to face the consequences, try 'brave the plunge'!

Oh! Now I am not so sure I want to jump, we said it is very high from the pool...maybe it is better if we leave it for some other day, I could get hurt and would not be able to finish this description of MUDs.

One of the most interesting aspects of a MUD is *Quests*: missions we can try to fulfill to grow in power and strength, and especially, because they are truly entertaining.

Let us see an example of quest in NannyMUD. It is called *Message in a bottle*:

An old seaman.
Baines bends down towards the water. He moves some stones and pokes around in the sand for awhile. He seems to be looking for something.
Baines says: 'My favourite hobby used to be wandering around at the waterfront looking for bottles with messages. I must say it is a fabulous hobby! You get lots of fresh air and if you are lucky, you can get in touch with interesting people all over the world.
And the excitement... You never know what to expect...
I just love opening the bottle, unrolling the note and ...
Can't you go and find me one? My legs are too old to walk all those beaches...'

If we agree, he will give us a hint about where to find a bottle with a message inside. If we find it, we must come back here and give it to him. Our efforts will be rewarded and we will feel satisfied for having made a good action.

There are more than a hundred quests in Nanny, some of them too difficult, but some other attainable and perfect to learn in an entertaining manner.

Another very important feature of MUDs are puzzles. NannyMUD has lots of them –more than quests-. Some may be as easy as feeding a little donkey; others are even more complex than some of the quests, having to uncover numerous mysteries and enigmas to solve them.

QUIT means we say goodbye to Nanny for now.

There are many different ways to live in the world of Nanny, and it does not matter how hard I try to describe them all. It is to some extent like the real world: each of us can see it and live it in a particular and special way.

How to connect. To connect to a MUD, we can simply login through their web page, if they have one. But MUD users normally connect with a program especially designed for MUD/MOOS that allows chosing the type of letter, has a neater interface and also provides useful devices to walk around. In these programs, the connection data will have to be entered. In the section *Recommended links*, there are pages containing information about hundreds of MUDS. These listed below are some MOOs and MUDs designed to learn languages:

EDUCATIONAL MOOs.

MundoHispano: *http://www.umsl.edu/~moosproj/mundosp.html*
Connect: admiral.umsl.edu (ó 134.124.15.13)
Port 8888
(connect guest)

Moo at the University of Saint Louis (Missouri), to learn Spanish.

MooFrançais: h*ttp://www.umsl.edu/~moosproj/moofrancais.html*
Connect: admiral.umsl.edu
Port 7777
Moo at the University of Saint Louis (Missouri), to learn French.

Schmooze: *http://schmooze.hunter.cuny.edu/*
Connect: schmooze.hunter.cuny.edu
Port 8888
Moo at the City University of Nueva York, for English as a Second Language (ESL) and cultural diversity.

GAME MUDs.

NannyMUD: *http://www.lysator.liu.se/nanny/*
Connect: mud.lysator.liu.se
Port 2000
MUD game at the University of Linköping (Sweden), to practise English.

DiscWorld: *http://discworld.atuin.net/lpc/*
Connect: discworld.atuin.net
Port 23 or 4242
British MUD, game based on the Discworld books by Terry Pratchett.

Achaea: *http://www.achaea.com*
Connect: achaea.com or 208.185.247.26
Port 23

American game MUD, great help for beginners. It is free, but there is the possibility to grow and advance in the game by paying credits (money). Anyhow, you can play for as long as you want for free.

All these MUDs/MOOs can be accessed through their web sites.

Recommended links:

MUD clients (computer programs):

http://www.ourplace.org/software.shtml
http://www.gammon.com.au/muds.htm
http://www.stick.org/software.php
http://www.mudconnect.com/index.html

 RESOURCES/MUD RESOURCES/MUD CLIENTS

The Top 20 MUDs based on telnet requests:
http://www.mudconnect.com/index.html   LISTINGS/TMC STATS: TOP 20

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