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**STATEMENT OF AUTHORSHIP:**

I certify that the above assignment is my original work; it is based on my own research. All sources used by me have been documented. No other person’s work has been used without due acknowledgement. This piece of work has not previously been submitted for assessment in this or any other subject or course at this University or elsewhere.

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**THE IMPACT OF USING THE SECOND LIFE IN EFL CLASSROOM**

**Nguyen Tuyet Vi**

## INTRODUCTION

Due to the rapid and constant development of Information and Communication Technologies, there are impressive changes to human life, especially education. Dede (2003) also claimed that multi-user virtual environments (MUVEs) have developed as a powerful learning platform which provides an interaction learning experience for students. Thanks to its immersive and interactive environment, Second Life has gain reputation in the field of learning and teaching foreign language. This study aims to emphasize the benefits of using Second Life in the English language classrooms. There is a brief definition of Second Life as an online virtual learning environment and how to structure language learning experience in Second Life. Besides, it compiles the advantages of teaching English to English as a Foreign Language (EFL) learners in Second Life. Finally, the study recommends some suggestions for language teachers relating using Second Life as an instructional instrument in the classroom.

## LITERATURE REVIEW

## 2.1. Definition of Second Life

Second Life (SL) is widely defined as a so-called MUVE (multi-user virtual environment), or OVSW (online virtual social world) with a user population of over eight million since its beginning in 2003 (Burgess, Slate, LeBouef, LaPrairie, 2010). SL was developed by Linden Lab and released in 2003. According to Ensslin (2017), SL enables its users to enact alternative identities and social practices without any preconceived rules or narratives, with the exception of the actual building blocks, landscapes, and customization options offered in-world. Besides, as mentioned in its term of service, only those aged over 16 can participate in SL.

## 2.2. [Second](#_Toc458411033) Life in English as a Foreign Language (EFL) learning

In an instructive setting, SL offers a space for teachers who are attempting to discover better approaches to supply engaging and useful learning in virtual settings. In a trendy experience, Stanley and Mawer (2008) use the time period severe game to consult the video games used for training, advertising, simulation or schooling. They claim that SL shows an amazing capability for training. Specifically, Gillen, Ferguson, Peachey and Twining (2012) examine using digital artefacts, the particular characteristics of the literary practices and cognition attitude on multimodal literary exercise. Results imply that the traits of the community enhance opportunities for gaining knowledge of along with expressing actual and collaborative strategies to gaining knowledge of, willingness to assist and specific appreciation of others’ achievements, participation throughout various communicative domain names and the introduction of a supportive surroundings.

In the context of EFL, studies indicate that SL has tremendous results on learning. To begin with, as Stevens (2006) and Clarke (2005; referred to in Cooke-Plagwitz, 2008) mention, SL has an effect for language learning. They underline that SL has the capability to influence to language teaching and learning, as students can collaborate with others from around the world, acknowledge oral, and cultural skillfulness through interactions with local people, and experience genuine mastering situations. Moreover, according to Vickers (2007), if SL is used with online teaching procedures, it comprises a communicative, immersive and realistic experience within interactive gaining knowledge. For example, in a quasi-experimental studies, Wang, Calandra, Hibbard and McDowell (2012) report the consequences of an experimental EFL application in SL on college students’ EFL studying, and propose that SL impacts definitely the learning manner.

**Effects of Second Life on Affective States**

Regarding the attitudes in the direction of studying in SL, Antoniadou (2011) reviews the contradictions said via scholar-teachers who interact in telecollaboration with transatlantic friends via SL during their preliminary education in teaching EFL. Outcomes show that scholar-teachers have nice attitudes closer to the implementation within the lecture room. In another study, Jee (2010) compares low and high-intermediate English as second language (ESL) college students’ interactions in task-based synchronous computer-mediated conversation within three kinds of duties: A jigsaw task, a choice-making task, and a discussion task in SL.

The findings suggest that low-intermediate college students have positive attitudes in the direction of their gaining knowledge of experience. However, it has to be noted that Jee’s study (2012) turned into carried out in the ESL context, and that high-intermediate inexperienced persons show more neutral attitudes towards their experience in SL.

The findings imply that low-intermediate college students have high quality attitudes in the direction of their getting to know experience. but, it need to be stated that Jee’s examine (2012) changed into carried out within the ESL context, and that high-intermediate learners display a extra impartial attitudes closer to their experience in SL.

**Interaction and Communication in Second Life**

Studies have indicated that SL can undoubtedly affect interplay and conversation among EFL learners. Peterson (2010) examines the synchronous interaction of intermediate stage EFL learners in 3 seventy-minute chat sessions in SL. He notes that a high degree of participation is finished inside the context and responsibilities within a learner-centered interaction.

He additionally states that learners overcome preliminary difficulties to provide coherent goal language output in the use of transactional techniques which include the use of split turns, time saving devices, addressivity, upper case and citation marks, and interactional discourse control techniques consisting of the usage of politeness and keyboard symbols. Peterson (2011) emphasizes that SL is beneficial to collaborative target language interplay, and improves face to face interactions.

**Collaborative and Autonomous Learning in Second Life**

Silva, Correia and Pardo-Ballester (2010) describe a technology mentoring experience that pursuits to train two faculty individuals to apply SL, and be aware that this experience allows them to interact in a collaborative effort to apprehend how they could use this virtual environment in a teacher schooling application and language getting to know. within the above-noted examine, Andreas et al. (2010) also notice that SL is a virtual tool concerning learner collaboration. moreover, in an explorative case observe, Liang (2011) examines the sorts of overseas language play SL and the resources of its contextual help. The author discovers that collaborative and competitive role-play facilitates foreign language play. In addition, Wang, Song, Stone and Yan (2011) report the outcomes dealing with the collaboration among universities inside the U.S.A. and China which explores various facets of EFL getting to know within SL. They state that synchronous and asynchronous communication offers international studies collaboration.

**Engagement and Participation in Second Life**

As Peterson (2011) underlines, SL is beneficial to engagement and participation of EFL  
inexperienced persons. Deutschmann and Panichi (2009) indicate that instructors’ supportive linguistic conduct increases gradually learner engagement from the primary consultation to the second. Moreover, Ho et al. (2009) also conduct a layout research that involves integrating the SL and web-based scaffolding through a customized dependent argumentation right into a language-based curriculum on the pre-university degree, and the study shows that learners find the experience attractive, evolutionary and inventive.

## 2.3. Research in Vietnamese EFL Context

Presently, there has been too little information on the function and performance of SL in Vietnam EFL context, which makes tough to compare the results to the findings on the global scale.

## SUGGESTIONS AND RECOMMENDATIONS FOR USING SECOND LIFE FOR ENGLISH TEACHING AND LEARNING PURPOSES

## 3.1. Using Second Life activities to teach English communication

In the research paper, Wang, et al (2009) conduct that it is possible for teachers to structure SL classrooms based on the learning objectives. Students can have better comprehension via visual observation of the surrounding environment, interaction with objects in the environment (clicking an item to hear an audio document for pronunciation).

Cheng, Zhan, Tsai (2010) indicate that communication in SL can be performed in two ways: the first one is text-based chat which can be asynchronous or synchronous and another one is live voice chat. Teachers can organize the communication individually or in a group format. Students can have interaction with one another verbally in actual time, which affords another layer of genuineness to the text-based interaction. Besides communications through textual content messages and audio conversations, avatars also can engage with one another by using utilising simple non-verbal gestures (e.g., waving, thumbs-up). Thanks to these forms of communication, foreign language teacher can set up an attractive and interactive language gaining knowledge of context that assists language students in hearing, deploying, and practicing the language.

Depend on the learning goals, SL classrooms can be designed to exhibit a pedagogical context in which specific language mastering topics are displayed via properly-designed portraits and colorful gadgets to fulfill the wishes and expectations of rookies with unique mastering styles. The digital avatar presence of instructors and students contributes to an actual feeling of being in a category. It can be said that SL can perform a very good, attractive, and contextually suitable platform for local audio system of a target language to have interaction with newbies (Wang, et al., 2009).

An expansion of educational techniques frequently applied inside the conventional classroom are also existent in SL (Carter & Elseth, 2009). In order to demonstrate, depend on the purposes of teaching activities, animations, audio or movies, PowerPoint Presentation, word playing cards containing any statistics, phrases or phrases may be designed beyond the digital classroom and that they can be effortlessly uploaded to SL. Those materials may be connected to any item in SL and regained through an easy mouse click. The micro-worlds offer language learners with the possibility to interact with other students and design gadgets within the environment, as a result contributing to the interactive composition of the world.

Finally, SL offers English teachers the opportunity to record activities taking place or the entire lesson carried out within the environment. After watching their personal recorded videos in SL, English teachers can compare their non-public performances and interactions with others (Cheng, Zhan & Chen, 2010). Other colleagues can evaluate the performed lesson in phrases of methodology deployed by way of the teacher. They are able to deliver comments to their colleague as to pros and cons of the offered lesson. They could supply helpful recommendation to their colleagues concerning higher approaches of imparting the equal lesson. The same process can be done with students, too. Students can record events taking location or the complete lesson carried out within the environment and they can criticize their own target language learning and development by way of watching their own recorded video clips in SL.

## 3.2. Suggestions for using SL for English teaching and learning purposes in Tan Tuc High School

After reviewing those studies, this paper offers a few hints on using SL as foreign language environment. Firstly, as SL complements students’ motivation, lowers anxiety, causes high quality attitudes in the direction of EFL getting to know and permits self-law, it could be said that SL offers chances to solve troubles students’ affective states in the EFL learning context. Secondly, SL may be used to improve students’ engagement and participation in EFL lessons. Besides, SL is an excellent and effective environment for conversation and interplay among EFL learners.

## IV. CONCLUSION

SL provides possibilities for students to improve their personal routes to language learning, development at different quotes, and feature distinctive needs and expectancies with appreciate to language learning. SL contributes to creating a virtual community in which EFL inexperienced persons can examine through collaboration and sharing. SL also effects on collaborative and autonomous learning as well as on engagement and participation of foreign language learners. To sum up, SL is one of the essential useful platforms for engaging in the real foreign language coaching in an unreal studying surroundings.

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